

## Term Information

Effective Term Spring 2020

## 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 3506  
Course Title Diplomacy, Congress, and the Imperial Presidency  
Transcript Abbreviation Diplo Cong Pres  
Course Description This class will explore how the relationship between the branches of government in the United States have evolved over the last 100 years, and how thinking historically can shape contemporary discussions of policy. We'll consider the separation of powers, and how historical precedents have elaborated, challenged, and codified the vague outline defined in the Constitution.  
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 54.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Historical Study

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

## Course Details

### **Course goals or learning objectives/outcomes**

- Students will come to understand the development of the branches of government in the United States in a historical context.

### **Content Topic List**

- Congress
- The American Presidency
- Constitution
- International involvement
- Executive power

### **Sought Concurrence**

No

## Attachments

- John Glenn concurrence on history 3506.pdf: John Glenn concurrence  
*(Concurrence. Owner: Heikes,Jacklyn Celeste)*
- Poli Sci concurrence on History 3506.pdf: Political Science concurrence  
*(Concurrence. Owner: Heikes,Jacklyn Celeste)*
- History 3506 Draft Syllabus with GE Assesment.docx: syllabus with assessment plan  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- History Curriculum Map - Updated for Program Change.doc: CMap as per dept req  
*(Other Supporting Documentation. Owner: Heysel,Garett Robert)*

## Comments

- There is no GE assessment plan uploaded. (I just provided/ reminded Chris Otter of a very good example submitted by History last year.) Also the major's curriculum map has not been uploaded with the new course included. *(by Vankeerbergen,Bernadette Chantal on 09/19/2019 12:12 PM)*
- Syllabus does not conform to operations manual i.e. boiler plate language  
GE Assessment plan missing  
Concurrence from Political Science and perhaps Glenn would be recommended *(by Heysel,Garett Robert on 08/19/2019 09:53 AM)*

**COURSE REQUEST**  
3506 - Status: PENDING

Last Updated: Heysel,Garett Robert  
09/20/2019

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	07/25/2019 11:53 AM	Submitted for Approval
Approved	Otter,Christopher James	07/25/2019 11:55 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	08/19/2019 09:53 AM	College Approval
Submitted	Heikes,Jacklyn Celeste	08/28/2019 03:10 PM	Submitted for Approval
Approved	Otter,Christopher James	08/28/2019 03:36 PM	Unit Approval
Approved	Heysel,Garett Robert	08/28/2019 10:22 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/19/2019 12:12 PM	ASCCAO Approval
Submitted	Heikes,Jacklyn Celeste	09/20/2019 10:14 AM	Submitted for Approval
Approved	Elmore,Bartow J	09/20/2019 11:21 AM	Unit Approval
Approved	Heysel,Garett Robert	09/20/2019 09:25 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	09/20/2019 09:25 PM	ASCCAO Approval

**Ohio State History Department**  
**HIST 3506: Diplomacy, Congress, and the Imperial Presidency**  
Spring xxxx, Lecture, 3 Hours/week  
Wed/Fri, 11:10-12:30  
[Location]

Dr. R. Joseph Parrott

[parrott.36@osu.edu](mailto:parrott.36@osu.edu); Phone: 614-292-5960

Office Hours: Dulles 153, Tuesday, 3:30-4:30; Wednesday 1:30-3:30 and by appointment

**Course Description:**

In recent years, the congressional power to intervene in American foreign relations has been a regular presence in the news. From the contested Iran nuclear deal to denunciations of rising tariffs and the emergency declaration on the border, there has been a sense that after decades of deferring to presidential authority, the Congress is seeking a stronger role in diplomatic and national security matters. Yet the reality is that most Americans remain unclear about the international role the Constitution and political precedent have invested in Congress, and how this has changed over the decades. In reality, how the separation of powers has historically shaped foreign policy is a complex story that reveals Congress has been both complicit in the rise of what some scholars have called the imperial presidency and intermittently committed to placing limits on executive power.

This class will explore how this relationship has evolved over the last 100 years, and how thinking historically can shape contemporary discussions of policy. We'll consider the separation of powers, and how historical precedents have elaborated, challenged, and codified the vague outline defined in the Constitution. Emphasizing the creation of the post-World War II national security state, we will explore the presidential and legislative logic that led to extensive, unilateral powers being invested in the executive branch. The course will ask to what extent this structure is necessary to protect national interests and conduct diplomacy as new technologies, threats, and globalization have reshaped the international system. Students will also regularly reflect on contemporary issues in light of the discussion of historical precedents. By the end of the class, students will assess the extent to which the separation of powers contributes to an effective and responsive foreign policymaking, and what role U.S. legislators – and by extension the voters they represent – should play to make sure these policies reflect the needs and philosophies of the nation.

This is an upper level history course and will require active engagement with regular weekly readings and regular discussion. You will be asked to conduct individual research repeatedly throughout the semester and work in groups. **It fulfills the GE Historical Study requirement.**

**General Education Goals and Expected Learning Outcomes:**

This course fulfills the GE requirement for Historical Studies. Students will recognize how past events are studied and how they influence today's society and the human condition. Students will:

- Construct an integrated perspective on history and the factors that shape human activity
- Describe and analyze the origins and nature of contemporary issues
- Speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts

In pursuit of these goals, the course will prepare successful students to:

- Describe and analyze the institutional structures behind U.S. foreign relations and develop a foundation for understanding how the constitutional separation of powers shapes policy
- Explain various theories of the separation of powers in foreign policy and how they have evolved over time
- Analyze how the expansion of American power and mission has influenced the domestic organization of national institutions, and consider how this has effected American values
- Conduct, evaluate, and present independent research using cogent historical arguments that include a thesis, supporting themes, and use of concrete evidence
- Analyze how concepts of national security and interest have changed, and explain what this means to historical and contemporary discussions of American policy, politics and structures
- Assess the role the Congress has to play in foreign policy, and evaluate the proper powers of the executive in order to guarantee security, national prosperity, and good governance

### **Texts:**

There are no required textbooks for this course. All readings are available via links from this syllabus or under files on Carmen, organized by the week they should be read.

