

Term Information

Effective Term Spring 2023

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 3676
Course Title Leadership in History
Transcript Abbreviation LdrshpinHistory
Course Description This course employs the lessons, models, and narratives of history to consider different characteristics of leadership and analyze how those qualities might shape students' own vision of what it means to be an informed citizen, leader, and follower.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

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

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Citizenship for a Diverse and Just World

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

Course Details

Course goals or learning objectives/outcomes

- Study leadership and its components in an advanced, upper-level course. Learn about narratives of community building, community belonging, and change-making to develop critical and logical oral and written presentation skills.
- Gain deeper understanding of the diverse meanings and manifestations of citizenship, identity, and belonging in various contexts.
- Engage in a historical exploration of specific case studies (CS), which highlight distinct models of leadership and followership. Consider how systems of leadership and followership are mediated by gender, class, race, ethnicity, and religion.
- Rely on disparate primary sources to emphasize the ways in which making connections—to other persons, communities, and environments — shapes how people act as citizens.
- Engage with the larger concepts of citizenship, leadership, and followership to consider the disparate communities to which you belong and the role you wish to play in these – and future – groups and societies.
- Think critically, read thoughtfully, compare events across time and place, and articulate and advance ideas with clarity and a generosity of spirit -- all essential tools in becoming informed and active citizens.
- Research and write a final research project to engage in deeper, independent research on a topic of a student's choice.
- Complete two self-assessments of class engagement to evaluate their contribution to class discussion and assess the ELOs of the class.

Content Topic List

- Leadership
- Citizenship
- Followership
- Mexican Revolution
- National Railways (France)
- African American Women
- Domestic Labor
- Title IX
- Japanese Comfort Women

Sought Concurrence

No

Attachments

- History 3676 - Syllabus.docx: Syllabus
(Syllabus. Owner: Getson,Jennifer L.)
- History 3676 - GE Form.docx: GE Form
(Other Supporting Documentation. Owner: Getson,Jennifer L.)
- Curriculum Map Master (3.15.2022).doc: Curriculum Map
(Other Supporting Documentation. Owner: Getson,Jennifer L.)

Comments

- Uploaded Curriculum Map that includes the new course. *(by Getson,Jennifer L. on 03/15/2022 09:38 AM)*
- If this new course will be able to count in your major (even as an elective), please also submit an updated curriculum map. *(by Vankeerbergen,Bernadette Chantal on 03/13/2022 10:32 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	03/10/2022 11:55 AM	Submitted for Approval
Approved	Soland,Birgitte	03/10/2022 01:54 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/13/2022 10:32 PM	College Approval
Submitted	Getson,Jennifer L.	03/15/2022 09:38 AM	Submitted for Approval
Approved	Soland,Birgitte	03/15/2022 12:10 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/24/2022 03:50 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea Cody,Emily Kathryn	03/24/2022 03:50 PM	ASCCAO Approval

New Class Proposal
History 3676: Leadership in History (3 credit hours)
W/F 9:45-11:05, Spring 2022
Professor Robin Judd
Office Hours: W 1:30-3:30 pm & by appointment
Dulles 267 (judd.18@osu.edu; <http://carmen.osu.edu>)

Course Description:

From our nation’s capital to the town council, from business to faith, it is commonplace to hear that we live in a crisis, or absence, of leadership. But what does good leadership mean? How have definitions of leadership changed over time? And what role can citizens play in shaping models of leadership?

This course employs the lessons, models, and narratives of history to consider different characteristics of leadership and analyze how those qualities might shape students’ own vision of what it means to be an informed citizen, leader, and follower. We encourage students to apply historical thinking to answer the questions: *What does leadership and followership mean? What responsibilities do we have as citizens to identify and protect the needs, objectives, and values of our communities? How should we act in order to be the kind of people we would wish to follow?*

Throughout the semester, students will analyze specific historical case studies, which will offer narratives of community building and change-making. These case studies will encourage students to think critically, read thoughtfully, compare events across time and place, and articulate and advance ideas with clarity and a generosity of spirit -- all essential tools in becoming informed and active citizens. Moreover, they emphasize the ways in which making connections—to other persons, communities, and environments— shapes how people act as citizens.

Credit Hours and Work Expectations:

This is a three-credit hour, graded course that meets twice a week for one hour and twenty minutes. According to Ohio State rules, one credit hour translates to three hours per week of the average student’s time (<https://trustees.osu.edu/bylaws-and-rules/3335-8>). In this course, students should expect to spend three hours per week on direct instruction and up to six additional hours completing the assignments and readings, as outlined below.

Objectives and Learning Outcomes:

This course fulfills the general requirements and expected learning outcomes for GE Themes.

