

Term Information

Effective Term Summer 2017

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 3798.05
Course Title HIV in Context: East Africa
Transcript Abbreviation StdyTourEAfrica
Course Description This course is an interdisciplinary exploration of the real world impact of- and response to HIV/AIDS.
Semester Credit Hours/Units Fixed: 4

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites English 1110.xx or permission of instructor.
Exclusions Not open to students with credit for Microbiology 3798.05

Cross-Listings

Cross-Listings Cross-listed in Microbiology.

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:

Historical Study; Education Abroad (new)

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 recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
- Students function effectively within their host country/countries.
- Students articulate how their time abroad has enriched their academic experience.
- Acquire a perspective on history and an understanding of the factors that shape human activity in East Africa.
- Display knowledge about the origins and nature of contemporary issues (especially HIV/AIDS) and develop a foundation for future comparative understanding.
- Develop knowledge of how past events in East Africa influence today's society; use knowledge of the past to understand how humans view themselves.
- Think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
- Develop the skills to interview people about HIV treatment, policy, and prevention to understand both history and the present moments.
- Acquire the ability to appraise and interpret scientific data related to HIV/AIDS.
- Consider the interaction of scientific data, government policy, and nongovernmental organizations, and the health sector.

Content Topic List

- Geography and History of Tanzania
- Functional, spoken Swahili
- Basic science, perceptions, and misconceptions of HIV/AIDS
- Functional microscopy of tropical diseases
- The scientific method
- Colonial and post-colonial history of Tanzania
- Social stigma of HIV/AIDS
- Globalization and implementation of Global Health Campaigns
- International policy and treatment guidelines for HIV/AIDS
- Medical Research and Medical Ethics in East Africa

Attachments

- History 3798.05 Syllabus.docx: History 3798.05 Syllabus
(Syllabus. Owner: Bowerman, Ashley E.)
- History 3798.05 Microbiology Department Learning Goals.docx: Microbiology Learning Goals
(Other Supporting Documentation. Owner: Bowerman, Ashley E.)
- History 3798.05 History Department Learning Goals.docx: History Learning Goals
(Other Supporting Documentation. Owner: Bowerman, Ashley E.)
- History 3798.05 Cover Letter - AAAS Concurrence - Public Health Concurrence.pdf: Cover Letter & Concurrences
(Cover Letter. Owner: Bowerman, Ashley E.)
- History Assessment Plan.doc: History Assessment Plan
(GEC Course Assessment Plan. Owner: Bowerman, Ashley E.)
- History Curriculum Map.doc: History Curriculum Map
(Other Supporting Documentation. Owner: Bowerman, Ashley E.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman, Ashley E.	11/14/2016 10:37 AM	Submitted for Approval
Approved	Otter, Christopher James	11/15/2016 09:02 AM	Unit Approval
Approved	Heysel, Garrett Robert	11/15/2016 10:05 AM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	11/15/2016 10:05 AM	ASCCAO Approval



October 14, 2016

Dear Colleagues,

We are pleased to submit this request for a new study abroad class "HIV in Context: East Africa" to be offered as a General Education class cross-listed with the Department of History. This course is an outgrowth of the successful interdisciplinary course, HIV: From Microbiology to Macrohistory, Microbiology/History 3704, taught by Drs. Kwiek and McDow. During their four-week residence students will interact with their hosts in Tanzania, experience their culture and study the history and science of HIV in this real-world context. We anticipate that the interdisciplinary nature of the course will attract a wide audience of students from both STEM and non-STEM fields.

We look forward to your comments.

Sincerely,

Charles J. Daniels, Ph.D.

Professor
Vice Chair for Teaching and Undergraduate Affairs
Department of Microbiology
Daniels.7@osu.edu
614-292-4599

Term Information

Effective Term Summer 2017

General Information

Course Bulletin Listing/Subject Area Microbiology
Fiscal Unit/Academic Org Microbiology - D0350
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3798.05
Course Title HIV in Context: East Africa
Transcript Abbreviation StyTourEAfrica
Course Description This course is an interdisciplinary exploration of the real world impact of- and response to HIV/AIDS.
Semester Credit Hours/Units Fixed: 4

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites English 1110.xx and any History 2000-level course, or permission of instructor
Exclusions

Cross-Listings

Cross-Listings History 3798.05

Subject/CIP Code

Subject/CIP Code 26.0502
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Education Abroad (new)

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 recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
- Students function effectively within their host country/countries
- Students articulate how their time abroad has enriched their academic experience.
- Acquire a perspective on history and an understanding of the factors that shape human activity in East Africa
- Display knowledge about the origins and nature of contemporary issues (especially HIV/AIDS) and develop a foundation for future comparative understanding
- Develop knowledge of how past events in East Africa influence today's society; use knowledge of the past to understand how humans view themselves
- Think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts
- Develop the skills to interview people about HIV treatment, policy, and prevention to understand both history and the present moments.
- Acquire the ability to appraise and interpret scientific data related to HIV/AIDS
- Consider the interaction of scientific data, government policy, and nongovernmental organizations, and the health sector

Content Topic List

- Geography and History of Tanzania
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- The scientific method
- Colonial and post-colonial history of Tanzania
- Social stigma of HIV/AIDS
- Globalization and implementation of Global Health Campaigns
- International policy and treatment guidelines for HIV/AIDS
- Medical Research and Medical Ethics in East Africa

Attachments

- M3798.05_Lett.pdf: Cover letter
(Cover Letter. Owner: Daniels, Charles John)
- MICROBIO 3798.05 syllabus.pdf: Syllabus
(Syllabus. Owner: Daniels, Charles John)
- Concurrence for Study Abroad Course.pdf: Concurrence AAAS
(Concurrence. Owner: Daniels, Charles John)
- DeptLearningGoals.pdf: Dept_Learning Goals
(Other Supporting Documentation. Owner: Daniels, Charles John)
- College of Public Health -- correspondence.pdf: Correspondence with CPH
(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)
- M3798.05_LearningGoalsMap.pdf: Curriculum map
(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)

Comments

- See email 11-3-16 *(by Hogle, Danielle Nicole on 11/03/2016 11:17 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Daniels, Charles John	10/14/2016 03:57 PM	Submitted for Approval
Approved	Daniels, Charles John	10/14/2016 04:00 PM	Unit Approval
Approved	Fink, Steven Scott	10/19/2016 10:18 AM	College Approval
Revision Requested	Hogle, Danielle Nicole	11/03/2016 11:17 AM	ASCCAO Approval

Microbiology 3798.05: HIV in Context: East Africa
4 Credit Hours
Summer 2017

1) **Instructor Contact Information**

Instructors:	Jesse Kwiek, Ph.D. Associate Professor Department of Microbiology	Thomas F. McDow, Ph.D. Assistant Professor Department of History
Office:	788 Biomedical Research Tower	361 Dulles Hall
Email:	kwiek.2@osu.edu	mcdow.4@osu.edu
Phone:	614.292.3256 (email preferred)	614.292.6722 (email preferred)
Office hours:	M, 3 - 4.30 (and by appointment)	W, 1.30 - 3.00 (and by appointment)

2) **Course Coordinators:** Academic: Professors Kwiek and McDow. Logistics: Louise Yahiaoui (Office of International Affairs) in conjunction with the Council on International Educational Exchange (CIEE).

3) **Date/Location:** 28 days during the Summer Semester (actual dates TBD), at Ruaha Catholic University, Iringa, Tanzania

4) **Course Number and Title:** History or Microbiology 3798.05: HIV in Context: East Africa

5) **Format of instruction:**

- Classroom instruction (lectures, seminars, and workshops), 10 h each week, MTWRF: 9am-11:00am
- Instructor-led group work (small group language practice, and book club), 5 h each week, MTWRF: 2pm -3pm
- Cultural visits and fieldwork, 10 h each week, generally on the weekend
- Total: 4.0 Credit hours**, as follows: classroom instruction and small group work – 15 hours/week, 60 hours (3.0 credits). Cultural visits and fieldwork – 10 hours/week, 40 hours (1.0 credit)

6) **This course will be offered as a GE course**

- Category:** Education Abroad
- Expected Learning Outcomes**
 - Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S. [GE 1]
 - Students function effectively within their host country/countries. [GE 2]
 - Students articulate how their time abroad has enriched their academic experience. [GE 3]
- How the course will satisfy the stated Expected Learning Outcomes:** OSU students in Tanzania will be very aware of differences between the host country and the United States, and we will help them see the similarities and interconnections through classroom work, cultural activities, interactions with Tanzanians, and reflection.
 - The course is based in Iringa, Tanzania, which could be seen as a secondary city in an impoverished country. The International Monetary Fund ranks Tanzania 151st out of 185 countries for GDP per capita. Within Tanzania, Iringa's population of 114,000 people makes it the nation's 14th largest city. In the course, however, students will