### **Assignments: Discussion/Participation (20%)**

You should be prepared to discuss the texts on the day they are assigned and for the rest of the semester. Please consider any media as seriously as you would the written documents. The class will analyze images and videos together in lecture, and I expect you to treat this and any other material distributed in class as required reading for use in essays. During class discussions, you should reference texts, documents, and media when making points. I expect you to argue your informed opinions cogently and concisely but remember to maintain a respectful and civil attitude toward opposing viewpoints. Contributions to class discussion will be noted. I will also use impromptu in-class assignments to supplement discussion and gauge student engagement with the material intermittently throughout the semester. They will be graded with three levels of  $\checkmark_{\pm}$ , with  $\checkmark_{+}$  meaning excellent work,  $\checkmark$  meaning good, and  $\checkmark_{-}$  denoting some improvement needed. During spring break, I will provide students with a holistic assessment of their participation upon request.

## **Case Study Research and Presentations (55%)**

After the first two weeks, the course will be divided into four three-week case studies. Each case study will follow the same format, focusing on a specific power of Congress and the way it has influenced foreign policy in the twentieth century. In the first two weeks of each case study, we will consider debates concerning these powers through historic examples. The final week of each case study will be devoted to discussion of the contemporary relevance of the specific power. Students will be assigned to groups of 4-5 and will research a specific incident where this power was used, debated, or failed to be used by the Congress, and assess the impact of this event on the balance of power between the legislative and executive branches. I list a handful of potential topics for each case study, but I urge students to pursue their own interests. I will assign groups in week 4. I am open to students requesting to work together, but I reserve the right to make final decisions. I will reassign groups after the second case study (week 9) so that you will be working with a different set of students for the final six weeks of the course. Grades will be assigned collectively, but you will complete a short self-assessment of your contributions to the paper and presentation (see below) as well as group dynamics at the end of the two six-week cycles, which I will take into account when assigning final grades.

The assignments for the case study research will be as follows. At the end of the three week case, each group will submit a short research and reflection paper examining a specific contemporary (from the last 30 years) application of the power under discussion. It will state clearly what the specific event was, how the congress intervened, how the executive branch reacted, and what the results were. Students should reflect on what the event or events communicate about the balance of power between the branches and the role or potential role of the congress in U.S. foreign policy, which will ideally inform your thesis. It should include footnote references to primary and secondary research in Chicago-Turabian format, with the majority of information coming from news articles, congressional publications (The Congressional Record, Committee Documents, etc.), and academic/legal journals. Opinion pieces are acceptable, but they should come from reputable sources, ideally high-ranking politicians, bureaucrats, political appointees, or academics. Length should run 3-4 pages, roughly 1000-1200 words. The paper should include a clear thesis that explains the why, how, and ultimate impact of the event, using who, what, where, and when details to contextualize the argument. Students are responsible for dividing up the production of the document but should generally agree on the thesis. A section for dissenting opinions/theses will be available on the self-assessment but should only be used in situations of extreme disagreement. Any dissenting students are still expected to contribute to the overall success of the group and production of the document. Each paper will count for 10% of the overall grade.

Each paper will be due at the beginning of the last class period of the case study. I will expect you to confirm the topic with me a week in advance, as noted in the course calendar below. During the first class of the third week of each case study, we will briefly discuss a short reading on thinking historically and using history in decision-making. The remainder of the session will be devoted to group deliberations and writing. I will be circulating if you have any questions.

On the final day of each case study (when your papers are due), half of the groups will present on their topics and their ultimate conclusions. This presentation should run no more than 9 minutes with an additional 3-4 minutes for question and answer. PowerPoint or similar programs are encouraged if useful but not required. Not all group members are required to present, but each should play a role in the overall construction and offering of the presentation. Each unique group will present once, with each student being part of two presentations over the semester. I will take requests from groups as to which week they would prefer to present, but I will have sole discretion in assigning positions. Each presentation will count for 7.5% of the final grade.

### **Final Reflection Paper (25%)**

At the end of the course, students will write a final reflection paper that draws on our discussions, the cases and documents presented, as well as their individual research into the topic. It will answer the question: What should be the role of Congress in U.S. foreign policy, and how should it use its powers to shape executive decision-making? This paper should advance a clear thesis backed by supporting points, which should be forward looking and analytical, using both legal and political theory backed by concrete evidence taken from the historical record. These historical aspects may take the form of direct comparison or “lessons learned,” adaptations of successful historic strategies, demonstrations of limitations and proposals for how to overcome them, etc. However they use the history, the papers should demonstrate a clear, nuanced knowledge of the specific examples at hand, explain them in ways that clarify ideas under discussion, and cite specific sources for this evidence. These papers should also include an introduction laying out the problem or issue that the thesis addresses, as well as a conclusion offering general insights, conclusions, or ideas for action.

The final paper should be 6-8 pages in length, double spaced, in a normal sized font (1500-2000 words, including footnotes). It should include full footnote citations in Chicago/Turabian format (see Carmen/Files), with a word count at the end. You do not need a works cited. The paper is due at midnight via Turnitin one week after the final day of class. No extensions will be provided except for extreme circumstances. Late papers will be penalized a half letter grade for each day late.

### **Assignments Due Dates and Grading:**

Discussion/Participation: 20%

Group Case Study Written Components (Feb 8, March 1 & 29, April 19): 40% – 4 x 10%

Group Case Study Presentations (Varies): 15% – 2 x 7.5%

Final Reflection Paper (April 26): 25%

A: 93-100

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76  
C-: 70-72

D+: 67-69  
D: 60-66

F (E): <60

### **Additional Policies:**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue. I would appreciate receiving the appropriate documentation no later than February 10.

Attendance is expected, but I will not take a formal role. You will not be allowed to make up missed participation assignments unless you have provided a valid reason for missing the class in advance (or in rare cases, within 24 hours). I expect students to arrive to class on time and remain for the entire class unless given permission in advance. Please notify me of any pending absence at least eight days prior to the date of observance of a religious holiday. If you must miss a class or assignment in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time before or after the absence, or we will arrange alternative credit.

