

## Term Information

Effective Term Autumn 2016

## 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 2271  
Course Title Happiness in History and Practice  
Transcript Abbreviation Happiness in Hist  
Course Description This class uses the framework of the history of emotions to examine the intellectual history of the emotion of happiness in Europe from Ancient Greece to the present, particularly the ways it emerged, evolved, and impacted various historical societies, as well as its indications of social diversity.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Recitation, Lecture  
Grade Roster Component Recitation  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites Prereq or concur: English 1110.xx, or permission of instructor.  
Exclusions

## Cross-Listings

Cross-Listings

## 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**

- Students will gain an understanding and knowledge of the concept of happiness as it emerged and evolved in European history from Ancient Greece to present time.
- Students will gain an understanding of how this concept of happiness impacted various historical societies, especially subordinated social groups.

### **Content Topic List**

- History of emotions
- Ancient Greece
- Happiness
- Ancient Rome
- Early Christianity
- Middle Ages
- The Enlightenment
- Consumerism
- The Cold War
- Contemporary debates on happiness

## **Attachments**

- History Assessment Plan.doc: History Assessment Plan  
*(GEC Course Assessment Plan. Owner: Bowerman,Ashley E.)*
- History 2271 Syllabus.docx: History 2271 Syllabus  
*(Syllabus. Owner: Bowerman,Ashley E.)*
- History 2271 Evaluation Rubrics.docx: 2271 Evaluation Rubrics  
*(Other Supporting Documentation. Owner: Bowerman,Ashley E.)*
- History Curriculum Map.doc: History Curriculum Map  
*(Other Supporting Documentation. Owner: Bowerman,Ashley E.)*
- History 2271 Concurrence Request to Philosophy.pdf: Concurrence Request  
*(Concurrence. Owner: Bowerman,Ashley E.)*

## **Comments**

- Concurrence request to Philosophy attached; we received no response. *(by Bowerman,Ashley E. on 11/19/2015 03:11 PM)*
- Please attach concurrence email *(by Stebenne,David Lawler on 11/19/2015 03:09 PM)*
- Given our strengths in the philosophy of concepts like Happiness, concurrence from Philosophy should accompany this request. *(by Heysel,Garett Robert on 02/19/2015 09:02 PM)*
- Returned at the Dept's request *(by Vankeerbergen,Bernadette Chantal on 02/18/2015 09:35 AM)*

**COURSE REQUEST**  
2271 - Status: PENDING

Last Updated: Heysel,Garett Robert  
11/19/2015

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Bowerman,Ashley E.	01/09/2015 12:57 PM	Submitted for Approval
Approved	Baker,Paula M	01/09/2015 12:59 PM	Unit Approval
Approved	Heysel,Garett Robert	01/22/2015 09:17 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/18/2015 09:38 AM	ASCCAO Approval
Submitted	Bowerman,Ashley E.	02/18/2015 09:50 AM	Submitted for Approval
Approved	Baker,Paula M	02/18/2015 10:19 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	02/19/2015 09:02 PM	College Approval
Submitted	Bowerman,Ashley E.	11/19/2015 01:26 PM	Submitted for Approval
Revision Requested	Stebenne,David Lawler	11/19/2015 03:09 PM	Unit Approval
Submitted	Bowerman,Ashley E.	11/19/2015 03:11 PM	Submitted for Approval
Approved	Stebenne,David Lawler	11/19/2015 03:12 PM	Unit Approval
Approved	Heysel,Garett Robert	11/19/2015 03:15 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	11/19/2015 03:15 PM	ASCCAO Approval

## **History 2271: Happiness in History and Practice**

Professor:	Dr. Gleb Tsipursky	Contact:	<a href="mailto:tsipursky.1@osu.edu">tsipursky.1@osu.edu</a> , 740-755-7806
Class meeting place:	...	Office location:	LeFevre Hall 287
Meeting time:	..., and special events	Hours:	Before and after class, and by appointment

### **Course Content**

I am excited to welcome you to “Happiness in History and Practice.” This class uses the framework of the history of emotions to examine the intellectual history of the emotion of happiness in Europe from Ancient Greece to the present. Thus, our key “Course Question” is:

1. How did the concept of happiness emerge and evolve in European history from Ancient Greece to the present? How did this concept impact various historical societies, especially subordinated social groups, and what does that indicate about social diversity?

## **Historical Study**

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

### **Expected Learning Outcomes:**

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

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

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

1. Critically examine theories of history, and historical methodologies. **Theories of history:** The course is grounded in students developing their own individual historical interpretations and on learning to use historical methods, namely analyzing primary sources, first-hand accounts of historical events created by direct observers, as well as secondary sources written by later historians. The class will convey historical thinking, namely analyzing the historical context, causality, and change over time related to the

notion of happiness in Europe from the Greeks through the present. The course will rely on a theoretical framework drawn from the history of emotions.

2. **Historical methods:** The course combines a topically inclusive European-wide vision with the ability to focus in depth on selected empirical cases that illustrate the importance of mastering intellectual history, political history, cultural history, and social history.
3. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical debates:** The course will study debates over notions of the ideal life among the Greeks and the Romans, the emergence of happiness as a notion in early Christianity, the evolution of this concept and its assumption of its modern form in the Enlightenment, and twentieth-century debates over happiness in democratic capitalist and authoritarian societies. **Contemporary debates:** The course concludes with a final unit on how contemporary research from cognitive science and other spheres challenges traditional concepts of happiness, and helps students clarify how to apply this research, along with historical models of happiness, to their lives.
4. Through reading primary and secondary sources and in-depth class discussion, students will access and critically examine intellectual, social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context. The course presents students with a variety of primary and secondary sources, and asks them to analyze how the sources of different types illustrate the themes of the course. The course has been designed to take a “whole history” approach, including culture, politics, economics, and society. The emphasis on drawing parallels between historical models of happiness and today’s society and students’ their individual lives will ensure a contemporary orientation.
5. Weekly reflective blog posts will ask students to wrestle with the two key course questions, ensuring that students both learn the history and relate it to their lives. Students will carry out in-depth analysis in a final paper comparing distinct historical notions of happiness. These required papers, including the final one, and the exam questions address these points explicitly.