- come to appreciate a more nuanced view by taking into account the regions history of anticolonial resistance, vibrant agriculture, and innovative approaches to treating (and preventing) HIV. As the course focuses on HIV, the number of interconnections with global health, international non-governmental organizations, technical experts, and drug manufacturers will help students understand the interlinked world of HIV treatment and prevention.
- ii) Students will learn to function effectively within the host country through language, everyday living, and cross-cultural interactions. Students will take a Swahili language course for the duration of the study abroad program with the focus on appropriate greetings and the most common conversations. Students will be living in the dormitories of Ruaha Catholic University with Tanzanian students and taking meals with them in the dining hall. In addition, the course has several cultural outings in both urban and rural settings so that students can practice their cross-cultural competences. The instructors will work closely with students to make sure that the students are both respectful and respected in their interactions.
 - iii) Students will articulate how their time abroad has enriched their educational experience during the course through open-ended discussions and written reflections. The instructors will also seek feedback from students about their experience once they have returned to the United States and have been able to reflect on what they did and what they learned.
- 7) **Course Description.** This course is an interdisciplinary exploration of the real world impact of- and response to HIV/AIDS. The primary audience is Ohio State University undergraduate students who have a desire to learn about the historical and scientific bases of HIV (and global health) in a specific setting. Students will study the language, history, health, and culture of East Africa in relation to the science and effects of HIV/AIDS. The course combines academic and experiential learning in Tanzania to provide students with an introduction to fundamental history and microbiology concepts as they relate to the HIV epidemic in that country. Tanzania has suffered disproportionately from HIV, but has also taken important steps to address the epidemic. The course instructors are a microbiologist and a historian with long experience conducting research and living in Sub-Saharan Africa. Guided by these professors in their areas of expertise, students will take part in immersive learning and research activities to generate or use primary sources (e.g. interviews, archived documents, and village-level data) to understand the impact of HIV. This course intends to enrich students' global perspective by providing context for and background on a pressing issue. At the same time, the course fosters global competencies by helping students negotiate daily life in Tanzania. Course objectives include the following:
- Understand cultural, social, and national contexts; learn cross-cultural competencies
 - Acquire a perspective on history and an understanding of the factors that shape human activity in East Africa
 - Display knowledge about the origins and nature of contemporary issues (especially HIV/AIDS) and develop a foundation for future comparative understanding
 - Develop knowledge of how past events in East Africa influence today's society; use knowledge of the past to understand how humans view themselves
 - Think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts

- Develop the skills to interview people about HIV treatment, policy, and prevention to understand both history and the present moments. Interviews may be carried out with medical professionals, governmental and non-governmental officials, activists, as well as individuals and families affected by HIV
- Acquire the ability to appraise and interpret scientific data related to HIV/AIDS
- Consider the interaction of scientific data, government policy, and nongovernmental organizations, and the health sector.

8) **A list of required texts and other course materials, and information on where they are available**

- a) Melissa Graboyes, *The Experiment Must Continue: Medical Research and Ethics in East Africa, 1940-2014* (Ohio University Press, 2015). Available from Amazon.com.
- b) Bernard Mapalala, *Passed Like a Shadow* (Dar es Salaam University Press). Available in bookstores in Dar es Salaam or Iringa.
- c) Journal Articles will be supplied for printing/download before departure (example articles listed below).

9) **Information about the length and format of all papers, homework, laboratory assignments, and examinations.** Students will complete a number of assignments, including map quizzes, in-class writing, laboratory work, reflection papers, a cumulative research project (with both oral and written components), and a final exam. The estimated total number of pages written during the course is 15-25. For additional information on assignments, see point 14, below.

10) **Final course grades will be calculated as follows:**

- a) 30% Participation
- b) 30% Short writings and reflections
- c) 20% Projects/presentations
- d) 20% Exams

11) **Grading Scale:** 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 60-66 = D; 0-59 = F.

12) **Information about the scheduling of examinations and due dates for assignments.**

The course will have a final exam during the last few days of the class. Students will also have a cumulative research project due at the beginning of the last week. For more information on schedule and due dates, see item 14.

13) **Attendance policy.** This course is a study abroad course with both academic and experiential learning. As such it is necessary for students to attend and engage actively with all aspects of the course. Students are expected to be present for every class period, all planned activities, and all student meetings for discussion and reflection. One of the goals of the course is to help students thrive in a cross-cultural setting, and taking part in all course activities is vital to this. Students should ask questions, draw connections, and engage their

instructors and fellow students. The highest participation grades will go to those who help build the discussions and add to the course experience through their own contributions and their questions to peers. It is expected that if students have to miss any aspect of the course that they will inform the instructor as soon as possible. Instructors will work with students to make sure that they are able to catch up on any missed work, though students should be aware that some activities will be once in a life time opportunities that cannot be recreated through reading or discussion with the professor.

- 14) **Topical outline of course meetings** (bold numbers inside square brackets reference departmental learning goals for GE, the Department of History [Appendix 1], or the Department of Microbiology [Appendix 2]):
- a) **Week 1:** Introduction to Tanzania
- i) Orientation and introduction to Iringa: how to be respectful (and respected) in Tanzania **[GE2]**
 - ii) Swahili language Study (every day) **[GE2]**
 - iii) Historical Overview: Tanzania and East Africa **[H1]**
 - iv) Geography of East Africa and the Iringa region. **[GE1]**
*Map quiz on East African countries and geography (capitals, oceans, lakes, rivers) plus Tanzanian regions and major cities.
 - v) Historical skills and tools: how to evaluate a primary source, how to read a historical article, and how to identify historiographical debates **[H3]**
Readings
(1) G.C.K. Gwassa, ed., *Records of the Maji Maji Rising* (East African Publishing House, 1969)
(2) Iliffe, "Maji Maji Rebellion" from *A Modern History of Tanzania*, (1979)
(3) Sunseri, "Reinterpreting a Colonial Rebellion: Forestry and Social Control in German East Africa, 1874-1915," *Environmental History* 8:3 (2003)
 - vi) HIV/AIDS Overview and Context **[H2, M3]**
 - vii) The Biology of HIV (Select Chapters from Flint, *Principles of Virology* (ASM Press, 2015). **[M3]**
 - viii) Infectious Diseases of East Africa: HIV/AIDS, Tuberculosis, Malaria and Cholera **[H2, M3]**
 - ix) How to read a scientific paper **[M4, M5]**
Reading: M. Blettner, C. Heurer, O Razum, *Critical Reading of Epidemiological Papers: A Guide. Eur J Public Health. 2001 Mar;11(1):97-101.*
- b) **Weekend 1:** Iringa Town and Hehe History and Culture: archeological and cultural sites; local history, cooking, and crafts. **[H1, H3]**
*Assignment: 2-page reflection **[GE1, GE3]**.
- c) **Week 2**
- i) Swahili language study (every day): how to talk about AIDS in Swahili **[GE2]**
 - ii) Microbiology
(1) Laboratory and Diagnostics in Historical Perspective (Read Melissa Graboyes, *The Experiment Must Continue: Medical Research and Ethics in East Africa, 1940-2014*, excerpts) **[H2, M5]**
(2) Learning Microscopy Techniques for Identifying Tropical Diseases (lab component) **[M4]**
(3) WHO Clinical Guidelines for HIV/AIDS (today and historically: readings from WHO) **[H1, H2, H3, M5]**

- (4) Pharmacology of HIV: Drug Regimes and Locally Available Drugs **[M3]**
- (5) Visit local pharmacies and present findings to class via oral report **[GE2, M5]**
- ii) History
 - (1) Risk Factors in Historical Perspectives: Mobility and Sex Work in the 20th Century **[H1, H2]**
 - (a) Read: Louise White, *Comforts of Home* (University of Chicago Press, 1990), excerpts
 - (2) Economic Development, 1940s-present: Colonial Schemes, Ujamaa Socialism, Structural Adjustment, and Globalization **[H1, H2]**
 - (a) Read: James Scott, *Seeing Like a State* (Yale University Press, 1998), excerpts
 - (3) Describing HIV in East Africa, in Tanzania, and Iringa, 1970s-present **[H1, H3]**
 - (a) Read novel, Bernard Mapalala, *Passed Like a Shadow* (Dar es Salaam University Press).
 - (4) UNAIDS Country Report (selections from 1996 to and including 2014) **[H3, M5]**
 - (5) *Assignment: HIV journal club (PLoS Med. 2011 Nov;8(11):e1001131. doi: 10.1371/journal.pmed.1001131. Epub 2011 Nov 29. Voluntary medical male circumcision: matching demand and supply with quality and efficiency in a high-volume campaign in Iringa Region, Tanzania. Mahler HR1, Kileo B, Curran K, Plotkin M, Adamu T, Hellar A, Koshuma S, Nyabenda S, Machaku M, Lukobo-Durrell M, Castor D, Njeuhmeli E, Fimbo B.)
- d) **Weekend 2: Rural Living, Visit to Mufindi. [GE 2, H3]**
 - *Assignment: 2-page reflection. **[GE3]**
- e) **Week 3**
 - i) Swahili language study (every day) **[GE2]**
 - ii) History
 - (1) History of Medical Research and Medical Ethics in East Africa **[H1, H2]**
 - (a) Read: Melissa Graboyes, *The Experiment Must Continue: Medical Research and Ethics in East Africa, 1940-2014* (Ohio University Press, 2015)
 - (2) Introduction of Historical Research Project: A Collective History of HIV/AIDS in Iringa
 - (3) Begin Research Project: Gathering Sources, Framing Questions, Planning Interviews **[H2, H3]**
 - iii) Microbiology
 - (1) The Literature of HIV/AIDS Interventions in Tanzania. Areas include: Accessing Testing and Care; Voluntary Male Medical Circumcision (VMMC); Addressing Cross-Generational Intercourse; Working with Female Sex Workers (FSW); and Analyzing Cost and Scaling. **[M5]**
 - (2) Read scientific papers written with data from Iringa Region and Tanzania generally; choose an area of focus; and read and discuss assigned paper(s) for that topic. **[M4, M5]**
 - (3) Sample Reading: [Lessons learned from scale-up of voluntary medical male circumcision focusing on adolescents: benefits, challenges, and potential opportunities for linkages with adolescent HIV, sexual, and reproductive health services.](#) Njeuhmeli E, Hatzold K, Gold E, Mahler H, Kripke K, Seifert-Ahanda K, Castor D, Mavhu W, Mugurungi O, Ncube G, Koshuma S, Sgaier S, Conly SR, Kasedde S. J Acquir Immune Defic Syndr. 2014 Jul 1;66 Suppl 2:S193-9. doi: 10.1097/QAI.000000000000179. Review.PMID: 24918595
 - iv) Integrating Scientific Literature into Historical Research Project **[H3]**

