

Term Information

Effective Term Autumn 2018

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 3724
Course Title History of the Arctic
Transcript Abbreviation Hist of the Arctic
Course Description This course will introduce students to the history, geography, culture, ethnic diversity, inter-communal relations, economy, and strategic importance of the planet's Arctic regions, from arrival of humans to the region to the present.
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? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq or concur: English 1110.xx or permission of instructor.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0104
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Historical Study; Global Studies (International Issues successors)

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

Course Details

Course goals or learning objectives/outcomes

- Students will develop an understanding of the patterns of Arctic history, and how they inform the present-day society, politics, interethnic relations, and geopolitics of the northern peoples of the planet.

Content Topic List

- Arctic climate
- Arctic flora and fauna
- Peoples of the Arctic
- European exploration
- Russian Great Northern Expedition
- Transformation of native life
- Arctic in the Cold War
- Climate change
- Geopolitics in the 21st century

Sought Concurrence

Yes

Attachments

- 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.)
- History 3724 Concurrence - Business.pdf: Concurrence - Business
(Concurrence. Owner: Bowerman,Ashley E.)
- History 3724 Concurrence - College of Engineering.pdf: Concurrence - Engineering
(Concurrence. Owner: Bowerman,Ashley E.)
- History 3724 Concurrence - FAES.pdf: Concurrence - FAES
(Concurrence. Owner: Bowerman,Ashley E.)
- History 3724 Concurrence - Geography.pdf: Concurrence - Geography
(Concurrence. Owner: Bowerman,Ashley E.)
- History 3724 Concurrence - School of Earth Sciences.pdf: Concurrence - Earth Sciences
(Concurrence. Owner: Bowerman,Ashley E.)
- History 3724 Syllabus - Updated.doc: Updated Syllabus
(Syllabus. Owner: Bowerman,Ashley E.)

Comments

- Distance ed has been deselected.

Global Studies GE language and updated disability and academic misconduct statements have been added to syllabus. *(by Bowerman,Ashley E. on 10/26/2017 09:04 AM)*

- The boxes for distance learning are checked off but there is no distance learning review documentation (tech checklist filled out by Mike Kaylor) attached. Panel will need this. *(by Vankeerbergen,Bernadette Chantal on 10/26/2017 08:56 AM)*
- Given the syllabus shouldn't culture and ideas be checked as a GE category? *(by Heysel,Garett Robert on 03/28/2016 08:00 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman,Ashley E.	03/28/2016 04:25 PM	Submitted for Approval
Approved	Stebenne,David Lawler	03/28/2016 05:01 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	03/28/2016 08:00 PM	College Approval
Submitted	Bowerman,Ashley E.	10/25/2017 10:06 AM	Submitted for Approval
Approved	Stebenne,David Lawler	10/25/2017 10:08 AM	Unit Approval
Approved	Heysel,Garett Robert	10/25/2017 09:23 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/26/2017 08:56 AM	ASCCAO Approval
Submitted	Bowerman,Ashley E.	10/26/2017 09:04 AM	Submitted for Approval
Approved	Stebenne,David Lawler	10/26/2017 06:58 PM	Unit Approval
Approved	Heysel,Garett Robert	10/26/2017 07:36 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/26/2017 07:36 PM	ASCCAO Approval

History 3724

A History of the Arctic

Semester
Class Number :
Date and Time
Location

Professor Nick Breyfogle
Office Hours: Tues 1-3, and by appointment
Office: 159 Dulles Hall. Phone: 292-3560
breyfogle.1@osu.edu

“Don’t write too much about us. White men keep on running around with notebook and pencil....and when they go home they feed their people a lot of lies about us and [how they] themselves have been great heroes. You will perhaps do the same and give us all something to laugh about, when the priest tells us what you have written.” -- Inughuit Kutsikitsaq

Course Description

Welcome to the wonderful world of Arctic history!

This course will introduce students to the history, geography, culture, ethnic diversity, inter-communal relations, economy, and strategic importance of the planet’s Arctic regions, from arrival of humans to the region to the present. It is designed as a combination of lecture and discussion, utilizing a variety of multi-media tools. The course will begin by investigating the changing climate, environment, and flora and fauna of the region over time, the long history of native peoples in the region and the tremendous transformations unleashed on their communities by the arrival of Europeans, and the stories of European exploration, colonization, missionary efforts, resource extraction, geopolitical battles, and scientific study over the last 500 years. The course ends with an examination of current economic, cultural, geopolitical, environmental, and social issues in the region. In particular, we will pay attention to the startling effects of climate change on the Arctic region (environment, flora and fauna, and people) and the current “race” for control of the Arctic and its tremendous oil and natural gas wealth.

The Arctic region has not always been the focus of historical study at universities. Historians usually teach about specific land-based countries. The Arctic, by contrast, is an ice-covered ocean surrounded by a partial ring of land. And the Arctic region is now claimed (in different ways) by several different countries, from Russia, Canada, Norway, Denmark, the United States, Sweden, Finland, and Iceland.

Yet, there is a tremendous amount for us to learn from this northern and often inhospitable (to human) part of the planet, including these four areas.

- 1) The region is home to a climate, environment, and diverse and unusual set of species that teach us much about how climate, hydrological, and ecological systems on the planet function (and have changed over time). In particular, as global changes to the environment transform the planet, the Arctic region is proving the canary in the coal mine, and there is a tremendous amount we can learn about the sorts of effects that climate change will have on humans and other species by witnessing the ongoing changes in the north.
- 2) The study of the Arctic also affords us the opportunity to explore the history of the numerous different peoples, communities, and civilizations that have made the Arctic their home for centuries. Their ability to survive in one of the most extreme and forbidding climates is a remarkable story in and of itself, but their techniques for survival and adaptation offer clear lessons for us all. And, these native Arctic communities and civilizations are under tremendous threat and pressure from the effects of European and North American colonialism, the influences of modernity, and climate change. It is crucial that we learn about, and from, these peoples and communities before external forces threaten them with cultural and physical extinction.
- 3) The study of the Arctic is also tremendously interesting because it allows us to examine and compare a wide variety of human communities at the same time. The Arctic is the meeting point of not only a wide range of native peoples but also of numerous European and North American countries, from Russia, Canada (and Great Britain before Canadian independence in 1867), the United States, Denmark and Greenland, Iceland, Norway, Sweden, and Finland. Here we can examine the ways in which different cultural and national communities have approached the Arctic differently—and how different social, economic, and political structures have affected the peoples, animals, and environment of the Arctic differently (from monarchies and colonies, to capitalist democracies to communist Soviet Union).
- 4) The Arctic is also a place of tremendous geopolitical and strategic importance: as a transportation route, as a source of essential resources, and as one of the most important arenas of competition between the United States and the Soviet Union during the Cold War.