## **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, peoples and cultures outside the U.S.

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

***Rationale for fulfilling the GE Learning Outcomes for Global Studies:***

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

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

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the intellectual, political, economic, social, and cultural global developments. With its grounding in historical analysis methods, its two clear themes, and readings from societies all over Europe, and through the European imperial influence to the globe, the course combines a topically inclusive vision with the ability to focus in depth on selected empirical cases that illustrate broader points. The first course theme especially coheres around the question of how subordinated social groups experienced the impact of the concept of happiness in their lives, underscoring global diversity.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The first theme of the course, grounded in social science and humanities perspectives, provides criteria for comparison and selectivity, precisely for the purpose of comparing similarities and differences in different global societies across space and time.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. The materials selected for readings in the course and the content of class sessions deal extensively with the theme of how notions of happiness impacted subordinated social groups, namely lower social classes, women, youth and the elderly, minority faith groups, and ethnic minorities. Doing so will enable students to examine ethnically, nationally, and religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today. In all of their papers, including the final paper, the students analyze specific moments or issues in terms of their local and their global significance for shaping the world in the past and today, since making connections between the past and today is one of the critical components of all paper assignments.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues relating to notions of happiness. After all, different concepts of happiness result in major tensions and conflicts between various societies, in the past and in the contemporary world, and the students will explore these issues in the class. The readings include works from and about western and eastern Europe and their colonial empires.

6. Students will understand the roots and structures of today's globalized world. Today's globalized world, and the varied notions of happiness within it, is the primary subject of the last class section, and is pursued throughout the earlier parts of the class as well.

### **Undergraduate History Major Program**

Within the undergraduate history major, this course satisfies the following requirements:

#### Category B: Breadth

- Within this category, this class counts for:
  - Focusing chronologically on the period before 1750
  - Focusing on comparative, transnational, transregional, or global history

#### Category C (2) Thematic concentrations:

- Religion in History
- Global Early Modern

This class meets the History Department diversity designation ("D").

### **Course Objectives**

- 1) **How do we know what we know about history?** This basic question faces all of you as novice historians. The answer to this question is not a simple one, since many aspects of history are a matter of current debate. We know certain things relatively well, such as many key facts, names, and dates. There is less agreement on more complex and ultimately more important issues, such as the causes and outcomes of historical events and processes, and the nature of relationships within and between societies. The latter represents the focus of attention within the historical discipline, including in this course.
- 2) **Historical Analysis.** As novice historians, you will focus a great deal of attention on developing your own individual historical interpretations and on learning to use historical methods. The latter are the best practices developed by historians in trying to understand the past. We will analyze primary sources, first-hand accounts of historical events created by direct observers. We will also explore secondary sources, interpretations of the past created based on primary sources, for example in your textbook or the papers that you will write. A key task of this class will be to help you develop your own interpretation of past events, using both primary and secondary sources as the basis for your view.
- 3) **Thinking and Reasoning Abilities.** Through undertaking such analysis of the past, you will strengthen your fundamental thinking and reasoning abilities. These abilities include: active reading; effective communication; critical, creative, and independent thinking; teamwork;

global awareness; finally, lifelong learning. These abilities will facilitate your success in all spheres of life, professional, public, and private.<sup>1</sup> Thus, this class will thus help you:

- a) **Develop your ability to read actively.** For secondary sources, this means identifying an author's argument, and determining how well it is supported. For primary sources, you will learn to identify the framework in which the document was created, reflect on how this influenced the perspective expressed, consider what it tells us about the historical setting, and place this text within the broader historical context of the time.
- b) **Develop your ability to think critically, creatively, and independently about what you read.** This pertains to critically evaluating the arguments of secondary sources, and the perspectives in primary sources. In doing so, you will compare these sources to other historical contexts and formulate an independent interpretation of historical issues.
- c) **Develop your ability to communicate effectively, in written and oral form.** This means marshaling appropriate historical evidence to make coherent and logical interpretations of past events. At the same time, this refers to respecting the perspectives of your audience, and addressing its needs.
- d) **Develop your teamwork ability.** This refers to helping create a collegial, collaborative, and team-oriented learning community, one conducive to developing skills in negotiation, compromise, agreeing to disagree, and presenting team conclusions to a broad audience.
- e) **Develop your global awareness.** This involves thoughtfully examining the different viewpoints of historical figures in a range of times and places. Through doing so, you will gain a deeper appreciation of the varied ways of understanding and evaluating reality by people in today's world, whether around the globe or within your own community.
- f) **Develop your lifelong learning ability.** This means the ability to compare continually one's own beliefs with daily reality and the perspectives of others, and to change one's mind and viewpoint to reflect differing circumstances and new data. Doing so is crucial for success in one's professional career, where innovation and flexibility are rewarded.

## Methods

My Teaching Philosophy: I seek to create an educational community that uses team-based learning strategies to encourage students both to take responsibility for their own learning and to assist the learning of their peers. Thus, our class meetings will feature active learning, meaning a combination of team activities, class discussions, and in-class writing exercises, with little or no lecturing. Learning assessments include weekly reflective blog posts, an online team project, and

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<sup>1</sup> As historians, we should provide evidence for our claims. Here is what Norman Augustine, the former chairman and CEO of Lockheed Martin, wrote about history in a 09/21/2011 op-ed in the *Wall Street Journal*: "...subjects like history impart: critical thinking, research skills, and the ability to communicate clearly and cogently. Such skills are certainly important for those at the top, but in today's economy they are fundamental to performance at nearly every level. A failing grade in history suggests that students are not only failing to comprehend our nation's story and that of our world, but also failing to develop skills that are crucial to employment across sectors."



a final paper. I fully believe in the ability of everyone who puts in the required effort to succeed in this course and am dedicated to helping you do so.

Typical Class Schedule: **Please make sure to do all of the readings and assignments for the upcoming week before coming to the first weekly class session.**

Time Commitment: The course requires **40-50 pages of reading per week on average**, sometimes more. It also requires **800-1000 words of writing per week on average**, less in the first half of the semester and more in the second. If you accept that at the beginning and follow the strategies I outline in the guides in the “Other Course Guidelines” sheet, you should be fine keeping pace. Make sure to dedicate at least an **hour and a half per weekday on average (7.5 hours a week)** outside of class time itself to doing the readings and preparing the assignments, and you should be on track to get the grade you desire and to gain the knowledge and skills that will serve you well in your collegiate and post-collegiate career.

### Assignments

<b>Reflective blog posts, 250-300 words (24):</b>	<b>1200 points</b>
<b>Class-Sourced Pinterest Project:</b>	<b>300 points</b>
<b>Final paper, 1500-1800 words:</b>	<b>500 points</b>
<b>TOTAL:</b>	<b>2000 points</b>

For the grading rubrics, see the “Evaluation Guidelines” sheet. For other information, see the “Other Course Guidelines” sheet.