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. If you have questions about university rules and procedures, please visit <http://oaa.osu.edu/coamfaqs.html>. I assume students will comply fully with university regulations regarding academic conduct throughout the semester, and I will rigorously enforce all university procedures in cases of violation.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call



counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). Students concerned about strange, destructive, or threatening behavior of classmates and friends should consult with the Counseling and Consultation Service: <http://www.ccs.osu.edu/>. Cases representing an immediate threat to self or others should be reported directly to the Police Department by calling 911.

This syllabus and all materials presented in lectures are the intellectual property of R. Joseph Parrott. No materials may be published, posted to the internet, or rewritten for publication or distribution in any medium. Neither these materials nor any portion thereof may be stored in a computer except for personal and non-commercial use. Paid note-takers are strictly forbidden from attending this class. I will not make lecture notes available, but I will consider posting PowerPoint slides or images on Carmen.

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### **Course and Reading Schedule:**

Please note that the readings and topics listed below are subject to change. I reserve the right to adjust the syllabus based on guest discussions and unforeseen events. I will announce any changes in class and through email. I will then post an updated syllabus on the course website.

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#### **Week 1: Introduction & The Constitutional Powers**

[35pp]

January 9 – Introduction

January 11 – Roger H. Davidson and Walter J. Oleszek, Chapter 15, *Congress and Its Members*, 17<sup>th</sup> Edition (CQ Press, 2017)

Primary: Selection, U.S. Constitution (Foreign Policy Powers), 1787

#### **Week 2: Foreign Policy and the Separation of Powers**

[80pp]

January 16 – Arthur Schlesinger, *The Imperial Presidency* (Mariner, 2004), Introduction-Chapter 2

Robert David Johnson, “Congress and U.S. Foreign Policy before 9/11,” in Auerswald and Campbell, *Congress and the Politics of National Security* (Cambridge, 2012)

January 18 – NA

### **Week 3: Treaty Powers I: The League of Nations**

[79pp]

January 23 – Arthur Link, *Woodrow Wilson: Revolution, War and Peace* (Wiley-Blackwell, 1979), Ch 5

Christopher McKnight Nichols, *Promise and Peril* (Harvard, 2011), 229-272

Primary: William Borah Speech to U.S. Senate (1919); Wilson Speech in Pueblo Colorado (1919)

January 25 – Primary: Cong. Record, 66<sup>th</sup> Cong., 1<sup>st</sup> Session (Nov 18, 1919), 8720-8725, 8742-8743

### **Week 4: Treaty Powers II: The UN and NATO**

[100 pp]

January 30 – Elizabeth Borgwardt, *A New Deal for the World* (Belknap, 2007), Part III

Primary: John C. Chalberg, ed., *Isolationism: Opposing Viewpoints* (Greenhaven Press, 1995), Ch 5, Documents 1 (Wilkie) & 2 (Elmer)

February 1 – Aaron L. Freidberg, *In the Shadow of the Garrison State* (Princeton, 2000), Ch 2

Primary: Chalberg, Ch 5, Documents 3 (Acheson) & 4 (Taft)

*Group Topics Due* – Potential Topics: NAFTA, Joint Comprehensive Plan of Action (Iran Nuclear Deal), Paris Accords, USMCA

### **Week 5: Treaty Powers III: Student Research**

[30pp]

February 6 – Margaret MacMillan, “History as Guide,” *Dangerous Games: The Uses and Abuses of History* (Modern Library, 2009)

February 8 – Student Presentations

*Group Papers Due*

### **Week 6: Regulating Commerce I: Interwar Isolation**

[90pp]

February 13 – Kumiko Koyama, K., “The Passage of the Smoot-Hawley Tariff Act: Why Did the President Sign the Bill? *Journal of Policy History*, 21:2 (2009), 163-186.

Karen E. Schnietz, “The Institutional Foundation of U.S. Trade Policy: Revisiting Explanations for the 1934 Reciprocal Trade Agreements Act.” *Journal of Policy History* 12, no. 4 (2000): 417–44.

Primary: Herbert Hoover, “Message regarding the Smoot-Hawley Tariff Act,” (1930): <https://millercenter.org/the-presidency/presidential-speeches/june-16-1930-message-regarding-smoot-hawley-tariff-act>

February 15 –Douglas A. Irwin, *Clashing Over Commerce* (Chicago, 2017), Ch 9

Primary: "Neutrality Act" of August 31, 1935, Joint Resolution 49 stat. 1081; 22 U.S.C. 441

Franklin Roosevelt, “Message to Congress Urging Repeal of the Embargo Provisions of the Neutrality Law,” September 21, 1939: <https://www.presidency.ucsb.edu/documents/message-congress-urging-repeal-the-embargo-provisions-the-neutrality-law>

## **Week 7: Regulating Commerce II: Postwar Economic Internationalism**

[70 pp]

February 20 –Irwin, Ch 10

February 22 – Primary: Franklin Roosevelt, “International Monetary Fund, Message from the President,” February 12, 1945

Committee on Banking and Currency, “Report to Accompany H.R. 3314, a Bill to provide for participate in the International Monetary Fund,” May 30, 245: 1-10.

Chancellor of the Exchequer, Memo WP (45) 46, January 22, 1945, British National Archives

Congressional Record – House, 78<sup>th</sup> Congress, 1<sup>st</sup> Session, (June 5, 1945), 5577-5586

*Group Topics Due* – Potential Topics: NAFTA, World Bank, TPP, USMCA, WTO, US-ASEAN TIFA

## **Week 8: Regulating Commerce III: Student Research**

[24pp]

February 27 – Neustadt and May, “Finding History that Fits,” *Thinking in Time: The Uses of History for Decision-Makers* (Free Press, 1988)

March 1 – Student Presentations

*Group Papers Due*

## **Week 9: Power of the Purse I: Vietnam**

[68pp]

March 6 – Julian Zelizer, “How Congress Got Us Out of Vietnam,” *The American Prospect*, February 19, 2007: <https://prospect.org/article/how-congress-got-us-out-vietnam>

