

Term Information

Effective Term Autumn 2022
[Previous Value](#) Autumn 2021

Course Change Information

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

1) by changing the course number to 2911, because, as it evolved, this course has become more challenging for most of its students, and (2) changing the short name from 'Climate Change' to 'The Climate Crisis'

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

Now that the entire GE system is being re-organized at OSU, we propose to continue the course, with no abrupt change in scope or content, but modifying its status and description in two minor ways: (1) by changing its course number to 2911, because, as it evolved, this course has become more challenging for most of its students, and (2) by changing its short name from 'Climate Change' to 'The Climate Crisis', because the present-day climate crisis is the major focus of the course, not just the general phenomenon of climate change, a theme that runs throughout geological history (though that history does provide an important backdrop to the study of anthropogenic climate change).

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

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

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

This course is cross-listed in EEOB and EarthSC

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2911
Previous Value	1911
Course Title	The Climate Crisis: Mechanisms, Impacts, and Mitigation
Previous Value	<i>Climate Change: Mechanisms, Impacts, and Mitigation</i>
Transcript Abbreviation	IntrdiscpClimtChng
Course Description	Examination of the basic science of climate change, of the ability to make accurate predictions of future climate, and of the implications for global sustainability by combining perspectives from the physical sciences, the biological sciences, and historical study. Team-taught with faculty members in EarthSc and EEOB.
Semester Credit Hours/Units	Fixed: 4

Offering Information

COURSE CHANGE REQUEST
2911 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/21/2022

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus, Marion

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for EarthSc 1911, EarthSci 2911, EEOB 1911, or EEOB 2911
Previous Value	Not open to students with credit for EarthSc 1911 or EEOB 1911.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings	Cross-listed in EarthSc and EEOB.
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Subject/CIP Code

Subject/CIP Code	40.0601
Subsidy Level	Baccalaureate Course
Previous Value	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior
Previous Value	Freshman, Sophomore

Requirement/Elective Designation

General Education course:
Historical Study; Biological Science; Physical Science; Citizenship for a Diverse and Just World; Lived Environments; Sustainability

[Previous Value](#)

[General Education course:](#)
[Historical Study; Biological Science; Physical Science](#)

Course Details

Course goals or learning objectives/outcomes

- Students understand the modern scientific consensus on the causes and mechanisms of climate change.
- Students appreciate the complex nature of the climate system, including the vital role of the oceans.
- Students recognize the spatial heterogeneity of the effects of climate change.
- Students recognize the impact of past climate change on humans, including droughts, agricultural collapse, and resulting wars over limited resources.
- Students understand the basic choices available to societies to slow down, mitigate, or adapt to climate change.

Content Topic List

- The Climate System
 - CO2 and Climate Change
 - Biological Responses to Climate Change
 - Historical Experiences of Major Climate change
 - Effects of Climate Change on Modern Human Infrastructure
 - Human Response to Climate Change: Mitigation and Adaptation
- No

Sought Concurrence

Attachments

- EEH2911 SYLLABUS Autumn 2022 Dec 13 2021.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- submission-doc-citizenship Dec 13 2021.pdf: New GE rationale
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- submission-lived-environments Dec 13 2021.pdf: New GE rationale
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- submission-sustainability Dec 13 2021.pdf: New GE rationale
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- The Climate Crisis 2911 - title and number change.docx: Title and number change rationale
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- HISTORY 1911 SYLLABUS final v SEP 9 2020.docx: Old syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- Curriculum Map December 2021.doc: Curriculum map History dept
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- interdisciplinary-team-taught-inventoryES2911.pdf: InterDis. team-taught course
(Other Supporting Documentation. Owner: Blacker, Noah)
- EEH2911 SYLLABUS Autumn 2022 revised March 3 2022.docx: REVISED Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- Response to Natural and Mathematical Sciences Panel of the ASC Curriculum Committee.pdf: Response to Panel
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

COURSE CHANGE REQUEST
2911 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/21/2022

Comments

- Uploaded Revised Syllabus, as well as a response that addresses the panel's requested revisions. *(by Getson, Jennifer L. on 03/03/2022 01:25 PM)*
- Please see feedback email sent to the departments/unit 2-7-22 RLS *(by Steele, Rachel Lea on 02/07/2022 03:34 PM)*
- Updated exclusions and sent in Interdisciplinary team-taught course inventory *(by Blacker, Noah on 01/07/2022 10:50 AM)*
- -On the form in curriculum.osu.edu, EEOB and Earth Sciences 2911 now need to be exclusions as well.
-Please fill out and upload the Interdisciplinary Team-Taught Course Inventory
<https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/interdisciplinary-team-taught-inventory.pdf> (might be helpful to read OAA instructions <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/interdisciplinary-team-courses-description-expectations.pdf>) *(by Vankeerbergen, Bernadette Chantal on 01/04/2022 03:52 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	12/14/2021 03:52 PM	Submitted for Approval
Approved	Soland, Birgitte	12/16/2021 05:02 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/04/2022 03:54 PM	College Approval
Submitted	Blacker, Noah	01/07/2022 10:50 AM	Submitted for Approval
Approved	Soland, Birgitte	01/07/2022 09:17 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/18/2022 11:51 AM	College Approval
Revision Requested	Steele, Rachel Lea	02/07/2022 03:34 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	03/03/2022 01:45 PM	Submitted for Approval
Approved	Soland, Birgitte	03/03/2022 03:10 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/21/2022 10:20 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/21/2022 10:20 AM	ASCCAO Approval

Response to Natural and Mathematical Sciences Panel of the ASC Curriculum Committee
Review of course proposal for Earth Science, EEOB, and History 2911.

On Monday, Jan. 24th, 2022

The Panel did not vote on the proposal as they would like the following points addressed:

- The Panel would like for the 3 units to confer and communicate to the Panel whether they feel that this course should be considered an upper-division course. Per the degree requirements governing undergraduate students in the College of Arts and Sciences, 39 of the 121 credit hours required for graduation must be upper-division hours. Upper-division hours are defined as any course at the 3000 level or higher, any 2000 level course taught in a world language, any 2000 level course in the mathematical and physical sciences, and Philosophy 2500. (Please see <https://ascas.osu.edu/curriculum/faculty-rules> for more details.) Since all students in the cross-listed course must have the opportunity to earn the same credits toward graduation requirements regardless of their registration section (History 2911, EEOB 2911, or EarthSci 2911,) approval of this change request will require an addendum to the current rule. The Panel would like to give the units the opportunity to advocate for the course being upper-division (and thus requiring an exception for EEOB 2911 and History 2911 rather than an exception to Earth Sci 2911) should they so choose. If the units feel that this course should be an upper-division course, the Panel asks that the units provide a justification statement with the revised course submission.

RESPONSE: After discussions between the current instructors and curricular chairs in the respective units, we ask that the course not count as “upper-division hours” for graduation. The request is for an exemption for EARTHSC 2911 hours to not count as an upper-division hours for graduation.

As a result of the exemption, since EARTHSC 2911 is not to be considered an upper-division course, it was removed from the curriculum map for the BS Program in Earth Sciences in the revised proposal. Because EARTHSC 1911 was not part of the BS Program previously, no change to the curriculum map is being made.

- The Panel asks that units clarify how students should approach grievances (syllabus pg. 5 under “Grade Grievances and Other Academic Complaints”). Specifically, the panel asks that the units specify whether all students should follow the same guidelines (*either* those provided by the Department of History or those provided by the College of Arts and Sciences) or if it depends on the students’ enrollment section (History 2911, EEOB 2911, or EarthSci 2911).

RESPONSE: After discussion, the syllabus was revised so that it is clear that students follow different steps depending on the students’ enrollment section. History (HIST 2911) has its own guidance and EARTHSC/EEOB 2911 follows the College of Arts and Sciences.

- The Panel requests that the department clarify 3 items in the grade scale (syllabus pg. 2-4 under “Numeric/letter grade scale”).

