

Term Information

Effective Term Spring 2018
Previous Value Summer 2014

Course Change Information

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

Allowing for Hybrid Delivery offering.

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

The course is currently approved for in-person offerings, but some faculty would like to teach it as a Hybrid Delivery course.

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

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

No programmatic implications.

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2705
Course Title	The History of Medicine in Western Society
Transcript Abbreviation	HistMedWestSoc
Course Description	Explores the changing intellectual, economic, institutional and cultural relationships that have characterized medicine in the Western world from antiquity to the present, and examines individual roles and trends in the education of practitioners, locations of healing, and expectations that people had of medicine as ideas about the body and illness shifted.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance Less than 50% at a distance
<i>Previous Value</i>	<i>No, 100% at a distance, Greater or equal to 50% at a distance, Less than 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Recitation, Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
Historical Study
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	<ul style="list-style-type: none">• Students will gain a broad understanding of the history of medicine in the Western world and the implications of industrialization, technology, cultural and institutional changes on the development of medical practice and medical professions.
Content Topic List	<ul style="list-style-type: none">• Ancient medicine• Hippocratic medicine• Medieval medicine• Disease and the Black Death• History of dissection• Surgery• The early clinic• Diagnostic technology• The microscope• Evolution, race and eugenics• Experimentation• Antibiotics• Ethics
Sought Concurrence	No

COURSE CHANGE REQUEST
2705 - Status: PENDING

Last Updated: Heysel,Garett Robert
08/08/2017

Attachments

- History 2705 Syllabus - Hybrid Delivery.docx: History 2705 Syllabus - HY
(Syllabus. Owner: Bowerman,Ashley E.)
- History 2705 ASC Tech Review.pdf: ASC Tech Review
(Other Supporting Documentation. Owner: Bowerman,Ashley E.)
- History 2705 Syllabus - In Person.docx: History 2705 Syllabus - P
(Syllabus. 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.	08/08/2017 09:31 AM	Submitted for Approval
Approved	Otter,Christopher James	08/08/2017 09:36 AM	Unit Approval
Approved	Heysel,Garett Robert	08/08/2017 11:41 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	08/08/2017 11:41 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

SYLLABUS: HISTORY 2705 – HYBRID DELIVERY THE HISTORY OF MEDICINE IN WESTERN SOCIETY SPRING 2018

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Course overview

Instructor

Instructor: Susan C. Lawrence, Ph.D.

Email address: lawrence.578@osu.edu

Phone number: 614-292-5479

Office hours: Online office hours via Carmen Conference (BigBlueButton) Tuesdays, 1:30-2:30; in person office hours 2:30-3:30 Tuesdays, and by appointment in 253 Dulles Hall or via Carmen Conference

Class meets

Wednesdays, 2:20-3:40 in [Building, room]

Note

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

This course fulfills **GE requirements in Historical Study**. It is not required for the history major.

Course description

In this hybrid course, we explore the changing intellectual, economic, institutional and cultural relationships that have characterized medicine in the Western world from antiquity to the

present. We consider the education of practitioners, locations of healing, and expectations that people had of medicine as ideas about the body and illness shifted with new discoveries and theories about health and disease. We examine the roles both of prominent individuals (Harvey, Pasteur, Ehrlich) and of general trends (industrialization, technology) in shaping medical practice and the medical professions.

A hybrid course – what does this mean?

A hybrid course combines the advantages of online education with in-person class interactions. This class is scheduled to meet only once a week for most of the semester. More of the content traditionally conveyed during lecture is presented online for independent study and small group work in advance of our meetings in person. All of the in-person meetings are designed to be active learning experiences, centered on discussion and additional work in groups. The in-person meetings also allow students plenty of opportunities to ask questions.

Course learning objectives and how to achieve them

General Education objectives: Historical Study

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

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.

Students learn that health care never exists in isolation as a single set of "facts" about health and disease. The complicated relationships among science, technology and medicine as a body of knowledge and a set of practices are continuously defined by social and cultural ideas about health, healing and – of course – money.

2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.

We look particularly at the evolution of standards for medical education and medical practice, the development of hospitals as sites for care, teaching and research, the provision of health care to the poor, and the historical roots of several themes in medical ethics, such as the doctor-patient relationship, end of life decision making, and human experimentation.

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.

We examine a number of key episodes by comparing accounts in primary and secondary sources. These include the Black Death and the introduction of inhalation anesthesia into surgery. In the process, students come to appreciate the historical contingency of medicine. Current practices were neither self-evident (e.g. awareness of germs) nor inevitable (e.g. federal regulation of human subjects research)

Learning outcomes

At the end of the semester, students who complete the course assignments will have

- demonstrated content knowledge by taking a midterm and a final examination (GE objectives 1 and 2)
- demonstrated proficiency with locating articles (both primary and secondary sources) in electronic journal repositories in the OSU libraries.
- located and articulated the main arguments and the main sources of historical evidence used to support claims made in academic journal articles about the history of Western medicine (GE objective 3)
- located and articulated the main points in primary sources, explained the importance of identifying the author and precise date of the source was produced, and analyzed the source in the context of course lectures and readings (GE objective 3)
- demonstrated interpersonal communication skills through participation in small online groups, classroom in-person and online discussions, and online peer review of an assignment.
- practiced writing in an appropriately formal style on exams and essays.
- created a 3-5 minute video using voice over presentation software in which they explain the main argument of, and sources of evidence for, either an article assigned in the course or, with approval in advance, one of their own choosing (GE objective 3).

Course materials

Required

All of the required course readings are available electronically as

- files posted on the course website
- references to journal articles through the OSU Library e-journal collections
- links to websites with particular resources, including videos on YouTube. Videos of course materials created by Prof Lawrence will be uploaded to a limited YouTube channel. There they can be processed for transcripts, if required.

You are expected to bring the assigned readings to class with you, either as electronic files or as print outs, having read them and taken notes in preparation for discussion. When the assignment is a video, you are expected to have taken notes on the video's content to bring to class.

Course requirements

All students are expected to

- write one 2-3 page essay early in the semester on an assigned topic in order to understand the essay requirements for the two exams.
- take one midterm and a final exam in scheduled class times.
- complete 9 online quizzes

- attend all scheduled in-person class sessions; documentation of serious illness, funerals or OSU sponsored activity required for excused absences.
- watch all assigned videos in time for in-person class discussions.
- complete all assigned readings in time for in-person class discussions.
- for each on-line discussion assignment, contribute at least one substantial post in an online small group and write at least one substantial response to another student's post.
- create a 3-5 minute video using voice over presentation software in which the student explains the main argument of, and sources of evidence for, either an article assigned in the course or, with approval in advance, one of his or her own choosing.

Course technology

Technical support

For help with your password, university e-mail, Carmen, or any other OSU technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. **I AM NOT ABLE TO ANSWER ANY TECHNOLOGY QUESTIONS, SO PLEASE TO NOT EMAIL ME WITH THEM.** I **do** manage the formatting within Carmen, however, so let me know if there is a problem with a discussion board, an assignment, a module or a grade showing up.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

For help with YouTube, use the [YouTube Help Center](#)

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills, including regular use of email
- Navigating Carmen

Technology skills necessary for this specific course

- Using [YouTube](#) to view videos. See YouTube's [Policy and Safety Hub](#) for information about using YouTube safely; YouTube also has a clear [privacy policy](#)
- CarmenConnect (BigBlueButton) text, audio, and video chat
- Willingness to learn how to record a slide presentation with audio narration using presentation software such as PowerPoint (free from OSU), Explain Everything (OSU approved), Prezi or Adobe Spark; details about this software, including links to privacy policies for external sites, are posted on Carmen.