The course will approach Arctic from three broad thematic perspectives.

First, we will explore the Arctic as a region unto itself. Is there such a thing as an Arctic region? What are the Arctic's human and geographic boundaries? When can we say a geographic and/or cultural entity called the "Arctic" came into being, and for whom? Who were/are the peoples of the Arctic and how did/do they identify themselves? What were the patterns of Arctic regionalism and self-identification? What characteristics can we ascribe to the Arctic as a collective? What have been the human and ecological rhythms internal to these people and their lands? As a regional rather than national history, should we approach the land and people differently?

Second, the course will examine the arctic within its exceptional and inimitable environment and the native peoples who crafted a life for themselves there. Here we will explore the tremendous diversity of species, the effects and outcomes of cold and ice, and the

role of the ocean and its water on the region and the planet. We will also investigate as deeply and fully as possible the history of the native peoples of the Arctic region.

Third, this course will think about the Arctic in the context of European colonial and world geopolitical history. The Arctic has acted over the centuries as a cultural, economic, and population bridge between Europe, Asia, and the Americas. We will analyze the place of the Arctic in Great Power diplomacy, especially in the nineteenth and twentieth centuries during the age of great Arctic exploration and the Cold War. In addition, the course will examine the Russian, British, Canadian, American, Danish, Norwegian, and other European conquest and colonization of the Arctic as part and parcel of the larger process of European global expansion that began in the late fifteenth century. Finally, we will discuss the European presence in the Arctic as one important example of the broader meeting (and conflict) between, on the one hand, sedentary, agricultural, politically centralized societies and, on the other hand, nomadic, hunter-gatherer, tribal confederations.

Note: we will also organize a visit to the Byrd Polar Research Center at Ohio State later in the course.

This course does not require prior exposure to Arctic history, but a solid grounding in modern European history, Asian history, or Russian history is certainly helpful. Although the course will generally proceed chronologically, we will explore Arctic history topically and thematically rather than following a strict sequence of dates and events.

The format of the course will be a combination of lectures, in-class discussions, workshop activities, and presentation of your work to your fellow classmates. You are required to attend classes faithfully, participate actively, and come to class prepared to discuss your ideas about the readings and to listen to your colleagues. (More on this below).

Objectives/Learning Outcomes

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

By completing the requirements for this History course, students will:

1. Acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students with insights into the origins and nature of contemporary issues and a foundation for future comparative understanding of civilizations.
2. Develop critical thinking through the study of diverse interpretations of historical events.
3. Apply critical thinking through historical analysis of primary and secondary sources.
4. Develop communications skills in exams, papers, discussions.
5. Develop an understanding of the patterns of Arctic history, and how they inform the present-day society, politics, interethnic relations, and geopolitics of the northern peoples of the planet.

GE and Major/Minor Information

This is a GE course.

This course fulfills the following GE requirements: 1) "Historical Study," 2) "Diversity—Global Studies," 3) Open Option.

For more on the GE requirements, see <http://ascadvising.osu.edu/gec/combined>

Historical Study GE Requirements:

Goals: Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

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

This course will introduce students to the history, geography, culture, ethnic diversity, inter-communal relations, economy, and strategic importance of the planet's Arctic regions, from arrival of humans to the region to the present. It is designed as a combination of lecture and discussion, utilizing a variety of multi-media tools. The Arctic region has not always been the focus of historical study at universities. Historians usually teach about specific land-based countries. The Arctic, by contrast, is an ice-covered ocean surrounded by a partial ring of land. The region is home to a climate, environment, and diverse and unusual set of species that teach us much about how climate, hydrological, and ecological systems on the planet function (and have changed over time). The study of the Arctic also affords us the opportunity to explore the history of the numerous different peoples, communities, and civilizations that have made the Arctic their home for centuries. The study of the Arctic is also tremendously interesting because it allows us to examine and compare a wide variety of human communities at the same time. The Arctic is also a place of tremendous geopolitical and strategic importance: as a transportation route, as a source of essential resources, and as one of the most important arenas of competition between the United States and the Soviet Union during the Cold War.

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

Students will learn about the origins of the current diplomatic/military "race for the Arctic;" they will learn about the background of the native peoples of the Arctic, which will help them understand contemporary native problems in the region and allow them a comparative framework in order to understand native issues elsewhere; they will learn about the origins of the current environmental and ecological changes in the Arctic, which will allow them to understand more

fully global environmental changes; and they will explore the history of economic development in the region as a way to understand contemporary issues around environmental development.

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.

Students will read both primary and secondary sources for the course, including primary and secondary sources from the perspective of both the native peoples and the European conquerors of the region. They will learn verbal skills participating in regular, class-length discussions of these sources. They will learn to read and write critically through the wide range of assignments that they complete in the course (including take home essays and the museum exhibit). Each assignment will foster and teach different skills, and I will offer extensive commentary on their work.

Diversity Goals

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

Expected Learning Outcomes

Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

This course will introduce students to the history, geography, culture, ethnic diversity, inter-communal relations, economy, and strategic importance of the planet's Arctic regions, from arrival of humans to the region to the present. It is designed as a combination of lecture and discussion, utilizing a variety of multi-media tools. The course will begin by investigating the changing climate, environment, and flora and fauna of the region over time, the long history of native peoples in the region and the tremendous transformations unleashed on their communities by the arrival of Europeans, and the stories of European exploration, colonization, missionary efforts, resource extraction, geopolitical battles, and scientific study over the last 500 years. The course ends with an examination of current economic, cultural, geopolitical, environmental, and social issues in the region. In particular, we will pay attention to the startling effects of climate change on the Arctic region (environment, flora and fauna, and people) and the current "race" for control of the Arctic and its tremendous oil and natural gas wealth. The Arctic region has not always been the focus of historical study at universities. Historians usually teach about specific land-based countries. The Arctic, by contrast, is an ice-covered ocean surrounded by a partial ring of land. And the Arctic region is now claimed (in different ways) by several different countries, from Russia, Canada, Norway, Denmark, the United States, Sweden, Finland, and Iceland. The study of the Arctic also affords us the

opportunity to explore the history of the numerous different peoples, communities, and civilizations that have made the Arctic their home for centuries. Their ability to survive in one of the most extreme and forbidding climates is a remarkable story in and of itself, but their techniques for survival and adaptation offer clear lessons for us all. And, these native Arctic communities and civilizations are under tremendous threat and pressure from the effects of European and North American colonialism, the influences of modernity, and climate change. It is crucial that we learn about, and from, these peoples and communities before external forces threaten them with cultural and physical extinction.