- Since A+ is not an official grade at Ohio State and cannot be awarded to students, the Panel asks that it be removed from the numerical grade scale.
- The grade components for the “Lecture” portion of the course (Top Hat lecture questions and unit exams) are said to be worth 5% and 15% of the grade, respectively. However, these percentages do not add up to the 60% of the grade that should be covered by the lecture components.
- This section of the syllabus refers to both “unit exams” and “unit quizzes”. The Panel asks whether these are the same assignment (and, if so, suggests that the syllabus consistently refer to these by the same name) or different assignments (in which case the Panel requests that the “unit quizzes” be included in the grade percentages and assignment descriptions.)

RESPONSE: The grade “A+” was removed from the numerical grade scale on the revised syllabus as it is not an official grade and cannot be awarded to students. The grade components were clarified in a new table in the revised syllabus to that they add up to the percentages outlined in the syllabus. The term “unit quiz” was removed from the syllabus as they are the same as “unit exams” and these are referred to in the schedule and grade percentages.

EARTHSC/EEOB/HISTORY 2911: The Climate Crisis

An interdisciplinary course offered jointly by the Departments of Earth Sciences, Evolution, Ecology and Organismal Biology and History

Autumn 2021

Lectures: Tuesday and Thursday 2:20PM - 3:40PM

Room: TBD

Recitations: See below.

Room: Mendenhall Laboratory Room 163

Course Description

This course provides a multidisciplinary introduction to the causes of climate change, its consequences for Earth, life, and society, and what we can do about it. This course was developed and will be taught by a team of professors and teaching associates from geoscience, biology, and history. Students will acquire insights from all these disciplines to address the most critical issue of our time. No background in the natural or social sciences is required, other than those described in the Ohio (and most other state) K-12 content standards.

Instructors:

Prof. Michael Bevis, School of Earth Sciences, 275 Mendenhall Lab, bevis.6@osu.edu (247-5071)

Office hours: Thursday 4:00-5:00PM, or by appointment

Zoom Link: <https://osu.zoom.us/j/92081922931?pwd=eTJqTjVQaVpidy9ta1RyM243bXVVdz09>

Password: 767588

Prof. John Brooke Email: brooke.10@osu.edu: 273 Dulles Hall 614-292-8757 [Realistically, I will not be at this phone much this semester, but I respond to email quickly, messages here appear on my email]

Office hours: Wednesday 1:00-3:00 or by appointment

Zoom link: <https://osu.zoom.us/j/98667445846?pwd=T1NvT2d6cmIuOVFVTUJKZ3lyS1ppQT09>

Password: 141483

Prof. Jim Hood, Department of Evolution, Ecology and Organismal Biology, 230 Research Center.

hood.211@osu.edu (292-5383) office hours: Tuesday/Thursday 1:00-2:00 (or by appt.)

Zoom link: <https://osu.zoom.us/j/92724703574?pwd=SGpQWC9aYUJ5MThWVG82VGF2RFBhUT09>

Password: EEH1911

All recitations meet in Mendenhall Lab, 163 <[map](#)>

Recitation Staff:

Teresa Avila (Earth Science) avila.75@osu.edu

Recitations:

We 12:40PM - 1:35PM 21106 35198 35281

We 1:50PM - 2:45PM 21108 35200 35283

Office hours: Wednesdays, 3:00-4:00, and by appointment

Zoom link: <https://osu.zoom.us/j/8515487775?pwd=NTM1bVhWVXFrdDJkUytUZjJNaEQvdz09>

password: carbonate

Ives Hartman, (History) Dulles Hall hartman.637@buckeyemail.osu.edu

Recitations:

Mo 9:10AM - 10:05AM 21101 35193 35276

Mo 10:20AM - 11:15AM 21103 35195 35278

Office hours: Tuesday, 12:00-2:00PM, or by appointment

Zoom link: <https://osu.zoom.us/j/95326548081?pwd=TGNxTk1zOVVYRE9JbzI0NmJ4MWFhdz09>

Password: 028875

Ben Kurtz (Earth Science) kurtz.359@osu.edu

Recitations:

Mo 9:10AM-10:05AM 21101 35193 35276

We 9:10AM-10:05AM 21102 35194 35277

Office hours: Wednesdays, 2:00-3:00p, and by appointment

Zoom link: <https://osu.zoom.us/j/8103863431?pwd=TnJsWE9BYkRqd2dpNjQvRys3TWJhZz09>

Passcode: 578080

Imran Razik (EEOB) Aronoff Laboratory razik.2@osu.edu

Recitations:

Mo 12:40PM - 1:35PM 21105 35197 35280

Mo 1:50PM - 2:45PM 21107 35198 35282

Office hours: Monday 3:00-4:00PM, and by appointment

Zoom link: <https://osu.zoom.us/j/95330723273?pwd=MCt6SmZqVFVJR216amZsNWZVek5vZz09;>

password: 911699

ALL Students enrolled in EARTHSC/EEOB/HIST 2911: Note that the course hours earned in this class do not count as upper-division hours required for graduation.

Some important information in this course:

Lectures will have a Top-Hat component, which will determine your participation grade, so you will need attend the lecture in person at the scheduled time. Recitations will be in person, all in Mendenhall Lab 163, a large room. They will have graded components that will require participation at the scheduled time. Please see details below, and the “Course technology” section on the last page.

We hope that you have a safe and productive semester. Getting or transmitting Covid-19 is really no joke. We are all in this thing together! The university asks that we all review the health guidelines at <https://safeandhealthy.osu.edu/> (Links to an external site.) and requires that we all take the Buckeyes Together pledge. Please attend to your mental health as well, and review resources and strategies here <https://safeandhealthy.osu.edu/mental-health-wellness>.

We will be making announcements on Carmen, and copying these announcements into emails to the class. Please regularly check your Carmen page for announcements. Currently all office hours will be held via Zoom.

Please put the course number [2911] in any emails that you send to us. We get a lot of messages, and we teach more than one course!

Grading: Grading for this course is calculated on a 1000 point scale, corresponding to 100% of your grade:

Lectures: 60% [600 pts]	Top Hat lecture questions: 5% [30 points *4 modules] = 120 pts Each unit exam: 15% [120 points* 4 exams] = 480 pts
Recitation Participation: 20% [200 points]	Pre-Reports: 12% [10 points * 12 recitations] = 120 pts Group Reports: 8% [6-7 points * 12 recitations] = 80 pts
Other Assignments: 20% [200 pts]	Newspaper Articles and Comments: 6% [20 points * 3 each] = 60 pts Paper or PowerPoint Prospectus: 2% = 20 pts Final Paper or PowerPoint: 12% = 120 pts
TOTAL: 100%	= 1000 pts

NOTES on Recitation Participation: Grades will be assigned to your participation in both “Pre-reports” (individual comments posted to Carmen before recitation); and “Group reports” (commentary posted to Carmen by your assigned Group, at the end of recitation); [there are 12 recitations on the current syllabus]

Major assignment due date overview:

Unit exam, Section 1: Mechanisms	Sept. 20 [Monday]
Unit exam, Section 2: Economies, energy	Oct. 11 [Monday]
Paper or PowerPoint Prospectus due in recitation	Nov. 1, 3
Unit exam, Section 3: Impacts	Nov. 19 [Friday]
Unit exam, Section 4: Mitigation	Dec. 8 [Thursday]

Papers, by students who have chosen this option, are due on Carmen, Friday, Dec. 10, 400PM
PowerPoint project option is due on Carmen Thursday Dec. 9, by 6:00PM
PowerPoint presentations will take place on Friday Dec. 10, 4:00-6:00PM. [Note: this is our exam day and time, so there should be minimal conflicts.]

Lecture questions and unit-exams

There will be short sets of questions during the lectures, delivered via Top-Hat. To accommodate the unique uncertainty associated with this semester, we will drop the lowest day’s score on these in-lecture questions.