Primary: Congressional Record, 91<sup>st</sup> Congress, 2<sup>nd</sup> Session (June 3, 1970): 1802-3, 1813-6

Richard Nixon, “Special Message to the Congress Proposing Supplemental Foreign Assistance Appropriations,” November 18, 1970: <https://www.presidency.ucsb.edu/documents/special-message-the-congress-proposing-supplemental-foreign-assistance-appropriations>

Memorandum of Record, May 25, 1970, Document 304, *Foreign Relations of the United States, 1969-1976, Volume VI, January 1969-July 1970* (USG Printing Office, 2006) <https://history.state.gov/historicaldocuments/frus1969-76v06/d304>

March 8 – Joel K. Goldstein, “Assuming Responsibility: Thomas F. Eagleton, The Senate and the Bombing of Cambodia,” *Saint Louis University Law Journal*, Vol. 52, No. 151, (2007): 1-36

Primary: Congressional Record – House, 93rd Congress, 1st Session, (June 29, 1973), 22302-3, 22305-14

**\*\* Spring Break: March 11-15 \*\***

## **Week 10: Power of the Purse II: The Boland Amendment and the Contras**

[80pp]

March 20 – Andrew W. Hayes, “The Boland Amendments and Foreign Affairs Deference,” *Columbia Law Review* 88 (November 1988): 1534-1574

March 22 – Louis Fisher, “How Tightly Can Congress Draw the Purse Strings?” *The American Journal of International Law* 83:4 (Oct, 1989): 758-766

Daniel Henninger, “Bipartisan Incoherence: Foreign Policy Goes Domestic,” *The National Interest* 14 (Winter, 1988-89): 21-28.

D. Bruce Hicks, “Foreign Policy Prerogative after the Iran-Contra Affair: A Review Essay,” *Presidential Studies Quarterly* 26:4 (Fall 1996): 962-977.

Primary: National Security Archives, Electronic Briefing Book No. 210: The Iran-Contra Affair 20 Years On (November 24, 2006): Documents 3-5,7

*Group Topics Due* – Potential Topics: Clark Amendment, Military Budgeting, Peace Dividend, Yemen Amendment (2019)

**Week 11: Power of the Purse III: Student Research**

[30pp]

March 27 – Philip Zelikow, “The Nature of History’s Lessons,” in Brands and Suri, *The Power of the Past: History and Statecraft* (Brookings, 2015)

March 29 – Student Presentations

*Group Papers Due*

**Week 12: War Powers I: New Internationalism of 1970s**

[86pp]

April 3 – David J. Barron, *Waging War: The Clash Between Presidents and Congress, 1776 to ISIS* (Simon and Schuster, 2016), Chs 15-16

Primary: William Fulbright, *The Arrogance of Power* (Random House, 1967), Chs 5-6

Library of Congress, “Report on Congress and the Termination of the Vietnam War,” *International Legal Materials* 12:3 (May 1973): 699-707

April 5 – Rhodri Jeffreys-Jones, *The CIA & American Democracy* (Yale University Press, 1989), Ch 11,

Primary: War Powers Resolution, Public Law 93-148 (November 7, 1973)

**Week 13: War Powers II: The War on Terror**

[70pp]

April 10 – Douglas L. Kriner, “Bent but not broken? Inter-branch politics, checks and balances, and the contemporary national security state,” in Demarest and Borghard, *US National Security Reform: Reassessing the National Security Act 1947* (Routledge, 2018)

Primary: Authorization to Use Military Force, Public Law 107-40 (September 18, 2001)

Barbara Lee, “Why I Opposed the Resolution to Authorize Military Force,” September 14, 2001 in *Meridians* 2:2 (2002): 278-80.

April 12 – Jeremy Scahill, *Dirty Wars: The World is a Battlefield* (Nation Books, 2013), Chs 6-8

*Group Topics Due* – Potential Topics: Balkans (1990s), Libya, Syria, Somalia, Yemen

**Week 14: War Powers III: Student Research**

[20 pp]

April 17 – David Hackett Fisher, “Fallacies of False Analogy,” *Historians' Fallacies: Toward a Logic of Historical Thought* (Harper & Row, 1970)

April 19 – Student Presentations

Group Papers Due

Final Individual Reflection Paper Due April 26 by midnight on Turnitin

GE ASSESSMENT PLAN

**A. Historical Studies**

**ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear as part of the final reflection paper to assess students’ ability to construct an integrated perspective on history and the factors that shape human activity.

Sample question: What factors have led the Congress to become more or less active over the last 60 years, and how does this reflect changing political norms, national security goals, feelings of insecurity, legislator identity, and/or the makeup of the international system? While you should not feel obliged to reference all of the factors listed, you should consider a minimum of two and may add additional factors you feel are important but are not listed above.

Assessment Rubric:

Excellent	Good	Fair	Poor
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Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.
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2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available 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.

**ELO 2: Students describe and analyze the origins and nature of contemporary issues.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: Four times during the semester, students will use weekly discussions of a set of historical events and individual research on a contemporary issue to explain and assess the origins of that issue; the written paper will assess the students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample question: Keeping in mind our discussions of presidential war powers and congressional interpretations of its right to declare war, choose one of the following topics (Balkan Peace operations in 1990s, Libya intervention of 2011, Syrian Civil War, Somalia intervention of 1992, aid to Saudi war in Yemen) and explain its origins in relation to the United States, the presidential-congressional debate(s) that occurred around the issue, and its relationship to earlier precedents using newspaper articles, scholarly journals, and primary sources such as the Congressional record.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, and self-aware analysis of the origins and nature of contemporary issues.	Demonstrates adequate and critical understanding of the origins and nature of contemporary issues.	Demonstrates modest understanding of the origins and nature of contemporary issues.	Demonstrates little or no understanding of the origins and nature of contemporary issues.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly



