

Term Information

Effective Term Autumn 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 3217
Course Title Family, household, and kinship in the Ancient World
Transcript Abbreviation Fam & Kin AncWrld
Course Description This upper-level course focuses on the family as a foundational unit of ancient Mediterranean societies. Through a survey of primary and secondary literature, the students will engage with the evolution of familial networks from the Bronze Age to Late Antiquity, with a focus on the Greco-Roman world.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 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 English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor
Exclusions Not open to students with credit for Classics 3217
Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed in Classics

Subject/CIP Code

Subject/CIP Code 16.1299
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Traditions, Cultures, and Transformations

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

- This course fulfills the goals and expected learning objectives for the Theme Traditions, Cultures and Transformations in four primary ways. First, it requires the students to engage with advanced scholarly writings
- Second, the students are asked to reflect and communicate, through oral presentations and written assessments, what they have learned about the pervasiveness of ideas and models from antiquity.
- Third, the students will be able to analyze how any society (ancient or modern) is a combination of mainstream and sub-cultures, acceptance and resistance, oppression and opportunities, and how ideas survive, prosper or decline through time.
- Fourth, this course will serve the students in their efforts as citizens of the global world, being able to assess the difference between cultures, recognizing different beliefs and practices as variations of the human experience.

Content Topic List

- Gender
 - Slavery
 - Monogamy or polygamy
 - Childhood
 - Divorce and marriage
 - Family
 - Fertility
 - Material culture
 - Religion
- No

Sought Concurrence

Attachments

- History 3217 GE Forms_Family, household and kinship.docx: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- Curriculum Map Master (12.22.2022).doc: Curriculum Map
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- UPDATED Syllabus_Family, household and kinship in the Ancient World.docx: Revised Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Revised syllabus has been uploaded. *(by Getson, Jennifer L. on 02/14/2023 05:44 PM)*
- Please see Panel feedback e-mail sent 02/10/23. *(by Cody, Emily Kathryn on 02/10/2023 09:58 AM)*

COURSE REQUEST
3217 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/16/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	01/17/2023 04:33 PM	Submitted for Approval
Approved	Soland, Birgitte	01/17/2023 05:55 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/18/2023 05:35 PM	College Approval
Revision Requested	Cody, Emily Kathryn	02/10/2023 09:58 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	02/14/2023 05:44 PM	Submitted for Approval
Approved	Soland, Birgitte	02/14/2023 09:21 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/16/2023 01:13 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/16/2023 01:13 PM	ASCCAO Approval

Class/Hist 3217– GE Theme *Traditions, Cultures and Transformations*

Family, household, and kinship in the Ancient World.

(Tuesday and Thursday, 11.10am-12.30pm)

Instructor: Prof. Gaia Gianni

Office: University Hall, 4148

Office Hours: in person on Tuesday from 10am to 11am, or by appointment.

Email: gianni.8

Land Acknowledgement

We acknowledge that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Course Description

This upper-level course focuses on the family as a foundational unit of ancient Mediterranean societies. Through a survey of primary and secondary literature, the students will engage with the evolution of familial networks from the Bronze Age to Late Antiquity, with a focus on the Greco-Roman world. Emphasis will be given to the lived experiences of women, children and enslaved individuals, whose voices are often suppressed in patriarchal societies. Although the readings will focus primarily on Greece and Rome, the students will have ample opportunity to discuss how certain ideas (regarding fidelity, childcare, reproduction, intimacy, marriage, divorce, etc.) are still incredibly pervasive in modern and contemporaneous societies, including our own. The course will involve extensive readings and in-class discussion, in addition to a final paper in which the students will not only showcase what they have learned but also present their own original thoughts and ideas.

Note on Course Content

This course includes discussion of difficult topics, such as (but not limited to) sexual violence, slavery, death, suicide, and child abuse. If a student feels uncomfortable, they can leave the classroom (no questions asked) for a few moments or for the rest of the meeting. While my students owe me no explanations, I remain available to speak individually about class content.

Course Goals and Expected Learning Outcomes

This course fulfills the goals and expected learning objectives for the Theme **Traditions, Cultures and Transformations** in four primary ways. First, it requires the students to engage with advanced scholarly writings. From those, the student will learn the history and development of ideas, notions and beliefs, with an eye to their present experience and how such topics are discussed in the current national and international discourse. Second, the students are asked to reflect and communicate, through oral presentations and written assessments, what they have learned about the pervasiveness of ideas and models from antiquity and how those are relevant not only across disciplines but – most importantly – for their personal experience outside of the classroom. Third, the students will be able to analyze how any society (ancient or modern) is a combination of mainstream and sub-cultures, acceptance and resistance, oppression and opportunities, and how ideas survive, prosper or decline through time, but are never completely erased. Fourth, this course will serve the students in their efforts as citizens of the global world, being able to assess the difference between cultures, recognizing different beliefs and practices as variations of the human experience.