Themes: General		
Goals	Expected Learning Outcomes	In this course
	Successful students are able to...	In this course, students...
GOAL 1: Successful students will analyze an	1.1. Engage in critical and logical thinking about the topic or idea of the theme.	1.1. Examine in <i>greater factual detail</i> the historical interpretations of leadership, citizenship, and followership and read and discuss <i>multiple scholarly</i>

important topic or idea at a more advanced and in-depth level than the foundations.		<i>interpretations</i> of historians, sociologists, managerial studies scholars, film makers, artists, and political pundits to gain a deeper understanding of these concepts and their historic specificities.
	1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	1.2. Read cutting-edge scholarship, participate in regular in-class discussions and a class-wide project, and complete varied writing assignments to develop critical and logical thinking about the topic.
GOAL 2: GOAL: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.	2.1. Engage in the exploration of each unit topic through a combination of lectures, readings, films, discussions, and writing assignments to learn how to identify and describe an issue, articulate an argument, find evidence, and synthesize views or experiences orally and in writing.
	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.	2.2. Gain a rigorous, critical, and self-aware engagement not only with the history of leadership, but also with key issues for all global citizens, such as the meaning and role of community, dissent, ideology, adaptive change, economic instability, violence, physical and social mobility, human agency, historical memory, citizenship, and identity.

This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Citizenship for a Just and Diverse World.

Themes: Citizenship in a Diverse and Just World		
Goals	Expected Learning Outcomes	Related course content
GOAL 1: <u>Citizenship</u>: Successful students will explore and analyze a range of perspectives on citizenship, across local, national, and global, and apply the knowledge, skills, and dispositions that constitute it.	Successful students are able to...	In this course, students...
	1.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, global, and/or historical communities.	1.1. Study diverse manifestations of citizenship in six different historical case studies and analyze its political, socioeconomic, cultural, and everyday manifestations in various transnational communities.
	1.2. Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	1.2. Analyze and reflect on notions of leadership and followership in a global perspective through a study of the interactions among national and international organizations, various levels of government, local communities, and ordinary people in twentieth century global history. Consider how notions of “effective” leadership have been used to shape public policy, higher education, institutional life, and corporate settings.

GOAL 2: <u>Just and Diverse World:</u> Successful students will 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.	2.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and a variety of lived experiences.	2.1. Study leadership across geographical regions, socioeconomic status, and racial, ethnic, and religious background to understand conflicting ideas of diversity, equity and inclusion as both policy and lived experience.
	2.2. 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.	2.2. Analyze and evaluate the history, political and social status, cultural identity, and activism of Jews, Muslims, African Americans, refugees, and disenfranchised laborers in the past and present.

Course-Specific Goals:

- Study leadership and its components in an advanced, upper-level course. Learn about narratives of community building, community belonging, and change-making to develop critical and logical oral and written presentation skills.
- Gain deeper understanding of the diverse meanings and manifestations of citizenship, identity, and belonging in various contexts.
- Engage in a historical exploration of specific case studies (CS), which highlight distinct models of leadership and followership. Consider how systems of leadership and followership are mediated by gender, class, race, ethnicity, and religion.
- Rely on disparate primary sources – including letters, petitions, diary entries, political decrees, speeches, interviews, photographs, to emphasize the ways in which making connections—to other persons, communities, and environments — shapes how people act as citizens.
- Engage with the larger concepts of citizenship, leadership, and followership to consider the disparate communities to which you belong and the role you wish to play in these – and future – groups and societies.
- Think critically, read thoughtfully, compare events across time and place, and articulate and advance ideas with clarity and a generosity of spirit -- all essential tools in becoming informed and active citizens. Reflect on the transferable critical thinking skills that come from engaging with a historical analysis of leadership.
- Research and write a final research project to engage in deeper, independent research on a topic of a student’s choice.
- Complete two self-assessments of class engagement to evaluate their contribution to class discussion and assess the ELOs of the class.

Course Materials:

The following books are available for purchase at Barnes and Noble or via online booksellers; they are **not** available on Carmen:

Sarah Federman, *Last Train to Auschwitz: The French National Railways and the Journey to Accountability*

Kelly McFall and Abigail Perkiss, *Changing the Game: Title IX, Gender, and College Athletics*

Premilla Nadasen, *Household Workers Unite: The Untold Story of African American Women Who Built a Movement*

All other readings will be available through the course Carmen site.