**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available 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.

**ELO 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.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear as part of the final reflection paper to assess students' ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample question: Explain the proper role of the Congress in foreign policymaking using your critical evaluation of primary sources and secondary material from class, making sure to cite specific historical examples of how congressional intervention in foreign affairs has either aided or undermined the goals of the United States.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust and critical ability to speak and write about primary and secondary	Demonstrates adequate and critical ability to speak and write about primary and secondary	Demonstrates modest ability to speak and write about primary and secondary	Demonstrates little or no ability to speak and write about primary and secondary
historical sources.	historical sources.	historical sources.	historical sources.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available 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:** [Heikes, Jacklyn C.](#)  
**Subject:** FW: concurrence request  
**Date:** Thursday, August 22, 2019 11:33:03 AM

---

Christopher Otter  
Associate Professor  
Department of History  
263 Dulles Hall  
Ohio State University  
Columbus OH 43210

---

**From:** Hallihan, Kathleen <hallihan.3@osu.edu>  
**Sent:** 22 August 2019 11:21  
**To:** Otter, Christopher <otter.4@osu.edu>  
**Subject:** RE: concurrence request

Hello Chris,

The John Glenn College is happy to provide concurrence for this new course. It looks very interesting and fills an important gap at the University.

Best regards,  
Kate

**Kathleen M. Hallihan, Ph.D.**  
(she, her, hers)  
Assistant Dean of Students and Instruction  
College Diversity Officer  
**John Glenn College of Public Affairs**  
**The Ohio State University**  
**350C Page Hall**, 1810 College Road, Columbus, OH 43210  
614-247-6375 Office / 614-292-9633 Main Desk  
[hallihan.3@osu.edu](mailto:hallihan.3@osu.edu) <http://glenn.osu.edu>

*Check out the Glenn College's new [graduate offerings!](#) MPA-DC, Online MPAL, Online Grad Certificates, and more!*

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**From:** Otter, Christopher <otter.4@osu.edu>  
**Sent:** Wednesday, August 21, 2019 11:28 AM  
**To:** Hallihan, Kathleen <hallihan.3@osu.edu>  
**Subject:** Re: concurrence request

Thanks!

Christopher Otter

Associate Professor  
Department of History  
263 Dulles Hall  
Ohio State University  
Columbus OH 43210

---

**From:** Hallihan, Kathleen <[hallihan.3@osu.edu](mailto:hallihan.3@osu.edu)>  
**Sent:** 21 August 2019 11:27  
**To:** Otter, Christopher <[otter.4@osu.edu](mailto:otter.4@osu.edu)>  
**Subject:** RE: concurrence request

Hello Chris,  
I'm happy to circulate this and get back to you.

Looks like an interesting course!

Best,  
Kate

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**From:** Otter, Christopher <[otter.4@osu.edu](mailto:otter.4@osu.edu)>  
**Sent:** Wednesday, August 21, 2019 10:16 AM  
**To:** Hallihan, Kathleen <[hallihan.3@osu.edu](mailto:hallihan.3@osu.edu)>  
**Subject:** concurrence request

Dear Kathleen,

Please forgive me if you are not the right person to email! A colleague of mine in the History Dept has developed a course in US foreign relations, and I am writing to request concurrence from the Glenn College of Public Affairs. If you aren't the right person, do you know who is?

The course syllabus is attached. Again, apologies if this is not your responsibility!

Chris

Christopher Otter  
Associate Professor  
Department of History  
263 Dulles Hall  
Ohio State University  
Columbus OH 43210

**From:** [Otter, Christopher](#)  
**To:** [Heikes, Jacklyn C.](#)  
**Subject:** FW: concurrence on History 3506, Professor Parrott's proposal  
**Date:** Tuesday, August 27, 2019 9:31:40 AM  
**Attachments:** [image001.png](#)

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Christopher Otter  
Associate Professor  
Department of History  
263 Dulles Hall  
Ohio State University  
Columbus OH 43210

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**From:** Caldeira, Gregory <caldeira.1@polisci.osu.edu>  
**Sent:** 26 August 2019 20:51  
**To:** Otter, Christopher <otter.4@osu.edu>  
**Cc:** Kogan, Vladimir <kogan.18@osu.edu>; Braumoeller, Bear <braumoeller.1@polisci.osu.edu>; Smith, Charles William <smith.3280@polisci.osu.edu>  
**Subject:** concurrence on History 3506, Professor Parrott's proposal

Dear Professor Otter:

We have circulated the syllabus for History 3506 to relevant faculty and it has received not only our concurrence but also our admiration.

Best wishes to you and Professor Parrott,

Greg



THE OHIO STATE UNIVERSITY

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**Gregory A. Caldeira**

*Chair, Department of Political Science*

*Distinguished University Professor*

*Dreher Chair in Political Communication and Policy Thinking*

*Professor of Law*

2020 Derby Hall, Columbus OH 43017, [caldeira.1@osu.edu](mailto:caldeira.1@osu.edu)

**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
1101		Latin American Civilizations to 1825	Beginning	Beginning	Beginning	Beginning
1102		Latin American Civilizations since 1825	Beginning	Beginning	Beginning	Beginning
1151		American Civilization to 1877	Beginning	Beginning	Beginning	Beginning
1152		American Civilization since 1877	Beginning	Beginning	Beginning	Beginning
1211		Western Civilization to the 17 <sup>th</sup> Century	Beginning	Beginning	Beginning	Beginning
1212		Western Civilization, 17 <sup>th</sup> Century to Present	Beginning	Beginning	Beginning	Beginning
1681		World History to 1500	Beginning	Beginning	Beginning	Beginning
1682		World History from 1500 to the Present	Beginning	Beginning	Beginning	Beginning
2001		Launching America	Intermediate	Intermediate	Intermediate	Intermediate
2001	H	Launching America	Intermediate	Intermediate	Intermediate	Intermediate
2002		Making America Modern	Intermediate	Intermediate	Intermediate	Intermediate
2002	H	Making America Modern	Intermediate	Intermediate	Intermediate	Intermediate
2010		History of American Capitalism	Intermediate	Intermediate	Intermediate	Intermediate
2015		History of American Criminal Justice	Intermediate	Intermediate	Intermediate	Intermediate
2040		History of Agriculture and Rural America	Intermediate	Intermediate	Intermediate	Intermediate
2045		History of American Religion to the Civil War	Intermediate	Intermediate	Intermediate	Intermediate
2060		The Battle for the Ohio Country, 1745-1814	Intermediate	Intermediate	Intermediate	Intermediate
2065		Colonialism at the Movies: American History in Film	Intermediate	Intermediate	Intermediate	Intermediate
2066		History of Western Medicine in Film	Intermediate	Intermediate	Intermediate	Intermediate
2070		Introduction to Native American History	Intermediate	Intermediate	Intermediate	Intermediate
2071		American Indian History of the U.S. Midwest	Intermediate	Intermediate	Intermediate	Intermediate
2075		Introduction to U.S. Latino/a History	Intermediate	Intermediate	Intermediate	Intermediate
2079		Asian American History	Intermediate	Intermediate	Intermediate	Intermediate