There will be four unit-exams on Sept. 20, Oct. 11, and Nov. 19, Dec. 8. You will have eighty minutes to complete each exam during the regular class meeting time. If you are unable to take the exam during the regular class time, you will need to make alternative arrangements by 5pm on the day before the exam (Sept 19, Oct 10, Nov. 19, Dec 8). Unit-exam questions will focus on material covered in current lectures and readings, however some key material will be cumulative.

Recitation Participation

The Recitations will be conducted in person in Mendenhall Labs, Room 163, at the scheduled times. We expect our students to attend and participate in all scheduled recitation sections, having read all assigned readings for that week, and to participate regularly in the discussions taking place in these recitations. Recitations will be divided into four-person pods, which will work together throughout the course. To accommodate the unique uncertainty associated with this semester, we will drop the lowest recitation day’s participation score at the end of the semester.

Newspaper Articles and Discussion

Elements of several of the earlier recitation sections will be built around the formation and discussion of electronic news article “scrapbooks.” Students are expected to contribute three articles to their recitation-

pod scrapbook. Submissions should be accompanied by a paragraph explaining the content, why you found the article particularly important or compelling, and how it relates to the course. Regular submission of appropriate articles from major respectable news sources will earn full credit for this portion of the course grade. Please see the instructions on Carmen for further details.

Final project:

There will be **two options for a final project**: a group-developed PowerPoint presentation or a short individual research paper. Building from the course material, the newspaper article collections developed in the recitation groups, and your own research, papers or PowerPoints will explore a particular dimension of the wider problem of climate change past, present, and future, appropriately informed by the geophysics, biology, and/or history of climate change.

Option A: PowerPoint Project.

EEH2911 PowerPoint Projects option offer you the opportunity to work in small groups, exploring a particular dimension of the wider problem of climate change past, present, and future, appropriately informed by the geophysics, biology, and/or history of climate change. Your PowerPoint group will be drawn typically from your recitation pod. The PowerPoint groups will distribute the research and production responsibilities equitably, and specify them in the Poster Prospectus, which are due for review in recitation on Nov. 1, 3. The project involves two required steps: (1) a prospectus; (2) a delivered PowerPoint, turned in on Carmen on Dec. 9 and presented on Zoom by all members of the group to a team of instructors on Dec. 10. Part of the grading will be based on the effectiveness of the PowerPoint group teamwork. Further information can be found in “Research Guidelines” the “PowerPoint Instructions” posted to the course Carmen site.

Option B: Individual essay.

Alternatively, you may write an essay of ~1,200 words with citations, exploring a particular dimension of the wider problem of climate change past, present, and future, appropriately informed by the geophysics, biology, and/or history of climate change. Your papers should be informed by the course material, the newspaper article collections developed in the recitation pods, and your own research. Your Paper Prospectus is due for review in recitation on Nov. 1, 3. Your paper will be due on December 10. Further information can be found in “Research Guidelines” the “Essay Instructions” posted to the course Carmen site.

Numeric/letter grade scale: when we grade on a numerical scale, these are the conversions to letter grades.

A	93-100	C+	77-79.9
A-	90-92.9	C	73-76.9
B+	87-89.9	C-	70-72.9
B	83-86.9	D	60-69.9
B-	80-82.9	E	0-59.9

Faculty feedback and response time

(Remember that you can call **614-688-HELP** at any time if you have a technical problem with Carmen. Please the last page for “Course Technology”.)

- **Grading and feedback:** For major assignments, you can generally expect feedback within 10 days. Recitation grading generally will be available in at least 48 hours
- **Email:** We will reply to emails within **24 hours on days when class is in session at the university.**

Course Policies

Attendance:

The lectures will be conducted in person, with Top-Hat mini-quizzes, open mike sessions, and question periods initiated by TA monitored chat functions. Participation in these activities, especially the Top-Hat mini-quizzes, is calculated into your lecture attendance grade. If you will be missing the scheduled lecture and have a valid excuse (medical, COVID19-related, or compassionate reasons only), please inform your TA, and you will have access to a Carmen quiz following viewing the recorded lecture you will be provided with a makeup assignment for the participation points and mini-quizzes. While we appreciate that life may conflict with lecture every once in a while, particularly during these turbulent and difficult times, double-booking another regularly scheduled event (e.g., a different class, exam, or work) with lecture will not be excused.

The recitation in this course employs structured, cooperative groups for many graded activities; absence of a group member can harm group members attending recitation. Therefore, all students should complete the course readings and other activities and attend every lecture and their scheduled recitations. Class meetings will usually include in-class assignments and quizzes, so missing class will lower your grade.

You should attend the recitation section in which you are enrolled. If you miss or know you will miss your assigned recitation section (e.g. for a scheduled health care appointment), and can attend an earlier or later section, work with your TA to arrange attending the other section. Note, this will disrupt interactions with your cooperative group, and we will try to minimize how often it occurs.

Submitting Work: Please submit all assignments in a MS Word compatible format (.doc, .docx, .txt., or .rtf) online on Carmen. Work will not be considered complete until it is has been uploaded in a readable format. If we cannot read it, we cannot grade it or even comment on it.

Late Work: Late assignments will have 10% deducted for every day late, weekends included. The only exceptions will be extensions granted ahead of time or serious documented emergencies.

Statement on Plagiarism and Misconduct: OSU has a strict code of academic misconduct that requires us to report any and all cases of suspected misconduct (e.g., plagiarism in written assignments, etc.) to the OSU Committee on Academic Misconduct for adjudication. 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/>. We adhere to this policy. You should understand the nature and consequences of plagiarism (and of anti-plagiarism sites like www.turnitin.com). The OSU Writing Center: <http://cstw.osu.edu> provides more information on proper citing of your sources of information.

Grade Grievances and Other Academic Complaints: Students with complaints about courses, grades, and related matters should first bring the matter to **one of** the instructors.

Students enrolled in EARTHSC 2911 or EEOB 2911: If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may appeal further to the College of Arts and Sciences. For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of

Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

Students enrolled in HIST 2911: Dept. of History Grievance guidelines: If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1).

University and course policies:

Covid-19 instructions: We take this opportunity to remind you of the Ohio State Health and safety requirements. The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let us know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with your assigned TA as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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

Statement of mental health: 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 or calling [614-292-5766](tel: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](tel: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.

Statement on Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

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

Statement on Counseling Services: Should you find yourself experiencing personal difficulties, whether related to class or not, please know that you have access to confidential services provided by the University. Details can be found here <https://safeandhealthy.osu.edu/mental-health-wellness>.

Statement on Accessibility: 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Land Acknowledgement: The Ohio State University acknowledge that its campuses have long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, Delaware, and the People of Fort Ancient, Hopewell, and Adena cultures, also known as the earthworks builders, as well as other tribal nations of the region. The Ohio State University honors and respects the diverse Indigenous peoples connected to this land in which we gather.

Prior to Autumn 2022 GE requirements: This course may fulfill any one (only) of the following: GE Historical Study, GE Natural Science: Biological Science, GE Natural Science: Physical Science.

Physical and Life Science Learning Goals:

1. Students understand the basic facts^{*}, principles, theories and methods of modern science.
2. Students understand key events in the development of science and recognize that science is an evolving body of knowledge.
3. Students describe the inter-dependence of scientific and technological developments.
4. Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

Rationale for Meeting Physical and Life Science Learning Goals:

1. We will examine the basic facts, principles and theories of climate, climate change and climate change impacts, both from physical and biological perspectives. This includes a study of scientific methodology.
2. Much of the scientific content of this course will be organized around the history of the related observational and theoretical advances, and the progressive development of the modern understanding and the predictive power of climate change science.
3. Climate change is largely driven by human practices tied to our energy technologies and industries and our need for resources such as food, space and raw materials. Scientific investigation has helped diagnose the problem, and identify solutions: these solutions will involve the development and large-scale deployment of new technologies.
4. Climate change is one of the most important and critical issues facing the contemporary world. It exemplifies the ‘unintended consequences’ of science and technology, as they have been developed and deployed in the global economy. The spatially and socially uneven impacts of global change also raise important moral, legal, social and political issues. Science and technology have contributed to climate change but can also be part of the solution.