### Readings

**Books (Required):** *Happiness: A History*, Darrin M. McMahon (2005). Please make sure that you have the textbook in your hands by the first week of classes, as you will have a reading assignment from the book for the third week.

**Primary and Secondary Source Readings:** I have located and posted required readings online on Carmen in order to save you the \$80 it would cost to buy a book of readings.

**History Writing and Methods Guide:** In order to save you the \$30 it would cost to buy a book providing guidance on historical thinking, methods, and writing, I have located and posted guidance on these issues on the course website. Please follow these closely in your analysis of historical evidence and your writing of class assignments.

## **Class and Readings Schedule**

This schedule is subject to change based on unforeseen events and developments. As far as I am able, I will discuss any changes with the class in advance and secure consensus on the best course of action.

### **Week 1: Introduction and Historical Methods**

### **Week 2: History of Emotions**

- Read:
  - Secondary source: selections from *The Navigation of Feeling: A Framework for the History of Emotions*, William M. Reddy (2001).

### **Week 3: Happiness in Ancient Greece (Part 1)**

- Read:
  - Secondary source: Selections from *Happiness: A History*
  - Primary source: *The Republic*, Plato, pp. 712-729
- Due:
  - Reflective blog posts

### **Week 4: Happiness in Ancient Greece (Part 2)**

- Read:
  - Secondary source: Selections from *Happiness: A History*
  - Primary source: *The Republic*, Plato, pp. 729-45
- Due:
  - Reflective blog posts

### **Week 5: Happiness in Ancient Rome (Part 1)**

- Read:
  - Secondary source: Selections from *Happiness: A History*
  - Primary source: Ovid pp 1288-1297
- Due:
  - Reflective blog posts

### **Week 6: Happiness in Ancient Rome (Part 2)**

- Read:
  - Secondary source: Selections from *Happiness: A History*
  - Primary source: Horace, pp. 1313-1316
- Due:
  - Reflective blog posts

### **Week 7: Happiness in Early Christianity (Part 1)**

- Read:
  - Secondary source: Selections from *Happiness: A History*
  - Primary source: Paul & Luke, pp. 1323-1345
- Due:

- Reflective blog posts

**Week 8: Happiness in Early Christianity (Part 2)**

- Read:
  - Secondary source: Selections from *Happiness: A History*
  - Primary source: Augustine, pp. 1360-1389
- Due:
  - Reflective blog posts

**Week 9: Happiness in the Middle Ages (Part 1)**

- Read:
  - Secondary source: Selections from *Happiness: A History*
  - Primary source: Troubadours, pp. 888-897
- Due:
  - Reflective blog posts

**Week 10: Happiness in the Middle Ages (Part 2)**

- Read:
  - Secondary source: Selections from *Happiness: A History*
  - Primary source: Auselm & Aquinas, pp. 1039-1047
- Due:
  - Reflective blog posts

**Week 11: Spring Break**

**Week 12: Happiness in the Enlightenment**

- Read:
  - Secondary source: Selections from *Happiness: A History*
  - Primary source: Rousseau, pp. 98-103 and Kant, pp. 670-676
- Due:
  - Reflective blog posts

**Week 13: Happiness and Consumerism**

- Read:
  - Secondary source: Selections from *Happiness: A History*
- Due:
  - Reflective blog posts

**Week 14: Happiness and the Cold War**

- Read:
  - Secondary source: Selections from *Petrified Utopia: Happiness Soviet Style*, Marina Balina and Evgeny Dobrenko eds. (2009)
  - Primary source: Anna Akhmatova, pp. 290-299
- Due:
  - Reflective blog posts

**Week 15: Happiness: Contemporary Debates and Recent Research Findings**

- Read:
  - Secondary source: Selections from *Happiness: A History*
  - Primary source: selections from *The Art of Happiness*, Dalai Lama
- Due:
  - Reflective blog posts

**Final Paper**

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

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

## MEMORANDUM

**TO: Arts and Sciences Curriculum Committee (ASCC)**

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

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

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### **Assessment Goals and Objectives**

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

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

##### **Goals:**

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

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

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

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

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

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

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

**Social Diversity GE Requirements:**

**Goals:**

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

**Expected Learning Outcomes:**

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

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

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

## **Global Studies GE Requirements:**

### **Goals:**

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

### **Expected Learning Outcomes:**

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

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

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

## **II. Methods**

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

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

#### Summary of Data:

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



## History 2271: EVALUATION GUIDELINES

### Assignments

<b>Reflective blog posts, 250-300 words (24):</b>	<b>1200 points</b>
<b>Class-Sourced Pinterest Project</b>	<b>280 points</b>
<b>Final paper, 1500-1800 words:</b>	<b>520 points</b>
<b>TOTAL:</b>	<b>2000 points</b>

**Grading System.** I treat you as students as active agents in your own learning who are responsible for making your own choices. The grading system in this course provides you with a variety of options of getting the grade you desire: you can choose to complete or avoid certain assignments, since the total sum of all points far exceeds that needed for an “A.” The class includes such flexibility because it is not about the grade but about the learning. I want to give you many options and chances to succeed and provide you with a wide variety of ways to show me that you learned the class content and the skills that this class aims to build, based on your personal strengths and preferences. You start with 0 points and earn up to 3000 for your successful accomplishments of a variety of assignments over the duration of the course. You can choose what assignments to complete, based on your individual strengths and preferences. You will not be docked points for failing to complete an assignment or come to class, you will instead not earn those points. In this way, the grading system simulates the professional career world by having you make the kind of choices that will lead to the outcomes you desire, and help you the responsibility for tracking your current points and expected class grade. If you would like to discuss the system, please come see me anytime.

**Grading Philosophy.** My grading philosophy aims to reward students who put in the appropriate time and effort into their engagement with course materials, namely an average of an hour and a half per weekday outside of class time, so 7.5 hours per week. With a total of 5 classes, the normal course load, that adds up to 37.5 hours per week, a regular full-time schedule for those taking classes full time. Please come and talk with me if you are putting in 7.5 hours a week and are still struggling to deal with the materials assigned, and I will gladly discuss study strategies that should help you manage your workload better. I would also be happy to talk about study strategies even if you are able to manage the workload, but want to do so more efficiently or achieve a better grade. I can also direct you to additional resources, such as the [Tutoring Center](#)<sup>1</sup> or the [Learning Skills Specialist](#)<sup>2</sup> at Ohio State Newark.