Course Requirements:

Your grade for the course will be based on the following:

- (1) **Attendance:** I am eager to learn with you this semester. I expect you to attend our lectures and be responsible for the material covered during each class. Please come to class on time and do not leave class before the class is dismissed. Attendance will be taken using TopHat. Students missing more than two class meetings without an excused absence will incur a grade penalty. In case you need to miss class due to religious conflict or an illness, please email me as soon as possible. (10 points)
- (2) **Introductory Paragraph:** I teach best when I have a sense of who my students are. Please introduce yourself. What would you like to be called? (Whether you go by your given name or some other name, how would you like to be known in this class? And if you think that I might not know how to pronounce the name you'd like to be called, please give me some guidance.) What are your preferred personal pronouns? Where are you from (hometown)? What do you study? Do you have any special concerns that I should know about? Why did you enroll in this course? Please submit this assignment even if you have taken multiple courses with me ☺ Kindly submit **by 9:30 am on Wednesday, January xx, 2023**; no credit if not submitted on time. Submit as a .doc, .docx, or .pdf attachment to the Assignment in CARMEN. 12-point font with 1 inch margins and double spaced. (2 points)
- (3) **Reading Responses (RR):** Please answer the 10 sets of short questions posed on Carmen to help you think more deeply about the reading. Please keep your answers brief. Your answers must be typed and uploaded onto Carmen by **9:30 am of the day** that we are discussing those readings/podcasts/films/images. Graded as full credit (1 point each), partial credit (.5) or no credit (0). (10 points).
- (4) **Self-Reflections (SR):** Over the course of the semester, you will be asked to respond to 3 short essay prompts that consider leadership and its components. These 2-3 page essays (double spaced) will have you consider one of our case studies, how it highlights distinct models of leadership, and the specific connections you draw among concepts of citizenship, leadership, and followership. Each self-reflection will ask you to comment on your own personal engagement with this specific historical analysis of leadership. More information about this assignment can be found on Carmen. One of your three self-reflections will concern the Title IX project. Your answers must be typed and uploaded onto Carmen by **9:30 am on the due date** [21 points total: SR 1 worth 6 points; SR 2 worth 7 points; SR 3 worth 8 points].
- (5) **Title IX Project:** As a class, we are going to participate in a historic simulation that will concern Title IX. Every student will have a role, which you will be assigned during the third week of class. Every student will have to present publicly, at least once, write one persuasive text, write one self-reflection, and participate in an assessment. More information about this assignment can be found on Carmen. [30 points total: 10 points participation, 10 points presentation, 10 points writing]

(6) Final Research Project: Your final project will ask you to research a 20th century case study of leadership, followership, and/or citizenship. More information about this assignment can be found on Carmen. [27 points total: 5 points proposal, 22 points project]

Extra Credit: Students have the option of receiving extra credit for up to **two** of the following assignments (you must choose among a, b, and c; you cannot write 2 film/podcast reviews). They must be completed by the dates set out below. (.75 point each; extra credit only will count towards students whose final average is a C- or higher.)

- (a) Attend my office hours by 7 February
- (b) Podcast or Film Review: Evaluate one of the following films/podcasts and write a 1-2 page response paper considering the issues raised by the film/podcast concerning citizenship, leadership, and/or followership. Please make sure that you give yourself enough time to locate, obtain, and watch the film or podcast. All of the films can be obtained at OSU and/or via Netflix/Amazon. Please upload your review onto Carmen by 9:30 am on the date listed below:
 - a. *Elizabeth* (1998) due class 4
 - b. “Lorna Davis, “Why The Strongest Leaders Ask for Help” (Ted Business podcast), due class 8
 - c. *The Founder* (2016) due class 12
 - d. “Dr. Sarah Lewis on the Rise: The Creative Process and the Difference between Mastery and Success” (Dare to Lead podcast) due class 12
 - e. *42: The True Story of an American Legend* (2013) due class 16
 - f. “Courageous Cultures” (Leadx podcast) due class 20
 - g. *The King's Speech* (2010) due class 22
 - h. “Dial D for Distracted” (Happiness Lab podcast) due class 24
 - i. *RGB* (2018) due class 26
 - j. “Everyone Hates Meeting So Why Do We Have So Many of Them?” (No Stupid Questions podcast) due class 28
 - k. *Babe* (1995) due class 28
- (c) Purposeful Activity: By our fifth class, choose one activity listed below that allows you to focus on, apply, and develop practices and behaviors identified in exemplary leadership and followership. As you engage in this activity, post two updates (2-3 sentences each) on the course’s Carmen discussion thread concerning the activity that you have chosen. [activities include: a) challenging the process/embracing disequilibrium, b) enabling others to act, c) finding sanctuaries, and e) distinguishing the essential from the expendable.] (due classes 5, 14, 27)