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

- Webcam: built-in or external webcam, fully installed, or smart phone with video recording
- Microphone: built-in desktop, laptop or tablet mic or external microphone

Carmen exams: bring your own laptop

- All exams will be given in class through Canvas. Students are required to download the Respondus Lockdown Browser.
- **STUDENTS WHO DO NOT HAVE ACCESS TO A LAPTOP OR A TABLET WITH A KEYBOARD WILL BE PROVIDED WITH AN IPAD AND KEYBOARD IF ONE IS REQUESTED IN ADVANCE.**

Necessary software

- Respondus Lockdown Browser. Instructions on how to download and use this software can be found at [Using Respondus LockDown Browser](#)
- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
- [Adobe Reader](#) and any plugins (e.g. Flash) needed to view videos
- Presentation software, such as Prezi (not OSU approved), Explain Everything (OSU approved) or Adobe Spark, if desired in place of Microsoft Office PowerPoint. Details about this software, including links to privacy policies for external sites, are posted on Carmen.

OSU computer resources

If you do not own a computer, then you may use one in the library or any computer lab for completing written work and accessing Carmen. To create voice-over presentations and videos, take advantage of one of the Digital Unions on campus. A complete list of facilities and their hours is available at <https://odee.osu.edu/digital-union>.

Grading and faculty response

Grades

Assignment	Points
Plagiarism quiz	20
Online reading quizzes (9)	130

Essay (2-3 pages)	75
Midterm	125
Peer review of article video presentation	50
Article video presentation	200
Final exam	200
Discussion quality online	100
Discussion quality and participation in class	100
	1000

See course schedule, below, for due dates

Late assignments and class absences

No late peer reviews will be given credit. After one day late, they aren't helpful to complete, so put your energy into the other assignments. Late essays and video presentations shall be penalized one letter grade per day. For example: A to A- for one day, A- to B+ for two days, and B+ to B for three days. No assignment will be accepted more than one week late, except for *extraordinary* circumstances and with supporting documentation of the reasons for the delay.

Because we meet only once a week, attendance is particularly important. Undocumented class absences will affect your grade by 50 points for the first time and 100 points each subsequent absence. **MORE THAN FOUR UNEXCUSED ABSENCES WILL RESULT IN A FAILING GRADE IN THE COURSE.**

Documentation is required for serious illness, funerals and OSU approved activities, such as athletic events. If you will be absent for any other reason that you consider legitimate, contact me in advance and make your case.

Grading scale

93 - 100 (A)		90 - 92.9 (A-)
87 - 89.9 (B+)	83 - 86.9 (B)	80 - 82.9 (B-)
77 - 79.9 (C+)	73 - 76.9 (C)	70 - 72.9 (C-)
67 - 69.9 (D+)	60 - 66.9 (D)	Below 60 (E).

Faculty feedback and response time

The following list gives you an idea of when I plan to be available throughout the course. I have scheduled office hours

- online via Carmen Conference (BigBlueButton) on Tuesdays, 1:30-2:30
- in person from 2:30-3:30 on Tuesdays and by appointment in 253 Dulles Hall or online.
- Remember that you can call **614-688-HELP** at any time if you have a technical problem.

Grading and feedback

You can generally expect feedback within **7-10 days** for all of the assignments and exams.

E-mail

I will reply to e-mails within **24 hours on weekdays**.

Discussion boards

I will check and reply to messages in the Q&A discussion board every **24 hours on week days**. Overall feedback on your discussion posts and responses will be provided for each week within 7 days after the discussions close.

Attendance, participation, and discussions

Student participation requirements

Because this is a hybrid course, your attendance is based on **BOTH** your in-class and your online activity and participation. The following is a summary of everyone's expected online participation:

- **Logging in: AT LEAST THREE TIMES PER WEEK WITH AN AVERAGE OF 1 HOUR PER WEEK IN ONLINE INTERACTIONS**

Be sure you are logging in to the course in Carmen at least three times each week, except for weeks with holidays or weeks with minimal online course activity assigned. (During most weeks you will probably log in more often.) The 1 hour per week (average) of online time is when you are completing quizzes, contributing to online discussions and doing peer reviews (this includes reading and thinking time!) You do not have to be literally online for all of this effort. You may write out your discussion post in Word when offline, for instance, and that counts toward the expected hour. The goal is to spend serious time interacting with each other. You will spend additional time online doing the reading and video assignments, of course. If you have a situation that might cause you to miss an entire week of online participation, discuss it with me *as soon as possible*.

- **Participating in discussion forums: 2+ TIMES PER WEEK**
I expect you to post a minimum of two times each week in the discussions. You must post a response to the discussion question(s) and then respond to at least one other student's post with substantive comments in order to get a "C" for the grade in this area.
- **Participating in peer review: 1 TIME DURING THE SEMESTER**
One of the vital ways to improve your presentation skills it to think about and provide thoughtful, constructive feedback on other peoples' work. You will do one peer review of the video presentation "draft" following the peer review guidelines (posted separately).

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in on-line class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online – and it can be hurtful in person.
- **Citing your sources:** If you rely on any outside information that you looked up specially for a post, please cite your sources. For course materials, list at least the short title and page numbers; for online sources, include a link; for textual sources, provide a full bibliographic reference. Remember: providing citations is sharing access to knowledge for others. It is also necessary to avoid plagiarism.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion windows. Or, periodically copy what you post in Carmen discussion windows to a word processor file.

OSU support services

The Writing Center:

The Writing Center website states that it “offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WCOOnline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas. Please check out our "Services" page for the types of consultations we provide. We also maintain a [resources page](https://cstw.osu.edu/writing-resources) (<https://cstw.osu.edu/writing-resources>) with writing handouts and links to [online resources](https://cstw.osu.edu/writing-resources/research-resources) (<https://cstw.osu.edu/writing-resources/research-resources>).”

Student support services: academic and general

Your OSU academic advisor has a wealth of information about how to navigate the university and to manage your time here. Do take advantage their help. Start with the main website at <http://advising.osu.edu/welcome.shtml> and use the site’s search box. If you are struggling with

study skills, check out the Younkin Success Center at <http://younkinsuccess.osu.edu/academic-services/>. The College of Arts and Sciences has its own comprehensive page of student resources at <https://artsandsciences.osu.edu/academics/current-students/resources>. Everyone wants to see you succeed.

Your mental health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Other course policies

Academic integrity

Policies for this online course

- **Quizzes.** Reading quizzes are included as self-checks under the honor system. You are expected to take the quizzes by yourself. You may take each quiz twice.
- **Written assignments and exams:** Your written assignments, including discussion posts, should be your own original work. You may ask a trusted person outside of the class to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss it with me.
- **Falsifying research or results:** All the work you will do in this course is intended to be a learning experience; you should never feel tempted to make your results look more successful than they are.
- **Collaboration and informal peer-review:** The course includes many opportunities for collaboration with your classmates. While group discussion and peer-review of the video presentation is required, remember that copying answers on a quiz or preparing exam essays in a group is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have

read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Accessibility accommodations for students with disabilities

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 me know via email 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 me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) ; ods@osu.edu or 098 Baker Hall, 113 W. 12th Avenue to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and YouTube. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming video: [YouTube accessibility](#)

Course schedule

Weekly course schedule

The course is organized around a weekly pattern of assignments. Both the full class and small group on-line discussion contributions are crucial to making this class a successful learning experience for you.

Think of the week as **BEGINNING** after class on Wednesdays

Wednesday night/Thursday Start reading assignment for the week, watch videos

Saturday/Sunday	Post a substantial response to the discussion question
Monday	Post a response to a fellow student's post
Tuesday	Complete any assigned quizzes
Wednesday	We meet on Wednesdays from 2:20-3:40 to discuss the week's readings, videos and online discussions

Week of Topic and assignments

JAN 10 INTRODUCTIONS

In class

- Syllabus, course requirements, objectives and outcomes
- How do hybrid courses work?
- What is the history of medicine?