**Grading Breakdown.** What does this mean in terms of grading? Here is the grade breakdown:

A	1860+ points	B-	1600-1659	D+	1350-1399
A-	1800-1859	C+	1550-1599	D	1250-1349
B+	1750-1799	C	1460-1549	E	below 1250
B	1660-1751	C-	1400-1459		

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<sup>1</sup> <http://newark.osu.edu/studentlife/tutoring/Pages/index.aspx>

<sup>2</sup> <http://newark.osu.edu/studentlife/lss/Pages/default.aspx>

**Grading Rubric for All Assignments:** All assignments will be graded on a Check plus/Check/Check minus system. The primary grading criteria will be: effort, comprehensiveness, and following directions. Those who put in a good-faith effort and have a comprehensive assignment that follow all the directions based on the criteria for the assignment should expect to get a “Check plus,” and full credit. Assignments that are somewhat deficient in effort, comprehensiveness, and following directions, for example having somewhat less than the lowest word limit or above the highest word limit, or not covering one of the required points in sufficient depth based on the instructions, will receive a “Check” and three-quarters credit. Assignments that are significantly deficient, such as having two of the problems listed above or having substantially less words than required or not at all covering one of the points required will receive a “Check minus” and half-credit. To be fair and respect the efforts of those who completed their assignments on time, late assignments without a documented emergency will have a half-credit penalty, and will not be accepted a week after they are due. Those who do not complete the assignment will get no credit.

**Grading Responsibility:** I am responsible for grading all students equally, objectively, and in a timely manner, by which I mean getting grades back to you in less than two weeks. You are responsible for ensuring that you complete your assignments with a good-faith effort, comprehensively, and in accordance with directions. I welcome you discussing the assignments with your classmates outside of class, but you are responsible for writing your assignments by yourself, without looking at theirs and without any external assistance: doing either constitutes academic misconduct, and any suspicious-looking assignments will be submitted to the OSU Committee on Academic Misconduct – do not let this happen to you! Please note that you will submit the large majority of your papers through Carmen Dropbox and the posts through Carmen Discussions, and it is your responsibility to make sure that they are submitted correctly and on time. After I let you know that the grades are posted on Carmen, please make sure to check them within a day or two, since errors occur with technology: sometimes students believe they successfully posted a paper but it did not actually come through, sometimes there are errors that are made on my end in dealing with Carmen, and other issues come up as well. You have a week after the grades are posted to get back to me on any issues, as after that I discard any short-term notes I had about grades on the particular assignment and my memory gets clouded by new activities, so I will avoid changing any grade after that point. For more about the process of grade reconsideration, see the “Other Course Guidelines” document. Remember, you have multiple paths to get the grade you desire, whether through regular assignments or extra credit ones, and it is your choice and responsibility to take advantage of the opportunities that I provide to you by the flexible grading system to get the grade that meets your own long-term goals.

## **Reflective blog posts, 250-300 words (24): up to 1200 points**

### **Overview:**

Most weeks, you will have the opportunity to write two reflective Carmen posts: one post about the readings before coming to the class session, and another post about the class session after you attend. The first of two weekly Carmen posts, which is on the readings, is due by class time each week. After you post it, print out a copy of your post and bring it to class. Then, post the second reflective Carmen post about your experience in the class session by Saturday by noon.

In the first Carmen post about the readings, in 250-350 words, please do the following, in the form of three paragraphs dedicated to dealing with each of the points below:

1. Describe what you believe to be the three most important take-aways from the readings for that week. A take-away is a key point from the readings this week, one that you believe is important to remember long after this class is over for its impact on subsequent history and for its implications for current-day society. For each take-away you list, please include a brief explanation of why you believe this is an important take-away, in light of its impact on subsequent history and implications for today's society.
2. Answer the first course question as it relates to the readings for that week. Please give a rich answer, of at least three sentences or more.
3. Answer the second course question as it relates to the readings for that week. Please give a rich answer, of at least three sentences or more.

In the second Carmen post, in 250-350 words, please do the following, in the form of three paragraphs dedicated to dealing with each of the points below:

1. Describe your class participation, making sure to note all the components of class participation, which includes the following:
  - a. Listening actively to your classmates and the professor. To demonstrate your active listening, quote or paraphrase at least three specific points made by your classmates or the professor that you found helpful for your understanding either of the class material itself or its connection to later history and today's society.
  - b. Active contribution to class activities. To demonstrate your active contribution, describe at least three specific ways you contributed to your team's activities or to class discussions. Make sure that these contributions are specific to the class content for that week, as opposed to generic statements that might be said about any class session.
2. Describe how you would revise your answer to the second course question from your first weekly post about the readings based on what you learned in the class session. Please give a rich answer, of at least three sentences or more.
3. Describe how you would revise your answer to the second course question from your first weekly post about the readings based on what you learned in the class session. Please give a rich answer, of at least three sentences or more.

Please note that misrepresenting your participation in class activities is a form of academic misconduct, and will be submitted to the OSU Committee on Academic Misconduct.

To post on Carmen, go to the Carmen Class Homepage, then the “Activities” button at the top of the, then click the “Discussions” section. There, you will see the Forum called “Weekly Carmen Posts.” Click on the Forum, and then choose the appropriate topic within the forum, which will be the week of the assignment that you are posting about. After you go into that week, click on "Start a New Thread." Then give it the appropriate title, which will be “Your Name - First Weekly Post” or “Your Name - Second Weekly Post.” Then, make your post. The forum is moderated, so your post will not be visible to others, and you will not see the posts of others. However, you should be able to see your post without a problem, and that should be sufficient confirmation that you made your post successfully.

**After submitting the first reflective Carmen post about the readings, print it out and bring the post to class for peer feedback. We will have a class discussion of the readings based on your Carmen posts, and also collaborative exercises using the post.** At the end of the class, you will write a formal brief evaluation of the contributions made by your teammates, and of your experience of the class session as a whole, which I will collect to evaluate the class session and to see if I should make any improvements for future sessions. It would be beneficial for you to take notes on insightful points made by your classmates and the professor for your second blog post.

The weekly posts will strengthen your: historical analysis, by you analyzing the historical content of the readings and class activities; your active reading, by you choosing and summarizing the take-aways; your effective written and digital communication, by you writing the two posts and posting them digitally; your planning, organizing, decision-making, and problem-solving, as you plan for, organize, make decisions about, and solve problems in the completion of the assignments; your critical, creative, and independent thinking, by you analyzing the readings and the helpful points made by your classmates and the professor; global awareness, by you making connections to present-day society; your teamwork, by you engaging with and learning from your team mates about the posts; your constructive critical feedback and constant improvement, by you giving your teammates helpful feedback on their first weekly post, and you getting their feedback, and then revising your take on the first and second course question in your second weekly post; your lifelong learning, by you describing how you revised your viewpoints in the second post based on new information that you gained in the class session.