- f) **Weekend 3:** Ruaha National Park: Tsetse fly and the history of national park. Human and Animal Competition: Conservation, Poaching, and Livelihoods. **[GE1, H1, H2]**
***Assignment:** 2-page reflection. **[GE3]**
- g) **Week 4**
- i) Swahili language study continues
***Assignment:** capstone language project (skits and presentation) **[GE1, GE3]**
- ii) History and Microbiology **[GE2, H2, H3, M4]**
(1) History Research Project, continued: complete research, carry out analysis, write up results
***Assignments:** Present findings to class and community **[GE3, H3, M4]**
***Assignments:** Submit final project **[GE3, H3, M4]**
GE Reflection: Students will write a four-page (double-spaced, typed) reflection paper that considers the following aspects of their experience in Tanzania:

1. What are the most striking similarities, differences, and interconnections you have encountered between Iringa/Tanzania and your hometown/the U.S.?
2. How have you developed an ability to function effectively within Tanzania? (What skills have you used? What strategies have been the most effective? What challenges did you overcome? Consider the ways you have communicated, both verbally and non-verbally, in Tanzania.)
3. Overall, how has your experience in this course enriched your academic experience? What will you take away from it? Please use concrete examples.

The GE reflection will be graded according to the suggested rubric (see GE assessment plan). **[GE3]**

***Final Examination (10 short answer or essay questions) [H1, H2, H3]**

Students will also have three structured educational experiences per week (examples listed below). Specific times for the activities below will be determined according to partner availability.

- Town tour
- Regional hospital
- District clinico HIV-related care facility
- Two (2) local NGO visits (international, national, or regional)
- Microbiology and Microscopy Lab
- Visit traditional medicine practitioner
- Cultural tour, includes basket weaving and Mkwawa Museum
- Cooking experience
- Hike at Isimila
- IDYDC – Football Development Program

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/csc/>.

15) Disability services: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let one of the instructors know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with your instructors as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Existing Format of instruction:

Classroom instruction (lectures, seminars, and workshops), 10 h each week, MTWRF:
9am-11:00am

Instructor-led group work (small group language practice, and book club), 5 h each week,
MTW: 2pm - 3pm

Cultural visits and fieldwork, 10 h each week, generally on the weekend

Total: 4.0 Credit hours, as follows: classroom instruction and small group work – 15 hours/week, 60 hours (3.0 credits). Cultural visits and fieldwork – 10 hours/week, 40 hours (1.0 credit)

From the A&S Guidelines:

2. **Formalized instruction.** This includes traditional classroom time (either at a foreign institution or in OSU faculty-led class sessions); formalized lecture/discussion sessions “in situ,” led by a faculty member or resident academic authority. These should be considered regular class-time, i.e., requiring 12.5 contact hours per credit.
3. **Other required or structured educational experiences, not conducted by an approved instructor.** These include visits to cultural locations (museums, monuments, historical or cultural sites) that do not include formal lecture components by the designated instructor; visits with local authorities/experts; independent but assigned observations of local cultural phenomena, etc. These should be considered out-of-class work to be assessed using the standard of 25 hours per credit.
4. **Informal “free time” in-country**, including travel time, meals, socializing, independent touring. While these experiential activities are an integral part of the education abroad experience, they do not count toward credit-earning hours.

History or Microbiology 3798.05 GE Rationale and Assessment Plan

This course will be offered as a GE course, in the category of Education Abroad.

1. GE Rationale:

a. Expected Learning Outcomes

- i. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S. [GE 1]
- ii. Students function effectively within their host country/countries. [GE 2]
- iii. Students articulate how their time abroad has enriched their academic experience. [GE 3]

b. How the course will satisfy the stated Expected Learning Outcomes: OSU

students in Tanzania will be very aware of differences between the host country and the United States, and we will help them see the similarities and interconnections through classroom work, cultural activities, interactions with Tanzanians, and reflection.

- i. The course is based in Iringa, Tanzania, which could be seen as a secondary city in an impoverished country. The International Monetary Fund ranks Tanzania 151st out of 185 countries for GDP per capita. Within Tanzania, Iringa's population of 114,000 people makes it the nation's 14th largest city. In the course, however, students will come to appreciate a more nuanced view by taking into account the region's history of anticolonial resistance, vibrant agriculture, and innovative approaches to treating (and preventing) HIV. As the course focuses on HIV, the number of interconnections with global health, international non-governmental organizations, technical experts, and drug manufacturers will help students understand the interlinked world of HIV treatment and prevention.
- ii. Students will learn to function effectively within the host country through language, everyday living, and cross-cultural interactions. Students will take a Swahili language course for the duration of the study abroad program with the focus on appropriate greetings and the most common conversations. Students will be living in the dormitories of Ruaha Catholic University with Tanzanian students and taking meals with them in the dining hall. In addition, the course has several cultural outings in both urban and rural settings so that students can practice their cross-cultural competences. The instructors will work closely with students to make sure that the students are both respectful and respected in their interactions.
- iii. Students will articulate how their time abroad has enriched their educational experience during the course through open-ended discussions and written reflections. The instructors will also seek feedback from students about their experience once they have returned to the United States and have been able to reflect on what they did and what they learned.

2. GE assessment plan

As a direct measure of assessing how effectively students are meeting the Education Abroad ELOs, we are required to give students an end-of-course assignment and it will be scored using the Scoring Rubric provided below. The end-of-course assignment will be a student reflection paper that uses the following prompt:

Please write a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Education Abroad experience:

- 1. What are the most striking similarities, differences, and interconnections you have encountered between Iringa/Tanzania and your hometown/the U.S.?*
- 2. How have you developed an ability to function effectively within Tanzania? (What skills have you used? What strategies have been the most effective? What challenges did you overcome? Consider the ways you have communicated, both verbally and non-verbally, in Tanzania.)*
- 3. Overall, how has your experience in this course enriched your academic experience? What will you take away from it? Please use concrete examples.*

In addition to these three questions, we will also require the students to provide a discursive evaluation, structured as follows:

This is our first time teaching this class. Profs. Kwiek and McDow are eager to have your feedback to improve the course. All comments are welcome, but note that constructive criticism (“I’d like to have learned less about phylogenetics and more about immunology...”) provides a better basis for evaluation and improvement than simplistic judgments (“it rocks/sucks”). We appreciate your feedback!

Please write as much as you’d like. The questions are numbered so that you can continue on the back of the page. The forms are anonymous, and they will not be read until after your grades have been posted.

- 1. This course has been most successful when...*
- 2. This course has been least successful when...*
- 3. What is one thing we could do to improve?*
- 4. What do you think you will take from this class?*
- 5. What did you appreciate most about the class?*
- 6. Is there anything else we need to know about how the course went or your experience in the course?*

Kwiek and McDow currently solicit feedback and evaluation in this form for History/Microbiology 3704, a course they co-teach. They have found it to be a very useful means to improve both teaching styles and curriculum content. Assessments and suggested improvements will be shared with department colleagues, Garrett Heysel, OIA, or other A&S curriculum repositories.

As suggested, after the second offering of the course, we will submit a summary of rubric scores using the blank table provided in Appendix 10, one paragraph of instructor reflection (one each from Professor McDow and Kwiek), and three sample assignments (one low score, one average score, and one high score) to the ASC Curriculum and Assessment Services electronically.

Scoring rubric for final 4-page reflection. By the end of the trip, students are expected to meet Milestone 2.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO1) Knowledge of host country and US: Culture and worldview frameworks	Articulates sophisticated understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US.	Demonstrates deeper understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US.	Describes similarities and differences and recognizes interconnections between cultural rules and practices of host country and US.	Recognizes similarities and differences in cultural rules and practices between host country and US.
(ELO2) Skills for effective functioning: (a) Verbal and nonverbal communication (b) Problem solving	Articulates a complex understanding of cultural differences in verbal and nonverbal communication between host country and US. Is able to skillfully negotiate a shared understanding based on those differences. Navigates host country and overcomes obstacles with confidence and ingenuity.	Shows higher level understanding of cultural differences in verbal and nonverbal communication between host country and US. Begins to negotiate a shared understanding based on those differences. Navigates host country and overcomes obstacles comfortably.	Shows basic level understanding of cultural differences in verbal and nonverbal communication between host country and US. Shows awareness that misunderstandings across cultures can occur. Navigates host country and overcomes obstacles at basic level.	Shows minimal level understanding of cultural differences in verbal and nonverbal communication between host country and US. Struggles to navigate host country at basic level and to overcome obstacles.
(ELO3) Enrichment of academic experience: (a) Knowledge (b) Skills (c) Attitudes/perspectives	Articulates how knowledge gained in host country has transformed pre-existing ideas into entirely new whole. Initiates and develops engagement with people and ideas in host country.	Synthesizes knowledge gained in host country with pre-existing ideas into coherent new whole. Actively engages with people and ideas in host country.	Connects knowledge gained in host country with pre-existing ideas. Makes effort to engage with people and ideas in host country. Identifies different perspectives of non-US others, but	Recognizes connections between knowledge gained in host country and pre-existing ideas. Makes minimum effort to engage with people and ideas in host

	<p>Interprets intercultural experience from the perspective of own and others' worldviews; demonstrates ability to act in supportive manner that recognizes values and feelings of another cultural group. Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p>	<p>Recognizes intellectual and emotional dimensions of more than one world view and the relative status of one's own. Asks deeper questions about other cultures and seeks out answers to these questions.</p>	<p>responds in all situations with own worldview. Asks simple or surface questions about other cultures.</p>	<p>country. Recognizes the experience of non-US others as different, but only through own worldview. States minimal interest in learning more about other cultures.</p>
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Departmental Learning Goals

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

Course Objectives/Learning Outcomes for Historical Study:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Department of Microbiology Learning Goals

Goal 1. Students acquire the ability to interrelate and apply the fundamental concepts of chemistry, physics and mathematics to the functions of living cells.