Meeting, Reading, and Assignment Schedule

* Unless Noted, All Assignments are Due via Carmen by 9:30 am on the day noted*

Unit 1: Leadership as a System

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
1	Leadership: Wrestling with Definitions		

2	Leadership as a System	<p>*Barbara Kellerman, “Leadership – It’s a <i>System</i>, Not a Person!” <i>Daedalus, The Journal of the American Academy of Arts & Sciences</i>, 2016</p> <p>*Chen Zhang et al, “Why Capable People Are Reluctant to Lead,” https://hbr.org/2020/12/why-capable-people-are-reluctant-to-lead</p> <p>*Recommended: Barbara Kellerman, “What Every Leader Needs to know about Followers,” <i>Harvard Business Review</i>, December 2007</p>	Introductory Paragraph
3	Adaptive Change v. Technical Challenges	<p>*“Introduction” and “Chapter 1,” Ronald A. Heifetz, Marty Linsky, and Alexander Grashow. <i>The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World</i>. Harvard Business Press, 2009</p>	Reading Response (RR) 1

Unit 2: Leadership v. Authority

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
4	Leadership v. Authority, Introducing Case Study (CS) 1: Mexican Revolution	<p>*Barbara Kellerman and Todd Pitinsky, “Introduction,” in <i>Leaders who Lust: Power, Money, Sex, Success, Legitimacy</i></p> <p>*Ruth B. Mandel, “Leadership Redefined: Authority, Authenticity, Power” in <i>Women and Leadership: The State of Play and Strategies for Change</i></p>	RR2
5	Case Study (CS) 1 Mexican Revolution: Leaders, Followers, Contexts	<p>*“Revolution,” in <i>The Mexico Reader</i></p>	
6	CS1 Mexican Revolution: Leaders, Followers, Contexts	<p>*Emiliano Zapata, Otilio Montaño, and Others, “The Plan de Ayala, 1911”</p> <p>*Ricardo Flores Magón, “Manifesto”</p>	RR 3

7	Panel Leadership v. Authority, A Local Case Study: Larry Moses, Michael Glimcher, Audrey Tuckerman, and Elka Abrahamson in Conversation (United Way, Columbus Foundation, Wexner Foundation):		Self Reflection (SR) 1
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Unit 3: Ethical Leadership and Generative Change

Class	Topic	Reading, Podcasts, Videos Due	Assignments Due
8	What is Ethical Leadership and Generative Change? Introducing Case Study 2: French National Railways During World War II	*Nannerl O. Keohane, "How do Character, Ethics, and Leadership Interact," in <i>Thinking About Leadership</i> * President Barack Obama on Leadership, Family, and Service (Podcast, "Dare to Lead") https://brenebrown.com/podcast/brene-with-president-barack-obama-on-leadership-family-and-service/	RR 4
9	CS2 French National Railways During World War II: Leaders, Followers, Contexts	Sarah Federman chapters 1-3 <i>Last Train To Auschwitz: The French National Railway and the Journey to Accountability</i>	
10	CS2 French National Railways During World War II: Leaders, Followers, Contexts	Sarah Federman, Part II, "Accountability" <i>Last Train To Auschwitz</i>	RR 5
11	Ethical Leadership and Generative Change, Local Case Studies: Sudarshan "Shud" Sharma & Sandra R. López	Sarah Federman, Part III, <i>Last Train to Auschwitz</i>	SR 2

Unit 4: Leadership “From Below”

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
12	Case Study 3: Introduction	Premilla Nadasen, “introduction” and “chapter 1,” <i>Household Workers Unite: The Untold Story of African American Women Who Built a Movement</i> Recommended? Kellie Carter Jackson, “She was a member of the family: Ethel Philips, Domestic Labor, and Employer Perceptions,” <i>Women’s Studies Quarterly</i> 45 (Fall/Winter 2017) 160-172	RR6
13	CS 3: Leaders, Followers, Contexts	Premilla Nadasen, chapters 2 and 3, <i>Household Workers Unite</i>	
14	CS3 Leaders, Followers, Contexts	Premilla Nadsen, <i>Household Workers Unite</i> , chapters 4-7	RR7
15	Speaker: Leadership from Below: Local Contexts	*Association of Black Women Historians, “An Open Statement to the fans of <i>The Help</i> ,” 12 August 2011 *Bill Taylor, “True Leaders Believe Dissent is an Obligation,” HBR 2017 https://hbr.org/2017/01/true-leaders-believe-dissent-is-an-obligation	