Goals and ELOs for Theme in Traditions, Cultures and Transformations

Goals	Expected Learning Outcomes	In this course, students will...
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.	ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.	...be encouraged to ask questions, consider alternative points of view, and challenge their assumptions through the analysis of primary sources and with the help of guided discussion questions provided by the instructor.
	ELO 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	... participate in the weekly discussion of contemporary secondary scholarship, sharing their opinions on the readings and answering questions posed by the instructor and fellow classmates.
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	ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.	...through the analysis of a common institution (the family) in a different social environment (ancient Greece and Rome), allow the students to investigate something they are exceedingly familiar with through completely new and different lenses.

<p>in previous classes and that they anticipate doing in future.</p>	<p>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.</p>	<p>...be asked, at the end of each of the four modules, to write a short (400 words max.) essay in which they reflect on what they have learned from the assigned readings and in-class interactions with classmates</p>
<p>GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.</p>	<p>ELO 3.1: Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>...learn, through primary and secondary sources, how gender played a fundamental role in a person’s everyday life, shaping Greco-Roman societies and whose consequences are still echoed in modern social discourse.</p>
	<p>ELO 3.2: Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>...analyze texts from ancient and contemporaneous authors in which the centrality of the family (in whatever form it might take) is always assumed and rarely recognized to be an a priori model to which we implicitly compare any other institution.</p>
	<p>ELO 3.3: Examine the interactions among dominant and sub-cultures.</p>	<p>...learn, through the analysis of inscriptions and other primary sources, how certain sub-groups gained more and more power and visibility in Roman society, reaching levels of independence that were unknown before.</p>
	<p>ELO 3.4: Explore changes and continuities over time within a culture or society.</p>	<p>...make use of both their final paper and their self-reflection essays to explore on how ideas have evolved, transformed, and morphed over time and how they still influence the modern socio-political national conversation.</p>

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.	ELO 4.1: Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	...learn to recognize how, in the ancient world, the ubiquity of slavery affected every member of the household and society at large.
	ELO 4.2: Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.	...demonstrate in their final paper students that they can competently explain how gender roles, the alienation of the enslaved and the suppression of non-accepted sexual behaviors conditioned an individual's lived experiences and possibilities in ancient societies.

This course will fulfill the current GE Theme: Traditions, Cultures, and Transformations in the following ways:

The course “Family, household and kinship in the Ancient World” focuses on the role and evolution of the family in Greco-Roman societies. Students explore, through primary sources and secondary scholarship, how Greek and Roman families dealt with a wide array of topics (child’s education, marriage, divorce, fertility, parental authority, but also slavery and child labor) and how views and ideas surrounding them were negotiated and transformed through the centuries. Moreover, students are encouraged to draw connections between ancient ideas and modern systems of belief, to recognize how notions and opinions evolve through time, and to look at contemporaneous issues as the result of ancient discussions and traditions.

Required books

This a discussion-based course. In order to promote a good and productive classroom discussion, it is necessary that each student comes to class 1) having done all the readings assigned; 2) ready to explain, engage or ask questions about the readings. The students are required to buy one book:

- Dixon, Susanne 1992. *The Roman Family*, The John Hopkins Press.

All the other readings are made available by the instructor on Carmen.

Course Requirements

Attendance and in-class participation: 25%

Participation is coming to class regularly **ready to discuss the materials** and contribute to a healthy classroom discussion. There is no option to zoom in synchronously and the lectures are not recorded. If a student cannot attend class for any reason (illness, job interview, family emergency, etc.), the student is responsible for communicating with the instructor in advance of the class meeting. Students are allowed a maximum of **THREE** absences per semester (unless specific medical or personal issues require long absences). After three absences, their participation grade will be curbed by one letter grade.

Presentations and discussion (2): 20%

The students are asked to select two articles of their choosing. Each student will read their selected articles at home, prepare a summary and discussion questions, so that they can both give an overview of the article and lead the discussion by posing open-ended questions to their classmates.

Reflections (4): 20%

At the end of each module, the students must submit a short reflection (200-400 words) on what they have read, learned, and discussed during the past few weeks. Students can choose to focus on one particular thing they learned, or issue they now see differently or whether learning about the past is changing how they perceive similar ideas and approaches in the present.

Final paper: 35%

A final paper (2000 words, 8 pages ca.) must be submitted by the last day of the exam period. The instructor will provide a “Guide to writing the final paper” as a separate document, which is also available on Carmen.