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

In exploring the histories and cultures of the many native peoples of the Arctic, of Russia, Norway, Denmark, Finland, Sweden, Canada, and the United States—and the different, comparative histories of their actions and approaches to the Arctic—the students will be offered a chance to understand the ways in which different societies have approached the Arctic over time. These studies will unveil for the students the sources of their own ideas in comparative perspective.

For History Majors: this course fulfills the following Geographic, Chronological, and Thematic requirements: Europe, post-1750, EST (Environment, Science, and Technology) and CCE (Colonialism and Comparative Empires)

History Minor: This course can be used towards a Minor in History.

Other Important Information

Students are **very** welcome to come and talk with me about any aspect of the course and the marvels of history. My office hours and location are listed above. I can also easily be reached by e-mail (breyfogle.1@osu.edu) to set up an appointment.

In accordance with departmental policy, 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 each student.

Statement on 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/>.

Statement on Disability Services

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Readings

All books have been put on two-hour reserve at Thompson Library.

All books are available for purchase at SBX, and likely at other bookstores near campus.

Discussion Readings

Doug Wilkinson, Land of the Long Day (2012; 1923)

Yuri Rytkeu (Author), Ilona Yazhbin Chavasse (Translator), A Dream in Polar Fog (Paperback – Deckle Edge, October 11, 2006)

Yuri Rytkeu (Author), Ilona Yazhbin Chavasse (Translator), The Chukchi Bible (Paperback-- Deckle Edge, April 29, 2011)

McKay Jenkins, Bloody Falls of the Coppermine: Madness and Murder in the Arctic Barren Lands

Farley Mowat, People of the Deer (Death of a People) (reprint 2004)

Farley Mowat, Never Cry Wolf : Amazing True Story of Life Among Arctic Wolves (Paperback September 13, 2001)

John McCannon, Red Arctic: Polar Exploration and the Myth of the North in the Soviet Union, 1932-1939 (Hardcover – April 9, 1998)

And a few shorter readings available on Carmen and the web.

Highly Recommended

Mary Lynn Rampolla, A Pocket Guide to Writing in History. 7th Edition. Bedford/St. Martin's. 978-0312535032

Assignments and Grading

I. Requirements for this course include:

- 1) active class participation, informed in-class discussion, regular attendance, and map assignment [25%]
- 2) take-home examination # 1 [17.5%]
- 3) Museum Exhibit Assignment [27.5%]
- 4) take-home final examination [30%]
- 5) Extra credit work [up to an extra 10%, see explanation below]

Grades will be computed on the following standard scale:

A: 92.6% and above	B+: 87.6% to 89.5%	C+: 77.6% to 79.5%	D+: 67.6% to 69.5%
A-: 89.6% to 92.5%	B: 82.6% to 87.5%	C: 72.6% to 77.5%	D: 62% to 67.5%
	B-: 79.6% to 82.5%	C-: 69.6% to 72.5%	E: below 62%

Three special comments:

- 1) Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.
- 2) In order to pass the course, you must pass the Final Exam with at least a 62.
- 3) I reserve the right to consider improvement when determining final grades.

II. Class Participation and Attendance

Active class participation and informed discussion (in the form of questions and comments) requires not only that you attend class regularly, but also that you have completed the reading assignment prior to class and have taken the time to think about what you have read so

that you are ready to discuss it. Class participation includes small-group presentations and in-class debates, both of which will require some preparation outside of class.

Attendance at lectures and especially discussion meetings is mandatory. Attendance will be taken. Irregular attendance (you are entitled to no more than two unexcused absences), or a pattern of lateness, will result in a poor class participation grade.

III. Map Assignment

Students will complete a take-home map exercise on Arctic geography, and will be permitted a maximum of four mistakes on the assignment. Those who submit work with more than four mistakes will be required to re-do the assignment until it is satisfactory.

III. Exams, Papers, and Other Assignments

Warning! I expect a great deal from your exams and assignments. It is one of the tasks of these projects to write clearly and concisely, saying a lot in a small amount of space. You will need to write and re-write these essays many times in order to fit an insightful, intelligent, and in-depth discussion into the space allotted. As with all work in this class, these assignments must be typed and double-spaced in 12-point font. Correct grammar and spelling and your writing style will be used to determine your grade.

Any time you refer to an idea or quote from any of the books and readings from the class (you will do this often in your essays, often a few times per paragraph), you **must** reference the quotation or information by placing the page number in square brackets beside the quotation/information drawn from the text. For example: [Mowat, *Deer*, p. 27].

If you reference other readings or sources of information, proper footnotes and bibliography must be included.

***** See the “Writing Tips and Guidelines” handout and Rampolla for helpful guidelines for writing papers and exams, and correct citation of sources *****

I. Take-Home Exams

There will be two (2) take-home exams during the course, which includes the final.

For the **first exam**, students will have one week to write a 6-page essay in answer to one of a choice of two questions.

The **final exam** will be a similar format, except that students will write two five-page papers in answer to two of a choice of four questions.

Please note the due dates (listed below) in advance and be sure to free up your calendar then to ensure sufficient time to work on the exam.

II. Research Assignment -- The Museum Exhibit

Let us imagine that the Smithsonian Museum in Washington, DC recently began preparations to put on a full-scale exhibition of the history of Arctic. As part of its government-mandated outreach program, the Smithsonian has picked history students at Ohio State to help them construct the project.

Your assigned task is to design a mini-exhibit on one topic or theme of Arctic history and hand in those plans. Your findings will then be synthesized by a campus representative and sent on to the Smithsonian.

The project that you will hand in will be composed of three parts:

- 1) The first five pages will be a concise, clear, and complete summary of the most salient aspects of your topic (i.e. a first draft of the text that will appear on the wall as the exhibit go-ers enter and are first introduced to the topic). In these five pages you must present the large historical issues and highlight salient historical moments and turning points. In order to complete this section, you will need to do considerable research in books, articles, and websites not assigned for this course. Please be sure to include a bibliography and footnotes for your introductory paper (the bibliography does not count towards your five pages). [We will meet in advance to go over possible topics and sources.]
- 2) On the sixth and seventh pages of your proposal you will outline in written form a “wish list” of material objects, images, interactive activities, etc., that you feel should be included in this museum exhibit. You are to pick out those material objects that you believe best represent the historical processes of your topic and what it was like to live through them. (i.e. how do you best get across the essence of your topic to the exhibition go-ers through material objects?). For each object you will include a two or three line description that will accompany it in the exhibit. This description must tie the exhibition piece into the larger historical questions. (i.e. explain to the museum visitor why he or she should care that you have included the object. What meaning should they take from the object, why does the object tell us anything about the historical topic?)
- 3) The final ten pages will include copies of photographs, material culture, posters, maps or data graphs that illustrate your topic. [Feel free to include more than ten pages of copies if your topic warrants. Some topics will be much more visually oriented than others. Also, please feel free to make posters or computer presentations of your exhibit.]