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
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 of the Andes	Intermediate	Intermediate	Intermediate	Intermediate
2115		Women and Gender in Latin America	Intermediate	Intermediate	Intermediate	Intermediate
2120		Revolutions and Social Movements in Modern Latin America	Intermediate	Intermediate	Intermediate	Intermediate
2125		The History of Latin America Through Film	Intermediate	Intermediate	Intermediate	Intermediate
2194		Intermediate Undergraduate Group Studies	Intermediate	Intermediate	Intermediate	Intermediate
2201	E	Ancient Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2201	H	Ancient Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2201		Ancient Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2202		Introduction to Medieval History	Intermediate	Intermediate	Intermediate	Intermediate
2203		Introduction to Early Modern Europe	Intermediate	Intermediate	Intermediate	Intermediate
2204	E	Modern European History	Intermediate	Intermediate	Intermediate	Intermediate
2204	H	Modern European History	Intermediate	Intermediate	Intermediate	Intermediate
2204		Modern European History	Intermediate	Intermediate	Intermediate	Intermediate
2205		Western Civilizations to 1600: Rise, Collapse, and Recovery	Intermediate	Intermediate	Intermediate	Intermediate
2210		Classical Archaeology	Intermediate	Intermediate	Intermediate	Intermediate
2211		The Ancient Near East	Intermediate	Intermediate	Intermediate	Intermediate
2212		War in the Ancient Mediterranean World	Intermediate	Intermediate	Intermediate	Intermediate
2213		The Ancient Mediterranean City	Intermediate	Intermediate	Intermediate	Intermediate
2214		Everyday Life in Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2221		Introduction to the New Testament:	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
		History and Literature				
2221	E	Introduction to the New Testament: History and Literature	Intermediate	Intermediate	Intermediate	Intermediate
2230		Decoding the Middle Ages	Intermediate	Intermediate	Intermediate	Intermediate
2231		The Crusades	Intermediate	Intermediate	Intermediate	Intermediate
2240		Elizabethan England	Intermediate	Intermediate	Intermediate	Intermediate
2250		Empires and Nations in Western Europe, 1500-present	Intermediate	Intermediate	Intermediate	Intermediate
2251		Empires and Nations in Eastern Europe, 1500-present	Intermediate	Intermediate	Intermediate	Intermediate
2270	E	Love in the Modern World	Intermediate	Intermediate	Intermediate	Intermediate
2270	H	Love in the Modern World	Intermediate	Intermediate	Intermediate	Intermediate
2270		Love in the Modern World	Intermediate	Intermediate	Intermediate	Intermediate
2271		Happiness in History and Practice	Intermediate	Intermediate	Intermediate	Intermediate
2275		Children and Childhood in the Western World	Intermediate	Intermediate	Intermediate	Intermediate
2280		Introduction to Russian History	Intermediate	Intermediate	Intermediate	Intermediate
2301	E	African Peoples and Empires in World History	Intermediate	Intermediate	Intermediate	Intermediate
2301		African Peoples and Empires in World History	Intermediate	Intermediate	Intermediate	Intermediate
2302	E	History of Modern Africa, 1800 - 1960s	Intermediate	Intermediate	Intermediate	Intermediate
2302		History of Modern Africa, 1800 - 1960s	Intermediate	Intermediate	Intermediate	Intermediate
2303	E	History of Contemporary Africa, 1960 - present	Intermediate	Intermediate	Intermediate	Intermediate
2303		History of Contemporary Africa, 1960 - present	Intermediate	Intermediate	Intermediate	Intermediate
2350		Islam, Politics, and Society in History	Intermediate	Intermediate	Intermediate	Intermediate
2351		Early Islamic Society, 610-1258	Intermediate	Intermediate	Intermediate	Intermediate
2352		The Ottoman Empire, 1300-1800	Intermediate	Intermediate	Intermediate	Intermediate
2353		The Middle East in the 20 <sup>th</sup> Century	Intermediate	Intermediate	Intermediate	Intermediate
2375		Islamic Central Asia	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
2390		Ancient India	Intermediate	Intermediate	Intermediate	Intermediate
2391		Islamic India	Intermediate	Intermediate	Intermediate	Intermediate
2392		Colonial India	Intermediate	Intermediate	Intermediate	Intermediate
2393		Contemporary India and South Asia	Intermediate	Intermediate	Intermediate	Intermediate
2401		History of East Asia in the Pre-Modern Era	Intermediate	Intermediate	Intermediate	Intermediate
2402		History of East Asia in the Modern Era	Intermediate	Intermediate	Intermediate	Intermediate
2450		Ancient and Medieval Jewish History, 300 BCE-1100 CE	Intermediate	Intermediate	Intermediate	Intermediate
2451		Medieval and Early Modern Jewish History, 700-1700 CE	Intermediate	Intermediate	Intermediate	Intermediate
2452		Modern Jewish History 1700-Present	Intermediate	Intermediate	Intermediate	Intermediate
2453		History of Zionism and Modern Israel	Intermediate	Intermediate	Intermediate	Intermediate
2454		History of Anti-Semitism	Intermediate	Intermediate	Intermediate	Intermediate
2455		Jews in American Film	Intermediate	Intermediate	Intermediate	Intermediate
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
2675		The Indian Ocean: Communities and Commodities in Motion	Intermediate	Intermediate	Intermediate	Intermediate
2680		It's the End of the World: Apocalypticism in Christianity, Judaism and Islam	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
2700		Global Environmental History	Intermediate	Intermediate	Intermediate	Intermediate
2701		History of Technology	Intermediate	Intermediate	Intermediate	Intermediate
2702		Food in World History	Intermediate	Intermediate	Intermediate	Intermediate
2703		History of Public Health, Medicine and Disease	Intermediate	Intermediate	Intermediate	Intermediate
2704		Water: A Human History	Intermediate	Intermediate	Intermediate	Intermediate
2705		History of Medicine in Western Society	Intermediate	Intermediate	Intermediate	Intermediate
2710		History of the Car	Intermediate	Intermediate	Intermediate	Intermediate
2720		Big History	Intermediate	Intermediate	Intermediate	Intermediate
2725		Power in History	Intermediate	Intermediate	Intermediate	Intermediate
2750	E	Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2750	H	Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2750		Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2752		Social Reform Movements in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2797.01		Study at a Foreign Institution	Intermediate	Intermediate	Intermediate	Intermediate
2797.02		The Western Tradition and Contemporary Issues	Intermediate	Intermediate	Intermediate	Intermediate
2798		Study Tour	Intermediate	Intermediate	Intermediate	Intermediate
2800	E	Introduction to the Discipline of History	Intermediate	Intermediate	Intermediate	Intermediate
2800	H	Introduction to the Discipline of History	Intermediate	Intermediate	Intermediate	Intermediate
2800		Introduction to the Discipline of History	Intermediate	Intermediate	Intermediate	Intermediate
3001		American Political History to 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3002		U.S. Political History Since 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3003		American Presidential Elections	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3005		The United States Constitution and American Society to 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3006		The United States Constitution and American Society since 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