Online

- Assignments
 - Videos: Ancient medicine (1) Religion and medicine (2) Hippocrates and the four humors [SCL] (3) Galen, the body and balances [SCL]
 - Reading:
 - Chart of the four humors
 - Primary sources
 - Hippocrates (attributed), *The Hippocratic Oath*
 - Hippocrates, extracts from *On the Nature of Man* and *Epidemics*
 - Galen, extracts from *On the Art of Medicine*, *Mixtures*, and *On Exercise with the Small Ball*
- Discussion (post by 1/14, respond by 1/15)
 - Introduce yourself to the class on the "Students" discussion board: post a picture of yourself and a statement (follow the guidelines provided) – due by 1/16
 - Choose one of the primary source readings (**EXCEPT FOR THE HIPPOCRATIC OATH!**) and explain its main points to your fellow students in your small group. Everyone has to do a different reading -- first come, first served!
- Quiz
 - Plagiarism quiz due by 1/16 at 11:00 p.m. **THIS QUIZ IS REQUIRED. YOU MAY NOT PROCEED TO THE MATERIAL FOR THE WEEK OF JANUARY 17 UNTIL YOU PASS IT WITH 100%**

JAN 17 ANTIQUITY: RELIGIOUS AND SECULAR HEALING

In class

- Why would religious medicine and secular, philosophical medicine persist side by side throughout the Greco-Roman period?
- Collect in groups according to which primary source you explained in your online small group. Compare explanations and choose the best to present to the rest of the class
- The Hippocratic Oath

Online

- Assignments
 - Video: Medieval medicine (1) Miracles, spirituality and suffering [SCL] (2) Later medieval institutions: universities and hospitals [SCL]
 - Readings
 - Secondary sources:
 - Katherine Park, "Medicine and Society in Medieval Europe, 500-1500," in *Wear, Medicine in Society: Historical Essays* (1992), 59-90.
 - Primary sources:
 - Excerpts from *The Four Books of the Miracles of St. Martin* (6th c)
 - Other healing miracles, TBD
 - "Life of Sister Chiara of Montefalco."
- Discussion (post by 1/19, respond by 1/22)
 - What do you think is the most important point that Katherine Park makes in her essay about medicine in medieval Europe? Everyone in your small group has to come up with at least one unique point to argue for, for a total of 5.
- Quiz
 - Complete reading quiz by 1/23 at 11:00 pm

JAN 24 MEDIEVAL MEDICINE

In class

- Meet in your small groups to decide which three points in the Park's reading to defend to the rest of the class. Prepare two others as back-ups if other groups take all three of your first choices before you speak up.
- How do we understand primary sources that claim facts we cannot accept?
- Why does the invention of the MD degree matter in the history of medicine?
- What does it mean for hospitals to primarily be sites of charity care, not the advancement of medicine?

Online

- Assignments
 - Videos:
 - [Medieval Apocalypse The Black Death National Geographic History channel HD Documentary](https://www.youtube.com/watch?v=D9kTzSN-dbg) (YouTube video at <https://www.youtube.com/watch?v=D9kTzSN-dbg>) (49 minutes; the video repeats itself for some reason)
 - [CNN Black Death plague pit found in London](https://www.youtube.com/watch?v=GfPznE3yhOE) (2:22) (YouTube video at <https://www.youtube.com/watch?v=GfPznE3yhOE>)
 - Readings
 - Secondary source:
 - Lester K. Little, "Plague Historians in Lab Coats," *Past & Present* 213 (2011), 267-290. [via OSU Library on-line journals]

- Elizabeth Eisenstein, *The Printing Press as An Agent of Change: Communications and Cultural Transformation in Early-Modern Europe* (1980), 683-708.
 - Primary sources:
 - City of Pistoia [Italy], "Ordinances for Sanitation In A Time Of Mortality," 1348
 - Marchione di Coppo Stefani, extracts from *The Florentine Chronicle* (written in 1370s-1380s).
- Discussion (post by 1/28, respond by 1/30)
 - Choose one of the secondary source readings. Identify and explain the author's main argument. Comment on a student's post about the reading you did not choose. Does your fellow student have the argument right?
- Quiz
 - Complete reading quiz by 1/30 at 11:00 pm.

JAN 31 AGENTS OF CHANGE: THE BLACK DEATH AND THE PRINTING PRESS

In class

- In your small groups, write out a coherent paragraph on the main argument of each of the secondary source readings. Exchange one with another small group; the second with a different small group. Critique the other groups' statements. Together we will write out the main argument for each reading (no more than 30 minutes total)
- What are the pros and cons of documentaries about history like the one you viewed about the Black Death?
- How do the primary source readings support Prof. Lawrence's distinction between "illness" and "disease" in the history of medicine?
- Are we currently undergoing a revolution in thinking based on communications technology as revolutionary as the invention of the printing press?

Online

- Videos: Transformations in understanding the body (1) The beginning of human dissection [SCL] (2) Vesalius: dissection in a book [SCL] (3) Galen's body [SCL] and (4) Harvey and circulation [SCL]
- Assignments
 - Reading
 - Secondary source
 - Roy Porter, *The Greatest Benefit to Mankind* (New York: Norton, 1997), 176-190, 201-216.
 - Primary sources
 - Vesalius, "Preface"
 - Hesler, "An Eye Witness Report"
 - Platter, "Journal"
 - Selections from Harvey, *On the Motion of the Heart and Blood in Animals* (1628)

○ **ESSAY I DUE BY 2/6 AT 11:00 P.M. ON CARMEN**

- Discussions: there are two discussion boards this week because Vesalius and Harvey are so different! (Post by 2/4, respond by 2/6)
 - Would you do what Platter did in order to learn anatomy in the 16th century? Why or why not?
 - Prof. Lawrence thinks that Galen's interpretation of the movements of the blood make as much sense as Harvey's – if you only have your own, living body to work with as evidence. Do you agree or disagree? Give reasons!
- Quiz
 - Complete reading quiz by 2/6 at 11 p.m.

FEB 7 REVOLUTIONS? VESALIUS AND HARVEY

In class

- What do the primary sources tell us about Vesalius as a person? So, what about Platter's adventures? Does the source of the anatomical cadaver matter? Why?
- There are several really important aspects to how Harvey worked that he alludes to in his dedications. What are they? Why was what Harvey accomplished so hard?
- What did you find hardest about writing the essay? What most worries you about essays on the midterm and final?

Online

- Assignments
 - Videos: Surgery and the surgical point of view: (1) Surgery before inhalation anesthesia (2) The discovery of surgical anesthesia and its dangers [SCL] (3) The surgical point of view: seeing diseases differently [SCL]
 - Reading
 - Primary sources
 - Dale Ingram, "Of Stones in the Bulb of the Urethra," *Practical Cases and Observations in Surgery, with Remarks...* (London: J. Clarke, 1751), 49-61
 - D'Arblay, "A Mastectomy."
 - Richard Bright, article in *Guy's Hospital Reports* on kidney disease
 - Cases from the *Medical and Surgical History of the War of the Rebellion*, [Civil War Washington](#). Follow the instructions posted on Carmen
- Discussions (Post by 2/11, respond by 2/13)
 - If you were Dale Ingram, would you have had the operation he had? If you were Madame D'Arblay, would you have had the mastectomy? Explain your reasons.
 - Share with your small group one of the successful cases you found on the Civil War Washington site. Did the surgeons use anesthesia in the case(s) you found? (They only used it if they said explicitly that they did). What did the doctors learn from autopsies? What struck you most about the case you chose?
- Quiz

- Review of key concepts from the videos due 2/13 at 11 p.m.

FEB 14 THE SURGICAL POINT OF VIEW

In class

- In small groups, compare and contrast the points of view in the Ingram, D'Arblay and Civil War case narratives. Why do these matter? What do these tell us about the strengths and limitations of case histories as sources in the history of medicine?
- Explain the surgical point of view to each other. Come up with three examples of how this approach to disease changed how doctors interacted with living and dead patients.

Online

- Assignments
 - Videos: Diagnostic technologies and standardization of patients and practitioners: (1) The 18th-19th century teaching hospital [SCL] (2) The stethoscope and the surgical point of view [SCL] (3) Standardizing the patient [SCL]; (4) Standardizing the physician [SCL]
 - Readings
 - Secondary sources
 - Stanley Joel Reiser, "The Science of Diagnosis: Diagnostic Technology," in W. F. Bynum and Roy Porter, eds. *Companion Encyclopedia of the History of Medicine*, vol. 2 (London, 1993), 826-51.
 - Hughes Evans, "Losing Touch: The Controversy over the Introduction of Blood Pressure Instruments into Medicine," *Technology and Culture* 34 (1993), 784-807 [via **OSU Library online journals**]
 - Primary sources
 - Laënnec, "On Mediate Auscultation."
- Discussions (Post by 2/18, respond by 2/20)
 - We are very careful to call most new medical technology in the 19th century "diagnostic." Why? Explain the difference between "diagnostic" and "therapeutic" technologies from the perspective of the physician and the perspective of the patient.
 - Think of an example of a "protocol" of standardized behavior that you have had to follow for some task. What does it *mean* to be standardized?
- Quiz
 - Complete reading quiz by 2/20 at 11 p.m.