Goal 2. Students understand the chemical properties of biological molecules and how these molecules function in the molecular mechanisms underlying physiological processes in microbial cells.

Goal 3. Students understand evolutionary processes, the diversity of microorganisms, and how microorganisms impact their environment, including their roles in human health and disease.

Goal 4. Students acquire the ability to design experiments to test hypotheses, perform analyses, interpret and analyze data, and present scientific information in written and oral formats.

Goal 5. Students acquire the ability to appraise scientific data presented in the popular press for accuracy and scientific merit and understand issues and ethical conflicts associated with applications of biotechnology

Microbiology BS: Learning Goal Map

Required Prerequisites for the Major

Learning Goals

Semester Course Number		Course Title	Semester hrs	1	2	3	4	5
BIOL 1113		Biological Sciences: Energy Transfer and Development	4	B			B	
BIOL 1114		Biological Sciences: Form, Function, Diversity, and Ecology	4	B			B	
MATH Requirement 1	MATH 1151	Calculus 1 (5 Hrs)	5	B				
	or							
	MATH 1156	Calculus for Biol. Sciences (5 Hrs)						
MATH Requirement 2	MATH 1152	Calculus 2 (5 Hrs)	3 - 5	B				
	or							
	MATH 1157	Math. Modeling for Biol. Sciences (5 Hrs)						
	or							
	STATS 1450	Intro. to the Practice of Statistics (3 Hrs)						
	or							
	STATS 2480	Statistics for the Life Sciences (3 Hrs)						
CHEM 1210		General Chemistry 1	5	B				
CHEM 1220		General Chemistry 2	5	B				
CHEM 2510		Organic Chemistry 1	4	B	B			
CHEM 2520		Organic Chemistry 2	4	B	B			
CHEM 2540		Organic Chemistry Lab 1	2	B	B		B	
PHYS 1200		Mechanics, Thermal Physics, Waves	5	B			B	
PHYS 1201		E&M, Optics, Modern Physics	5	B			B	
		Total Hrs.	46 - 48					

Goal: B: Beginning; I, Intermediate; A, Advanced

Required Core for the Major

Learning Goals

Semester Course Number		Course Title	Semester hrs	1	2	3	4	5
MICRBIOL 4100		General Microbiology	5	I	I	I	I	I
MICRBIOL 4110		Pathogenesis and Immunobiology	3	A	A	A		
MICRBIOL 4120		Microbial Physiology and Diversity	3	A	A	A		
MICRBIOL 4130		Microbial Genetics	3	A	A	I		
MICRBIOL 4140		Molecular Microbiology Laboratory	3	I	I	I	A	A
BIOCHEM 4511		Biochemistry	4	I	A			I
		Total Hrs.	21					

Goal: B: Beginning; I, Intermediate; A, Advanced

Electives: Total Required 9 hrs

Group 1: 3-9 hrs

Learning Goals

Semester Course Number		Course Title	Semester hrs	1	2	3	4	5
MICRBIOL 3300		The Biology of Pollution	2	I		I	I	I
MICRBIOL 3704		HIV: From Microbiology to Macrohistory	3			I	I	I
MICRBIOL 3798.05		HIV in Context: East Africa	4			I	A	A
MICRBIOL 4193		Individual Studies	1-3					
MICRBIOL 4194		Group Studies	1-3					
MICRBIOL 4591S		DNA Finger Printing Workshops in Columbus PS	1				A	A
MICRBIOL 4797		Study at a Foreign Institution	1-19					
MICRBIOL 4798		Study Tour Domestic	1-19					
MICRBIOL 4998		Undergrad Research in Microbiology	1-5				A	A
MICRBIOL 4998H		Honors Research	1-5				A	A
MICRBIOL 4999		Undergrad Research in Microbiology-Thesis	1-5				A	A
MICRBIOL 4999H		Honors Research-Thesis	1-5				A	A

Semester Course Number	Course Title	Semester hrs	1	2	3	4	5
MICRBIOL 5122	Immunology	2			A		
MICRBIOL 5129	Cellular and Molecular Biology of Pathogenic Eukaryotes	3		A	A		
MICRBIOL 5147	Eukaryotic Pathogens	3		A	A	A	
MICRBIOL 5149	Introductory Virology	3		A	A		
MICRBIOL 5150	Microbial Ecology	3	A	A	A		
MICRBIOL 5155	Environmental Microbiology	3	A	A	A		
MICRBIOL 5160	Geomicrobiology	3	A	A	A	A	A
MICRBIOL 5161H	Bioinformatics and Molecular Microbiology	3	A	A	A		A
MICRBIOL 5169H	Microbial Evolution	3			A		
MICRBIOL 5170	Microbes and Evolution	3			A		
MICRBIOL 5536	Food Microbiology Lecture	3		A	I		A
MICRBIOL 5546	Food Microbiology Laboratory	3		A	I	A	A
	Total Hrs.	3-9					

*Indicated graduate-level course. Requires special permission to enroll.

Goal: B: Beginning; I, Intermediate; A, Advanced

**Electives: Total Required 9 hrs
Group 2: 0-6 hrs**

Learning Goals

Semester Course Number	Course Title	Semester Hrs.	1	2	3	4	5
MICRBIOL 3300	The Biology of Pollution	2	B				I
BIOCHEM 5621	Intro Biological Chemistry Laboratory	4	I			I	
MOLGEN 4500	General Genetics	3		I			
MOLGEN 4606	Molecular Genetics I	4		I			
MVIMG 5000	Evolution of Emerging Viruses	2			A		
PLPATH 5010	Phytobacteriology	2		I	A		
PLPATH 5020	Introduction to Plant Virology	2		I	A		
PLPATH 5040	Science of Fungi: Mycology Lecture	3	I	I	A		
ANSCI 6090*	Anaerobic Microbiology	3		A			
ENR 5263	Biology of Soil Ecosystems	3	I	A			
ENR 5266	Field Soil Investigations	3	I			A	
	Total Hrs.	0-6					
	Total Hrs. for the Major	30					

*Indicated graduate-level course. Requires special permission to enroll.

Goal: B: Beginning; I, Intermediate; A, Advanced

Program Learning Goals (B, beginning; I, Intermediate; A, Advanced)

1. Students acquire the ability to interrelate and apply the fundamental concepts of chemistry, physics and mathematics to the functions of living cells.
2. Students understand the chemical properties of biological molecules and how these molecules function in the molecular mechanisms underlying physiological processes in microbial cells.
3. Students understand evolutionary processes, the diversity of microorganisms, and how microorganisms impact their environment, including their roles in human health and disease.
4. Students acquire the ability to design experiments to test hypotheses, perform analyses, interpret and analyze data, and present scientific information in written and oral formats.
5. Students acquire the ability to appraise scientific data presented in the popular press for accuracy and scientific merit and understand issues and ethical conflicts associated with applications of biotechnology.

Micrbiol 3798.05 learning Goals (Mapped to Program Learning Goals)

1. Students gain practical experience in immunological techniques and understand the theory and mechanics behind the techniques. **(PLG 4 Advanced)**
2. Students acquire a perspective on how immune cells and molecules are applied to investigations in research as well as their application in industry. **(PLG 3 Advanced)**
3. Students acquire knowledge of how cells and molecules of Innate and Adaptive immunity work together to eliminate pathogens from the host body. **(PLG 3 Advanced)**
4. Students develop a scientific approach to critical thinking, problem solving and data analysis. **(PLG 4 Advanced)**
5. Students acquire the ability to evaluate scientific methods and experimental data presented in scientific journal articles and analyze it in the context of techniques learned. **(PLG 5 Advanced)**

Concurrence for Study Abroad Course "HIV in Context: East Africa" from the Department of African American and African Studies (AAAS)

From: Thomas McDow <mcdow.4@osu.edu>

Subject: Re: Request for Concurrence for Study Abroad Course "HIV in Context: East Africa"

Date: September 6, 2016 at 7:36:41 AM EDT

To: "Austin, Curtis J." <austin.288@osu.edu>

Cc: "Kwiek, Jesse" <kwiek.2@osu.edu>

Thank you, Curtis.

On Tuesday, September 6, 2016, Austin, Curtis J. <austin.288@osu.edu> wrote:

Dear Professor McDow,

AAAS has reviewed your request and offers its concurrence with "**HIV in Context: East Africa.**"

Thanks for offering OSU students this important opportunity to study abroad.