Unit 5: Class Wide Project

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
18	Class Wide Project: Introduction	McFall and Perkiss, <i>Changing the Game</i> , (CTG) pp. 2-10 AND 34-59	
19	CS4: Title IX, Introduction	“Historical Background,” CTG, pp. 12-32 All American Girls Professional Baseball League, CTG, pp. 78-80 US Congress, “Title IX,” 1972 in CTG, p. 67 Appendix A and B, CTG, pp. 159-161	RR8
20	CS4: Title IX Project begins	Interview with Avronne S. Fraser https://www.repository.law.indiana.edu/ohtitleix/12/ Office of Civil Rights, “Clarification of Intercollegiate Athletics Policy,” in CTG, pp. 67-78	
21	CS4: Title IX Session 2	CTG Primary Sources, pp. 80-104	Group Presentations
22	CS4: Title IX Session 3	CTG Primary Sources, 105-119	Group Presentations

23	CS4: Title IX Session 4	CTG Primary Sources, 119-151	RR9 Group Presentations
24	CS4: Title IX Session 4	CTG, Primary Sources, 151-157	Group Presentations
25	CS4 Title IX Wrap Up	In class: assessment	SR 3

Unit 6: Apologizing and Apologies

Class	Topic	Readings, Podcasts, Videos Due	Assignments Due
26	“Leaders who apologize”	*Sarah Federman, “How Companies Can Address Their Historical Transgressions,” <i>Harvard Business Review</i> (January February 2022): 83-92 *Barbara Kellerman, “When Should a Leader Apologize and When Not,” <i>Harvard Business Review</i> (April 2006): 73-81	
27	Germany	Valentina, Roza Kraus, “Memorials and the Cult of Apology,” in https://www.e-flux.com/architecture/monument/349760/memorials-and-the-cult-of-apology/	
28	Japan	Na-Young Lee, “Challenging the Global Human Rights Regime: Transnational Significance of the “Comfort Women” Redress Movement,” <i>Journal of Asian American Studies</i> 24.3 (October 2021): 417-441	RR 10
29	Conclusion		

** Final Projects Are Due on **

Important Information

ABILITY AND ACCESS: 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 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, please 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.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

Changes to Syllabus: The syllabus is subject to change; any change that I make will be indicated on Carmen. If you have any questions about the content or conduct of the course, please do not hesitate to contact me at judd.18@osu.edu

Communication: I will use email, Carmen messenger, and Carmen's announcements to share additional information with the class. The quickest way to contact me is by email, and you may usually expect a reply within 24 hours. I am not on email late at night, nor am I on email between sundown on Friday night and sundown on Saturday night. When you craft your messages, kindly include a descriptive subject line ("Question about History assignment"), begin with a respectful salutation ("Dear Professor Judd") and conform to standard English with proper punctuation and capitalization. For an excellent overview of how students can most effectively use email with their professors, "How to e-mail a professor" <<http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>>

Counseling and consultation services: 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 Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org.

Grade Grievances and Other Academic Complaints: Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. 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). 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/>).

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>).

Learning Community: The success of our course depends on our ability to create an inclusive and safe learning community for all students. In any given class, we can usually count students with a high level of knowledge in the historical discipline as well as those for whom this class is their first formal exposure to college level learning in History. We will enjoy students from a variety of different identities and backgrounds. In order to respect your classmates and improve your own learning experience, I ask that you open your minds to new and different perspectives, to be kind, and to enter into our class discussions in good faith.

Office Hours: I have arranged for both in person and zoom office hours. You must sign up for office hours using Carmen. If you have not used carmen before to sign up for office hours, you may find the following link useful: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-sign-up-for-a-Scheduler-appointment-in-the-Calendar/ta-p/536>

Phones in class: The use of phones in class is prohibited under all circumstances unless you need to use your phone for Tophat, in which case you may utilize it during that exercise only.

Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, **Kellie Brennan**.

Written Work: All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the first page and all pages should be numbered. The deadlines for materials (and how you should be submitting them) can be found in the schedule above.

Self-Reflection Essay Prompts

1. SR1: As you begin to think about your own relationship with leadership, citizenship, and followership, which definition of leadership that we have discussed makes most sense to you? What specific skills or attributes of leadership do you think are most important? Why? Do you find any evidence of any of these skills or attributes in the Mexican Revolution case study? By whom? Where and how? Are there any leadership skills or attributes that you wish to improve upon in yourself? (6 points)
2. SR 2: How do you define ethical leadership? What does that entail? Do you agree with Keohane's linkage of character with leadership? Where should the role of character be when we consider citizenship. How do you understand notions of ethical leadership and generative change when we think about the French National Railways during and after World War II? (7 points)
3. SR 3: Choose one of the primary sources assigned for the Title IX case study. How does it underscore your understanding of generative change? What was your role in the case study? Did that experience encourage you to think about leadership, followership, and/or citizenship differently? In what ways? (8 points)

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. 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.