FEB 21 TECHNOLOGIES AND STANDARDIZATION

In class

- In your small groups, go over how each new technology that Reiser introduced provided information to the physician: a new perception? a number? an image? How "objective" were each of these modes of knowledge?
- In your small groups, identify and explain Evans' main argument. Then identify the kinds of secondary sources and primary sources she used for evidence for her argument. Which seem to be most credible to you? why?

- Discuss the video presentation assignment

Online

- Videos: Cells and germs: (1) Microscopic worlds [SCL]; (2) Semmelweis: retrospective fame [SCL] (3) Antisepsis vs asepsis [SCL]
- Assignments
 - Reading
 - Secondary sources:
 - Susan C. Lawrence, “Anatomy, Histology, Cytology,” in Peter Bowler and John Pickstone, eds. *The Cambridge History of Science: Volume 6, The Modern Biological and Earth Sciences* (2009)
 - Anna Greenwood, “Lawson Tait and Opposition to Germ Theory: Defining Science in Surgical Practice,” *Journal of the History of Medicine and Allied Sciences*, 53 (1998), 99-131. **[via OSU Library on-line journals]**
 - Primary sources
 - Semmelweis, “The Etiology... of Childbed Fever”
 - Lister, “On the Antiseptic Principle”
 - Pasteur, “On ... Germ Theory”
 - Koch, “On ... Tuberculosis”
 - Extracts from *Surgical Asepsis* (1902)
- Discussion (Post by 2/25, respond by 2/27)
 - Choose one of the primary source readings. Each person in your small group has to choose a different one – first come, first served. Identify and explain the reading’s main points. Comment on a student’s post of a reading you did not write about. Did they get the points right?
 - Identify and explain Greenwood’s main argument. Then identify a secondary source and a primary source that seemed especially significant to her work.
- Quiz
 - **PRACTICE QUIZ FOR THE EXAM MUST BE COMPLETED BY 2/26 AT 11:00 P.M.**

FEB 28

CELLS AND GERMS

Online

- Assignments
 - Review for the midterm exam
- Discussions
 - Review all of your small group discussion posts in light of the notes you took on discussions and points raised during in-person class sessions. Clarify any points you want on the general exam discussion board, as long as these requests do not solicit answers relevant to the essay questions. **ANY DISCUSSION OF ANSWERS TO THE ESSAY QUESTIONS WILL BE GROUNDS FOR A REPORT TO COAM ABOUT ACADEMIC MISCONDUCT. SERIOUSLY. THAT IS COLLUSION.**

MAR 7**In class**

- Midterm exam

Online

- Assignments
 - Videos: Public health: (1) Smallpox inoculation and cowpox – the “natural” vaccine [SCL]; (2) Defining public health [SCL]; (3) The power of the state [SCL]; AND videos on how to make a video presentation, TBD.
 - Reading
 - Secondary sources
 - Richard Shyrock, “Medicine and the Public Health Movement, 1800-1880,” chapter 12 in his *The Development of Modern Medicine: An Interpretation of the Social and Scientific Factors Involved* (1979), 211-47.
 - Judith Leavitt, “Typhoid Mary’ Strikes Back: Bacteriological Theory and Practice in Early Twentieth Century Public Health,” *ISIS* 83 (1992), 608-29. [**via OSU Library on-line journals – be sure to use all caps in the name of the journal!**]
 - Primary sources
 - Jenner, “On Variolation,” Chadwick, “Report”
- Discussions (Post by 3/18, respond by 3/20)
 - What is the difference between “inoculation” and “vaccination” for smallpox? How did Jenner determine that using cowpox protected people from smallpox? If you had been around in 1750, would you have had your children inoculated? in 1800, would you have had them vaccinated? why or why not?
- Quiz
 - Complete reading/video quiz by 3/20 at 11:00 p.m.

MAR 14 SPRING BREAK**MAR 21 PUBLIC HEALTH: MEDICINE, LABORATORIES AND LAWS****In class**

- In small groups, identify Leavitt’s main argument and her sources of evidence. Do you agree with her interpretation of Typhoid Mary’s significance? In other words, was her argument persuasive?
- What are the most pressing issues in public health today? How do we balance public safety and civil rights? Do you think that laws should be stricter for protection? for civil rights?

Online

- Assignments
 - Videos: Inheritance, Eugenics, Genetics. (1) Medicine and inheritance, before and after Darwin [SCL]; (2) Eugenics [SCL]
 - Reading

- Secondary sources
 - Martin Pernick, “Eugenics and Public Health in American History,” *American Journal of Public Health* 87 (1997), 1767-72 [via **OSU Library on-line journals**]
 - **Secondary source:** Michael Burleigh, *Death and Deliverance: ‘Euthanasia’ in Germany, 1900-1945* (Cambridge, 1994), 93-111.
- Primary sources
 - Go to the [Eugenics Archive](http://www.eugenicsarchive.org) at <http://www.eugenicsarchive.org>. Click on “Search the Image Archive.” In the search box, enter “id1442” to read W.A. Plecker’s “Amount of Negro and Other Colored Blood Illegal in Various States for Marriage to Whites: 1929.”
 - Go to the OSU Library home page. Under “E-Resources” find Proquest Databases. On the main Proquest page, scroll down to the section for historical databases. Choose a major paper, such as the *New York Times*. On the basic search page that comes up, type “eugenics” in the text box. Enter a date range (such as 01/01/1890 to 01/01/1899) for a period of time between 1890 and 1929; limit the time period for a reasonable search. Find two articles that interest you
- Discussion (Post by 3/25, respond by 3/27)
 - Report on the newspaper articles you found to your group. If someone reports on an article you found, find a different one (first come, first claimed).
 - Choose an article for your video presentation and explain why you chose it. If you want to do a different article, consult the suggested articles list. If you want to do an article that isn’t on the list, be sure to get Prof. Lawrence’s approval. Report that here if you already have it. [Responses to this post not required]
- Quiz
 - Complete reading quiz by 3/27 at 11:00 p.m.

MAR 28 BIOMEDICINE: INHERITANCE, EUGENICS, GENETICS

In class

- In small groups, identify Pernick’s main argument and sources of evidence. If you wanted to use this article for a video presentation, how would you approach this task?
- How do the newspaper articles support (or not) Pernick’s argument?
- What do marriage laws have to do with eugenics?
- Analyze Burleigh’s complex argument. Isolate the steps involved in identifying and dealing with “defective” children in Nazi Germany. How significant was it that this program was carried out after war began?

Online

- Assignments
 - Videos: Drugs, Markets, Laws and War. (1) Drugs in the marketplace [SCL]; (2) Drugs in the Laboratory [SCL]; (3) Federal regulation and the FDA [SCL]

- Reading
 - Secondary sources
 - Patricia Spain Ward, “The American Reception of Salvarsan,” *Journal of the History of Medicine and Allied Sciences* (1981), 44-62 [via OSU Library on-line journals]
 - John Parascandola, “The Introduction of Antibiotics into Medical Therapeutics,” *History of Therapy* (Tokyo, 1990), reprinted in Leavitt and Numbers, eds., *Sickness and Health in America*, 3rd edition, 102-111.
 - Primary sources
 - Go online to “[Medicine and Madison Avenue](http://scriptorium.lib.duke.edu/mma/)” at <http://scriptorium.lib.duke.edu/mma/>. Read Stuart Chase and F. J. Schlink, “Consumers in Wonderland,” *New Republic* 49 (1927), 348-51 (item MM1177).
- **WORK ON YOUR VIDEO PRESENTATION DRAFT!!**
- Discussions (Post by 4/1, respond by 4/3)
 - Are any of the points that Chase and Schlink made still true today? Which ones (if any). If you think that Americans are totally different from the ones they describe, why do you think that change has happened? Do you agree with your fellow students? Dispute respectfully.
- Quiz
 - Complete the reading quiz by 4/3 at 11:00 p.m.