**Grading:** You will make your weekly posts every week they are due, but not every week will be evaluated: I will choose four random weeks throughout the semester to evaluate your weekly Carmen posts for that week. Your two weekly posts will be evaluated together, as they are part of the same assignment. Each evaluation is worth up to 300 points, for 1200 points altogether. A Check plus for each evaluation is worth 300 points, a Check is worth 200 points, and a Check minus 150 points.

**Class-Sourced Pinterest Project: up to 280 points**

## Overview:

In this project, you will work together with your team members to create an online visual teaching tool designed to provide an analysis of and inform the public about some specific process, institution, individual, or event relevant to the content of the class. Your team will choose a topic, decide on what tasks each team member will undertake, collaboratively create the visual teaching tool, and then make a 3-minute presentation to the class about it, followed by Q&A from the class. You will use Pinterest, an internet platform for organizing images and videos, to create this visual teaching tool. You will use PowerPoint to make your presentation.

This project is an example of class-sourcing, an adaptation of the term crowdsourcing. Class-sourcing refers to class assignments where students build websites, Pinterest boards, wikis, blogs, videos, podcasts, and other digital artifacts aimed at informing a broad audience about a specific subject. Please read the following to familiarize yourself with class-sourcing: Gleb Tsipursky, “Class-sourcing as a Teaching Strategy”: <http://www.insidehighered.com/advice/2013/10/18/class-sourcing-teaching-strategy-essay>

This project will prove beneficial to you in a number of ways: it will strengthen your teamwork abilities; it will improve your written and oral communication; it will augment your visual evaluation and historical analysis abilities; it will develop your digital technology skills; finally, it will broaden your familiarity with the field of digital humanities, a rapidly growing area that combines humanities with digital skills. Since the visual teaching tool will stay around after the end of the class, you can use it as an example of your accomplishments when applying for internships, jobs, grants, and study abroad opportunities. Furthermore, the online visual organization and evaluation skills you develop in this assignment can be adapted easily to advance your professional, civic, and personal goals.

For this assignment, each team will create **one** Pinterest board (we will go over the technical aspects of this process in class). Pinterest boards store Pins, which are links to images and videos elsewhere. Your team will find at least 10 online images or videos of relevance to the specific subject that you chose, and Pin them to the board. Make sure to find a widely varying range of images and videos that illustrate different aspects of your topic. These are your primary sources, which you will analyze as you make your teaching tool. Your team will also find at least 3 scholarly books, make sure the author of the book is an academic, and ask the librarian for guidance regarding what is appropriate in this regard. Make sure to find a range of books that cover different aspects of your topic. These are your secondary sources, which you will use to help you inform your analysis of the primary sources. Pin the front cover of each book to the Pinterest board through a link to the book in Google Books.

You will need to set up a meeting to consult with the library staff on finding these images, videos, and books. A signed note from a librarian regarding your meeting is a requirement of this project, and those without the note will have a 50-point penalty to their project grade.

Within the “Description” section for the team’s Pinterest board, provide a brief overview about the nature of the assignment, then about the specific topic you chose, and then the following statement: “This Pinterest board was created by students in [Dr. Gleb Tsipursky's](#) history class at

[The Ohio State University, Newark Campus.](#)” Use between 400-500 characters, with 500 being the most allowed by Pinterest.

For each image or video you Pin to the board, please write a brief analysis of this primary source, using 400-500 characters:

1. Describe in brief the content of what the image or video shows, explaining how the image or video is relevant to the topic you chose and how it helps improve our understanding of this topic.
2. Relate this image or video to the other images and/or videos you examined for this assignment and Pinned on the board. How does it fit within a broader historical context?
3. Reflect on how the goals and perspectives of the creator(s) of this image or video influenced the way the visual information was presented. Might others with different goals and perspectives have presented this visual material differently?
4. Provide reference information in APA style: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

For each book you Pin to the board, please write a brief evaluation, using 400-500 characters:

1. What are the central themes this book covers, and what is its chronological and geographical scope?
2. How is the material in this book relevant to the topic you chose?
3. What are this book’s strengths for your specific topic regarding content, namely the usefulness, accuracy, and completeness of the data for the topic that you chose? What are its weaknesses?

Make sure to avoid any appearance of plagiarism, and thus do not copy-paste or reword materials you saw elsewhere, either online or in hard copy. Instead, either express ideas in your own words or cite the materials you used from elsewhere.

The digital project timeline is as follows:

1. The first part of this assignment that you will hand in will be the Digital Project Secondary Source Annotated Bibliography. An annotated bibliography means basically a bibliography with descriptions of the sources used. For the annotation of scholarly secondary sources, in 75-125 words for each, provide a brief description of the content and scope of the secondary source, of the author’s thesis, and of the usefulness of this secondary source for your chosen topic. Also provide reference information in APA style for each book. The bibliography is due in class in hard copy nine days before the project presentation. Here are the instructions on APA style: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

2. Next, you will launch your digital project, two days before the project presentation. To launch your project, e-mail me the link to your Pinterest board and make it publicly accessible.
3. Next you will give the project presentation, which should cover the content of what you found, your experience in organizing and evaluating the information, and the broader lessons you extracted from this exercise. You will use PowerPoint to make your presentation; feel free to combine use of PowerPoint with showing your Pinterest site on the project screen, but make sure to use PowerPoint substantially.
4. Finally, your team will write a project overview paper, of 300-350 words, and hand it in on the day of the in-class presentation, on the following topics:
  - a. Describe what you have learned about the differences and similarities between visual sources and textual sources of data, as it applies to history and more broadly outside of the field of history as well.
  - b. Discuss how you will approach visual sources differently in the future, if in any way, both regarding their usefulness for history and more broadly.
  - c. Reflect on the usefulness of Pinterest as a tool for organizing visual information and for teaching and learning, as it applies to history and more broadly.
  - d. Explain how this assignment influenced your skills and how you think it might benefit you going forward, if in any way, regarding both your college and your post-collegiate professional, civic, and private life.

Your team will choose a few possible topics and discuss your choices in class. You will then collaboratively create the online visual teaching tool, dividing the necessary tasks among the team members. This includes managing the project and monitoring its timely progress, conducting research on the images, videos, and books, writing the descriptions, adding it all to your team's board on Pinterest, writing the project overview paper, and giving the in-class presentation. One person will act as the coordinator, managing the progress of the project, coordinating the other team members, and communicating with me about your progress. Each team will make weekly two-minute reports to the class on the current status of the project. I have also cancelled some class sessions to give teams additional time to meet and work on the project.