Course subject & number

History 3676

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

In this course on **leadership in history**, students examine in *greater factual detail* the historical interpretations of leadership, citizenship, and followership. They read and discuss *multiple scholarly interpretations* presented by historians, sociologists, managerial studies scholars, film makers, artists, and political pundits to gain a deeper understanding of these concepts and their historic specificities across time and place.

Students also read *cutting-edge scholarship* and participate in *regular in-class discussions* and *a class-wide project*. They complete varied writing assignments to develop critical and logical thinking about the topic of leadership in history.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This course represents an advanced study because:

- (1) It requires students to engage in *critical and logical thinking* about the **history of leadership and followership** through a detailed examination of twentieth century case studies. These case studies (the Mexican Revolution, the French Railways during and immediately after World War II, Title IX, the Mobilization of Black Female Household Workers, Korean “Comfort Women”, and Germany’s Reparations and Restitutions) will allow students to think critically about chronology, cause-and-effect, outcomes, and agency
- (2) It draws on recent research on leadership and best practices concerning leadership pedagogy [eg. The work of work Chen Zhang (2020), Barbara Kellerman (2016), Ron Heifetz (2009), and Todd Pitinsky (2020)]
- (3) Students engage with multiple perspectives by reading historical scholarship and primary sources, as well as watching films and video clips and listening to podcasts to form *critical and logical opinions* on the history of leadership and followership.
- (4) Students’ participation in regular in-class discussion on these topics, as well as a class project, will help develop *critical and logical oral presentation skills*.
- (5) Students write several reflection papers, reading responses, and a final project that synthesize the material covered to develop *critical and logical written presentation skills*.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This class engages in an *advanced, in-depth examination* of the history of leadership by exploring five interrelated themes:

- 1) Leadership as a system;
- 2) Leadership and authority;
- 3) Adaptive leadership and technical challenges;
- 4) Ethical Leadership;
- 5) Leadership and Followership from Above and Below

This class engages in an *advanced, in-depth examination* of the history of leadership by simultaneously exploring six case studies: The Mexican Revolution, the French Railways during and immediately after World War II, Title IX, the Mobilization of Black Female Household Workers, Korean “Comfort Women”, and Germany’s Reparations and Restitutions

Students read *multiple scholarly interpretations* of historians, sociologists, psychologists, cultural studies scholars, and writers. They participate in *regular in-class discussion activities, a class-wide project*, and complete *advanced writing assignments*, such as:

- Reading responses
- Reflection Papers
- Argument driven syntheses
- Short Research Project
- Class Simulation Activity

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students study leadership and its components in an advanced, upper-level course. They engage in a historical exploration of specific case studies, which highlight distinct models of leadership and followership. They consider how systems of leadership and followership are mediated by gender, class, race, ethnicity, and religion.

- Lectures are written based on cutting-edge historical scholarship that exposes students to various approaches and experiences
- Readings are drawn from recent literature and are diverse in nature: they include scholarship, letters, memoirs, speeches, podcasts, films, oral histories, and satirical writing
- Discussions (in-class) ask students to identify questions for discussion, describe context and content of source, and synthesize the gist of complex arguments and conflicting positions
- Written assignments are critical and synthetic in nature; they ask student to describe an issue, identify evidence, and synthesize in writing cumulative experiences with the material.

For example, when studying the history of the French railways during and after WWII, students

- Learn key facts, personalities, and events (identify)
- Read several scholarly and other approaches on it (identify)
- Listen to lecture, a podcast, and ask follow-up questions (identify and describe)
- Discuss this material in class (describe and analyze)
- Write a reflection paper on the topic (describe and synthesize)
- Write two reading responses on the topic (describe)

ELO 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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

Students taking this class

- read intensely (each class rests on primary and secondary source reading) and write regularly (there are weekly writing assignments);
- develop discussion and listening skills in weekly discussions and in our class-wide simulation exercise on Title IX;
- synthesize materials and integrate leadership lessons with historical narratives (ex: reflection of Keohane's *On Leadership* and Federman's *Last Train to Auschwitz*);
- reflect on the transferable critical thinking skills that come from engaging with a historical analysis of leadership (ex: writing assignment asking how readings of Kellerman's work on leadership and primary sources concerning the Mexican Revolution underscore certain characteristics of leadership or assignment concerning how Title IX shaped students' understanding of generative change)
- engage in a historical exploration of six specific case studies, which highlight distinct models of leadership and followership, and consider how systems of leadership and followership are mediated by gender, class, race, ethnicity, and religion.
- research and write a final research project concerning a topic of community belonging and change-making