APR 4 BIOMEDICINE: DRUGS, MARKETS, LAWS AND WAR

In class

- In small groups, identify the main arguments and sources of evidence for the secondary source articles.
- The FDA -- how does drug approval work?
- Discuss your video presentation drafts

Online

- Assignments
 - Videos: Human experimentation. (1) Trying it out: the long history of human experimentation [SCL]; (2) The USPHS Syphilis Study [SCL]; (3) The Randomized Controlled Clinical Trial [SCL]
 - Readings
 - Secondary sources
 - James Le Fanu, “1950: Streptomycin, Smoking and Sir Austin Bradford Hill,” chapter 3 in his *The Rise and Fall of Modern Medicine* (1999), 26-51
 - Primary sources
 - Bernard, “An Introduction..,”
 - articles on Tuskegee by Vandaleer and Rivers

- Henry K. Beecher, “Ethics and Clinical Research, *The New England Journal of Medicine* 274 (1966), 1354-60.
- Senate Subcommittee, “Human Experimentation” (1973)
- VIDEO PRESENTATION DRAFT DUE 4/6 ON CARMEN (OR VIA WEB LINK) BY 11:00 P.M.
- PEER REVIEW OF THE DRAFT VIDEO PRESENTATION DUE 4/10 ON CARMEN BY 11:00 P.M.

APR 11 BIOMEDICINE: HUMAN EXPERIMENTATION IN THE 20TH CENTURY

In class

- In small groups, discuss the USPHS Syphilis Study from the perspectives of the authors of the primary source articles. Given what you have learned from the readings and in class, how and when did the ethics of this study change over time?
- Why are RCTs so important and so hard to do?
- What are retrospective and prospective population studies?

Online

- Assignments
 - Videos: Dax’s Case. Unicorn Media. 1984 [to be acquired and provided on Secure Media Services]; Development of technologies for prolonging life/prolonging death [SCL]
 - Readings:
 - Contemporary sources
 - Selection on the law on advanced directives in Ohio (pdf)
 - James A. Tulsky, “Beyond Advance Directives: Importance of Communication Skills at the End of Life,” *JAMA* 294(3), 359-65 [via OSU Library on-line journals]
 - Henry S. Perkins, “Controlling Death: The False Promise of Advance Directives,” *Annals of Internal Medicine* 147 (2007), 51-57, plus Appendix. [via OSU Library on-line journals]
 - Primary sources
 - Pius XII, “The Prolongation of Life” (1958),
 - Ad-Hoc Committee of Harvard Medical School, “A Definition of Irreversible Coma” (1968)
- Discussions
 - Do you have a durable power of attorney for health care? Why or why not? Why should you?

APR 18 BIOMEDICINE: TECHNOLOGY, ETHICS, DEATH

In class

- General discussion of the history of prolonging life/death; brain death and organ donation, advanced directives, durable power of attorney for health care
- Course overview: persisting themes

Online

- Assignments

- VIDEO PRESENTATION DUE 4/24 BY 11:00 P.M. ON CARMEN OR VIA WEB LINK.
- STUDY FOR THE FINAL EXAM

APR 25 FINAL EXAM 4:00-5:45 P.M. IN CLASSROOM

The Ohio State University
History 2705: The History of Medicine in Western Society
Fall 2015
31761
Tuesdays and Thursdays 9:35-10:55
Townshend Hall 255

Instructor: Susan C. Lawrence, Ph.D.

Office: 253 Dulles Hall

Phone: 614-292-5479

E-mail: lawrence.578@osu.edu

Office hours: Tuesdays and Thursdays, 12:30-1:30 and by appointment

Graduate Teaching Assistant: Julie Powell

Office: 009 Dulles Hall

Email: powell.796@osu.edu

Office hours: Tuesdays, 11:00-1:00 p.m.

Note

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

This course fulfills the following **GE requirements: Historical Study**. It **does** count toward the history major.

Brief course description:

In this course, we explore the changing intellectual, economic, institutional and cultural relationships that have characterized medicine in the Western world from antiquity to the present. We consider the education of practitioners, locations of healing, and expectations that people had of medicine as ideas about the body and illness shifted with new discoveries and theories about health and disease. We examine the roles both of prominent individuals (Harvey, Pasteur, Ehrlich) and of general trends (industrialization, technology) in shaping medical practice and the medical professions.

Learning outcomes:

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

- (1) Students construct an integrated perspective on history and the factors that shape human activity.

Students learn that health care never exists in isolation as a single set of "facts" about health and disease. The complicated relationships among science, technology and medicine as a body of knowledge and a set of

practices are continuously defined by social and cultural ideas about health, healing and – of course – money.

- (2) Students describe and analyze the origins and nature of contemporary issues.

We look particularly at the evolution of standards for medical education and medical practice, the development of hospitals as sites for care, teaching and research, the provision of health care to the poor, and the historical roots of several themes in medical ethics, such as the doctor-patient relationship, end of life decision making, and human experimentation.

- (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.

We examine a number of key episodes by comparing accounts in primary and secondary sources. These include the Black Death and the introduction of inhalation anesthesia into surgery. In the process, students come to appreciate the historical contingency of medicine. Current practices were neither self-evident (e.g. awareness of germs) nor inevitable (e.g. private health insurance in the United States)

Required readings:

All of the required readings for this course are available in electronic format. All readings are listed in the Course Schedule. Some readings are directly posted on the course website as Adobe pdf or Microsoft Word document files. Other readings are found on internet sites (instructions are provided on Canvas). Still others are articles available through journals for which OSU has on-line subscriptions. Students will need to use the library's interface to find the journal title and article using the information provided (volume number, year, pages).

Please make sure that you check the course schedule well before the readings are due in order to have enough time to access the on-line documents. You may either print out copies to read before class or read them online. In either case, bring the readings and your notes to class on the day(s) they are due. Having copies of the primary sources on hand for class discussion is particularly important.

The Student Response System –TopHat:

All students are required to use a text-enabled phone, smart phone, tablet or laptop (with internet connection) in class as a personal response system. We will use TopHat, the program now supported by OSU. Start by going to <https://tophat.com> and setting up your account in the "sign-up" area. OSU has a help area at <https://resourcecenter.odde.osu.edu/top-hat/using-top-hat-students> with step-by-step instructions.

TopHat will be used for attendance, as well as to gather information about the class and to monitor student understanding of the material we cover. Your TopHat performance will be used to assess the attendance and participation part of your course grade. Questions that have no correct answer (such as survey-type questions) are worth one point. Content and conceptual questions, for which there are correct or best answers, are worth three points for the correct answer and one point for incorrect answers. The minimum number of clicker points a student should get during a class is equal to the number of questions.

ExamSoft:

This is a pilot class for a test taking system under review for adoption by the College of Arts and Sciences at OSU. The College of Medicine already uses it extensively, and it is likely to be adopted soon by the Colleges of Pharmacy, Dentistry and Veterinary Medicine. Instead of taking exams on paper in class, students will use their personal laptops. If a student does not have a laptop or prefers not to use it, Apple iPads with keyboards will be provided.

Written assignments and course requirements:

Students are expected to

- attend class. Students who miss class almost inevitably find that their grades suffer.
- complete the reading assignments listed on the course outline on time for class.
- bring a TopHat enabled device and assigned readings to class.
- use the Canvas website to get links to the course materials, check for discussion questions and monitor their posted grades for accuracy and self-evaluation.
- complete two short (3-4 page) essay exam-type questions.
- complete an assignment finding historical newspaper articles on line
- complete a final self-reflection essay (3-4 pages)
- take three examinations (two midterm exams and a final)

Important dates:

Essay I	Sept. 6., 3:00 p.m. on Canvas
Exam I - at the end of Unit III	Sept. 22
Essay II	Oct. 11, 3:00 p.m. on Canvas
Exam II -- at the end of Unit V	Nov. 3
Final self-reflection essay	Dec. 6, 11:00 p.m. on Canvas
Final Exam	Dec. 9, 10:00-11:45 a.m.