In class, we will hang these exhibitions on the wall and wander through as exhibition go-ers. We will learn from each others' projects but at the same time we will be critical of the choices that our fellow curators have made in designing their exhibit. As we walk through, we will use our knowledge of Arctic history gleaned from the course and think about what we might have included if we had presented the topic ourselves. In a large group discussion we will ask each other why we chose to present specific topics in certain ways. In doing so, we will re-cap the history covered in the last ten weeks and begin to understand the meanings of the Arctic in world history.

III. Extra-credit work: Film Analysis

In connection with this course, I recommend a series of relevant films, both documentaries and feature films. The titles of the films are listed below, but they will not be shown in class. You can access them from libraries, from youtube and other internet sites, and also from Netflix and other such content providers.

To obtain extra credit you must turn in a one-page, single-spaced paper, in which you discuss the relevance of the film to the material covered in class. In particular, you should analyze each film in order to explore the ways in which the peoples of the Arctic and other analysts of the region have chosen to depict the Arctic's people, lands, and history.

Each extra-credit assignment will be graded on a 2-point scale. Over the course of the quarter you may submit up to five extra-credit assignments for a maximum total of 10 extra-credit points.

Films to Choose From

Nanook of the North (1922)

Atanarjuat: The Fast Runner (2001)

Inuk (2010)

On the Ice (2011)

To the Arctic (2012)

Chasing Ice <https://chasingice.com/>

Wild Russia Episode 3: The Arctic.

Chukotka's Struggle To Preserve Its Whale-Hunting Livelihood

<https://www.youtube.com/watch?v=xK8UxHHIToE>

or a film of your choice, but you must contact me in advance for films not on this list

General Paper Information

Grading Your Exams and Papers:

Most of your grade in this course will be based on how well you communicate in writing what you have learned. You should refer to my handout, "Tips and Guidelines," and the discussion in Rampolla about proper writing. In addition, I furnish below brief descriptions of how you will earn your essay grades:

- "C" essays will include: an introductory paragraph that contains your thesis; a body of several paragraphs in which you offer evidence from the readings, lectures, and discussions to support your thesis; and a conclusion that reiterates your basic argument.
- "B" essays will include: all of the above requirements for a "C" essay plus more relevant data and analyses than is found in an average essay.
- "A" essays will include: all of the above requirements for a "B" essay plus more data and some indication of independent or extended thought.
- As for "D" and "E" essays: usually, these essays do not include a viable thesis and/or they do not include very much information from the course.

Late Assignments

Extensions for written work are granted at the discretion of the instructor to those students presenting valid and verifiable excuses. Students who are unable to fulfill assignments as scheduled for family, religious, or medical reasons must contact me **before** the due date of the assignment. If you submit work late without just cause, or without a previously approved excuse, you may have your grade reduced by a full letter per day late. The pressures of other course work, employment, and extra-curricular activities do not constitute valid excuses for late assignments. Note due dates on the syllabus and plan ahead. If I am not available to approve excuses, leave a message on my e-mail or office voice-mail. There is no provision in this course for additional papers for extra credit or to substitute for requirements.

Submission of Assignments

All assignments are mandatory. If you do not submit one assignment, your final grade will be reduced by one full letter grade in addition to giving you zero for that assignment. If you do not submit two or more assignments, you will automatically fail the course.

Grade Reconsideration

A student who wishes reconsideration of his/her grade on a paper should submit the assignment in its entirety to the instructor. The paper should be accompanied by a written exposition, explaining why the grade is not an accurate appraisal of the work. Appeals must be initiated within one week after the paper was returned to the class. In reviewing a paper on appeal, I reserve the right to raise, confirm, or lower the grade.

Plagiarism and Cheating

Plagiarism, cheating, or other academic misconduct will not be tolerated and will be reported to the Committee on 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. Faculty Rules (3335-5-487) require that instructors report all instances of academic misconduct to the committee. Be forewarned that I will pursue cases of academic misconduct to the appropriate University committee. For additional information, see the Code of Student Conduct at http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf.

Plagiarism is theft. Please read the attached definition of plagiarism (Appendix B from University Survey: A Guidebook and Readings for New Students) And see the web sites: <http://oaa.osu.edu/coamfaqs.html#fairuse> (and scroll down for discussion of plagiarism) and <http://oaa.osu.edu/coamtensuggestions.html>. **If you do not understand what plagiarism entails as it is described in this excerpt from the student handbook and/or websites, you must see me before beginning any of these assignments.**

Topics and Readings

Week 1

- Introduction to the course
- Climate, Ecologies, Water, Land, and flora and fauna of the Arctic

Week 2

- The peoples of the Arctic before the European arrival: culture, society and survival, a deep History

****** Map Assignment handed out in class ******

- **Discussion:** Chukchi Bible

Week 3

- European peoples and the Arctic before 1500

****** Map Assignment due at beginning of class ******

- **Discussion:** Doug Wilkinson, Land of the Long Day (2012; 1923)

Week 4

- European Exploration and the peoples of the Arctic, 16th and 17th centuries
- Quest for the Northeast and Northwest Passages

***** Take-Home Exam #1 Questions handed out in Class *****

Week 5

- Russia's Great Northern Expedition
- The riches of the Arctic and the search for the North Pole

***** Take-Home Exam #1 Due at Beginning of Class *****

Week 6

- Colonialism and Civilizations: The European transformation of Native Life, nineteenth century
- **Discussion:** Rytkeu, A Dream in Polar Fog

Week 7

[Meet me this week to finalize Museum Exhibit Topic]

- the Science of the Arctic: Road to the first Polar Year (1882-1883)
- Discussion: McKay Jenkins, Bloody Falls of the Coppermine: Madness and Murder in the Arctic Barren Lands

Week 8

- Arctic exploration: Knud Rasmussen, Fridtjof Nansen, Roald Amundsen and their kin
- The Great Age of Soviet Arctic Exploration

Week 9

- **Discussion:** John McCannon, *Red Arctic*.
- Stuck in the Middle: The Arctic in the Cold War

Week 10

- the Industrialization of the Arctic
- the Arctic in the Age of Big Science: 1957-58, Third International polar year

Week 11

- **Discussion:** Farley Mowat, People of the Deer.
- the Road to Nunavut: Canadian Arctic Policies and the Native peoples

Week 12

- The Arctic Peoples in the Soviet Experiment
- The Peoples of Greenland in the postwar years

Week 13

- **Discussion:** Farley Mowat, Never Cry Wolf : Amazing True Story of Life Among Arctic Wolves (Paperback September 13, 2001)
- Climate Change and a Changing Arctic. Polar Bear RIP?