History Learning Goals:

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

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

Rationale for Meeting History Learning Goals:

1. Students will explore past climate changes and how they influenced human economies, societies, and cultures.
2. Students will learn about the technological, business, and political developments that led to contemporary global warming and have obstructed political responses.
3. Students will read and discuss original historical accounts documenting climatic changes and impacts.

New GE (Autumn 2022 and on) Theme Goals & ELOs

This course may fulfill the following any one (and only one) of the following GE Themes:

Sustainability: GE Goal and Expected Learning Outcomes for Sustainability Theme courses:

GOALS: Successful Students will (1) analyze sustainability at a more advance and in-depth level than in the foundations; (2) integrate approaches to sustainability by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or work they have done in previous classes and that they anticipate doing in the future; and (3) (specific to *Sustainability Theme*) analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

EXPECTED LEARNING OUTCOMES: Successful students are able to: (1.1) engage in critical and logical thinking about sustainability; (1.2) engage in advanced, in-depth, scholarly exploration of sustainability; (2.1) Identify, describe and synthesize approaches or experiences as they apply to sustainability; (2.2) Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts; (3.1) (specific to *Sustainability Theme*) describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems; (3.2) describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future, and (3.3) devise informed and meaningful responses to

problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

This course fulfills these Sustainability Theme goals by: having students learn how scientists make measurements and build models to explore the role of humans in recent climate change and in implementing sustainable solutions, drawing upon cutting-edge research findings from peer-reviewed literature, including the most recent Intergovernmental Panel on Climate Change (IPCC) and National Climate Assessment reports. Students also learn the nature of scientific evidence for anthropogenic climate change, the history of past climates, and how Earth's climate is interconnected to the evolution of life on Earth and a sustainable future. Students learn about natural feedbacks which mitigate the influence of fossil carbon emissions on warming (i.e., confer resilience) and which amplify warming through positive feedbacks (e.g., melting permafrost). These lessons are supported by recitations which challenge students to generate simulations exploring how energy transitions (e.g., wind to coal to renewable energy) could influence the climate as well as human well-being and sustainability (e.g., students calculate their ecological footprint - similar to the carbon footprint - and explore sustainable ways to reduce their ecological footprint).

Lived Environments: GE Goal and Expected Learning Outcomes for Lived Environments Theme courses:

GOALS: Successful Students will (1) analyze the framework of “Lived Environments” at a more advanced and in-depth level than in the foundations; (2) integrate approaches to “Lived Environments” by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or work they have done in previous classes and that they anticipate doing in the future; and (3) analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

EXPECTED LEARNING OUTCOMES: Successful students are able to: (1.1) engage in critical and logical thinking about Lived Environments; (1.2) engage in advanced, in-depth, scholarly exploration of Lived Environments; (2.1) Identify, describe and synthesize approaches or experiences as they apply to Lived Environments; (2.2) Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts; (3.1) describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems; (3.2) describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future, and (3.3) devise informed and meaningful responses to problems and arguments in the area of Lived Environments based on the interpretation of appropriate evidence and an explicit statement of values.

This course fulfills these Lived Environments Theme goals by: having students develop both scientific and humanities-based approaches to understanding the place of humanity in the web of natural and built environments, through a close examination of the structure, history, and future of the human relationship with the earth climate systems. By studying the mechanisms of anthropogenic climate change, the human history of past climates, and the challenges and opportunities of the transition to a carbon-neutral economy, students come to an understanding the complex ways in which social lives are environmentally embedded. The coupling between human and natural systems are local and tangible, but they are also fundamentally global, and students develop a sense of the planet as a common environment for humanity. We examine how, prior to the last several hundred years, the earth's climate system impacted on humanity and then how – in the past several hundred years – human economies and demographics have begun to reshape global climate dynamics. Students come to an understanding of the increasingly blurred

boundary between natural and built environments on the planetary scale, as climate change leads to climate mitigation, and perhaps intervention.

Citizenship for a Diverse and Just World: GE Goal and Expected Learning Outcomes for Citizenship Theme courses:

GOALS: Successful Students will (1) analyze sustainability at a more advance and in-depth level than in the foundations; (2) integrate approaches to sustainability by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or work they have done in previous classes and that they anticipate doing in the future; and (3) (specific to *Sustainability Theme*) explore and analyze a range of perspectives on citizenship, across local, national, and global, and apply the knowledge, skills, and dispositions that constitute it; and (4) examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world

EXPECTED LEARNING OUTCOMES: Successful students are able to: (1.1) engage in critical and logical thinking about citizenship; (1.2) engage in advanced, in-depth, scholarly exploration of citizenship; (2.1) Identify, describe and synthesize approaches or experiences as they apply to citizenship; (2.2) Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts; (3.1) (specific to *Sustainability Theme*) describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.; (3.2) identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen, (3.3) examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences; and (3.4) analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

This course fulfills these Citizenship Theme goals by: having students think critically about the evidence for how human activities are altering the climate and what citizens can do to mitigate the effects of climate change that often adversely affect the most vulnerable populations who have done the least to cause climate change. Students learn about how climate change skepticism perpetuated by those who profit from the oil and gas industry is based on misinformation and is like the skepticism over cigarette smoking perpetuated by those who profit from the tobacco industry. Students learn to apply fact-based knowledge as responsible citizens to decision making processes at multiple levels in their lives (individual, community, and policy) and to understand that the challenge of catastrophic warming requires citizens thinking beyond the static here and now of their lives to consider the consequences of their own actions and those of communities, economies, and nations around the world. Students will learn that the politics of the Anthropocene requires that American students understand the disproportionate historical impact that the American economy has had in driving the trajectory toward a rapidly warming planet.

Readings

All required readings, or links to them, will be posted to Carmen. There is no *required* textbook for the course.

Note: Syllabus is subject to limited change with advanced notice. There will be no change in the length and number of assignments.

Weekly Schedule:

Week 1

August 24: Introduction to the course: questions, structure, and goals [all]

*No recitations this week

SECTION 1: MECHANISMS: CLIMATE SYSTEMS & GREENHOUSE GAS CYCLES.

August 26: Weather and Climate [MB]

Week 2

Recitations Aug. 30, Sept. 1: How does the IPCC arrive at recommendations about climate change and what are its most important recommendations?

August 31: Solar radiation and the Greenhouse Effect [MB]

September 2: Atmospheric and Oceanic Circulation [MB]

Week 3

Recitations: NONE – Labor Day on Monday. Sept. 6

September 7: The Discovery of Global Warming [MB]

September 9: Paleoclimatology and the Fragility of the Climate System [MB]

Week 4

Recitations Sept. 13, 15: Understanding the Global Carbon Cycle

September 14: Anthropogenic and natural sources of global warming gasses [JH]

September 16: ½ GHG cont. [JH]; ½ The climate system can be save! [MB]

September 20 Monday SECTION 1 EXAM – AVAILABLE ALL DAY; OPEN FOR EIGHTY MINUTES, see unit-exam description on p. 3

SECTION 2: ECONOMIES, ENERGY AND CLIMATE: AN HISTORICAL OVERVIEW

Week 5

Recitations Sept. 20, 22: Poster and essay planning: Discuss the key themes in the EEH2911 student newspaper posts.

September 21: Climate, energy, and humanity: evolutionary origins through the origins of agriculture [JB]

September 23: Climate and Crisis: Agriculture, Disease, and Warfare in the [Holocene] Ancient and medieval worlds [JB]

Week 6

Recitations Sept. 27, 29: Climate and premodern energy transitions

September 28: The Little Ice Age and the First Globalization: the opening to modernity [JB]

September 30: Energy and Economies: The First Industrial Revolution [JB]

Week 7

Recitations Oct. 4, 6: What have been the key features of the energy transitions since 1800?