Policy on late work

Late work shall be penalized one letter grade per day. For example, A to A- for one day, A- to B+ for two days, B+ to B for three days. No assignment will be accepted more than one week late, except for *extraordinary* circumstances and with supporting documentation of the reasons for the delay.

Make-up work, including make-up examinations, will be allowed only for absences due to OSU sponsored events, for which advanced notice is required, or for documented illness or family crises, such as funerals of close relatives.

Policy on class attendance

Students who choose to miss class for minor illnesses or for attending weddings, family gatherings or other events of personal importance, forfeit their TopHat points for that day. Students who miss class for documented reasons receive the base number of TopHat points (one per question posed). Students who forget their registered device and sign in on the "no device" sheet receive the base number of TopHat points (one per question posed) for that day. Students who forget their registered device four times or more will not be allowed points for attendance for subsequent days without their devices. Students who borrow a device from another student will not be given credit for TopHat points unless they have correctly logged into their own accounts. No exceptions.

Email policy:

I like to be accessible to students in my courses and welcome email communications. Please do not expect immediate responses, however. I will do my best to return any email messages within 24 hours on weekdays and by Monday for emails sent on Friday afternoon. All students need to ensure that the email address listed for them on Canvas is accurate and current. Do check the website for basic course information and copies of handouts before emailing me with routine questions.

Grading:

Essays - 2 @ 10% each	20%
Exam I	15%
Exam II	20%
Final exam	25%
Cumulative TopHat points	15%
Final reflection essay	5%

Grade distribution:

I use the OSU Standard Scheme for assigning letter grades to points:

93 - 100 (A)		90 - 92.9 (A-)
87 - 89.9 (B+)	83 - 86.9 (B)	80 - 82.9 (B-)
77 - 79.9 (C+)	73 - 76.9 (C)	70 - 72.9 (C-)
67 - 69.9 (D+)	60 - 66.9 (D)	Below 60 (E).

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/>) and “What is plagiarism?” at http://cstw.osu.edu/writingcenter/handouts/research_plagiarism

Students with disabilities

Students who have had a disability certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Ave.; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

Course schedule

Reading assignments are due on the day they are listed on the schedule. All class meetings involve a mixture of lecture, TopHat response questions and discussion. The reading assignments are directly available on the course website (or via instructions and links). You will find this information listed for the entry for each day’s topic in the Unit modules of our Canvas site.

Please note that this schedule is subject to change if circumstances require it. Such changes will be announced on Canvas and appropriate changes will made to the schedule online. You are responsible for checking due dates on Canvas.

I. Introduction: What is the history of medicine?

Aug. 23 The syllabus, class expectations and community standards

Aug. 25 Key concepts for the course
 Read the syllabus, explore the Canvas website
 Come to class with your questions about the course’s organization and requirements

II. The Foundations: Classical Antiquity and Medieval Medicine

Aug. 30 Medical practice and medical theories – Greek antiquity and Hippocrates

Secondary sources: Vivian Nutton, *Ancient Medicine* (2004), Selections from Chapter 4 and Chapter 7; Chart of the four humors

Primary sources: Hippocrates (attributed), *The Hippocratic Oath*

Sept. 1 Hippocratic and Galenic Medicine

Secondary source: Vivian Nutton, *Ancient Medicine* (2004), Chapter 16.

Primary sources: Hippocrates, extracts from *On the Nature of Man; Regimen in Acute Diseases; and Epidemics*; Galen, extracts from *On the Art of Medicine, Mixtures, and On Exercise with the Small Ball*

Prepare for the first essay assignment: read the instructions and the advice on how to write history essays on Canvas. Bring any questions about this assignment to class.

Sept. 6 Medieval Medicine: suffering, miracles and academic medicine

Secondary source: Katherine Park, "Medicine and Society in Medieval Europe, 500-1500," in *Wear, Medicine in Society: Historical Essays* (1992), 59-90.

Primary sources: Miracles – Excerpts from *The Four Books of the Miracles of St. Martin* (6th c); "Life of Sister Chiara of Montefalco."

Essay I due by 3:00 p.m. in the Canvas dropbox

Sept. 8 Disease in History: The Black Death

Secondary source: Lester K. Little, "Plague Historians in Lab Coats," *Past & Present* 213 (2011), 267-290. [via OSU Library on-line journals]

Primary sources: City of Pistoia [Italy], "Ordinances for Sanitation In A Time Of Mortality," 1348; Marchione di Coppo Stefani, extracts from *The Florentine Chronicle* (written in 1370s-1380s).

III. Challenges: new anatomies and new physiologies

Sept. 13 1500: Engines of change for Western medicine

Secondary source: Elizabeth Eisenstein, *The Printing Press as An Agent of Change: Communications and Cultural Transformation in Early-Modern Europe* (1980), 683-708.

Sept. 15 Vesalius: dissections and disputations

Secondary source: Roy Porter, *The Greatest Benefit to Mankind* (New York: Norton, 1997), 176-190.

Primary sources: Vesalius, "Preface," Hesler, "An Eye Witness Report," and Platter, "Journal"

Sept. 20 Harvey: the circulation of the blood
Secondary source: Porter, *The Greatest Benefit to Mankind*, 201-216
Primary source: Selections from Harvey, *On the Motion of the Heart and Blood in Animals* (1628), in Rothman, 68-75.

Sept. 22 Exam I -- Units I, II and III

IV. Rise to power: inventions and innovations in the 19th century

Sept. 27 Surgery: the problem of pain
Secondary source: Martin Pernick, "The Calculus of Suffering in Nineteenth-Century Surgery," *Hastings Center Report* 13 (1983), 26-36 [via OSU Library on-line journals]
Primary sources: Dale Ingram, "Of Stones in the Bulb of the Urethra," *Practical Cases and Observations in Surgery, with Remarks...* (London: J. Clarke, 1751), 49-61; D'Arblay, "A Mastectomy," and Simpson, "Answer..."

Sept. 29 The Clinic: the stethoscope, morbid anatomy and clinical correlations
Secondary source: Stanley Joel Reiser, "The Science of Diagnosis: Diagnostic Technology," in W. F. Bynum and Roy Porter, eds. *Companion Encyclopedia of the History of Medicine*, vol. 2 (London, 1993), 826-51.
Primary sources: Laënnec, "On Mediate Auscultation."

Oct. 4 The Clinic: diagnostic technology and standardization
Secondary source: Hughes Evans, "Losing Touch: The Controversy over the Introduction of Blood Pressure Instruments into Medicine," *Technology and Culture* 34 (1993), 784-807 [via OSU Library online journals]

Oct. 8 The microscope: cells, germs and bacteriology
Secondary source: Susan C. Lawrence, "Anatomy, Histology, Cytology," in Peter Bowler and John Pickstone, eds. *The Cambridge History of Science: Volume 6, The Modern Biological and Earth Sciences* (2009)
Primary sources: Pasteur, "On ... Germ Theory," and Koch, "On ... Tuberculosis"

Oct. 11 The microscope: sepsis, antiseptis and asepsis
Secondary source: Anna Greenwood, "Lawson Tait and Opposition to Germ Theory: Defining Science in Surgical Practice," *Journal of the History of Medicine and Allied Sciences*, 53 (1998), 99-131. [via OSU Library on-line journals]

Primary sources: Semmelweis, "The Etiology... of Childbed Fever," and Lister, "On the Antiseptic Principle"

Essay II due by 3:00 pm in the Canvas dropbox

Oct. 13 No class – Fall break

V: The public and the profession: 18th-early 20th centuries

Oct. 18 The Industrial Revolution and public health: cities and dirt

Secondary source: Richard Shyrock, "Medicine and the Public Health Movement, 1800-1880," chapter 12 in his *The Development of Modern Medicine: An Interpretation of the Social and Scientific Factors Involved* (1979), 211-47.