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
3010		Colonial North American to 1763	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011	E	The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011	H	The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011		The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3012		Antebellum America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3013		Civil War and Reconstruction	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3014		Gilded Age to Progressive Era, 1877-1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3015		From the New Era to the New Frontier, 1921-1963	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3016		The Contemporary U.S. since 1963	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3017		The Sixties	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3020		19th Century American Ideas	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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

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
3070	E	Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070	H	Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070		Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3071		Native American History from Removal to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3075		Mexican American Chicano/a History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3080		Slavery in the United States	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3081		Free Blacks in Antebellum America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3082		Black Americans During the Progressive Era	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3083		Civil Rights and Black Power Movements	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3085		African American History Through 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	Upper	Upper	Upper

Required Courses offered by the Unit			Program Learning Goals			
Semester #	S u f f i x	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
			Intermediate	Intermediate	Intermediate	Intermediate
3107		History of Argentina	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3110		The Jewish Experience in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3115		History of Medicine and Public Health in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3191		Historical Internship	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.01		Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.02		Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3194		Upper Level Undergraduate Group Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3210		Archaic Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3211		Classical Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3212		Hellenistic Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3213		Slavery in the Ancient World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3213	H	Slavery in the Ancient World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3214		Women, Gender, and Sexuality in the History of Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3215		Sex and Gender in the Ancient World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3216		War in the Ancient Mediterranean World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3218		Paul & His Influence in Early Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3219		Historical Jesus	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3220		The Rise of the Roman Republic	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3221		Rome from the Gracchi to Nero	Upper	Upper	Upper	Upper

Required Courses offered by the Unit			Program Learning Goals			
Semester #	S u f f i x	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
			Intermediate	Intermediate	Intermediate	Intermediate
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
3231		Creating Medieval Monsters: Constructions of the 'Other'	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3232		Solving Crime in Medieval Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3235		Medieval Europe I, 300-1100	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3236		Medieval Europe II, 1100-1500	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3239		Medieval England	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3240		History of the Italian Renaissance, 1250-1450	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3241		History of the Italian Renaissance, 1450-1600	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3242		The Holy Roman Empire (1495-1806)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3245		The Age of Reformation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3246		Tudor and Stuart Britain, 1485-1714	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3247		Magic and Witchcraft in Early Modern Europe (1450-1750)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3249		Early-Modern Europe, 1560-1778	Upper	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
3250		Revolutionary and Napoleonic Europe, 1750-1815	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3251		History of Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3252		People on the Move: Migration in Modern Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3253		20th Century Europe to 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3254		Europe Since 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3260		Britain in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3261		Britain in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3262		France in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3263		France in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3264		19th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3265		20th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3266		History of Spain, 1469-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3267		Modern Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3268		Eastern Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3269		Eastern Europe in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3270		History of World War I	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3275		Religion and its Critics in Modern Thought	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3276		European Thought and Culture, 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3277		European Thought and Culture, 20th	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
		Century	Intermediate	Intermediate	Intermediate	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
3304		History of Islam in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	E	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	H	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305		History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3306		History of African Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3307		History of African Health and Healing	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3308		History of U.S.-Africa Relations-1900-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3309		Critical Issues of 20th Century Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3310		History of African Cinema	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3311		Globalization and Development in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3312		Africa and World War II	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3313		Civil Wars, Violence, and Identity Politics in the Horn of Africa, 1800 to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate



Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
3351	Intellectual and Social Movements in the Muslim World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3352	Marginal Groups in the Non-Western World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3353	Jewish Communities under Islamic Rule	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3354	Islamic Spain and North Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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 Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3405	Contemporary China 1921-2000	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3410	Studies in Chinese History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3411	Gender and Sexuality in China	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3425	History of Japan before 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3426	History of Modern Japan	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3450	History of Ancient Israel (to 300 BCE)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

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
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
3506		Diplomacy, Congress, and the Imperial Presidency	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3525		19th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3526		20th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3540		Modern Intelligence History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3550		War in World History, 500-1650	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3551		War in World History, 1651-1899	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3552		War in World History, 1900-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3560		American Military History, 1607-1902	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
		Intermediate	Intermediate	Intermediate	Intermediate
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
3575	The Korean War	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3580	The Vietnam War	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3590	Wars of Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3597	Contemporary World/Capstone	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3600	Studies in Women's/Gender History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3610	Introduction to Women and Gender in the U.S.	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3612	Asian American Women: Race, Sex, & Representations	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3620	Lesbian, Gay, Bisexual, and Transgender History in the United States, 1940-2003	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3630	Same Sex Sexuality in a Global Context	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3640	Medieval Women – Power, Piety, and Production	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3641	Women and Gender in Early Modern Europe: 1450-1750	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3642	Women in Modern Europe, from the 18th century to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3650	Families in Historical Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3670	Trans-National History of World War II in Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3675	How to Stage a Revolution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3680	Religion and Law in Comparative Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