October 5: Energy and Economies: The Second Industrial Revolution [JB]

October 7: Energy and greenhouse emissions [JB]

Monday October 11: SECTION 2 EXAM – AVAILABLE ALL DAY; OPEN FOR EIGHTY MINUTES, see unit-exam description on p. 3

SECTION 3: MODERN CLIMATE CHANGE IMPACTS

Week 8

Recitations: NONE – fall Break [Note: Sect. II Exam on Monday, Oct. 11]

October 12: Emission, economies, and climate change impacts through time; Some thoughts on population growth [JB]

October 14: NO CLASS – Fall Break

Week 9

Recitations Oct. 18, 20: Poster and essay planning: preliminary research plan

October 19: Intensification of the Hydrological Cycle [MB]

October 21: Ice loss, Water Resources and Seal Level Rise [MB]

Week 10

Recitations Oct. 25, 27: How much corn and how many cows can you raise on the oval?

October 26: Background: value of biodiversity & ecosystem services [JH]

October 28: Impact of climate change on environmental suitability for nature & people [JH]

Week 11

Recitations Nov. 1, 3: What is your ecological footprint? **Your PowerPoint or paper prospectus is due in recitation**

November 2: Impact of extreme events: heat waves, fires, and floods [JH]

November 4: Effect on biodiversity: extinctions and changes in biogeography and biological timing [JH]

Week 12

Recitations Nov. 8, 10: What is the impact of climate change on agriculture in the United States?

November 9: Boreal Forest: impacts and feedbacks [JH]

November 11: NO CLASS – Veterans Day

Week 13

Recitations Nov. 15, 17: How do citizens and the policy-makers they elect understand (or not) the science on which to base today's public policies

November 16: Agriculture, fisheries, and food production systems [JH]

Friday: 19 Nov: SECTION 3 EXAM – AVAILABLE ALL DAY; OPEN FOR EIGHTY MINUTES, see unit-exam description on p. 3

SECTION 4: MITIGATING CLIMATE CHANGE

November 18: Conservation planning for persistence, resistance, and resilience [JH]

Week 14

November 23: Renewable Energy, Energy Storage, and Energy Efficiency, Day 1 [MB]

Recitations: NONE Thanksgiving break starts Nov. 24

November 25: NO CLASS Thanksgiving break

Week 15

Recitations Nov. 29, Dec. 1: What is required to drive the next energy transition?

November 30: Renewable Energy, Energy Storage, and Energy Efficiency, Day 2 [MB]
December 2: Global Climate Change Politics: Fears, Denial, and Future Scenarios [JB]

Week 16

December 7: Can our Climate System be 'Saved'? [MB]
No recitations this week

December 8: Short Final **Exam** on-line: *AVAILABLE ALL DAY; OPEN FOR EIGHTY MINUTES, see unit-exam description on p. 3*

Final Assignments:

Option A:

PowerPoint project option is due on Carmen Thursday, Dec 9, by 6:00PM.
PowerPoint presentations will take place on Zoom on Friday December 10, 4:00-6:00PM. **[Note: this is our exam day and time, so there should be minimal conflicts.]**

Option B:

Papers, by students who have chosen this option, are due on Carmen, Friday December 10, 4:00PM

* We agree with the report of the Special Commission of the National Academy of Sciences that has stated, "Any education that focuses predominantly on the detailed products of scientific labor — the facts of science — without developing an understanding of how those facts were established, or that ignores the many important applications of science in the world, misrepresents science and marginalizes the importance of engineering." (doi.org/10.17226/13165.)

TOP HAT POLICIES AND USAGE

- Access by smartphone or computer web browser. Texting option available as well.
- Sign for a Top Hat account at <https://app.tophat.com/login> (do NOT select the SSO bypass option) using your OSU username/password and there is no cost to you.
- Once you have an account, you will be able to enter the join code #984971 or search for the course “1911 Fall 2020 Climate Change” to be enrolled.
- It is useful to browse the student support pages at <https://support.tophat.com/s/categoryhome/Student> and if you have questions you are encouraged to call Top Hat or email at support@tophat.com.
- Using Top Hat, points are awarded for questions answered correctly in class –in other words, we have daily ‘quizzes’.
- There will also be bonus points for participation in class using Top Hat (some questions are opinion or thought questions).
- Accommodation will be made for students with disabilities.

TOP HAT POLICIES AND USAGE: GRADING

- Review questions will be asked during lecture based on material from the previous class (in-class ‘quizzes’). There will be about 3 questions per lecture on average, but anywhere from 1-10 is possible.
- For each Top Hat question you answer in class you will get points for the correct answer. But you also get points for any answer (participation). For example, a question answered in class gives 80% for getting it correct and 20% for any answer.
- For each lecture unit, Top Hat points will count for a quarter of your unit lecture point total. For each lecture unit section, the exam will count 15% and Top Hat as 5% (in other words, 15% of your course grade is based on your Top Hat daily quiz points).
- Answers to review questions will be made accessible ‘for review’ on Top Hat and serve as excellent practice when studying for exams.
- Some Top Hat ‘participation only’ questions count for bonus points.

Course technology and assistance

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

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

Technology skills specific to this course

- Basic PowerPoint skills for team project

Required equipment

- Computer: current Mac (OS X) or PC (Windows) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

Required software

- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

Earth Science 1911: Climate Change: Mechanisms, Impacts, and Mitigation Autumn 2020

Lectures: Tuesday and Thursday 2:20PM - 3:40PM [call # = 22986]

Lectures and Recitations will be conducted on-line, via CarmenZoom.

The Zoom Link for the lecture is:

<https://osu.zoom.us/j/93036542409?pwd=dTErZEVnK2VKaEVEVWZrVE9pTmYyZz09>

Meeting ID: 930 3654 2409

Password: ES1911

Course Description

This course provides a multidisciplinary introduction to the causes of climate change, its consequences for Earth, life, and society, and what we can do about it. This course was developed and will be taught by a team of professors and teaching associates from geoscience, biology, and history. Students will acquire insights from all these disciplines to address one of the most of important issues of our time. No background in the natural or social sciences is required, other than those described in the Ohio (and most other state) K-12 content standards.

Instructors:

Prof. Matt Saltzman, School of Earth Sciences, 275 Mendenhall Lab, saltzman.11@osu.edu (292-0481) office hours: Tuesday, 4:00-5:00 or by appt.

Zoom Link: <https://osu.zoom.us/j/96119389208?pwd=ck5vTG94RHI1M0F1M21OMjdYUkJoQT09>
Password: 916971

Prof. Jim Hood, Department of Evolution, Ecology and Organismal Biology, 418 Aronoff Lab. hood.211@osu.edu (292-5383) office hours: Tu 1:00-2:00, Th 12-1 or by appt.

Zoom link: <https://osu.zoom.us/j/98087562053?pwd=UHkvZ24rOUcvOGQyUm53VUIFaVlpUT09>
Password: 111737

Prof. John Brooke, Department of History, 273 Dulles Hall, brooke.10@osu.edu (292-8757) office hours: Wednesday, 1:00-3:00 or by appt.

Zoom link: <https://osu.zoom.us/j/97554558200?pwd=cmwvOGFEZ1plckdNdEY4ZE0xVIRrQT09>
Password: 536697

Recitation Staff:

Devin Smith (Earth Science) Mendenhall Laboratory smith.11880@osu.edu Recitations: Wed.: 9:10-10:05 [23079], 10:20-11:15 [23081]; office hours: Mon. 12:00-1:00, by appointment.

Zoom link: <https://osu.zoom.us/j/96265533897> Password: ES1911

Michelle Taal (EEOB) Aronoff Laboratory taal.1@osu.edu Recitations: Wednesday: 12:40-1:35 [23083], 1:50-2:45 [23085]; Office hours: Wed. 3:00-5:00 and by appointment.

Zoom link: <https://osu.zoom.us/j/94338205415?pwd=SVpMMFF6WWc0M015eUpNN0M3Z212QT09>
Password: ES1911

Henry Misa (History) Dulles Hall misa.2@osu.edu Recitations: Monday: 9:10-10:05 [23078], 10:20-11:15 [23080]; Office hours: Monday 1:00-2:00; by appointment.