Week 14

- The new Race for the Arctic: Geopolitics in the 21st Century
- The Arctic Peoples in the 21st Century
 - Reading from: <http://www.arctic-council.org/index.php/en/>

Final Take-Home Exam due

Date and time

at my office (159 Dulles Hall), or via e-mail (breyfogle.1@osu.edu)

MEMORANDUM

TO: Arts and Sciences Curriculum Committee (ASCC)

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

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

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.

From: [Otter, Christopher](#)
To: [Bowerman, Ashley](#)
Subject: FW: concurrence for history class
Date: Wednesday, April 5, 2017 3:58:29 PM

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

From: Bendoly, Elliot
Sent: Wednesday, April 05, 2017 3:55 PM
To: Otter, Christopher
Subject: RE: concurrence for history class

Hi Chris – No issues with concurrence on this. Approved.

Professor Elliot Bendoly, PhD
Associate Dean of Undergraduate Students and Programs
& Fisher College of Business Distinguished Professor
Management Sciences, The Ohio State University
<https://u.osu.edu/bsbaresources> www.ma-vis.com

From: Otter, Christopher
Sent: Wednesday, April 5, 2017 2:44 PM
To: Bendoly, Elliot <bendoly.2@osu.edu>
Subject: concurrence for history class

Hi Elliot,

A professor in the History Department has developed a new class on the History of the Arctic (History 3724). We are writing to request concurrence for this class. A syllabus is attached. Could you possibly send this to the relevant committee(s) for me? We usually request around 2 weeks for turnaround, since the assumption is that this is handled via email. Would it be possible for you to get back to me by April 21? I'll assume that silence equals consent!

Cheers,

Chris

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall

Ohio State University
Columbus OH 43210

From: Bendoly, Elliot
Sent: Monday, October 31, 2016 10:12 PM
To: Otter, Christopher
Subject: RE: concurrence for history class

Hi Chris – This is fine. We have consensus on our end

Professor Elliot Bendoly, PhD
Associate Dean of Undergraduate Students and Programs
& Fisher College of Business Distinguished Professor
Management Sciences, The Ohio State University
www.fisher.osu.edu www.bizbreed.com www.ma-vis.com

From: Otter, Christopher
Sent: Monday, October 31, 2016 2:43 PM
To: West, Patricia <west.284@osu.edu>
Cc: Bendoly, Elliot <bendoly.2@osu.edu>
Subject: RE: concurrence for history class

Hi Patricia (and Elliot),

Thanks so much for this!

Chris

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

From: West, Patricia
Sent: Monday, October 31, 2016 2:42 PM
To: Otter, Christopher
Cc: Bendoly, Elliot
Subject: Re: concurrence for history class

Dear Chris,

I am no longer the undergrad dean. I have forwarded your request to Elliot Bendoly, the new Associate Dean of UG programs. You should hear from him soon.

Best,
PW



Patricia M. West, Ph.D.

Associate Professor of Marketing
544 Fisher Hall, 2100 Neil Avenue, Columbus, OH 43210
614-292-0568 Office / 614-292-0879 Fax
west.284@osu.edu fisher.osu.edu

From: "Otter, Christopher" <otter.4@osu.edu>

Date: Monday, October 31, 2016 at 2:13 PM

To: Patricia West <west.284@osu.edu>

Subject: concurrence for history class

Dear Patricia,

A professor in the History Department has developed a new class on the History of American Capitalism (History 3706). We are writing to request concurrence for this class. A syllabus is attached. Could you possibly send this to the relevant committee for me? We usually request around 2 weeks for turnaround, since the assumption is that this is handled via email. Would it be possible for you to get back to me by November 14?

Many thanks!

Chris

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

From: [Otter, Christopher](#)
To: [Bowerman, Ashley](#)
Subject: FW: concurrence request
Date: Monday, April 17, 2017 1:22:09 PM
Attachments: [image001.png](#)

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

From: Tomasko, David
Sent: Monday, April 17, 2017 12:55 PM
To: Otter, Christopher
Subject: RE: concurrence request

Christopher,
The College of Engineering is please to concur with the development of this course.
David



David L Tomasko

Associate Dean for Undergraduate Education & Student Services, [College of Engineering](#)
Professor of Chemical & Biomolecular Engineering
William G. Lowrie Department of Chemical & Biomolecular Engineering
122 Hitchcock Hall, 2070 Neil Ave, Columbus, OH 43210
614-247-6548 Office
tomasko.1@osu.edu

From: Otter, Christopher
Sent: Wednesday, April 5, 2017 2:49 PM
To: Tomasko, David <tomasko.1@osu.edu>
Subject: concurrence request

Dear David,

A colleague in history recently developed a course on the History of the Arctic. I am writing to request concurrence. Could you possibly send this to the relevant committee for me and get back to me by, say, the 21st of April?

Cheers,

Chris

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

From: [Otter, Christopher](#)
To: [Bowerman, Ashley](#)
Subject: FW: concurrence request
Date: Friday, April 14, 2017 12:59:08 PM
Attachments: [History 3724 Syllabus - History of the Arctic \(1\).doc](#)
[image002.png](#)

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

From: Neal, Steve
Sent: Friday, April 14, 2017 12:58 PM
To: Otter, Christopher
Cc: Martin, Linda
Subject: FW: concurrence request

Professor Otter,

Dr. Martin asked me to respond to your request for concurrence on the proposed new course – History 3724. I shared the syllabus with appropriate academic units in the College for consideration and no concerns were raised. The College of Food, Agricultural, and Environmental Sciences is supportive of this new course. Let me know if you need any additional information.

Steve



Steven M. Neal, Ph.D.

Professor and Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100E Agricultural Administration, 2120 Fyffe Rd. Columbus, OH 43210
Office: 614-292-1734
Fax: 614-292-1218
neal.2@osu.edu

From: Otter, Christopher
Sent: Wednesday, April 05, 2017 2:51 PM
To: Martin, Linda
Subject: concurrence request

Dear Linda,

A colleague in history recently developed a new class on the History of the Arctic. Since the class includes environmental issues, we are writing to request concurrence. The syllabus is enclosed. Could you get back to me by, say, the 21st of April?

Many thanks!

Chris

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

From: [Otter, Christopher](#)
To: [Bowerman, Ashley](#)
Subject: FW: history 3724 concurrence
Date: Wednesday, April 12, 2017 2:36:12 PM
Attachments: [image004.png](#)
[image003.png](#)

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

From: Haddad, Deborah
Sent: Wednesday, April 12, 2017 1:08 PM
To: Otter, Christopher
Subject: RE: history 3724 concurrence

Chris,

The Department of Geography concurs with the offering of the proposed course, History 3724, as well.