Best wishes,

Curtis

From: [Daniels, Charles](#)
To: [Vankeerbergen, Bernadette](#)
Subject: FW: Request for concurrence for a new study abroad course
Date: Friday, October 28, 2016 11:29:00 AM
Attachments: [image001.png](#)

I guess I forgot that Jesse had commented on this already!

From: "Kwiek, Jesse" <kwiek.2@osu.edu>
Date: Friday, October 28, 2016 at 11:23 AM
To: Chuck Daniels <daniels.7@osu.edu>
Subject: Fwd: Request for concurrence for a new study abroad course

Begin forwarded message:

From: "Kwiek, Jesse" <kwiek.2@osu.edu>
Subject: Fwd: Request for concurrence for a new study abroad course
Date: August 29, 2016 at 9:34:23 PM EDT
To: Charles Daniels <daniels.7@osu.edu>

Chuck

I forgot to add that the College of Public Health did not require concurrence (see below) and we're meeting with the Department of African American and African studies this week (also for concurrence).

Jesse

Begin forwarded message:

From: "Bisesi, Michael" <bisesi.12@osu.edu>
Subject: RE: Request for concurrence for a new study abroad course
Date: August 22, 2016 at 12:51:34 PM EDT
To: "Kwiek, Jesse" <kwiek.2@osu.edu>
Cc: "McDow, Thomas F." <mcdow.4@osu.edu>

Hi, Jesse,

Given the course title and theme, you do not need concurrence from the College of Public Health.

Mike



Michael S. Bisesi, PhD, REHS, CIH
Senior Associate Dean, Academic Affairs
Professor & Chair (Interim), Environmental Health Sciences

Fellow, AIHA
College of Public Health
256 Cunz Hall
1841 Neil Ave
Columbus, OH 43210-1351
(614) 247-8290 bisesi.12@osu.edu
(Executive Asst. Melissa Newhouse (614-247-8196; newhouse.37@osu.edu)
or Program Coordinator Erin Strawser (614-688-4388) strawser.34@osu.edu)

From: Kwiek, Jesse
Sent: Monday, August 22, 2016 9:03 AM
To: Bisesi, Michael
Cc: McDow, Thomas F.
Subject: Request for concurrence for a new study abroad course

Dear Mike,

Thomas (Dodie) McDow and I are proposing a new study abroad class, **History or Microbiology 3798.05: "HIV in Context: East Africa"**, and we're writing to request review and a statement of concurrence from the College of Public Health. We expect the course will be first offered in Summer 2017. As we state in the syllabus, this course is an interdisciplinary exploration of the real world impact of- and response to HIV/AIDS. The primary audience is Ohio State University undergraduate students who have a desire to learn about the historical and scientific bases of HIV (and global health) in a specific setting. Students will study the language, history, health, and culture of East Africa in relation to the science and effects of HIV/AIDS. The course combines academic and experiential learning in Tanzania to provide students with an introduction to fundamental history and microbiology concepts as they relate to the HIV epidemic in that country. Tanzania has suffered disproportionately from HIV, but has also taken important steps to address the epidemic. The course instructors are a microbiologist and a historian with long experience conducting research and living in Sub-Saharan Africa. Guided by these professors in their areas of expertise, students will take part in immersive learning and research activities to generate or use primary sources (e.g. interviews, archived documents, and village-level data) to understand the impact of HIV. This course intends to enrich students' global perspective by providing context for and background on a pressing issue. At the same time, the course fosters global competencies by helping students negotiate daily life in Tanzania.

Attached to this email you will find a copy of the syllabus and a PDF containing a concurrence form. We would be happy to meet and address any questions or suggestions you might have.

Thank you very much.

Jesse

1) Instructor Contact Information

Instructors:	Jesse Kwiek, Ph.D. Associate Professor Department of Microbiology	Thomas F. McDow, Ph.D. Assistant Professor Department of History
Office:	788 Biomedical Research Tower	361 Dulles Hall
Email:	kwiek.2@osu.edu	mcdow.4@osu.edu
Phone:	614.292.3256 (email preferred)	614.292.6722 (email preferred)
Office hours:	M, 3 - 4.30 (and by appointment)	W, 1.30 - 3.00 (and by appointment)

2) **Course Coordinators:** Academic: Professors Kwiek and McDow. Logistics: Louise Yahiaoui (Office of International Affairs) in conjunction with the Council on International Educational Exchange (CIEE).

3) **Date/Location:** 28 days during the Summer Semester (actual dates TBD), at Ruaha Catholic University, Iringa, Tanzania

4) **Course Number and Title:** History or Microbiology 3798.05: HIV in Context: East Africa

5) Format of instruction:

- Classroom instruction (lectures, seminars, and workshops), 10 h each week, MTWRF: 9am-11:00am
- Instructor-led group work (small group language practice, and book club), 5 h each week, MTWRF: 2pm -3pm
- Cultural visits and fieldwork, 10 h each week, generally on the weekend
- Total: 4.0 Credit hours**, as follows: classroom instruction and small group work – 15 hours/week, 60 hours (3.0 credits). Cultural visits and fieldwork – 10 hours/week, 40 hours (1.0 credit)

6) This course will be offered as a GE course for Education and Historical Study

a) **Category:** Education Abroad

i) Expected Learning Outcomes

- Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S. [GE 1:1]
- Students function effectively within their host country/countries. [GE 1:2]
- Students articulate how their time abroad has enriched their academic experience. [GE 1:3]

ii) How the course will satisfy the stated Expected Learning Outcomes: OSU

students in Tanzania will be very aware of differences between the host country and the United States, and we will help them see the similarities and interconnections through classroom work, cultural activities, interactions with Tanzanians, and reflection.

- The course is based in Iringa, Tanzania, which could be seen as a secondary city in an impoverished country. The International Monetary Fund ranks Tanzania 151st out of 185 countries for GDP per capita. Within Tanzania, Iringa's population of 114,000 people makes it the nation's 14th largest city. In the course, however, students will come to appreciate a more nuanced view by taking into

account the regions history of anticolonial resistance, vibrant agriculture, and innovative approaches to treating (and preventing) HIV. As the course focuses on HIV, the number of interconnections with global health, international non-governmental organizations, technical experts, and drug manufacturers will help students understand the interlinked world of HIV treatment and prevention.

- (2) Students will learn to function effectively within the host country through language, everyday living, and cross-cultural interactions. Students will take a Swahili language course for the duration of the study abroad program with the focus on appropriate greetings and the most common conversations. Students will be living in the dormitories of Ruaha Catholic University with Tanzanian students and taking meals with them in the dining hall. In addition, the course has several cultural outings in both urban and rural settings so that students can practice their cross-cultural competences. The instructors will work closely with students to make sure that the students are both respectful and respected in their interactions.
 - (3) Students will articulate how their time abroad has enriched their educational experience during the course through open-ended discussions and written reflections. The instructors will also seek feedback from students about their experience once they have returned to the United States and have been able to reflect on what they did and what they learned.
- b) **Category:** Historical Study. History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.
- i) **Expected Learning Outcomes**
 - (1) Students acquire a perspective on history and an understanding of the factors that shape human activity. [GE 2:1]
 - (2) Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding. [GE 2:2]
 - (3) Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts. [GE 2:3]
 - ii) **How the course will satisfy the stated Expected Learning Outcomes:** OSU student will engage with the history of Tanzania and the east African region even as they consider the history of biomedical research, development, and the origin and spread of HIV. This course is grounded in the study of history and co-taught by a historian.
 - (1) Students will gain perspectives on the history of east Africa over the last two hundred years, from the period before European colonization until the present. To do this, they will read primary sources, academic articles, and scholarly monographs. They will attend historical lectures and visit museums and historical sites. In doing so they will analyze the combination of factors that have shaped human activity in Tanzania.
 - (2) The course focuses on HIV/AIDS, a compelling topic with strong contemporary resonance to people in Iringa, Tanzania and east Africa more generally. Students will learn the origins of the virus in Equatorial Africa and the factors and historical circumstances that spread the disease to east Africa. By studying the response to HIV and the human factors of the disease, students will be poised to contemplate future infectious disease outbreaks and the responses to them. Students will display this knowledge through their writing, presentations, and examinations.

- (3) Through class discussion, formal presentations, short papers, and their final research projects, students will call on diverse sources material – primary and secondary—to arrive at interpretations that put ideas and events in their appropriate historical contexts. This will include using scientific and social scientific evidence alongside other more traditional historical sources.

7) **Course Description.** This course is an interdisciplinary exploration of the real world impact of- and response to HIV/AIDS. The primary audience is Ohio State University undergraduate students who have a desire to learn about the historical and scientific bases of HIV (and global health) in a specific setting. Students will study the language, history, health, and culture of East Africa in relation to the science and effects of HIV/AIDS. The course combines academic and experiential learning in Tanzania to provide students with an introduction to fundamental history and microbiology concepts as they relate to the HIV epidemic in that country. Tanzania has suffered disproportionately from HIV, but has also taken important steps to address the epidemic. The course instructors are a microbiologist and a historian with long experience conducting research and living in Sub-Saharan Africa. Guided by these professors in their areas of expertise, students will take part in immersive learning and research activities to generate or use primary sources (e.g. interviews, archived documents, and village-level data) to understand the impact of HIV. This course intends to enrich students' global perspective by providing context for and background on a pressing issue. At the same time, the course fosters global competencies by helping students negotiate daily life in Tanzania. Course objectives include the following:

- Understand cultural, social, and national contexts; learn cross-cultural competencies
- Acquire a perspective on history and an understanding of the factors that shape human activity in East Africa
- Display knowledge about the origins and nature of contemporary issues (especially HIV/AIDS) and develop a foundation for future comparative understanding
- Develop knowledge of how past events in East Africa influence today's society; use knowledge of the past to understand how humans view themselves
- Think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts
- Develop the skills to interview people about HIV treatment, policy, and prevention to understand both history and the present moments. Interviews may be carried out with medical professionals, governmental and non-governmental officials, activists, as well as individuals and families affected by HIV
- Acquire the ability to appraise and interpret scientific data related to HIV/AIDS
- Consider the interaction of scientific data, government policy, and nongovernmental organizations, and the health sector.