Zoom link: <https://osu.zoom.us/j/97563019057?pwd=dWpkT1hmelBoS3c3RVY2YTVZQXUvZz09>
Password: ES1911

Teresa Avila, (Earth Science) Mendenhall Laboratory avila.75@osu.edu Recitation: Monday: 1:50-2:45 [23084]; office hours: Mon. 10:00-11:00, by appointment.

Zoom link: <https://osu.zoom.us/j/8515487775?pwd=bnVNVXRLMW0zUm5MVUpyM3Y2SXYvdz09>
Password: ES1911

Chris Conwell, (Earth Science) Mendenhall Laboratory conwell.30@osu.edu Recitation: Monday: 12:40-1:35 [23082]; office hours: Tues: 1:00-2:00; by appointment.
 Zoom link: <https://osu.zoom.us/j/8500007739?pwd=V3Z2bjkzaVdYS1NReGU0N1hHSHZ2QT09>
 Password: n8vAj5

Some important information in this synchronous on-line course:

Given the evolving Covid-19 situation in Columbus, this course entirely on-line. Both lectures and recitation sections will offered “synchronous-on-line” – meaning that they will be live on Zoom at the scheduled times. You will receive a repeating Zoom invitation for lectures and recitations, which may require passwords. Lectures will have a Top-Hat component, which will determine your participation grade, so you will want “attend” the lecture at the scheduled time. Recitations will also meet on Zoom, with break-out sections. They will have graded components that will require participation at the scheduled time. Please see details below, and the “Course technology” section on the last page. .

We assume that you will have a lot of other online teaching, and obviously this will require that you to have a healthy, functioning laptop and or other internet capable device. We hope that you have a laptop with a functioning camera and microphone. I would take the time now to test your systems so there are no issues in the fall. Check here for additional resources on staying connected <https://keeplearning.osu.edu/learning-tools/internet-access> (Links to an external site.)

We hope that you have a safe and productive semester. Getting or transmitting Covid-19 is really no joke. We are all in this thing together! The university asks that we all review the health guidelines at <https://safeandhealthy.osu.edu/> (Links to an external site.) and requires that we all take the Buckeyes Together pledge. Please attend to your mental health as well, and review resources and strategies here <https://safeandhealthy.osu.edu/mental-health-wellness>.

We will be making announcements on Carmen, and copying these announcements into emails to the class. Please regularly check your Carmen page for announcements. As per university policy, all office hours will be held via Zoom.

Please put the course number [1911] in any emails that you send to us. We get a lot of messages, and we teach more than one course!

Grading: Grading for this course is calculated on a 1000 point scale, corresponding to 100% of your grade:

Lectures: 60% [600 points]. Divided among the Earth Science, Biology, and History sections of the course

Each unit exam: 15%, [150 points* 3]

lecture questions: 5% [50 points *3]

Recitation Participation: 20 % [200 points]. Grades will be assigned to your participation in both “Pre-reports” (individual comments posted to Carmen before recitation); and “Group reports” (commentary posted to Carmen by your assigned Group, at the end of recitation); [there are 12 recitations on the current syllabus]

Pre-Reports: 10 points each

Group Reports: 6-7 points each [rising after Sept. 30]

Newspaper Articles and Comments: 6% (2% each) [60 points]

Paper or PowerPoint Prospectus: 2% [20 points]

Final Paper or PowerPoint: 12% [120 points]

TOTAL: 100% [1000 points]

Major assignment due date overview:

Earth Science and Climate Change Exam	Sept. 17
Biology and Climate Change Exam	Oct. 22
Paper or PowerPoint Prospectus due in recitation	Nov. 2-4
History and Climate Change Exam	Dec. 1

Papers, by students who have chosen this option, are due on Carmen, Monday December 7, 4:00PM

PowerPoint project option is due on Carmen Friday, Dec. 4, by midnight.

PowerPoint presentations will take place on Zoom on Monday December 7, 4:00-6:00PM. [Note: this is our exam day and time, so there should be minimal conflicts.]

Lecture questions and unit-quizzes

There will be short sets of questions during the synchronous Zoom lectures, delivered via Top-Hat. To accommodate the unique uncertainty associated with this semester, we will drop the lowest day's score on these in-lecture questions. There will be three unit-exams on Sept. 17, Oct. 22, and Dec. 2, conducted online. You will have eighty minutes to complete each exam during the regular class meeting time. If you are unable to take the exam during the regular class time, you will need to make alternative arrangements by 5pm on the day before the exam (Sept 16, Oct 21, Dec 1). Unit-exam questions will focus on material covered in current lectures and readings, however some key material will be cumulative.

Recitation Participation

The Recitations will be conducted on Zoom, at the scheduled times. We expect our students to attend and participate in all scheduled recitation sections, having read all assigned readings for that week, and to participate regularly in the discussions taking place in these recitations. Recitations will be divided into teams that, given the context of the Covid pandemic, will meet in Zoom break-out sessions. If you cannot attend the Zoom-recitations please contact your TA and your team mates. Recitations will be recorded, but the recording will not include the discussions in the break-out sessions. To accommodate the unique uncertainty associated with this semester, we will drop the lowest recitation day's participation score at the end of the semester.

Newspaper Articles and Discussion

Elements of the recitation sections will be built around the formation and discussion of electronic news article "scrapbooks." Students are expected to contribute three articles to their recitation-pod scrapbook. Submissions should be accompanied by a paragraph explaining the content, why you found the article particularly important or compelling, and how it relates to the course. Regular submission of appropriate articles from major respectable news sources will earn full credit for this portion of the course grade. Please see the instructions on Carmen for further details.

Final project:

There will be two options for a final project: a short individual research paper or a group/pod-developed PowerPoint presentation. Building from the course material, the newspaper article collections developed in the recitation pods, and your own research, papers or PowerPoints will explore a particular dimension of the wider problem of climate change past, present, and future, appropriately informed by the geophysics, biology, and/or history of climate change.

Option A: PowerPoint Project.

ES 1911 PowerPoint Projects offer you the opportunity to work in small groups, exploring a particular dimension of the wider problem of climate change past, present, and future, appropriately informed by the geophysics, biology, and/or history of climate change. Your PowerPoint team will be drawn typically from your recitation pod. The PowerPoint groups will distribute the research and production responsibilities equitably, and specify them in the Poster Prospectus, which are due for review in recitation on Nov. 2-4. The project involves two required steps: (1) a prospectus; (2) a delivered

PowerPoint, turned in on Carmen on Dec. 4 and presented on Zoom by all members of the group to a team of instructors on Dec. 7. Part of the grading will be based on the effectiveness of the PowerPoint group teamwork. Further information can be found in “Research Guidelines” the “PowerPoint Instructions” posted to the course Carmen site.

Option B: Individual essay.

Please write an essay of ~1,200 words with citations, exploring a particular dimension of the wider problem of climate change past, present, and future, appropriately informed by the geophysics, biology, and/or history of climate change. Your papers should be informed by the course material, the newspaper article collections developed in the recitation pods, and your own research. Your Paper Prospectus is due for review in recitation on Nov. 2-4. Your paper will be due on December 7. Further information can be found in “Research Guidelines” the “Essay Instructions” posted to the course Carmen site. Teaching Associate Henry Misa will be the leading advisor for the paper projects.

Numeric/letter grade scale: when we grade on a numerical scale, these are the conversions to letter grades. Bear in mind that “A+ is not an official grade at OSU.

A+ 97-100	C+ 77-79.9
A 93-96.9	C 73-76.9
A- 90-92.9	C- 70-72.9
B+ 87-89.9	D 60-69.9
B 83-86.9	E 0-59.9
B- 80-82.9	

Faculty feedback and response time

(Remember that you can call **614-688-HELP** at any time if you have a technical problem with Carmen. Please see the last page for “Course Technology”.)