Geography and Earth Sciences are the two units in NMS and SBS that might have found duplication in their offerings with 3724, and neither has.

Let me know if you need anything else.

Deborah



Deborah Haddad, PhD

Assistant Dean, Curriculum, Undergrad Affairs
Social and Behavioral Sciences
Natural and Mathematical Sciences

College of Arts and Sciences

114 University Hall, 234 North Oval Mall, Columbus, OH 43210
614.292.4435 Office / 614.247.7498 Fax
Haddad.2@osu.edu asc.osu.edu

From: Haddad, Deborah
Sent: Thursday, April 06, 2017 4:32 PM
To: Otter, Christopher <otter.4@osu.edu>
Subject: RE: history 3724 concurrence

Chris,

The School of Earth Sciences concurs with the offering of History 3724. They did notice that the disability

statement should be updated to reflect that Pomerene is no longer the Office of Disability Services, at least while under reconstruction.

Geography faculty are attending their national conference through the weekend, but the faculty curricular contact expects to be able to respond next week.

Deborah



Deborah Haddad, PhD

Assistant Dean, Curriculum, Undergrad Affairs
Social and Behavioral Sciences
Natural and Mathematical Sciences

College of Arts and Sciences

114 University Hall, 234 North Oval Mall, Columbus, OH 43210
614.292.4435 Office / 614.247.7498 Fax
Haddad.2@osu.edu asc.osu.edu

From: Otter, Christopher
Sent: Wednesday, April 05, 2017 2:42 PM
To: Haddad, Deborah <haddad.2@osu.edu>
Subject: history 3724 concurrence

Hi Deborah,

A professor in the History Department has developed a new class on the History of the Arctic (History 3724). We are writing to request concurrence for this class. A syllabus is attached. Could you possibly send this to the relevant committee(s) for me? We usually request around 2 weeks for turnaround, since the assumption is that this is handled via email. Would it be possible for you to get back to me by April 21? I'll assume that silence means consent!

Cheers,

Chris

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University

Columbus OH 43210

From: [Otter, Christopher](#)
To: [Bowerman, Ashley](#)
Subject: FW: history 3724 concurrence
Date: Thursday, April 6, 2017 5:44:45 PM
Attachments: [image002.png](#)

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

From: Haddad, Deborah
Sent: Thursday, April 06, 2017 4:32 PM
To: Otter, Christopher
Subject: RE: history 3724 concurrence

Chris,

The School of Earth Sciences concurs with the offering of History 3724. They did notice that the disability statement should be updated to reflect that Pomerene is no longer the Office of Disability Services, at least while under reconstruction.

Geography faculty are attending their national conference through the weekend, but the faculty curricular contact expects to be able to respond next week.

Deborah



Deborah Haddad, PhD

Assistant Dean, Curriculum, Undergrad Affairs
Social and Behavioral Sciences
Natural and Mathematical Sciences

College of Arts and Sciences

114 University Hall, 234 North Oval Mall, Columbus, OH 43210
614.292.4435 Office / 614.247.7498 Fax
Haddad.2@osu.edu asc.osu.edu

From: Otter, Christopher
Sent: Wednesday, April 05, 2017 2:42 PM
To: Haddad, Deborah <haddad.2@osu.edu>
Subject: history 3724 concurrence

Hi Deborah,

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(History 3724). We are writing to request concurrence for this class. A syllabus is attached. Could you possibly send this to the relevant committee(s) for me? We usually request around 2 weeks for turnaround, since the assumption is that this is handled via email. Would it be possible for you to get back to me by April 21? I'll assume that silence means consent!

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Chris

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Columbus OH 43210

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

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

Required Courses offered by the Unit		Program Learning Goals				
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
1681		World History to 1500	Beginning	Beginning	Beginning	Beginning
1682		World History from 1500 to the Present	Beginning	Beginning	Beginning	Beginning
2001		Launching America	Intermediate	Intermediate	Intermediate	Intermediate
2001	H	Launching America	Intermediate	Intermediate	Intermediate	Intermediate
2002		Making America Modern	Intermediate	Intermediate	Intermediate	Intermediate
2002	H	Making America Modern	Intermediate	Intermediate	Intermediate	Intermediate
2010		History of American Capitalism	Intermediate	Intermediate	Intermediate	Intermediate
2015		History of American Criminal Justice	Intermediate	Intermediate	Intermediate	Intermediate
2045		History of American Religion to the Civil War	Intermediate	Intermediate	Intermediate	Intermediate
2060		The Battle for the Ohio Country, 1745-1814	Intermediate	Intermediate	Intermediate	Intermediate
2065		Colonialism at the Movies: American History in Film	Intermediate	Intermediate	Intermediate	Intermediate
2066		History of Western Medicine in Film	Intermediate	Intermediate	Intermediate	Intermediate
2070		Introduction to Native American History	Intermediate	Intermediate	Intermediate	Intermediate
2071		American Indian History of the U.S. Midwest	Intermediate	Intermediate	Intermediate	Intermediate
2075		Introduction to U.S. Latino/a History	Intermediate	Intermediate	Intermediate	Intermediate
2079		Asian American History	Intermediate	Intermediate	Intermediate	Intermediate
2080		African American History to 1877	Intermediate	Intermediate	Intermediate	Intermediate
2081		African American History from 1877	Intermediate	Intermediate	Intermediate	Intermediate
2085		Exploring Race and Ethnicity in Ohio: Black Ohio in the 19th Century	Intermediate	Intermediate	Intermediate	Intermediate
2100		Introduction to the Spanish Atlantic World	Intermediate	Intermediate	Intermediate	Intermediate
2105		Latin America and the World	Intermediate	Intermediate	Intermediate	Intermediate
2110		Introduction to Native American Peoples from Mesoamerica	Intermediate	Intermediate	Intermediate	Intermediate
2111		Introduction to Native American People	Intermediate	Intermediate	Intermediate	Intermediate