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
3700		American Environmental History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3701		History of American Medicine	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3702		Digital History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3704		HIV: From Microbiology to Macrohistory	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3705		History of Capitalism in Comparative and Global Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3706		Coca-Cola Globalization: The History of American Business and Global Environmental Change, 1800-Today	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3708		Vaccines: A Global History	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	Upper	Upper	Upper	Upper

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
		Early Modern World: Buenos Aires	Intermediate	Intermediate	Intermediate	Intermediate
3798.05		HIV in Context: East Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.06		Between France and Morocco: Inclusivity and Diversity in the Francophone World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3800	E	Introduction to Historical Research	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3800	H	Introduction to Historical Research	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
4005	E	Seminar in Early American History	Advanced	Advanced	Advanced	Advanced
4005	H	Seminar in Early American History	Advanced	Advanced	Advanced	Advanced
4005		Seminar in Early American History	Advanced	Advanced	Advanced	Advanced
4015	E	Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015	H	Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4015		Seminar in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
4085	E	Seminar in African American History	Advanced	Advanced	Advanced	Advanced
4085	H	Seminar in African American History	Advanced	Advanced	Advanced	Advanced
4085		Seminar in African American History	Advanced	Advanced	Advanced	Advanced
4095	E	Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095	H	Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095		Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4125	E	Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4125	H	Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4125		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
4215	E	Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215	H	Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215		Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4216	E	Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4216	H	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		Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4217	E	Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4217	H	Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4217		Seminar in Late Antiquity	Advanced	Advanced	Advanced	Advanced
4218	E	Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4218	H	Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4218		Seminar in Byzantine History	Advanced	Advanced	Advanced	Advanced
4235	E	Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4235	H	Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4235		Seminar in Medieval History	Advanced	Advanced	Advanced	Advanced
4245	E	Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245	H	Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4245		Seminar in Early Modern European History	Advanced	Advanced	Advanced	Advanced
4255	E	Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4255	H	Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4255		Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4285	E	Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285	H	Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285		Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4325	E	Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325	H	Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325		Seminar in African History	Advanced	Advanced	Advanced	Advanced
4410	E	Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4410	H	Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4410		Seminar in Chinese History	Advanced	Advanced	Advanced	Advanced
4430	E	Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
4430	H	Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced
4430		Seminar in Japanese History	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4475	E	Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4475	H	Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4475		Seminar in Jewish History	Advanced	Advanced	Advanced	Advanced
4525	E	Seminar in International History	Advanced	Advanced	Advanced	Advanced
4525	H	Seminar in International History	Advanced	Advanced	Advanced	Advanced
4525		Seminar in International History	Advanced	Advanced	Advanced	Advanced
4575	E	Seminar in Military History	Advanced	Advanced	Advanced	Advanced
4575	H	Seminar in Military History	Advanced	Advanced	Advanced	Advanced
4575		Seminar in Military History	Advanced	Advanced	Advanced	Advanced
4585		History of Literacy	Advanced	Advanced	Advanced	Advanced
4625	E	Seminar in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4625	H	Seminar in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4625		Seminar in Women's/Gender History	Advanced	Advanced	Advanced	Advanced
4675	E	Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4675	H	Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4675		Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4705	E	Seminar in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4705	H	Seminar in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4705		Seminar in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4730	E	Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4730	H	Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4730		Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4795	E	Seminar in History	Advanced	Advanced	Advanced	Advanced
4795	H	Seminar in History	Advanced	Advanced	Advanced	Advanced
4795		Seminar in History	Advanced	Advanced	Advanced	Advanced
4797		Study at a Foreign Institution	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4798		Study Tour	Advanced	Advanced	Advanced	Advanced
4881		Interdepartmental Seminar	Advanced	Advanced	Advanced	Advanced
4998	E	Honors Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4998	H	Honors Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4998		Undergraduate Research in History	Advanced	Advanced	Advanced	Advanced
4998.01		Undergraduate Research in History – Faculty Assistantship	Advanced	Advanced	Advanced	Advanced
4999	H	Honors Undergraduate Research Thesis	Advanced	Advanced	Advanced	Advanced
4999		Undergraduate Research Thesis	Advanced	Advanced	Advanced	Advanced
5000		Special Topics in Early American History	Advanced	Advanced	Advanced	Advanced
5010		Special Topics in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
5080		Special Topics in African American History	Advanced	Advanced	Advanced	Advanced
5090		Special Topics in Atlantic World History	Advanced	Advanced	Advanced	Advanced
5100		Special Topics in Latin American History	Advanced	Advanced	Advanced	Advanced
5194		Combined Undergrad and Grad Group Studies	Advanced	Advanced	Advanced	Advanced
5210		Special Topics in Greek History	Advanced	Advanced	Advanced	Advanced
5211		Special Topics in Roman History	Advanced	Advanced	Advanced	Advanced
5212		Special Topics in Late Antique History	Advanced	Advanced	Advanced	Advanced
5213		Special Topics in Byzantine History	Advanced	Advanced	Advanced	Advanced
5229		Special Topics in Ancient Christianity	Advanced	Advanced	Advanced	Advanced
5230		Special Topics in Medieval History	Advanced	Advanced	Advanced	Advanced
5240		Special Topics in Early Modern European History	Advanced	Advanced	Advanced	Advanced
5250		Special Topics in Modern European History	Advanced	Advanced	Advanced	Advanced
5280		Special Topics in Russian, East European, and Eurasian History	Advanced	Advanced	Advanced	Advanced
5300		Special Topics in African History	Advanced	Advanced	Advanced	Advanced



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
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
5660		Special Topics in the History of Religion	Advanced	Advanced	Advanced	Advanced
5650		Special Topics in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
5700		Special Topics in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
5710		The History of Anatomy	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