Primary sources: Jenner, "On Variolation," Chadwick, "Report"

Oct. 20 Medical police: health and the law

Secondary source: Judith Leavitt, "'Typhoid Mary' Strikes Back: Bacteriological Theory and Practice in Early Twentieth Century Public Health," *ISIS* 83 (1992), 608-29. [via OSU Library on-line journals]

Oct. 25 Reforming the profession: medical licensing and alternative medicine

Secondary source: Rennie B. Schoepflin, "Therapeutic Choice or Religious Liberty," chapter 6 in his *Christian Science on Trial: Religious Healing in America* (2003), 138-67.

Oct. 27 Reforming society: evolution, race and eugenics

Secondary source: Martin Pernick, "Eugenics and Public Health in American History," *American Journal of Public Health* 87 (1997), 1767-72 [via OSU Library on-line journals]

Primary sources:

1) go to <http://www.eugenicsarchive.org>. Click on "Search the Image Archive." In the search box, enter "id1442" to read W.A. Plecker's "Amount of Negro and Other Colored Blood Illegal in Various States for Marriage to Whites: 1929." **AND →**

(2) go to the OSU Library home page. Under "E-Resources" find Proquest Databases. On the main Proquest page, scroll down to the section for historical databases. Choose a major paper, such as the *New York Times*. On the basic search page that comes up, type "eugenics" in the text box. Enter a date range (such as 01/01/1890 to 01/01/1899) for a period of time between 1890 and 1929; limit the time period for a reasonable search. Choose two articles to print out, read and bring to class for discussion and to hand in. Make sure to put your name on your print outs when you hand them in. *Counts for 5 TopHat points*

Nov. 1 Reforming society: eugenics and euthanasia
Secondary source: Michael Burleigh, *Death and Deliverance: 'Euthanasia' in Germany, 1900-1945* (Cambridge, 1994), 93-111.

Nov. 3 Exam II -- Units IV and V

VI: Biomedicine: politics, power and the market

Nov. 8 Medicine and Madison Avenue
Primary sources: Go online to "Medicine and Madison Avenue" at <http://scriptorium.lib.duke.edu/mma/>. Read Stuart Chase and F. J. Schlink, "Consumers in Wonderland," *New Republic* 49 (1927), 348-51 (item MM1177) and Chemical Laboratory, AMA, "Listerine," *Journal of the American Medical Association* 96 (1931), 1303-06 (item MM1169).

Nov. 10 Magic Bullets: Ehrlich and Salvarsan, WWII and Antibiotics
Secondary source: Patricia Spain Ward, "The American Reception of Salvarsan," *Journal of the History of Medicine and Allied Sciences* (1981), 44-62 [via OSU Library on-line journals]; John Parascandola, "The Introduction of Antibiotics into Medical Therapeutics," *History of Therapy* (Tokyo, 1990), reprinted in Leavitt and Numbers, eds., *Sickness and Health in America*, 3rd edition, 102-111.

Nov. 15 Paying for progress
Secondary source: Ronald Numbers, "The Third Party: Health Insurance in America," reprinted from *The Therapeutic Revolution* (1979) in J. Leavitt and R. Numbers, *Sickness and Health in America*, 3rd edition (Madison, 1997), 269-83.
Primary source: Anonymous, "A Doctor's Advice to His Critics," *Forum and Century* 87 (1932), 353-8.

Nov. 17 Biomedical research: the laboratory and the clinic
Secondary sources: Roy Porter, *The Greatest Benefit to Mankind* (New York: Norton, 1997), 551-70; James Le Fanu, "1950: Streptomycin, Smoking and Sir Austin Bradford Hill," chapter 3 in his *The Rise and Fall of Modern Medicine* (1999), 26-51.

Nov. 22 Research and Race: The USPHS Syphilis study
Primary sources: articles on Tuskegee by Vandaleer and Rivers

Nov. 24 No class – Happy Thanksgiving!

- Nov. 29 Experimentation and ethics
Primary sources: Bernard, "An Introduction..," Senate Subcommittee, "Human Experimentation" (1973); Henry K. Beecher, "Ethics and Clinical Research, *The New England Journal of Medicine* 274 (1966), 1354-60.
- Dec. 1 Redefining death in the 20th century
Primary sources: Pius XII, "The Prolongation of Life" (1958), Ad-Hoc Committee of Harvard Medical School, "A Definition of Irreversible Coma" (1968)
- Dec. 6 Being a patient in the 21st century: technology, autonomy and death
Reading: Selection on the law on advanced directives in Ohio (pdf); James A. Tulsky, "Beyond Advance Directives: Importance of Communication Skills at the End of Life," *JAMA* 294(3), 359-65 [**via OSU Library on-line journals**] Henry S. Perkins, "Controlling Death: The False Promise of Advance Directives," *Annals of Internal Medicine* 147 (2007), 51-57, plus Appendix. [**via OSU Library on-line journals**]
- Final Self-reflection essay due in the Canvas drop box by 11 p.m.
- Dec. 9 Final Exam: 10:00 – 11:45 a.m.

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.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 2800 Introduction to the Discipline of History

Instructor: Susan Lawrence

Summary: Hybrid Course Offering (DH)

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			<p>The tools used in this course support the learning objectives and competencies in the following ways.</p> <ul style="list-style-type: none"> • Weekly readings • Weekly peer review writing assignments • Video presentations • Discussion board posts and peer response posts • Content comprehension quizzes • Quick self-check quizzes • Research paper • Online office hours
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning.</p> <ul style="list-style-type: none"> • Carmen LMS • YouTube • Eugenics Archive • Scriptorium
6.3 Technologies required in the course are readily obtainable.	✓			<p>All technologies being used for this course are readily obtainable through the Carmen LMS and/or a web browser. A link to YouTube has been included in the "Course Technology" section of the syllabus. This provides the students the needed information to obtain all technologies required for this course.</p>
6.4 The course technologies are current.	✓			<p>All technologies being used for this course are current and accessible through the Carmen LMS and/or a web browser.</p>
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			<p>YouTube is the only external tool being used in this course. A link to the privacy policy for YouTube has been included in the "Course technology" section of the syllabus.</p>

Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			A Link has been provided in the "Course technology section" of the syllabus for the technical support available for the Carmen LMS. A link has been included for the technical support offered for YouTube.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			A link has been provided for the accessibility information for the Carmen LMS and YouTube.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information

- Date reviewed: 8/1/2107
- Reviewed by: Mike Kaylor/Ian Anderson

Notes: On the first page of the document in the section titled “Note” you list a reference to quarters and not semesters. This should reflect semesters.

^aThe 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 me know via email 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 me 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. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

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 #	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
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
3213	H	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

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
3229	History of Early Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3230	History of Medieval Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3231	Creating Medieval Monsters: Constructions of the 'Other'	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3232	Solving Crime in 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

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
3260	Britain in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3261	Britain in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3262	France in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3263	France in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3264	19th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3265	20th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3266	History of Spain, 1469-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3267	Modern Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3268	Eastern Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3269	Eastern Europe in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3270	History of World War I	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3275	Religion and its Critics in Modern Thought	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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