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
		of the Andes				
2115		Women and Gender in Latin America	Intermediate	Intermediate	Intermediate	Intermediate
2120		Revolutions and Social Movements in Modern Latin America	Intermediate	Intermediate	Intermediate	Intermediate
2125		The History of Latin America Through Film	Intermediate	Intermediate	Intermediate	Intermediate
2194		Intermediate Undergraduate Group Studies	Intermediate	Intermediate	Intermediate	Intermediate
2201	E	Ancient Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2201	H	Ancient Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2201		Ancient Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2202		Introduction to Medieval History	Intermediate	Intermediate	Intermediate	Intermediate
2203		Introduction to Early Modern Europe	Intermediate	Intermediate	Intermediate	Intermediate
2204	E	Modern European History	Intermediate	Intermediate	Intermediate	Intermediate
2204	H	Modern European History	Intermediate	Intermediate	Intermediate	Intermediate
2204		Modern European History	Intermediate	Intermediate	Intermediate	Intermediate
2205		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
2230		Decoding the Middle Ages	Intermediate	Intermediate	Intermediate	Intermediate
2231		The Crusades	Intermediate	Intermediate	Intermediate	Intermediate
2240		Elizabethan England	Intermediate	Intermediate	Intermediate	Intermediate
2250		Empires and Nations in Western Europe, 1500-present	Intermediate	Intermediate	Intermediate	Intermediate
2251		Empires and Nations in Eastern Europe, 1500-present	Intermediate	Intermediate	Intermediate	Intermediate

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
2270	E	Love in the Modern World	Intermediate	Intermediate	Intermediate	Intermediate
2270	H	Love in the Modern World	Intermediate	Intermediate	Intermediate	Intermediate
2270		Love in the Modern World	Intermediate	Intermediate	Intermediate	Intermediate
2271		Happiness in History and Practice	Intermediate	Intermediate	Intermediate	Intermediate
2275		Children and Childhood in the Western World	Intermediate	Intermediate	Intermediate	Intermediate
2280		Introduction to Russian History	Intermediate	Intermediate	Intermediate	Intermediate
2301	E	African Peoples and Empires in World History	Intermediate	Intermediate	Intermediate	Intermediate
2301		African Peoples and Empires in World History	Intermediate	Intermediate	Intermediate	Intermediate
2302	E	History of Modern Africa, 1800 - 1960s	Intermediate	Intermediate	Intermediate	Intermediate
2302		History of Modern Africa, 1800 - 1960s	Intermediate	Intermediate	Intermediate	Intermediate
2303	E	History of Contemporary Africa, 1960 - present	Intermediate	Intermediate	Intermediate	Intermediate
2303		History of Contemporary Africa, 1960 - present	Intermediate	Intermediate	Intermediate	Intermediate
2350		Islam, Politics, and Society in History	Intermediate	Intermediate	Intermediate	Intermediate
2351		Early Islamic Society, 610-1258	Intermediate	Intermediate	Intermediate	Intermediate
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, 300 BCE-1100 CE	Intermediate	Intermediate	Intermediate	Intermediate
2451		Medieval and Early Modern Jewish History, 700-1700 CE	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
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
2700		Global Environmental History	Intermediate	Intermediate	Intermediate	Intermediate
2701		History of Technology	Intermediate	Intermediate	Intermediate	Intermediate
2702		Food in World History	Intermediate	Intermediate	Intermediate	Intermediate
2703		History of Public Health, Medicine and Disease	Intermediate	Intermediate	Intermediate	Intermediate
2704		Water: A Human History	Intermediate	Intermediate	Intermediate	Intermediate
2705		History of Medicine in Western Society	Intermediate	Intermediate	Intermediate	Intermediate
2706		<u>Animals in Human History</u>	Intermediate	Intermediate	Intermediate	Intermediate
2710		History of the Car	Intermediate	Intermediate	Intermediate	Intermediate
2720		Big History	Intermediate	Intermediate	Intermediate	Intermediate
2725		Power in History	Intermediate	Intermediate	Intermediate	Intermediate
2750	E	Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2750	H	Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate

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
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 Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3014		Gilded Age to Progressive Era, 1877-1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3015		From the New Era to the New Frontier, 1921-1963	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

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
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
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	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
		Intermediate	Intermediate	Intermediate	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
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	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
3211		Classical Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3212		Hellenistic Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3213		Slavery in the Ancient World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3214		Women, Gender, and Sexuality in the History of Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3215		Sex and Gender in the Ancient World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3216		War in the Ancient Mediterranean World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3218		Paul & His Influence in Early Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3219		Historical Jesus	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3220		The Rise of the Roman Republic	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3221		Rome from the Gracchi to Nero	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3222		The Roman Empire, 69-337 CE	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3223		The Later Roman Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3225		Early Byzantine Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3226		Later Byzantine Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3228		Religion and Society in Late Antiquity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3229		History of Early Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3230		History of Medieval Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3235		Medieval Europe I, 300-1100	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3236		Medieval Europe II, 1100-1500	Upper	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
		Intermediate	Intermediate	Intermediate	Intermediate
3239	Medieval England	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3240	History of the Italian Renaissance, 1250-1450	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3241	History of the Italian Renaissance, 1450-1600	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3242	The Holy Roman Empire (1495-1806)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3245	The Age of Reformation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3246	Tudor and Stuart Britain, 1485-1714	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3247	Magic and Witchcraft in Early Modern Europe (1450-1750)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3249	Early-Modern Europe, 1560-1778	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3250	Revolutionary and Napoleonic Europe, 1750-1815	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3251	History of Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3252	People on the Move: Migration in Modern Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3253	20th Century Europe to 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3254	Europe Since 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3260	Britain in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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	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
3266		History of Spain, 1469-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3267		Modern Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3268		Eastern Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3269		Eastern Europe in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3270		History of World War I	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3275		Religion and its Critics in Modern Thought	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3276		European Thought and Culture, 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3277		European Thought and Culture, 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3280		History of Russia to 1700	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3281		Imperial Russian History, 1700-1917	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3282		History of the Soviet Union	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3283		Siberia in World History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3301		History of Modern West Africa, post 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3302		Nationalism, Socialism, and Revolution in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3303		War and Genocide in 20 and 21st Cent. Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3304		History of Islam in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	E	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	H	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305		History of Islamic Movements in West	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
	Africa	Intermediate	Intermediate	Intermediate	Intermediate
3306	History of African Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3307	History of African Health and Healing	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3308	History of U.S.-Africa Relations-1900-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3309	Critical Issues of 20th Century Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3310	History of African Cinema	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3311	Globalization and Development in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3351	Intellectual and Social Movements in the Muslim World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3352	Marginal Groups in the Non-Western World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3353	Jewish Communities under Islamic Rule	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3354	Islamic Spain and North Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3357	The Middle East in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3360	History of Iran	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3365	History of Afghanistan	Upper 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	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
3405		Contemporary China 1921-2000	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3410		Studies in Chinese History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3411		Gender and Sexuality in China	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3425		History of Japan before 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3426		History of Modern Japan	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3450		History of Ancient Israel (to 300 BCE)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3455		Jewish Life from the Renaissance to the Early Enlightenment	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3460		European Jewish History, 1789-1989	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3465		American Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3470		Messiahs and Messianism in Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3500	E	U.S. Diplomacy from Independence to 1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3500	H	U.S. Diplomacy from Independence to 1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3500		U.S. Diplomacy from Independence to 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	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
	History	Intermediate	Intermediate	Intermediate	Intermediate
3540	Modern Intelligence History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3550	War in World History, 500-1650	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3551	War in World History, 1651-1899	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3552	War in World History, 1900-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3560	American Military History, 1607-1902	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3561	American Military History, 1902 to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3570	World War II	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3580	The Vietnam War	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3590	Wars of Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3597	Contemporary World/Capstone	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3600	Studies in Women's/Gender History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3610	Introduction to Women and Gender in the U.S.	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3612	Asian American Women: Race, Sex, & 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