### **Grading:**

Everyone on the team will get a combined grade, which will represent a combination of the grade their team receives for the online visual teaching tool and the grade their team members assign to their individual contribution. The team grade will be up to 240 points, composed of:

1. Bibliography: up to 45 points, 15 per book
2. Pinterest board: up to 110 points
  - a. Up to 8 points for each individual image or video description (up to 80 points for the 10 images and/or videos)
  - b. Up to 10 points for each book description (up to 30 points for the 3 books)

3. Presentation: up to 40 points
4. Project overview paper: up to 45 points

One team's online visual teaching tool will also get a 10-point bonus, to be determined by a class vote following the presentations to the class. In addition to the team grade, you will also get an individual grade assigned to you by your team members of anywhere from 0 to 40 points, to reflect your individual contribution to the team project. Thus, the total grade you can get for this project is up to 280 points.

### **Final paper: up to 520 points**

#### **Overview:**

For this paper, you will undertake an overview and evaluation of the historiography on a specific topic related to the class content. Doing so will advance your understanding of historical thinking and methodology, your comprehension of the historical discipline and its approach to creating and spreading knowledge, your ability to contextualize a topic within its broader historical context, and your capacity to assess and interpret the current state of scholarship on a subject.

In this paper, you will choose a topic and research what scholars have written about it. Make sure to find new materials that you have not read already for the class. Find any combination of the following: five academic monographs; four academic monographs and three peer-reviewed academic articles; three monographs and six peer-reviewed academic articles; two monographs and nine peer-reviewed academic articles. Then, you will undertake an in-depth examination of these publications. Here, the primary goal is to analyze the nature and content of the scholarly writings on whatever topic you chose, not only the topic itself as such: in other words, discuss what these scholars have said about this topic and what you think about what they said.

You need to consult with a librarian to help you find the appropriate articles and monographs. Consulting with a librarian is obligatory, and your paper should be accompanied by a signed statement from the librarian to the effect that she or he helped you find the appropriate source materials: otherwise, you can earn only up to three-quarters credit on the assignment.

Please make sure to cite all of the authors you examine in your paper, using the citation guide in the "Other Course Guidelines" document. Please use footnotes to cite these sources. You can also cite relevant readings from other weeks during this term. Be sure to avoid any appearance of plagiarism. Prepare a bibliography of sources cited and include it at the end of the essay. The paper should be about 1500-1800 words, with the footnotes and the bibliography not counting as part of the word count.

Please structure your paper in the following fashion:

- Have a Title Page, with a title for your paper that conveys your view on the question.



- Start the essay with an introductory paragraph, where you introduce the readers to the topic of the paper, define your terms as needed, and briefly summarize the shape of the existing historiography. Then, present your own **thesis**, which in the case of a historiography paper refers to your own viewpoint on the quality of the currently-existing historical writings on the topic you chose, including whether there are any significant gaps in the scholarship that you would like to see filled by future historical scholarship. Feel free to either take a strong or nuanced position, but just make sure to explain it clearly and to justify it briefly, in no more than a sentence or two: you will do an in-depth justification in the body of the paper.
- In the body of the essay, you should have several paragraphs, arranged in a logical and coherent structure, that do all of the following:
  - 1) Summarize the claims made by the secondary sources that deal with the issue you chose.
  - 2) Assess the way that the secondary sources deal with the topic you chose, using historical methods to evaluate their argumentation and use of evidence.
  - 3) Use this evaluation to justify your own viewpoint on the quality of the currently-existing historical writings on the topic you chose, and comment in particular on whether there are any significant gaps in the historiography that you would like to see filled by future writings. Thoroughly justify your position by referring to the range of secondary sources you summarized and evaluated earlier in the paper, making sure to explain why you think the evidence for your viewpoint is strong and the evidence for alternative ones is weak.
  - 4) Use the secondary sources and your thesis to set the specific issue you chose within the broader context of the class contents and the scholarly literature.
  - 5) Describe how the secondary sources and your thesis help us understand both of the two broad course themes.
- Finish the essay with a concluding paragraph, where you briefly summarize the major points you made in the essay and the kind of evidence you used to support your arguments. Then, make links to broader historical trends and processes in today's society, whether in the United States or around the globe.

For more guidance on how to structure of your papers, see the guidelines outlined here in section 5B: <http://www.bowdoin.edu/writing-guides/>

### **Grading:**

This paper will be evaluated using the following rubric:

- Bibliography (due early, although you can add to it later): 70 points

- Organization (referring to the internal structure of your essay and its logical progression as you make your points): 250 points total
  - Introductory paragraph: 80 points
  - Thesis: 30 points
  - Body: 100 points
  - Conclusion: 30 points
- Quality of analysis (referring to how well you analyze the existing literature, how well you set it within the broader course context, and how you engage with the two course themes): 10 points
- Evidence (referring both to appropriate use of historical evidence in supporting your interpretation and to your use of appropriate footnote citations and bibliography): 50 points
- Writing clarity: 50 points

Assignments handed in past the agreed-upon date, without a documented medical emergency, will have a half-credit penalty (260 points), and will not be accepted afterward (if you do not have a documented medical emergency but are facing a different issue that prevents you from attending class, such as your car breaking down, you can e-mail the paper to me and then bring in a hard copy to the next class session to avoid this penalty). Those who do not hand in their assignment will get a 0, no credit. Altogether, you can earn a maximum of up to 520 points for this assignment.

### **Alternative/Bonus activities: up to 1500 points**

From the second week of the class, there will be a chance for you to earn bonus points, either to improve your grade overall or to serve as alternative credit assignments for those who find some components of the regular assignments particularly challenging. The last date for all such assignments is the Class Celebration. There are several alternative credit/bonus assignments:

### **Student Services: up to 250 points**

One involves you visiting OSU Newark student services that help build learning, cognitive, and professional skills: the [Writer's Studio](#), the [Tutoring Center](#), the [Learning Skills Specialist](#), and the [Office of Career Development](#). We will talk about these in class. For each documented visit to one of these services in which you work on materials and skills relevant to this class, you earn 10 points. Please collect documentary evidence from each of these services as you visit them. Participation in online workshops does not count, it has to be an in-person visit. At the end

of Week 8 and Week 16, please give me a folder with all the documents on the services that you have visited over this time. You can earn up to 250 bonus points in this fashion.

### **Extra Credit Special Events: up to 600 points**

Throughout the course of the semester, you will have an opportunity to attend special events relevant to the topic of the course. I will announce special events as I find out about them. If you learn of a special event that you think might be relevant, let me know and we can talk about its potential relevance. The same goes for bonus assignments associated with various outside events, such as visits to historical museums, cultural events, etc. Come talk with me if there is any specific event or venue that you want to write about that has relevance to the class.