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
3302		Nationalism, Socialism, and Revolution in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3304		History of Islam in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	E	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	H	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305		History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3306		History of African Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3307		History of African Health and Healing	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3308		History of U.S.-Africa Relations-1900-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3309		Critical Issues of 20th Century Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3310		History of African Cinema	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3311		Globalization and Development in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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	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
3365		History of Afghanistan	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3375		Mongol World Empire: Central Eurasia, 1000-1500	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3376		The Silk Road: Commerce and Culture in Eurasia 200 BCE-1498 CE	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3401		Foundations of Chinese Civilization	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3402		Chinese Empire, 10th – 14th Centuries	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3403		History of Early modern China: 14th-18th century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3404		Modern China 1750-1949	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3405		Contemporary China 1921-2000	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3410		Studies in Chinese History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3411		Gender and Sexuality in China	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3425		History of Japan before 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3426		History of Modern Japan	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3450		History of Ancient Israel (to 300 BCE)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3455		Jewish Life from the Renaissance to the 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	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
3500		U.S. Diplomacy from Independence to 1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501	E	U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501	H	U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3501		U.S. Diplomacy, 1920-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3505		U.S. Diplomacy in the Middle East	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3525		19th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3526		20th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3540		Modern Intelligence History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3550		War in World History, 500-1650	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3551		War in World History, 1651-1899	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3552		War in World History, 1900-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3560		American Military History, 1607-1902	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3561		American Military History, 1902 to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3570		World War II	Upper 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	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understandi ng influence of past, how humans view themselves	Goal 2: understand ing factors that shape human activity	Goal 3: understand ing origins of contempora ry issues	Goal 4: critically examining diverse interpretati ons
	the U.S.	Intermediate	Intermediate	Intermediate	Intermediate
3612	Asian American Women: Race, Sex, & Representations	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3620	Lesbian, Gay, Bisexual, and Transgender History in the United States, 1940-2003	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3630	Same Sex Sexuality in a Global Context	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3640	Medieval Women – Power, Piety, and Production	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3641	Women and Gender in Early Modern Europe: 1450-1750	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3642	Women in Modern Europe, from the 18th century to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3650	Families in Historical Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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	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
		Copernicus to Newton	Intermediate	Intermediate	Intermediate	Intermediate
3712		Science and Society in Europe, from Newton to Hawking	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3715		Explorations of Science , Technology and the Environment in East Asia	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3720		Environmental History of Ancient Greece and Rome	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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

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
4010	H	Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4010		Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015	E	Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015	H	Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015		Research Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4080	E	Readings in African American History	Advanced	Advanced	Advanced	Advanced
4080	H	Readings in African American History	Advanced	Advanced	Advanced	Advanced
4080		Readings in African American History	Advanced	Advanced	Advanced	Advanced
4085	E	Research Seminar in African American History	Advanced	Advanced	Advanced	Advanced
4085	H	Research Seminar in African American History	Advanced	Advanced	Advanced	Advanced
4085		Research Seminar in African American History	Advanced	Advanced	Advanced	Advanced
4090	E	Readings in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4090	H	Readings in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4090		Readings in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095	E	Research Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095	H	Research Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095		Research Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4100	E	Readings in Latin American History	Advanced	Advanced	Advanced	Advanced
4100	H	Readings in Latin American History	Advanced	Advanced	Advanced	Advanced
4100		Readings in Latin American History	Advanced	Advanced	Advanced	Advanced
4125	E	Research Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4125	H	Research Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4125		Research Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4193.01		Individual Studies	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4193.02		Individual Studies	Advanced	Advanced	Advanced	Advanced
4194		Advanced Undergraduate Group Studies	Advanced	Advanced	Advanced	Advanced
4210	E	Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4210	H	Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4210		Readings in Greek History	Advanced	Advanced	Advanced	Advanced
4211	E	Readings in Roman History	Advanced	Advanced	Advanced	Advanced
4211	H	Readings in Roman History	Advanced	Advanced	Advanced	Advanced
4211		Readings in Roman History	Advanced	Advanced	Advanced	Advanced
4212	E	Readings in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4212	H	Readings in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4212		Readings in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4213	E	Readings in Byzantine History	Advanced	Advanced	Advanced	Advanced
4213	H	Readings in Byzantine History	Advanced	Advanced	Advanced	Advanced
4213		Readings in Byzantine History	Advanced	Advanced	Advanced	Advanced
4215	E	Research Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215	H	Research Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215		Research Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4216	E	Research Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4216	H	Research Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4216		Research Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4217	E	Research Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4217	H	Research Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4217		Research Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4218	E	Research Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4218	H	Research Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4218		Research Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4230	E	Readings in Medieval History	Advanced	Advanced	Advanced	Advanced
4230	H	Readings in Medieval History	Advanced	Advanced	Advanced	Advanced
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

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
4235		Research Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4240	E	Readings in Renaissance and Reformation History	Advanced	Advanced	Advanced	Advanced
4240	H	Readings in Renaissance and Reformation History	Advanced	Advanced	Advanced	Advanced
4240		Readings in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245	E	Research Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245	H	Research Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245		Research Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4250	E	Readings in Modern European History	Advanced	Advanced	Advanced	Advanced
4250	H	Readings in Modern European History	Advanced	Advanced	Advanced	Advanced
4250		Readings in Modern European History	Advanced	Advanced	Advanced	Advanced
4255	E	Research Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4255	H	Research Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4255		Research Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4280	E	Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4280	H	Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4280		Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285	E	Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285	H	Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285		Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
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

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	E	Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325	H	Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325		Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4350	E	Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4350	H	Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4350		Readings in Islamic History	Advanced	Advanced	Advanced	Advanced
4375	E	Research Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
4375	H	Research Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
4375		Research Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
4390	E	Readings in South Asian History	Advanced	Advanced	Advanced	Advanced
4390	H	Readings in South Asian History	Advanced	Advanced	Advanced	Advanced
4390		Readings in South Asian History	Advanced	Advanced	Advanced	Advanced
4395	E	Research Seminar in South Asian History	Advanced	Advanced	Advanced	Advanced
4395	H	Research Seminar in South Asian History	Advanced	Advanced	Advanced	Advanced
4395		Research Seminar in South Asian History	Advanced	Advanced	Advanced	Advanced
4400	E	Readings in Chinese History	Advanced	Advanced	Advanced	Advanced
4400	H	Readings in Chinese History	Advanced	Advanced	Advanced	Advanced
4400		Readings in Chinese History	Advanced	Advanced	Advanced	Advanced
4410	E	Research Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4410	H	Research Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4410		Research Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4425	E	Readings in Japanese History	Advanced	Advanced	Advanced	Advanced
4425	H	Readings in Japanese History	Advanced	Advanced	Advanced	Advanced
4425		Readings in Japanese History	Advanced	Advanced	Advanced	Advanced
4430	E	Research Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
4430	H	Research Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
4430		Research Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
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

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

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
		World/Global/Transnational History				
4675	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

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
4798		Study Tour	Advanced	Advanced	Advanced	Advanced
4881		Interdepartmental Seminar	Advanced	Advanced	Advanced	Advanced
4998	E	Honors Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4998	H	Honors Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4998		Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4999	E	Honors Undergraduate Research Thesis	Advanced	Advanced	Advanced	Advanced
4999	H	Honors Undergraduate Research Thesis	Advanced	Advanced	Advanced	Advanced
4999		Undergraduate Research Thesis	Advanced	Advanced	Advanced	Advanced
5000		Special Topics in Early American History	Advanced	Advanced	Advanced	Advanced
5010		Special Topics in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
5080		Special Topics in African American History	Advanced	Advanced	Advanced	Advanced
5090		Special Topics in Atlantic World History	Advanced	Advanced	Advanced	Advanced
5100		Special Topics in Latin American History	Advanced	Advanced	Advanced	Advanced
5194		Combined Undergrad and Grad Group Studies	Advanced	Advanced	Advanced	Advanced
5210		Special Topics in Greek History	Advanced	Advanced	Advanced	Advanced
5211		Special Topics in Roman History	Advanced	Advanced	Advanced	Advanced
5212		Special Topics in Late Antique History	Advanced	Advanced	Advanced	Advanced
5213		Special Topics in Byzantine History	Advanced	Advanced	Advanced	Advanced
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

Required Courses offered by the Unit			Program Learning Goals			
Semester #	S u f f i x	Title	Goal 1: understandi ng influence of past, how humans view themselves	Goal 2: understand ing factors that shape human activity	Goal 3: understand ing origins of contempora ry issues	Goal 4: critically examining diverse interpretati ons
5390		Special Topics in South Asian History	Advanced	Advanced	Advanced	Advanced
5400		Special Topics in Chinese History	Advanced	Advanced	Advanced	Advanced
5425		Special Topics in Japanese History	Advanced	Advanced	Advanced	Advanced
5450		Special Topics in Jewish History	Advanced	Advanced	Advanced	Advanced
5500		Special Topics in International History	Advanced	Advanced	Advanced	Advanced
5550		Special Topics in Military History	Advanced	Advanced	Advanced	Advanced
5600		Special Topics in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
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