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will study diverse manifestations of citizenship in six different historical case studies: The Mexican Revolution, the French Railways during and immediately after World War II, Title IX, the Mobilization of Black Female Household Workers, Korean “Comfort Women”, and Germany’s Reparations and Restitution. Appreciate how these case studies provide an avenue for understanding leadership and followership as forms of service, belonging, and power. Analyze how these cases studies illuminate the ways in which power, belonging, and service are mediated by gender, religion, race, class, generation, and other factors. Analyze the political, socioeconomic, cultural, and everyday manifestations of citizenship in transnational communities.

linked topics: * Leadership as a System * Leadership v. Authority * Ethical Leadership & Generative Change * Leadership from Below

linked activities/assignments:

- Read and discuss Chen Zhang et al, “Why Capable People Are Reluctant to Lead” and Ruth Mandel, “Leadership Redefined: Authority, Authenticity, Power”
- Complete reading responses, which ask for analyses of specific passages concerning followership and participation
- Write a short reflection piece concerning definitions of citizenship that emerge when comparing readings by Zapata and Magón.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will analyze and reflect on notions of leadership and followership in a global perspective through a study of the interactions among national and international organizations, various levels of government, local communities, and ordinary people in twentieth century global history. They will consider how notions of “effective” leadership have been used to shape public policy, higher education, institutional life, and corporate settings.

linked topics: * Mexican Revolution * French Railways * Mobilization of Black Female Household Workers * Title IX * Korean “Comfort Women” * Germany’s Reparations and Restitution

linked activities and assignments:

- Reading and discussion of Federman’s *Last Train to Auschwitz*
- Reading and discussion of McFall and Perkiss, *Changing the Game*
- Class-wide simulation of Title IX debates
- Writing assignment concerning French railways
- Reading and discussion of Nadsen’s, *Household Workers Unite*
- Complete reading responses, which ask for analyses of specific passages concerning how notions of ‘leadership’ have been used to shape public policy, higher education, institutional life, and corporate settings.

GOAL 2: Successful students will 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.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will study leadership across geographical regions, socioeconomic status, and racial, ethnic, and religious background to understand conflicting ideas of diversity, equity and inclusion as both policy and lived experience.

linked topics: * Mexican Revolution *French Railways * Mobilization of Black Female Household Workers *Title IX *Korean “Comfort Women” *Germany’s Reparations and Restitution

Linked Activities/Assignments

- Read and discuss Nadsen’s *Household Workers Unite*
- Complete reading responses that include discussion of specific passages that highlight racial, religious, and class differences and diversity of lived experiences
- Read and discuss McFall and Perkiss, *Changing the Game*
- Final project that includes reflection and consideration of leadership and followership in a local setting

2.2 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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will analyze and evaluate the history, political and social status, cultural identity, and activism of Jews, Muslims, African Americans, refugees, and disenfranchised laborers in the past and present.

Linked topics * Mexican Revolution *French Railways * Mobilization of Black Female Household Workers *Title IX *Korean “Comfort Women” *Germany’s Reparations and Restitution * Leadership from Below *Adaptive Change v. Technical Challenges *Apologies and Apologizing

Linked Activities/Assignments:

- Read and discuss Zapata, Magon, Federman, and Na-Young Lee to address the place of historical responsibility in contemporary debates about violence
- Read and discuss Association of Black Women Historians, Bill Taylor, and Nadsen to discuss how concepts of justice, citizenship, difference, and leadership engage with structures of power and advocacy for social change
- Final project that includes reflection and consideration of leadership and followership in a local setting

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 #	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
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
1911		Climate Change: Mechanisms, Impacts and Mitigation	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

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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
2075		Introduction to U.S. Latino/a History	Intermediate	Intermediate	Intermediate	Intermediate
2079		Asian American History	Intermediate	Intermediate	Intermediate	Intermediate
2080		African American History to 1877	Intermediate	Intermediate	Intermediate	Intermediate
2081		African American History from 1877	Intermediate	Intermediate	Intermediate	Intermediate
2085		Exploring Race and Ethnicity in Ohio: Black Ohio in the 19th Century	Intermediate	Intermediate	Intermediate	Intermediate
2100		Introduction to the Spanish Atlantic World	Intermediate	Intermediate	Intermediate	Intermediate
2105		Latin America and the World	Intermediate	Intermediate	Intermediate	Intermediate
2110		Introduction to Native American Peoples from Mesoamerica	Intermediate	Intermediate	Intermediate	Intermediate
2111		Introduction to Native American People 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