- 8) **A list of required texts and other course materials, and information on where they are available**
- a) Melissa Graboyes, *The Experiment Must Continue: Medical Research and Ethics in East Africa, 1940-2014* (Ohio University Press, 2015). Available from Amazon.com.
 - b) Bernard Mapalala, *Passed Like a Shadow* (Dar es Salaam University Press). Available in bookstores in Dar es Salaam or Iringa.
 - c) Journal Articles will be supplied for printing/download before departure (example articles listed below).

- 9) **Information about the length and format of all papers, homework, laboratory assignments, and examinations.** Students will complete a number of assignments, including map quizzes, in-class writing, laboratory work, reflection papers, a cumulative research project (with both oral and written components), and a final exam. The estimated total number of pages written during the course is 15-25. For additional information on assignments, see point 14, below.
- 10) **Final course grades will be calculated as follows:**
- 30% Participation
 - 30% Short writings and reflections
 - 20% Projects/presentations
 - 20% Exams
- 11) **Grading Scale:** 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 60-66 = D; 0-59 = F.
- 12) **Information about the scheduling of examinations and due dates for assignments.**
The course will have a final exam during the last few days of the class. Students will also have a cumulative research project due at the beginning of the last week. For more information on schedule and due dates, see item 14.
- 13) **Attendance policy.** This course is a study abroad course with both academic and experiential learning. As such it is necessary for students to attend and engage actively with all aspects of the course. Students are expected to be present for every class period, all planned activities, and all student meetings for discussion and reflection. One of the goals of the course is to help students thrive in a cross-cultural setting, and taking part in all course activities is vital to this. Students should ask questions, draw connections, and engage their instructors and fellow students. The highest participation grades will go to those who help build the discussions and add to the course experience through their own contributions and their questions to peers. It is expected that if students have to miss any aspect of the course that they will inform the instructor as soon as possible. Instructors will work with students to make sure that they are able to catch up on any missed work, though students should be aware that some activities will be once in a life time opportunities that cannot be recreated through reading or discussion with the professor.
- 14) **Topical outline of course meetings** (bold numbers inside square brackets reference departmental learning goals for GE for Education Abroad, GE-EA, GE for Historical Study, GE-HS, the Department of History [Appendix 1], or the Department of Microbiology [Appendix 2]):
- Week 1:** Introduction to Tanzania
 - Orientation and introduction to Iringa: how to be respectful (and respected) in Tanzania [**GE-EA:2**]
 - Swahili language Study (every day) [**GE-EA:2**]
 - Historical Overview: Tanzania and East Africa [**GE-HS:1, H1, GE-EA:1**]
 - Geography of East Africa and the Iringa region. [**GE-EA:1**]

- *Map quiz on East African countries and geography (capitals, oceans, lakes, rivers) plus Tanzanian regions and major cities.
- v) Historical skills and tools: how to evaluate a primary source, how to read a historical article, and how to identify historiographical debates **[GE-HS:3, H3]**
- Readings
- (1) G.C.K. Gwassa, ed., *Records of the Maji Maji Rising* (East African Publishing House, 1969)
 - (2) Iliffe, "Maji Maji Rebellion" from *A Modern History of Tanzania*, (1979)
 - (3) Sunseri, "Reinterpreting a Colonial Rebellion: Forestry and Social Control in German East Africa, 1874-1915," *Environmental History* 8:3 (2003)
- vi) HIV/AIDS Overview and Context **[GE-HS:2, H2, M3]**
- vii) The Biology of HIV (Select Chapters from Flint, *Principles of Virology* (ASM Press, 2015). **[M3]**
- viii) Infectious Diseases of East Africa: HIV/AIDS, Tuberculosis, Malaria and Cholera **[GE-HS:2; H2, M3]**
- ix) How to read a scientific paper **[M4, M5]**
 Reading: M. Blettner, C. Heurer, O Razum, *Critical Reading of Epidemiological Papers: A Guide. Eur J Public Health. 2001 Mar;11(1):97-101.*
- b) **Weekend 1:** Iringa Town and Hehe History and Culture: archeological and cultural sites; local history, cooking, and crafts. **[GE-HS:1, GE-HS:3, H1, H3]**
 *Assignment: 2-page reflection **[GE-EA:1, GE-EA:3]**.
- c) **Week 2**
- i) Swahili language study (every day): how to talk about AIDS in Swahili **[GE-EA:2]**
 - ii) Microbiology
 - (1) Laboratory and Diagnostics in Historical Perspective (Read Melissa Graboyes, *The Experiment Must Continue: Medical Research and Ethics in East Africa, 1940-2014*, excerpts) **[GE-HS:2, H2, M5]**
 - (2) Learning Microscopy Techniques for Identifying Tropical Diseases (lab component) **[M4]**
 - (3) WHO Clinical Guidelines for HIV/AIDS (today and historically: readings from WHO) **[GE-HS:1, GE-HS:2, GE-HS:3, H1, H2, H3, M5]**
 - (4) Pharmacology of HIV: Drug Regimes and Locally Available Drugs **[M3]**
 - (5) Visit local pharmacies and present findings to class via oral report **[GE-EA:2, M5]**
 - ii) History
 - (1) Risk Factors in Historical Perspectives: Mobility and Sex Work in the 20th Century **[GE-HS:1, GE-HS:2, H1, H2]**
 - (a) Read: Louise White, *Comforts of Home* (University of Chicago Press, 1990), excerpts
 - (2) Economic Development, 1940s-present: Colonial Schemes, Ujamaa Socialism, Structural Adjustment, and Globalization **[GE-HS:1, GE-HS:2, H1, H2]**
 - (a) Read: James Scott, *Seeing Like a State* (Yale University Press, 1998), excerpts
 - (3) Describing HIV in East Africa, in Tanzania, and Iringa, 1970s-present **[GE-HS:1, GE-HS:3, H1, H3]**
 - (a) Read novel, Bernard Mapalala, *Passed Like a Shadow* (Dar es Salaam University Press).
 - (4) UNAIDS Country Report (selections from 1996 to and including 2014) **[GE-HS:3, H3, M5]**
 - (5) *Assignment: HIV journal club (PLoS Med. 2011 Nov;8(11):e1001131. doi: 10.1371/journal.pmed.1001131. Epub 2011 Nov 29. Voluntary medical male circumcision: matching demand and supply with quality and efficiency in a high-

volume campaign in Iringa Region, Tanzania. Mahler HR1, Kileo B, Curran K, Plotkin M, Adamu T, Hellar A, Koshuma S, Nyabenda S, Machaku M, Lukobo-Durrell M, Castor D, Njeuhmeli E, Fimbo B.)

d) **Weekend 2:** Rural Living, Visit to Mufindi. [GE-EA: 2, GE-HS:3, H3]

*Assignment: 2-page reflection. [GE-EA:3]

e) **Week 3**

i) Swahili language study (every day) [GE-EA:2]

ii) History

(1) History of Medical Research and Medical Ethics in East Africa [GE-HS:1, GE-HS:2, H1, H2]

(a) Read: Melissa Graboyes, *The Experiment Must Continue: Medical Research and Ethics in East Africa, 1940-2014* (Ohio University Press, 2015)

(2) Introduction of Historical Research Project: A Collective History of HIV/AIDS in Iringa

(3) Begin Research Project: Gathering Sources, Framing Questions, Planning Interviews [GE-HS:2, GE-HS:3, H2, H3]

iii) Microbiology

(1) The Literature of HIV/AIDS Interventions in Tanzania. Areas include: Accessing Testing and Care; Voluntary Male Medical Circumcision (VMMC); Addressing Cross-Generational Intercourse; Working with Female Sex Workers (FSW); and Analyzing Cost and Scaling. [M5]

(2) Read scientific papers written with data from Iringa Region and Tanzania generally; choose an area of focus; and read and discuss assigned paper(s) for that topic. [M4, M5]

(3) Sample Reading: [Lessons learned from scale-up of voluntary medical male circumcision focusing on adolescents: benefits, challenges, and potential opportunities for linkages with adolescent HIV, sexual, and reproductive health services.](#) Njeuhmeli E, Hatzold K, Gold E, Mahler H, Kripke K, Seifert-Ahanda K, Castor D, Mavhu W, Mugurungi O, Ncube G, Koshuma S, Sgaier S, Conly SR, Kasedde S. *J Acquir Immune Defic Syndr.* 2014 Jul 1;66 Suppl 2:S193-9. doi: 10.1097/QAI.000000000000179. Review. PMID: 24918595

iv) Integrating Scientific Literature into Historical Research Project [GE-HS:3, H3]

f) **Weekend 3:** Ruaha National Park: Tsetse fly and the history of national park. Human and Animal Competition: Conservation, Poaching, and Livelihoods. [GE-EA:1, GE-HS:1, GE-HS:2, H1, H2]

*Assignment: 2-page reflection. [GE1:3]

g) **Week 4**

i) Swahili language study continues

*Assignment: capstone language project (skits and presentation) [GE-EA:1, GE-EA:3]

ii) History and Microbiology [GE-EA:2, GE-HS:2, GE-HS:3, H2, H3, M4]

(1) History Research Project, continued: complete research, carry out analysis, write up results

*Assignments: Present findings to class and community [GE-EA:3, GE-HS:3, H3, M4]

*Assignments: Submit final project [GE-EA:3, GE-HS:3, H3, M4]

GE Reflection: Students will write a four-page (double-spaced, typed) reflection paper that considers the following aspects of their experience in Tanzania:

1. What are the most striking similarities, differences, and interconnections you have encountered between Iringa/Tanzania and your hometown/the U.S.?