For every special event, you can write an extra credit paper of 350-400 words for up to 50 points dealing with the following questions:

- 1) How does the event relate to the context of this class, and what specific links are there to historical contexts we explored in this class already?
- 2) How does the event help shed light on the first course question?
- 3) How does the event help shed light on the second course question?
- 4) How is this event relevant to current-day society, and what can we learn from it?

This paper will be evaluated on a Check plus/Check/Check minus system. You can earn up to 600 points by engaging in 12 extra credit special events.

### **Additional Papers: up to 600 points**

Another path involves undertaking additional assignments, namely papers based on outside readings. You can write up to five extra-credit papers. For this assignment, you should write a 1250-word historiography paper, meaning a paper that examines the perspectives expressed by scholarly secondary sources. More specifically, please use either three academic monographs, or two monographs and three peer-reviewed academic articles, or a monograph and six articles, or nine articles. For each of the five papers, you can earn up to 120 bonus points. These papers would focus on a specific issue of interest to you of relevance to the content of this class. You need to consult with a librarian to help you find the appropriate articles or monographs. Consulting with a librarian is obligatory, and your paper should be accompanied by a signed statement from the librarian to the effect that she or he helped you find the appropriate source materials: otherwise, you can earn only up to half-credit on the assignment. Then, you would write a paper that does four things:

- 1) Summarizes and assesses the way that the secondary sources deal with the issue you chose.
- 2) Uses the secondary sources to set the specific issue you chose to focus on within the broader context of the class contents.

3) Describes how these secondary sources help us understand either one of the two broad course themes.

4) Describe the connections between the topic you chose and today's world.

This paper will be evaluated on a Check plus/Check/Check minus system. You can earn up to 600 points by writing all five papers.

If you are interested in this type of bonus assignment, please come see me during my office hours, so that we can discuss how to tailor the assignment to your specific needs and interests.

### **Course Improvement Bonus: up to 50 points**

Finally, at the end of the term, I will give an individualized "Course Improvement Bonus" of up to 50 points to acknowledge those who have demonstrated improvements in their work for this class over the term. This bonus will be based on my sense of how you have improved in your historical analysis and fundamental thinking abilities. It is designed to reflect improvements that other class assignments might have missed. Those who have already started the class at a high level and continue to maintain that level will also be recognized via this bonus.

**From:** [Stebenne, David](#)  
**To:** [Bowerman, Ashley](#)  
**Subject:** happiness course concurrence request  
**Date:** Thursday, November 19, 2015 2:26:36 PM  
**Attachments:** [Syllabus for New Course - ""Happiness, History and Practice""-2.docx](#)

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Hi Ashley,

Here's the request for concurrence from Paula; not sure how to attach it to the course approval/concurrence message that you sent to me; can you please advise?

DAvid

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**From:** Baker, Paula  
**Sent:** Thursday, November 19, 2015 1:56 PM  
**To:** Stebenne, David  
**Subject:** FW: concurrence request

I think I have the happiness correspondence on the thumb drive I passed on, but here it is. There was no response.

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**From:** Baker, Paula  
**Sent:** Wednesday, February 25, 2015 1:26 PM  
**To:** D'Arms, Justin  
**Subject:** concurrence request

I'm not sure if you're the right person for the request, but Arts and Sciences has requested Philosophy's concurrence for a course that one of our Newark colleagues has proposed. I've attached the syllabus. Please let me know. Curriculum and Assessment sets a two-week deadline.

Thanks,

Paula Baker  
Associate Professor and Chair, Undergraduate Studies  
Department of History

**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
2271		Happiness in History and Practice	Intermediate	Intermediate	Intermediate	Intermediate
2275		Children and Childhood in the Western World	Intermediate	Intermediate	Intermediate	Intermediate
2280		Introduction to Russian History	Intermediate	Intermediate	Intermediate	Intermediate
2301	E	African Peoples and Empires in World History	Intermediate	Intermediate	Intermediate	Intermediate
2301		African Peoples and Empires in World History	Intermediate	Intermediate	Intermediate	Intermediate
2302	E	History of Modern Africa, 1800 - 1960s	Intermediate	Intermediate	Intermediate	Intermediate
2302		History of Modern Africa, 1800 - 1960s	Intermediate	Intermediate	Intermediate	Intermediate
2303	E	History of Contemporary Africa, 1960 - present	Intermediate	Intermediate	Intermediate	Intermediate
2303		History of Contemporary Africa, 1960 - present	Intermediate	Intermediate	Intermediate	Intermediate
2350		Islam, Politics, and Society in History	Intermediate	Intermediate	Intermediate	Intermediate
2351		Early Islamic Society, 610-1258	Intermediate	Intermediate	Intermediate	Intermediate
2375		Islamic Central Asia	Intermediate	Intermediate	Intermediate	Intermediate
2390		Ancient India	Intermediate	Intermediate	Intermediate	Intermediate
2391		Islamic India	Intermediate	Intermediate	Intermediate	Intermediate
2392		Colonial India	Intermediate	Intermediate	Intermediate	Intermediate
2393		Contemporary India and South Asia	Intermediate	Intermediate	Intermediate	Intermediate
2401		History of East Asia in the Pre-Modern Era	Intermediate	Intermediate	Intermediate	Intermediate
2402		History of East Asia in the Modern Era	Intermediate	Intermediate	Intermediate	Intermediate
2450		Ancient and Medieval Jewish History, 300 BCE-1100 CE	Intermediate	Intermediate	Intermediate	Intermediate
2451		Medieval and Early Modern Jewish History, 700-1700 CE	Intermediate	Intermediate	Intermediate	Intermediate
2452		Modern Jewish History 1700-Present	Intermediate	Intermediate	Intermediate	Intermediate
2453		History of Zionism and Modern Israel	Intermediate	Intermediate	Intermediate	Intermediate
2454		History of Anti-Semitism	Intermediate	Intermediate	Intermediate	Intermediate



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

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

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

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

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x  Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
		Intermediate	Intermediate	Intermediate	Intermediate
3214	Women, Gender, and Sexuality in the History of Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3215	Sex and Gender in the Ancient World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3218	War in the Ancient Mediterranean World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3220	The Rise of the Roman Republic	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3221	Rome from the Gracchi to Nero	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3222	The Roman Empire, 69-337 CE	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3223	The Later Roman Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3225	Early Byzantine Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3226	Later Byzantine Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3228	Religion and Society in Late Antiquity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3229	History of Early Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3230	History of Medieval Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3235	Medieval Europe I, 300-1100	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3236	Medieval Europe II, 1100-1500	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3239	Medieval England	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3240	History of the Italian Renaissance, 1250-1450	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3241	History of the Italian Renaissance, 1450-1600	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3242	The Holy Roman Empire (1495-1806)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