Enrollment Requirements, Statements, and Special Requests

All students must be officially enrolled in this course by the end of the **FIRST** full week of the semester. No requests to add this course will be approved by the department chair after this time. Each student is solely responsible for his/her enrollment.

Statement on Disability

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, 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.

Statement on Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Statement on Violence and Sexual Harassment

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 at titleix@osu.edu

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Academic Misconduct Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentaffairs.osu.edu/csc/>

Electronic Device Policy

This classroom is **device-free**. All cell phones, tablets, and laptops should be switched off and put away unless otherwise directed by me. Texting, typing, and surfing the internet during class creates an atmosphere of distraction and undermines the basic purpose of education: to listen, learn, think, and discuss the topic at hand. Numerous studies have demonstrated that multitasking is detrimental to classroom learning. See, for example, Faria Sana, Tina Weston, and Nicholas Cepeda, "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers," *Computers and Education*, 62 (2013): 24-31.

**Students with disabilities that prevent them from handwriting notes are exempt from this policy.

Class Schedule

Unit One: Concepts and definitions.

WEEK ONE

1. Introduction to the course.
2. Definitions of "family": nuclear, extended, biological, fictive.
 - White, James M. and Klein, David M. 2008. *Family Theories*, chap. 1, pp. 1-31.

WEEK TWO

1. Gender in the ancient family
 - Homer, *Iliad*, book 6, 369-493.
 - Livy, book 1, Ch. 9-13; 57-59.
 - Foxhall, Lin 2013. *Studying Gender in Classical Antiquity*, chap. 2, pp. 21-44.
2. Slavery and family in Greece and Rome: an introduction
 - *Digest* 1, 5 (on the status of persons).
 - Aristotle, *Politics* 1, 2.
 - The Gortyn Code, 1.1-49
 - Hunt, Peter 2017. *Ancient Greek and Roman Slavery*, Ch. 1, pp. 1-16.

Unit Two: Greece and Historical Archetypes.

WEEK THREE

1. The Mediterranean: "our" sea?
 - Van Dommelen, Peter 2012. "Colonialism and Migration in the Ancient Mediterranean", in *Annual Review of Anthropology* 41, pp. 393-409.

- Huebner, Sabine 2016. “A Mediterranean Family? A Comparative Approach to the Ancient World”, in *Mediterranean Families in Antiquity: Households, Extended Families, and Domestic Space*, pp. 1-26.
2. The Mediterranean Basin: migration and continuity
 - Davis, R. 2015. “Syria’s refugee crisis”, in *Great Decisions*, pp. 65–76.
 - Bardak, U. 2015. “Continuity and Change in Youth Migration Patterns from the Mediterranean”, in L. Kamel (Ed.), *Changing Migration Patterns in the Mediterranean* pp. 21–40

WEEK FOUR

1. Pandora: shaping misogyny in yesterday and today.
 - Hesiod, *Works and Days*, 55-112.
 - Semonides, *Poem 7*.
 - Zuckerberg, Donna 2018. *Not All Dead White Men: Classics and Misogyny in the Digital Age*, chap. 1, pp. 11-44.
2. *Oikonomia* and Athenian households.
 - Xenophon, *Oikonomikos* (selections).
 - Lisias, *On the Murder of Eratosthenes* (selections).
 - Sjöberg, Birgitta L. 2013. “More than Just Gender: The Classical *Oikos* as a Site of Intersectionality”, in *Families in the Greco-Roman World*, edited by Ray Laurence, and Agneta Stromberg, 48-55.

WEEK FIVE

1. Monogamy or polygamy? Spartan families and their reception.
 - Xenophon, *Constitution of the Lacedaemonians* 1.2-9
 - Plutarch, *Life of Lycurgus* 14-16.
 - Scott, A. G. 2011. “Plural Marriage and the Spartan State”, *Historia* 60, pp. 413–424.
2. Medea: the unspeakable crime of filicide.
 - Euripides’ *Medea*.
 - Van Zyl Smit, B. (2002). “Medea the Feminist”, *Classical Association of South Africa*, 45, 101-122.

WEEK SIX

1. Slavery and familial alienation.
 - Herodotus, *Histories*, 8.104f
 - Strabo, *Geography*, 11. 2.3; 14.5.2

- Rosivach, Vincent J. 1999. “Enslaving "Barbaroi" and the Athenian Ideology of Slavery”, *Historia* 48, pp. 129-157.
2. Childhood in Ancient Greece.
 - Plutarch, *The education of children*.
 - Selection of funerary epitaphs for children.
 - Oakley, John H. 2003. “Death and the Child”, in *Coming of age in ancient Greece*, pp. 163-194.