2. How have you developed an ability to function effectively within Tanzania? (What skills have you used? What strategies have been the most effective? What challenges did you overcome? Consider the ways you have communicated, both verbally and non-verbally, in Tanzania.)
3. Overall, how has your experience in this course enriched your academic experience? What will you take away from it? Please use concrete examples.

The GE reflection will be graded according to the suggested rubric (see GE assessment plan). **[GE-EA:3]**

*Final Examination (10 short answer or essay questions) **[GE-HS:1, GE-HS:2, GE-HS:3, H1, H2, H3]**

Students will also have three structured educational experiences per week (examples listed below). Specific times for the activities below will be determined according to partner availability.

- Town tour
- Regional hospital
- District clinic HIV-related care facility
- Two (2) local NGO visits (international, national, or regional)
- Microbiology and Microscopy Lab
- Visit traditional medicine practitioner
- Cultural tour, includes basket weaving and Mkwawa Museum
- Cooking experience
- Hike at Isimila
- IDYDC – Football Development Program

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/csc/>.

15) Disability services: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let one of the instructors know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with your instructors as soon as possible to discuss your accommodations so that they may be

implemented in a timely fashion. SLDS contact information:
slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall,
113 W. 12th Avenue.

MEMORANDUM

TO: Arts and Sciences Curriculum Committee (ASCC)

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

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

Assessment Goals and Objectives

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

Historical Study GE Requirements:

Goals:

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

Expected Learning Outcomes:

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

Goals of the courses that fulfill the GE Learning Outcomes:

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

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

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

Social Diversity GE Requirements:

Goals:

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

Expected Learning Outcomes:

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

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

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

Global Studies GE Requirements:

Goals:

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

Expected Learning Outcomes:

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

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

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

II. Methods

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

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

Summary of Data:

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



Departmental Learning Goals

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

Course Objectives/Learning Outcomes for Historical Study:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Department of Microbiology Learning Goals

Goal 1. Students acquire the ability to interrelate and apply the fundamental concepts of chemistry, physics and mathematics to the functions of living cells.

Goal 2. Students understand the chemical properties of biological molecules and how these molecules function in the molecular mechanisms underlying physiological processes in microbial cells.

Goal 3. Students understand evolutionary processes, the diversity of microorganisms, and how microorganisms impact their environment, including their roles in human health and disease.

Goal 4. Students acquire the ability to design experiments to test hypotheses, perform analyses, interpret and analyze data, and present scientific information in written and oral formats.

Goal 5. Students acquire the ability to appraise scientific data presented in the popular press for accuracy and scientific merit and understand issues and ethical conflicts associated with applications of biotechnology

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
2040		History of Agriculture and Rural America	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	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
		Peoples from Mesoamerica				
2111		Introduction to Native American People of the Andes	Intermediate	Intermediate	Intermediate	Intermediate
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		Western Civilizations to 1600: Rise, Collapse, and Recovery	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
2221		Introduction to the New Testament: History and Literature	Intermediate	Intermediate	Intermediate	Intermediate
2221	E	Introduction to the New Testament: History and Literature	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

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
2251		Empires and Nations in Eastern Europe, 1500-present	Intermediate	Intermediate	Intermediate	Intermediate
2270	E	Love in the Modern World	Intermediate	Intermediate	Intermediate	Intermediate
2270	H	Love in the Modern World	Intermediate	Intermediate	Intermediate	Intermediate
2270		Love in the Modern World	Intermediate	Intermediate	Intermediate	Intermediate
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
2352		The Ottoman Empire, 1300-1800	Intermediate	Intermediate	Intermediate	Intermediate
2353		The Middle East in the 20 th Century	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,	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
		300 BCE-1100 CE				
2451		Medieval and Early Modern Jewish History, 700-1700 CE	Intermediate	Intermediate	Intermediate	Intermediate
2452		Modern Jewish History 1700-Present	Intermediate	Intermediate	Intermediate	Intermediate
2453		History of Zionism and Modern Israel	Intermediate	Intermediate	Intermediate	Intermediate
2454		History of Anti-Semitism	Intermediate	Intermediate	Intermediate	Intermediate
2455		Jews in American Film	Intermediate	Intermediate	Intermediate	Intermediate
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
2680		It's the End of the World: Apocalypticism in Christianity, Judaism and Islam	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
2710		History of the Car	Intermediate	Intermediate	Intermediate	Intermediate
2720		Big 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
2725		Power in History	Intermediate	Intermediate	Intermediate	Intermediate
2750	E	Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2750	H	Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2750		Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2752		Social Reform Movements in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2797.01		Study at a Foreign Institution	Intermediate	Intermediate	Intermediate	Intermediate
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	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
3014		Gilded Age to Progressive Era, 1877-1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3015		From the New Era to the New Frontier, 1921-1963	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3016		The Contemporary U.S. since 1963	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3017		The Sixties	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3020		19th Century American Ideas	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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

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
3075		Mexican American Chicano/a History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3080		Slavery in the United States	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3081		Free Blacks in Antebellum America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3082		Black Americans During the Progressive Era	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3083		Civil Rights and Black Power Movements	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3085		African American History Through 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

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
3193.02	Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3194	Upper Level Undergraduate Group Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3210	Archaic Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3211	Classical Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3212	Hellenistic Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3213	Slavery in the Ancient World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper 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
3216	War in the Ancient Mediterranean World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3218	Paul & His Influence in Early Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3219	Historical Jesus	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

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
3230	History of Medieval Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3231	Creating Medieval Monsters: Constructions of the 'Other'	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3232	CSI: Medieval Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3235	Medieval Europe I, 300-1100	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3236	Medieval Europe II, 1100-1500	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3239	Medieval England	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3240	History of the Italian Renaissance, 1250-1450	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3241	History of the Italian Renaissance, 1450-1600	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3242	The Holy Roman Empire (1495-1806)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3245	The Age of Reformation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3246	Tudor and Stuart Britain, 1485-1714	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3247	Magic and Witchcraft in Early Modern 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

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
3261	Britain in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3262	France in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3263	France in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3264	19th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3265	20th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3266	History of Spain, 1469-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3267	Modern Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3268	Eastern Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3269	Eastern Europe in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3270	History of World War I	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3275	Religion and its Critics in Modern Thought	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3276	European Thought and Culture, 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3277	European Thought and Culture, 20th Century	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

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
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
3312		Africa and World War II	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3313		Civil Wars, Violence, and Identity Politics in the Horn of Africa, 1800 to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3351		Intellectual and Social Movements in the Muslim World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3352		Marginal Groups in the Non-Western World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3353		Jewish Communities under Islamic Rule	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3354		Islamic Spain and North Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3357		The Middle East in the 19th Century	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	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
3375		Mongol World Empire: Central Eurasia, 1000-1500	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3376		The Silk Road: Commerce and Culture in Eurasia 200 BCE-1498 CE	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3401		Foundations of Chinese Civilization	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3402		Chinese Empire, 10th – 14th Centuries	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3403		History of Early modern China: 14th-18th century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3404		Modern China 1750-1949	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3405		Contemporary China 1921-2000	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3410		Studies in Chinese History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3411		Gender and Sexuality in China	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3425		History of Japan before 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3426		History of Modern Japan	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3450		History of Ancient Israel (to 300 BCE)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3455		Jewish Life from the Renaissance to the 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	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
		1920	Intermediate	Intermediate	Intermediate	Intermediate
3501	E	U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501	H	U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501		U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3505		U.S. Diplomacy in the Middle East	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3525		19th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3526		20th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3540		Modern Intelligence History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3550		War in World History, 500-1650	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3551		War in World History, 1651-1899	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3552		War in World History, 1900-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3560		American Military History, 1607-1902	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3561		American Military History, 1902 to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3570		World War II	Upper 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, &	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
		Representations	Intermediate	Intermediate	Intermediate	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
3670		Trans-National History of World War II in Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3675		How to Stage a Revolution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3680		Religion and Law in Comparative Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3700		American Environmental History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3701		History of American Medicine	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3702		Digital History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3704		HIV: From Microbiology to Macrohistory	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3705		History of Capitalism in Comparative and Global Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3706		Coca-Cola Globalization: The History of American Business and Global Environmental Change, 1800-Today	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 Europe, from Copernicus to Newton	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3712		Science and Society in Europe, from	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
		Newton to Hawking	Intermediate	Intermediate	Intermediate	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
3724		History of the Arctic	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
3798.05		HIV in Context: East Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3800	E	Introduction to Historical Research	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3800	H	Introduction to Historical Research	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
4000	E	Readings in Early American History	Advanced	Advanced	Advanced	Advanced
4000	H	Readings in Early American History	Advanced	Advanced	Advanced	Advanced
4000		Readings in Early American History	Advanced	Advanced	Advanced	Advanced
4005	E	Research Seminar in Early American History	Advanced	Advanced	Advanced	Advanced
4005	H	Research Seminar in Early American History	Advanced	Advanced	Advanced	Advanced
4005		Research Seminar in Early American History	Advanced	Advanced	Advanced	Advanced
4010	E	Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4010	H	Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4010		Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced