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
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 Europe (1450-1750)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3249	Early-Modern Europe, 1560-1778	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3250	Revolutionary and Napoleonic Europe, 1750-1815	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3251	History of Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3252	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

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
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 Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3281		Imperial Russian History, 1700-1917	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3282		History of the Soviet Union	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3283		Siberia in World History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3301		History of Modern West Africa, post 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3302		Nationalism, Socialism, and Revolution in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3303		War and Genocide in 20 and 21st Cent. Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3304		History of Islam in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	E	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	H	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305		History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3306		History of African Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3307		History of African Health and Healing	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3308		History of U.S.-Africa Relations-1900-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3309		Critical Issues of 20th Century Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3310		History of African Cinema	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3311		Globalization and Development in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

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
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 Rule	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3354		Islamic Spain and North Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3356		The Ottoman Empire, 1300-1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3357		The Middle East in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3358		The Middle East Since 1914	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3360		History of Iran	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3365		History of Afghanistan	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3375		Mongol World Empire: Central Eurasia, 1000-1500	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3376		The Silk Road: Commerce and Culture in Eurasia 200 BCE-1498 CE	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3401		Foundations of Chinese Civilization	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3402		Chinese Empire, 10th – 14th Centuries	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3403		History of Early modern China: 14th-18th century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3404		Modern China 1750-1949	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3405		Contemporary China 1921-2000	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3410		Studies in Chinese History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3411		Gender and Sexuality in China	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3425		History of Japan before 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate



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
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 Early Enlightenment	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3460		European Jewish History, 1789-1989	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3465		American Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3470		Messiahs and Messianism in Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3500	E	U.S. Diplomacy from Independence to 1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3500	H	U.S. Diplomacy from Independence to 1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3500		U.S. Diplomacy from Independence to 1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501	E	U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501	H	U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501		U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3505		U.S. Diplomacy in the Middle East	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3525		19th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3526		20th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3540		Modern Intelligence History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3550		War in World History, 500-1650	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3551		War in World History, 1651-1899	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3552		War in World History, 1900-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

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
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 Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3580		The Vietnam War	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3590		Wars of Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3597		Contemporary World/Capstone	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3600		Studies in Women's/Gender History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3610		Introduction to Women and Gender in the U.S.	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3612		Asian American Women: Race, Sex, & Representations	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3620		Lesbian, Gay, Bisexual, and Transgender History in the United States, 1940-2003	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3630		Same Sex Sexuality in a Global Context	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3640		Medieval Women – Power, Piety, and Production	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3641		Women and Gender in Early Modern Europe: 1450-1750	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3642		Women in Modern Europe, from the 18th century to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3650		Families in Historical Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3675		How to Stage a Revolution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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	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
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
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

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
4005		Research Seminar in Early American History	Advanced	Advanced	Advanced	Advanced
4010	E	Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4010	H	Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4010		Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015	E	Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015	H	Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015		Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4080	E	Readings in African American History	Advanced	Advanced	Advanced	Advanced
4080	H	Readings in African American History	Advanced	Advanced	Advanced	Advanced
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

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
4125		Research Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4193.01		Individual Studies	Advanced	Advanced	Advanced	Advanced
4193.02		Individual Studies	Advanced	Advanced	Advanced	Advanced
4194		Advanced Undergraduate Group Studies	Advanced	Advanced	Advanced	Advanced
4210	E	Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4210	H	Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4210		Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4211	E	Readings in Roman History	Advanced	Advanced	Advanced	Advanced
4211	H	Readings in Roman History	Advanced	Advanced	Advanced	Advanced
4211		Readings in Roman History	Advanced	Advanced	Advanced	Advanced
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

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
4230		Readings in Medieval History	Advanced	Advanced	Advanced	Advanced
4235	E	Research Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4235	H	Research Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4235		Research Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4240	E	Readings in Renaissance and Reformation History	Advanced	Advanced	Advanced	Advanced
4240	H	Readings in Renaissance and Reformation History	Advanced	Advanced	Advanced	Advanced
4240		Readings in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245	E	Research Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245	H	Research Seminar in Early Modern 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

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
4300	E	Readings in African History	Advanced	Advanced	Advanced	Advanced
4300	H	Readings in African History	Advanced	Advanced	Advanced	Advanced
4300		Readings in African History	Advanced	Advanced	Advanced	Advanced
4325	E	Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325	H	Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325		Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4350	E	Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4350	H	Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4350		Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4375	E	Research Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
4375	H	Research Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
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

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
4450	E	Readings in Jewish History	Advanced	Advanced	Advanced	Advanced
4450	H	Readings in Jewish History	Advanced	Advanced	Advanced	Advanced
4450		Readings in Jewish History	Advanced	Advanced	Advanced	Advanced
4475	E	Research Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4475	H	Research Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4475		Research Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4500	E	Readings in International History	Advanced	Advanced	Advanced	Advanced
4500	H	Readings in International History	Advanced	Advanced	Advanced	Advanced
4500		Readings in International History	Advanced	Advanced	Advanced	Advanced
4525	E	Research Seminar in International History	Advanced	Advanced	Advanced	Advanced
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	Advanced	Advanced	Advanced	Advanced



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

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
4795	H	Research Seminar in History	Advanced	Advanced	Advanced	Advanced
4795		Research Seminar in History	Advanced	Advanced	Advanced	Advanced
4797		Study at a Foreign Institution	Advanced	Advanced	Advanced	Advanced
4798		Study Tour	Advanced	Advanced	Advanced	Advanced
4881		Interdepartmental Seminar	Advanced	Advanced	Advanced	Advanced
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

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
5300		Special Topics in African History	Advanced	Advanced	Advanced	Advanced
5350		Special Topics in Islamic History	Advanced	Advanced	Advanced	Advanced
5390		Special Topics in South Asian History	Advanced	Advanced	Advanced	Advanced
5400		Special Topics in Chinese History	Advanced	Advanced	Advanced	Advanced
5425		Special Topics in Japanese History	Advanced	Advanced	Advanced	Advanced
5450		Special Topics in Jewish History	Advanced	Advanced	Advanced	Advanced
5500		Special Topics in International History	Advanced	Advanced	Advanced	Advanced
5550		Special Topics in Military History	Advanced	Advanced	Advanced	Advanced
5600		Special Topics in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
5650		Special Topics in 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