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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
2214		Everyday Life in Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2221		Introduction to the New Testament: History and Literature	Intermediate	Intermediate	Intermediate	Intermediate
2221	E	Introduction to the New Testament: History and Literature	Intermediate	Intermediate	Intermediate	Intermediate
2230		Decoding the Middle Ages	Intermediate	Intermediate	Intermediate	Intermediate
2231		The Crusades	Intermediate	Intermediate	Intermediate	Intermediate
2240		Elizabethan England	Intermediate	Intermediate	Intermediate	Intermediate
2250		Empires and Nations in Western Europe, 1500-present	Intermediate	Intermediate	Intermediate	Intermediate
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

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2375		Islamic Central Asia	Intermediate	Intermediate	Intermediate	Intermediate
2390		Ancient India	Intermediate	Intermediate	Intermediate	Intermediate
2391		Islamic India	Intermediate	Intermediate	Intermediate	Intermediate
2392		Colonial India	Intermediate	Intermediate	Intermediate	Intermediate
2393		Contemporary India and South Asia	Intermediate	Intermediate	Intermediate	Intermediate
2401		History of East Asia in the Pre-Modern Era	Intermediate	Intermediate	Intermediate	Intermediate
2402		History of East Asia in the Modern Era	Intermediate	Intermediate	Intermediate	Intermediate
2450		Ancient and Medieval Jewish History, 300 BCE-1100 CE	Intermediate	Intermediate	Intermediate	Intermediate
2451		Medieval and Early Modern Jewish History, 700-1700 CE	Intermediate	Intermediate	Intermediate	Intermediate
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:	Intermediate	Intermediate	Intermediate	Intermediate

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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
		Apocalypticism in Christianity, Judaism and Islam				
2700		Global Environmental History	Intermediate	Intermediate	Intermediate	Intermediate
2701		History of Technology	Intermediate	Intermediate	Intermediate	Intermediate
2702		Food in World History	Intermediate	Intermediate	Intermediate	Intermediate
2703		History of Public Health, Medicine and Disease	Intermediate	Intermediate	Intermediate	Intermediate
2704		Water: A Human History	Intermediate	Intermediate	Intermediate	Intermediate
2705		History of Medicine in Western Society	Intermediate	Intermediate	Intermediate	Intermediate
2710		History of the Car	Intermediate	Intermediate	Intermediate	Intermediate
2720		Big History	Intermediate	Intermediate	Intermediate	Intermediate
2725		Power in History	Intermediate	Intermediate	Intermediate	Intermediate
2750	E	Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2750	H	Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2750		Natives and Newcomers: Immigration and Migration in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2752		Social Reform Movements in U.S. History	Intermediate	Intermediate	Intermediate	Intermediate
2797.01		Study at a Foreign Institution	Intermediate	Intermediate	Intermediate	Intermediate
2797.02		The Western Tradition and Contemporary Issues	Intermediate	Intermediate	Intermediate	Intermediate
2798		Study Tour	Intermediate	Intermediate	Intermediate	Intermediate
2800	E	Introduction to the Discipline of History	Intermediate	Intermediate	Intermediate	Intermediate
2800	H	Introduction to the Discipline of History	Intermediate	Intermediate	Intermediate	Intermediate
2800		Introduction to the Discipline of History	Intermediate	Intermediate	Intermediate	Intermediate
3001		American Political History to 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3002		U.S. Political History Since 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3003		American Presidential Elections	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3005		The United States Constitution and American Society to 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

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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
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

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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 #	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
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 #	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
		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: 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
	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 #	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
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: 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
3675	How to Stage a Revolution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3676	Leadership in History	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	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
3798.02		Study Tour: World War II	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.03		Study Tour: Shanghai, 1750 to 2050	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.04		Study Tour: Global Hotspots of the Early Modern World: Buenos Aires	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.05		HIV in Context: East Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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

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	E	Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215	H	Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215		Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4216	E	Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4216	H	Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
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

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	E	Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
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	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
		the State				
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

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
5212		Special Topics in Late Antique History	Advanced	Advanced	Advanced	Advanced
5213		Special Topics in Byzantine History	Advanced	Advanced	Advanced	Advanced
5229		Special Topics in Ancient Christianity	Advanced	Advanced	Advanced	Advanced
5230		Special Topics in Medieval History	Advanced	Advanced	Advanced	Advanced
5240		Special Topics in Early Modern European History	Advanced	Advanced	Advanced	Advanced
5250		Special Topics in Modern European History	Advanced	Advanced	Advanced	Advanced
5280		Special Topics in Russian, East European, and Eurasian History	Advanced	Advanced	Advanced	Advanced
5300		Special Topics in African History	Advanced	Advanced	Advanced	Advanced
5350		Special Topics in Islamic History	Advanced	Advanced	Advanced	Advanced
5390		Special Topics in South Asian History	Advanced	Advanced	Advanced	Advanced
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