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
4015	E	Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015	H	Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015		Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4080	E	Readings in African American History	Advanced	Advanced	Advanced	Advanced
4080	H	Readings in African American History	Advanced	Advanced	Advanced	Advanced
4080		Readings in African American History	Advanced	Advanced	Advanced	Advanced
4085	E	Research Seminar in African American History	Advanced	Advanced	Advanced	Advanced
4085	H	Research Seminar in African American History	Advanced	Advanced	Advanced	Advanced
4085		Research Seminar in African American History	Advanced	Advanced	Advanced	Advanced
4090	E	Readings in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4090	H	Readings in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4090		Readings in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095	E	Research Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095	H	Research Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095		Research Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4100	E	Readings in Latin American History	Advanced	Advanced	Advanced	Advanced
4100	H	Readings in Latin American History	Advanced	Advanced	Advanced	Advanced
4100		Readings in Latin American History	Advanced	Advanced	Advanced	Advanced
4125	E	Research Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4125	H	Research Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4125		Research Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4193.01		Individual Studies	Advanced	Advanced	Advanced	Advanced
4193.02		Individual Studies	Advanced	Advanced	Advanced	Advanced
4194		Advanced Undergraduate Group	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
		Studies				
4210	E	Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4210	H	Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4210		Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4211	E	Readings in Roman History	Advanced	Advanced	Advanced	Advanced
4211	H	Readings in Roman History	Advanced	Advanced	Advanced	Advanced
4211		Readings in Roman History	Advanced	Advanced	Advanced	Advanced
4212	E	Readings in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4212	H	Readings in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4212		Readings in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4213	E	Readings in Byzantine History	Advanced	Advanced	Advanced	Advanced
4213	H	Readings in Byzantine History	Advanced	Advanced	Advanced	Advanced
4213		Readings in Byzantine History	Advanced	Advanced	Advanced	Advanced
4215	E	Research Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215	H	Research Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215		Research Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4216	E	Research Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4216	H	Research Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4216		Research Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4217	E	Research Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4217	H	Research Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4217		Research Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4218	E	Research Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4218	H	Research Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4218		Research Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4230	E	Readings in Medieval History	Advanced	Advanced	Advanced	Advanced
4230	H	Readings in Medieval History	Advanced	Advanced	Advanced	Advanced
4230		Readings in Medieval History	Advanced	Advanced	Advanced	Advanced
4235	E	Research Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4235	H	Research Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4235		Research Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4240	E	Readings in Renaissance and	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
		Reformation History				
4240	H	Readings in Renaissance and Reformation History	Advanced	Advanced	Advanced	Advanced
4240		Readings in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245	E	Research Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245	H	Research Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245		Research Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4250	E	Readings in Modern European History	Advanced	Advanced	Advanced	Advanced
4250	H	Readings in Modern European History	Advanced	Advanced	Advanced	Advanced
4250		Readings in Modern European History	Advanced	Advanced	Advanced	Advanced
4255	E	Research Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4255	H	Research Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4255		Research Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4280	E	Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4280	H	Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4280		Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285	E	Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285	H	Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285		Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4300	E	Readings in African History	Advanced	Advanced	Advanced	Advanced
4300	H	Readings in African History	Advanced	Advanced	Advanced	Advanced
4300		Readings in African History	Advanced	Advanced	Advanced	Advanced
4325	E	Research Seminar in African History	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4325	H	Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325		Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4350	E	Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4350	H	Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4350		Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4375	E	Research Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
4375	H	Research Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
4375		Research Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
4390	E	Readings in South Asian History	Advanced	Advanced	Advanced	Advanced
4390	H	Readings in South Asian History	Advanced	Advanced	Advanced	Advanced
4390		Readings in South Asian History	Advanced	Advanced	Advanced	Advanced
4395	E	Research Seminar in South Asian History	Advanced	Advanced	Advanced	Advanced
4395	H	Research Seminar in South Asian History	Advanced	Advanced	Advanced	Advanced
4395		Research Seminar in South Asian History	Advanced	Advanced	Advanced	Advanced
4400	E	Readings in Chinese History	Advanced	Advanced	Advanced	Advanced
4400	H	Readings in Chinese History	Advanced	Advanced	Advanced	Advanced
4400		Readings in Chinese History	Advanced	Advanced	Advanced	Advanced
4410	E	Research Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4410	H	Research Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4410		Research Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4425	E	Readings in Japanese History	Advanced	Advanced	Advanced	Advanced
4425	H	Readings in Japanese History	Advanced	Advanced	Advanced	Advanced
4425		Readings in Japanese History	Advanced	Advanced	Advanced	Advanced
4430	E	Research Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
4430	H	Research Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
4430		Research Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
4450	E	Readings in Jewish History	Advanced	Advanced	Advanced	Advanced
4450	H	Readings in Jewish History	Advanced	Advanced	Advanced	Advanced
4450		Readings in Jewish History	Advanced	Advanced	Advanced	Advanced
4475	E	Research Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Section	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4475	H	Research Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4475		Research Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4500	E	Readings in International History	Advanced	Advanced	Advanced	Advanced
4500	H	Readings in International History	Advanced	Advanced	Advanced	Advanced
4500		Readings in International History	Advanced	Advanced	Advanced	Advanced
4525	E	Research Seminar in International History	Advanced	Advanced	Advanced	Advanced
4525	H	Research Seminar in International History	Advanced	Advanced	Advanced	Advanced
4525		Research Seminar in International History	Advanced	Advanced	Advanced	Advanced
4550	E	Readings in Military History	Advanced	Advanced	Advanced	Advanced
4550	H	Readings in Military History	Advanced	Advanced	Advanced	Advanced
4550		Readings in Military History	Advanced	Advanced	Advanced	Advanced
4575	E	Research Seminar in Military History	Advanced	Advanced	Advanced	Advanced
4575	H	Research Seminar in Military History	Advanced	Advanced	Advanced	Advanced
4575		Research Seminar in Military History	Advanced	Advanced	Advanced	Advanced
4585		History of Literacy	Advanced	Advanced	Advanced	Advanced
4600	E	Readings in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4600	H	Readings in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4600		Readings in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4625	E	Research Seminar in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4625	H	Research Seminar in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4625		Research Seminar in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4650	E	Readings in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4650	H	Readings in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4650		Readings in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4675	E	Research Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4675	H	Research Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4675		Research Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4700	E	Readings in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4700	H	Readings in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4700		Readings in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4705	E	Research Seminar in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4705	H	Research Seminar in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4705		Research Seminar in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4725	E	Readings in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4725	H	Readings in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4725		Readings in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4730	E	Research Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4730	H	Research Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4730		Research Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4790	E	Readings in History	Advanced	Advanced	Advanced	Advanced
4790	H	Readings in History	Advanced	Advanced	Advanced	Advanced
4790		Readings in History	Advanced	Advanced	Advanced	Advanced
4795	E	Research Seminar in History	Advanced	Advanced	Advanced	Advanced
4795	H	Research Seminar in History	Advanced	Advanced	Advanced	Advanced
4795		Research Seminar in History	Advanced	Advanced	Advanced	Advanced
4797		Study at a Foreign Institution	Advanced	Advanced	Advanced	Advanced
4798		Study Tour	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4881		Interdepartmental Seminar	Advanced	Advanced	Advanced	Advanced
4998	E	Honors Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4998	H	Honors Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4998		Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4999	E	Honors Undergraduate Research Thesis	Advanced	Advanced	Advanced	Advanced
4999	H	Honors Undergraduate Research Thesis	Advanced	Advanced	Advanced	Advanced
4999		Undergraduate Research Thesis	Advanced	Advanced	Advanced	Advanced
5000		Special Topics in Early American History	Advanced	Advanced	Advanced	Advanced
5010		Special Topics in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
5080		Special Topics in African American History	Advanced	Advanced	Advanced	Advanced
5090		Special Topics in Atlantic World History	Advanced	Advanced	Advanced	Advanced
5100		Special Topics in Latin American History	Advanced	Advanced	Advanced	Advanced
5194		Combined Undergrad and Grad Group Studies	Advanced	Advanced	Advanced	Advanced
5210		Special Topics in Greek History	Advanced	Advanced	Advanced	Advanced
5211		Special Topics in Roman History	Advanced	Advanced	Advanced	Advanced
5212		Special Topics in Late Antique History	Advanced	Advanced	Advanced	Advanced
5213		Special Topics in Byzantine History	Advanced	Advanced	Advanced	Advanced
5229		Special Topics in Ancient Christianity	Advanced	Advanced	Advanced	Advanced
5230		Special Topics in Medieval History	Advanced	Advanced	Advanced	Advanced
5240		Special Topics in Early Modern European History	Advanced	Advanced	Advanced	Advanced
5250		Special Topics in Modern European History	Advanced	Advanced	Advanced	Advanced
5280		Special Topics in Russian, East European, and Eurasian History	Advanced	Advanced	Advanced	Advanced
5300		Special Topics in African History	Advanced	Advanced	Advanced	Advanced
5350		Special Topics in Islamic History	Advanced	Advanced	Advanced	Advanced
5390		Special Topics in South Asian History	Advanced	Advanced	Advanced	Advanced

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
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
5660		Special Topics in the History of Religion	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
5801		Special Topics: The University of the Future	Advanced	Advanced	Advanced	Advanced
5900		Introduction to Quantitative Methods in History	Advanced	Advanced	Advanced	Advanced