- **Grading and feedback:** For major assignments, you can generally expect feedback within 10 days. Recitation grading generally will be available in at least 48 hours
- **Email:** We will reply to emails within **24 hours on days when class is in session at the university.**

Course Policies

Attendance:

The lectures will be conducted on Zoom, with Top-Hat mini-quizzes, open mike sessions, and question periods initiated by TA monitored chat functions. Participation in these activities, especially the Top-Hat mini-quizzes, is calculated into your lecture attendance grade. If you will be missing the scheduled lecture and have a valid excuse (medical, COVID19-related, or compassionate reasons only), please inform your TA, and you will have access to a Carmen quiz following viewing the recorded lecture you will be provided with a makeup assignment for the participation points and mini-quizzes. While we appreciate that life may conflict with lecture every once in a while, particularly during these turbulent and difficult times, double-booking another regularly scheduled event (e.g., a different class, exam, or work) with lecture will not be excused.

The recitations in this course employ structured, cooperative groups for many graded activities; absence of a group member can harm group members attending recitation. Therefore, all students should complete the course readings and other activities and attend every lecture and their scheduled recitations.

Class meetings will usually include in-class assignments and quizzes, so missing class will lower your grade.

You should attend the recitation section in which you are enrolled. If you miss or know you will miss your assigned recitation section (e.g. for a scheduled health care appointment), and can attend an earlier or later section, work with your TA to arrange attending the other section. Note, this will disrupt interactions with your cooperative group, and we will try to minimize how often it occurs.

Submitting Work: Please submit all assignments in a MS Word compatible format (.doc, .docx, .txt., or .rtf) online on Carmen. Work will not be considered complete until it has been uploaded in a readable format. If we cannot read it, we cannot grade it or even comment on it.

Late Work: Late assignments will have 10% deducted for every day late, weekends included. The only exceptions will be extensions granted ahead of time or serious documented emergencies.

Statement on Plagiarism and Misconduct: OSU has a strict code of academic misconduct that requires us to report any and all cases of suspected misconduct (e.g. plagiarism in written assignments, etc.) to the OSU Committee on Academic Misconduct for adjudication. We adhere to this policy. You should understand the nature and consequences of plagiarism (and of anti-plagiarism sites like www.turnitin.com). The OSU Writing Center: <http://cstw.osu.edu> provides more information on proper citing of your sources of information.

University and course policies:

Statement on Disability Services: We routinely accommodate students with diagnosed disabilities: registration with the Office of Student Life Disability Services (SLDS) expands the range of accommodation that we can provide. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: slds.osu.edu. Students in need of special accommodation should inform Dr. Hood early in the semester and outside of lecture where it is difficult to protect student confidentiality rights. Consider initial contact by email to arrange a meeting during office hours. If you suspect a disability or similar factor might hinder your ability to learn in this (or any) course, please contact Dr. Hood.

Statement on Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

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

Statement on Counseling Services: Should you find yourself experiencing personal difficulties, whether related to class or not, please know that you have access to confidential services provided by the University. Details can be found here <https://safeandhealthy.osu.edu/mental-health-wellness>.

Statement on Accessibility: 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: slids@osu.edu; 614-292-3307; slids.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Land Acknowledgement: The Ohio State University acknowledge that its campuses have long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, Delaware, and the People of Fort Ancient, Hopewell, and Adena cultures, also known as the earthworks builders, as well as other tribal nations of the region. The Ohio State University honors and respects the diverse Indigenous peoples connected to this land in which we gather.

Covid-19 instructions: While this course will be conducted online, we take this opportunity to remind you of the Ohio State Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses. These university-wide instructions are enforceable under the terms of the student honor code, and we trust that you will follow those guidelines.

This course may fulfill any one (only) of the following: GE Historical Study, GE Natural Science: Biological Science, GE Natural Science: Physical Science.

Physical and Life Science Learning Goals:

1. Students understand the basic facts*, principles, theories and methods of modern science.
2. Students understand key events in the development of science and recognize that science is an evolving body of knowledge.
3. Students describe the inter-dependence of scientific and technological developments.
4. Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

Rationale for Meeting Physical and Life Science Learning Goals:

1. We will examine the basic facts, principles and theories of climate, climate change and climate change impacts, both from physical and biological perspectives. This includes a study of scientific methodology.
2. Much of the scientific content of this course will be organized around the history of the related observational and theoretical advances, and the progressive development of the modern understanding and the predictive power of climate change science.
3. Climate change is largely driven by human practices tied to our energy technologies and industries and our need for resources such as food, space and raw materials. Scientific investigation has helped diagnose the problem, and identify solutions: these solutions will involve the development and large-scale deployment of new technologies.
4. Climate change is one of the most important and critical issues facing the contemporary world. It exemplifies the ‘unintended consequences’ of science and technology, as they have been developed and deployed in the global economy. The spatially and socially uneven impacts of global change also raise important moral, legal, social and political issues. Science and technology have contributed to climate change but can also be part of the solution.

History Learning Goals:

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

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

Rationale for Meeting History Learning Goals:

1. Students will explore past climate changes and how they influenced human economies, societies, and cultures.
2. Students will learn about the technological, business, and political developments that led to contemporary global warming and have obstructed political responses.
3. Students will read and discuss original historical accounts documenting climatic changes and impacts.

Readings

All required readings, or links to them, will be posted to Carmen. There is no *required* textbook for the course.

Note: Syllabus is subject to limited change with advanced notice. There will be no change in the length and number of assignments.

Weekly Schedule:

August 25: Introduction to course and goals

*No recitations this week

Section 1: The Physical/Earth Science Mechanisms for Climate Change

August 27: Does Earth's climate have a thermostat?

Recitations: Aug 31 and Sept 2: Understanding the Global Carbon Cycle

**September 1: How do we know the observed CO₂ rise in the past century is from human activity?
Global Carbon Cycle and 'steady state' concept**

Section 2: Modern Climate Change in its Geological context

September 3: What drives the ice ages? CO₂, 'Milankovitch' solar cycles, and Earth's natural climate variability

*Sept. 7-9 *No recitations this week [Labor Day on Monday]*

September 8: What have been the consequences of past CO₂-driven warming events on diversity of life? Volcanic eruptions, warming, 'Great Dying' (Permian-Triassic extinction)

September 10: How sensitive is Earth's climate System today?

Recitations, Sept 14-16: How does the IPCC arrive at recommendations about climate change and what are its most important recommendations?

September 15: What is the rationale behind Paris Agreement goal to limit warming to 2 deg Celsius? Latest projections and scenarios

September 17: EARTH SCIENCE UNIT EXAM [Sections 1 and 2]

Section 3: Ecological Responses to Climate Change

September 22: Anthropogenic and natural sources of global warming gasses

Recitations Sept. 21-23: What is your ecological footprint?

September 24: The ecological niche and its utility in understand responses to climate change

Recitations Sept. 28, 30: How much corn and how many cows can you raise on the oval?

September 29: Individual & population responses

October 1: Changes in biological timing

Recitations Oct. 5, 7: Poster and essay planning: What are the key themes in the ES1911 student newspaper posts

October 6: Ecosystem change

Section 4: Forecasting Future Change

October 8: Extinctions, movement, and novel ecosystems

Recitations Oct. 12, 14: What is the impact of climate change on agriculture in the United States?

October 13 – Impacts on ecosystem services

Section 5: Conservation planning for an uncertain future

October 15 – Conservation planning for persistence, resistance, and resilience

Recitations Oct 19, 21: How do citizens and the policy-makers they elect understand (or not) the science on which to base today's public policies

October 20 Ecological aspects of climate adaptation and mitigation [JH] –

October 22 ECOLOGY UNIT EXAM [Sections 3-5]

Section 6: Before the Industrial Revolution: Humanity and Natural Climate Change

Recitations: October 26, 28: What is an organic energy system? What are energy transitions, in deep time?