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
3650	Families in Historical Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3675	How to Stage a Revolution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3680	Religion and Law in Comparative Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3700	American Environmental History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3701	History of American Medicine	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3704	HIV: From Microbiology to Macrohistory	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3705	History of Capitalism in Comparative and Global Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3710	European Environmental History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3711	Science and Society in Europe, from Copernicus to Newton	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3712	Science and Society in Europe, from 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

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
3800	E	Introduction to Historical Research	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3800	H	Introduction to Historical Research	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
4000	E	Readings in Early American History	Advanced	Advanced	Advanced	Advanced
4000	H	Readings in Early American History	Advanced	Advanced	Advanced	Advanced
4000		Readings in Early American History	Advanced	Advanced	Advanced	Advanced
4005	E	Research Seminar in Early American History	Advanced	Advanced	Advanced	Advanced
4005	H	Research Seminar in Early American History	Advanced	Advanced	Advanced	Advanced
4005		Research Seminar in Early American History	Advanced	Advanced	Advanced	Advanced
4010	E	Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4010	H	Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4010		Readings in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015	E	Research Seminar in Modern U.S. 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

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
4095	H	Research Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095		Research Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4100	E	Readings in Latin American History	Advanced	Advanced	Advanced	Advanced
4100	H	Readings in Latin American History	Advanced	Advanced	Advanced	Advanced
4100		Readings in Latin American History	Advanced	Advanced	Advanced	Advanced
4125	E	Research Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4125	H	Research Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4125		Research Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4193.01		Individual Studies	Advanced	Advanced	Advanced	Advanced
4193.02		Individual Studies	Advanced	Advanced	Advanced	Advanced
4194		Advanced Undergraduate Group Studies	Advanced	Advanced	Advanced	Advanced
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

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
4216		Research Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4217	E	Research Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4217	H	Research Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4217		Research Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4218	E	Research Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4218	H	Research Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4218		Research Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4230	E	Readings in Medieval History	Advanced	Advanced	Advanced	Advanced
4230	H	Readings in Medieval History	Advanced	Advanced	Advanced	Advanced
4230		Readings in Medieval History	Advanced	Advanced	Advanced	Advanced
4235	E	Research Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4235	H	Research Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4235		Research Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4240	E	Readings in Renaissance and Reformation History	Advanced	Advanced	Advanced	Advanced
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	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
		Eurasian History				
4280	H	Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4280		Readings in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285	E	Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285	H	Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285		Research Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4300	E	Readings in African History	Advanced	Advanced	Advanced	Advanced
4300	H	Readings in African History	Advanced	Advanced	Advanced	Advanced
4300		Readings in African History	Advanced	Advanced	Advanced	Advanced
4325	E	Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325	H	Research Seminar in African History	Advanced	Advanced	Advanced	Advanced
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

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
4400		Readings in Chinese History	Advanced	Advanced	Advanced	Advanced
4410	E	Research Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4410	H	Research Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4410		Research Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4425	E	Readings in Japanese History	Advanced	Advanced	Advanced	Advanced
4425	H	Readings in Japanese History	Advanced	Advanced	Advanced	Advanced
4425		Readings in Japanese History	Advanced	Advanced	Advanced	Advanced
4430	E	Research Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
4430	H	Research Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
4430		Research Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
4450	E	Readings in Jewish History	Advanced	Advanced	Advanced	Advanced
4450	H	Readings in Jewish History	Advanced	Advanced	Advanced	Advanced
4450		Readings in Jewish History	Advanced	Advanced	Advanced	Advanced
4475	E	Research Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4475	H	Research Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
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

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
4600	H	Readings in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4600		Readings in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4625	E	Research Seminar in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4625	H	Research Seminar in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4625		Research Seminar in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4650	E	Readings in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4650	H	Readings in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4650		Readings in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4675	E	Research Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4675	H	Research Seminar in 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

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
4730	E	Research Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4730	H	Research Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4730		Research Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4790	E	Readings in History	Advanced	Advanced	Advanced	Advanced
4790	H	Readings in History	Advanced	Advanced	Advanced	Advanced
4790		Readings in History	Advanced	Advanced	Advanced	Advanced
4795	E	Research Seminar in History	Advanced	Advanced	Advanced	Advanced
4795	H	Research Seminar in History	Advanced	Advanced	Advanced	Advanced
4795		Research Seminar in History	Advanced	Advanced	Advanced	Advanced
4797		Study at a Foreign Institution	Advanced	Advanced	Advanced	Advanced
4798		Study Tour	Advanced	Advanced	Advanced	Advanced
4881		Interdepartmental Seminar	Advanced	Advanced	Advanced	Advanced
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

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
5211		Special Topics in Roman History	Advanced	Advanced	Advanced	Advanced
5212		Special Topics in Late Antique History	Advanced	Advanced	Advanced	Advanced
5213		Special Topics in Byzantine History	Advanced	Advanced	Advanced	Advanced
5230		Special Topics in Medieval History	Advanced	Advanced	Advanced	Advanced
5240		Special Topics in Early Modern European History	Advanced	Advanced	Advanced	Advanced
5250		Special Topics in Modern European History	Advanced	Advanced	Advanced	Advanced
5280		Special Topics in Russian, East European, and Eurasian History	Advanced	Advanced	Advanced	Advanced
5300		Special Topics in African History	Advanced	Advanced	Advanced	Advanced
5350		Special Topics in Islamic History	Advanced	Advanced	Advanced	Advanced
5390		Special Topics in South Asian History	Advanced	Advanced	Advanced	Advanced
5400		Special Topics in Chinese History	Advanced	Advanced	Advanced	Advanced
5425		Special Topics in Japanese History	Advanced	Advanced	Advanced	Advanced
5450		Special Topics in Jewish History	Advanced	Advanced	Advanced	Advanced
5500		Special Topics in International History	Advanced	Advanced	Advanced	Advanced
5550		Special Topics in Military History	Advanced	Advanced	Advanced	Advanced
5600		Special Topics in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
5650		Special Topics in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
5700		Special Topics in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
5725		Special Topics in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
5790		Special Topics in History	Advanced	Advanced	Advanced	Advanced
5801		Special Topics: The University of the Future	Advanced	Advanced	Advanced	Advanced
5900		Introduction to Quantitative Methods in 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