October 27: Natural climate change and biological and human evolution: The short course

October 29: Natural climate change and biological and human evolution through the origins of agriculture

*Recitations: Nov. 2, 4: How did climate change impact pre-modern organic energy systems? *Your PowerPoint or paper prospectus is due in recitation.**

November 3: Climate and Crisis: Agriculture, Disease, and Warfare in the [Holocene] Ancient and medieval worlds

Section 7: Energy Transitions and the Anthropocene: The Rise of the Modern Economy and Modern Climate Change

November 5: The Little Ice Age and the First Globalization: the opening to modernity

November 10: Waves of Transformation: Technologies Economies

November 12-17: Waves of Transformation: Emissions and Impacts

No recitations November 9, 11: Veterans Day on Wednesday

Recitations November 16: 18: What have been the key features of the energy transitions since 1800?

Section 8. Seeking Solutions: Climate, Politics, and Energy Technology**November 19: Renewable Energy, Energy Storage, and Energy Efficiency****November 24: Global Climate Change Politics: Fears, Denial and Future Scenarios**

Recitations November 23, 25: What is required to drive the next energy transition?

December 1: HISTORY UNIT- EXAM [Sections 6-8]

Recitations Nov. 30, Dec. 2: Have we created a new geological era by human action?

December 3: All course discussion – Where are we headed? Can our Climate System be ‘Saved’?**Final Assignments:****Option A:**

PowerPoint project option is due on Carmen Friday, Dec. 4, by midnight.

PowerPoint presentations will take place on Zoom on **Monday December 7, 4:00-6:00PM**. [Note: this is our exam day and time, so there should be minimal conflicts.]

Option B:

Papers, by students who have chosen this option, are due on Carmen, Monday December 7, 4:00PM

* We agree with the report of the Special Commission of the National Academy of Sciences that has stated, “Any education that focuses predominantly on the detailed products of scientific labor — the facts of science — without developing an understanding of how those facts were established, or that ignores the many important applications of science in the world, misrepresents science and marginalizes the importance of engineering.” (doi.org/10.17226/13165.)

TOP HAT POLICIES AND USAGE

- Access by smartphone or computer web browser. Texting option available as well.
- Sign for a Top Hat account at <https://app.tophat.com/login> (do NOT select the SSO bypass option) using your OSU username/password and there is no cost to you.
- Once you have an account, you will be able to enter the join code #984971 or search for the course “1911 Fall 2020 Climate Change” to be enrolled.
- It is useful to browse the student support pages at <https://support.tophat.com/s/categoryhome/Student> and if you have questions you are encouraged to call Top Hat or email at support@tophat.com.
- Using Top Hat, points are awarded for questions answered correctly in class –in other words, we have daily ‘quizzes’.
- There will also be bonus points for participation in class using Top Hat (some questions are opinion or thought questions).
- Accommodation will be made for students with disabilities.

TOP HAT POLICIES AND USAGE: GRADING

- Review questions will be asked during lecture based on material from the previous class (in-class ‘quizzes’). There will be about 3 questions per lecture on average, but anywhere from 1-10 is possible.
- For each Top Hat question you answer in class you will get points for the correct answer. But you also get points for any answer (participation). For example, a question answered in class gives 80% for getting it correct and 20% for any answer.
- For each lecture unit, Top Hat points will count for a quarter of your unit lecture point total. For each lecture unit section, the exam will count 15% and Top Hat as 5% (in other words, 15% of your course grade is based on your Top Hat daily quiz points).
- Answers to review questions will be made accessible ‘for review’ on Top Hat and serve as excellent practice when studying for exams.
- Some Top Hat ‘participation only’ questions count for bonus points.

Course technology and assistance

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

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

Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).
- Basic understanding of Zoom
- Basic understanding of word-processing

Technology skills specific to this course

- Basic PowerPoint skills for team project

Required equipment

- Computer: current Mac (OS X) or PC (Windows) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

Required software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

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 th Century	Beginning	Beginning	Beginning	Beginning
1212		Western Civilization, 17 th 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 th 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
2911		The Climate Crisis: Mechanisms, Impacts and Mitigation	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

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
3006		The United States Constitution and American Society since 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3010		Colonial North American to 1763	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011	E	The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011	H	The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011		The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3012		Antebellum America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3013		Civil War and Reconstruction	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3014		Gilded Age to Progressive Era, 1877-1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3015		From the New Era to the New Frontier, 1921-1963	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3016		The Contemporary U.S. since 1963	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3017		The Sixties	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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

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
3049		War and Dissent in American History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070	E	Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070	H	Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070		Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3071		Native American History from Removal to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3075		Mexican American Chicano/a History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3080		Slavery in the United States	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3081		Free Blacks in Antebellum America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3082		Black Americans During the Progressive Era	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3083		Civil Rights and Black Power 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	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
3106		History of Mexico	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3107		History of Argentina	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3110		The Jewish Experience in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3115		History of Medicine and Public Health in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3191		Historical Internship	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.01		Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.02		Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3194		Upper Level Undergraduate Group Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3210		Archaic Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3211		Classical Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3212		Hellenistic Greece	Upper 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	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
3221	History of Rome: Republic to Empire	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
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	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
	Europe (1450-1750)	Intermediate	Intermediate	Intermediate	Intermediate
3249	Early-Modern Europe, 1560-1778	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3250	Revolutionary and Napoleonic Europe, 1750-1815	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3251	History of Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3252	People on the Move: Migration in Modern Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3253	20th Century Europe to 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3254	Europe Since 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3260	Britain in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3261	Britain in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3262	France in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3263	France in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3264	19th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3265	20th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3266	History of Spain, 1469-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3267	Modern Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3268	Eastern Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3269	Eastern Europe in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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	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
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
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	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
	Politics in the Horn of Africa, 1800 to the Present	Intermediate	Intermediate	Intermediate	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 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

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
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
3475		History of the Arab-Israeli Conflict	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	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
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
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

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
3675		How to Stage a Revolution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3680		Religion and Law in Comparative Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3700		American Environmental History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3701		History of American Medicine	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3702		Digital History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3704		HIV: From Microbiology to Macrohistory	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3705		History of Capitalism in Comparative and Global Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3706		Coca-Cola Globalization: The History of American Business and Global Environmental Change, 1800-Today	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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	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
3798.03		Study Tour: Shanghai, 1750 to 2050	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.04		Study Tour: Global Hotspots of the Early Modern World: Buenos Aires	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.05		HIV in Context: East Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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

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
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
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
4375	H	Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
4375	E	Seminar in Islamic 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
4375		Seminar in Islamic 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
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

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	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
4798		Study Tour	Advanced	Advanced	Advanced	Advanced
4870		The Ohio State University: Its History and Its World	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

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
5213		Special Topics in Byzantine History	Advanced	Advanced	Advanced	Advanced
5229		Special Topics in Ancient Christianity	Advanced	Advanced	Advanced	Advanced
5230		Special Topics in Medieval History	Advanced	Advanced	Advanced	Advanced
5240		Special Topics in Early Modern European History	Advanced	Advanced	Advanced	Advanced
5250		Special Topics in Modern European History	Advanced	Advanced	Advanced	Advanced
5280		Special Topics in Russian, East European, and Eurasian History	Advanced	Advanced	Advanced	Advanced
5300		Special Topics in African History	Advanced	Advanced	Advanced	Advanced
5350		Special Topics in Islamic History	Advanced	Advanced	Advanced	Advanced
5390		Special Topics in South Asian History	Advanced	Advanced	Advanced	Advanced
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

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

Interdisciplinary Team-Taught Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Interdisciplinary Team-Taught courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Interdisciplinary Team-Taught Courses

Course subject & number

Performance expectations set at appropriately high levels (e.g. Students investigate large, complex problems from multiple disciplinary perspectives). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Significant investment of time and effort by students over an extended period of time (e.g., engage the issue iteratively, analyzing with various lenses and seeking to construct an integrative synthesis). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support about conducting interdisciplinary inquiry. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Students will get frequent, timely, and constructive feedback on their work, scaffolding multiple disciplinary perspectives and integrative synthesis to build over time. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning (e. g. students should work to integrate their insights and construct a more comprehensive perspective on the issue). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence, such as a significant public communication of their integrative analysis of the issue. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)