Unit Three: Family, law, and tradition in Rome.

WEEK SEVEN

1. In search of the Roman family.
 - Frier, Bruce and McGinn, Thomas A.J. 2004. *A Casebook on Roman Family Law*, Case 4 and 5, pp. 16-20.
 - Dixon, Susanne 1999. *The Roman Family*, Ch. 1, pp. 1-35.
2. Roman family relations and the law.
 - Frier, Bruce and McGinn, Thomas A.J. 2004. *A Casebook on Roman Family Law*, Case 90-96, pp. 193-209.
 - Dixon, Susanne 1999. *The Roman Family*, Ch. 2, pp. 36-60.

WEEK EIGHT

1. Marriage in Rome.
 - Frier, Bruce and McGinn, Thomas A.J. 2004. *A Casebook on Roman Family Law*, Case 8, 9, 10, 13 and 14, pp. 29-43.
 - The Praise of Turia (*ILS* 8393).
 - Dixon, Susanne 1999. *The Roman Family*, Ch. 3, pp. 61-97.
2. Divorce and remarriage.
 - Suetonius, *Life of Augustus* 61-65.
 - Paul, *Opinions* 2.26.1-17.
 - Gardner, J.F. (1991). “Divorce”, in *Women in Roman Law and Society*, 81-93.

WEEK NINE

1. Women’s fertility: from Augustus to Mussolini.
 - Frier, Bruce and McGinn, Thomas A.J. 2004. *A Casebook on Roman Family Law*, Case 12, 47, 48, pp. 39-40, 104-108.
 - Garvin, Diana 2021. “Reproductive Health Care from Fascism to Forza Nuova”, *Journal of Women in Culture and Society* 47, pp. 129-163.

2. Nurses, nannies, and caretakers of children.
 - Bradley, Keith 1991. *Discovering the Roman Family*, Ch. 3, pp. 37-64.
 - Jones-Rogers, Stephanie 2017. “‘She could ... spare one ample breast for the profit of her owner’: white mothers and enslaved wet nurses’ invisible labor in American slave markets”, pp. 337-355.

WEEK TEN

1. Children in the Roman household.
 - Gellius, *Attic Nights*, 11.1-20.
 - Selection of funerary epitaphs for children.
 - Laes, Christian 2011. *Children in the Roman Empire: Outsiders Within*, Ch. 2, pp. 22-49.
2. Education of enslaved and free children.
 - Quintilian, *Institutes of Oratory*, 1.2-3.
 - Bradley, Keith 1991. *Discovering the Roman Family*, Ch. 5, pp. 103-119.

WEEK ELEVEN

1. Manumitted men and women in Roman daily life.
 - Livy, *Histories*, book 1, Ch. 8.
 - Selection of funerary inscriptions for freedmen and freedwomen.
 - Mouritsen, Henrik 2010. “The Families of Roman Slaves and Freedmen”, in *A Companion to Families in the Greek and Roman Worlds*, pp. 129–144.
2. Material culture, slavery, and families.
 - Baird, J. (2014). “On Reading the Material Culture of Ancient Sexual Labor”, *Helios*, 42, 163-170.
 - George, M. (2011). “Slavery and Roman material culture,” in *The Cambridge World History of Slavery*, pp. 385-413.

WEEK TWELVE

1. Roman religion as a family activity.
 - Cicero, *On the Laws*, 2.19-22.
 - Polybius, *Histories*, 6.53-54.
 - Dolansky, Fanny 2010. “Celebrating the Saturnalia: Religious Ritual and Roman Domestic Life”, in *A Companion to Families in the Greek and Roman Worlds*, pp. 488–503.

Unit Four: Transformation and continuation in Late Antiquity

WEEK THIRTEEN

1. Women coming of age.
 - Jerome, *Letter 22* (selections).
 - Vuolanto, V. (2019). “Single Life in Late Antiquity? Virgins between the Earthly and the Heavenly Family”, in *The Single Life in the Roman and Later Roman world*, pp. 276-291.
 - Alberici, L. and Harlow, M. (2007), “Age and Innocence: Female Transitions to Adulthood in Late Antiquity”, *Hesperia Supplements*, 41, 193-203.
2. Husbands and wives in legal literature.
 - Evans-Grubbs, J. (1993). “‘Marriage More Shameful than Adultery’: Slave-Mistress Relationships, ‘Mixed Marriages’, and the Late Roman Law”, *Phoenix*, 47, 125-154.
 - Dossey, L. (2008). “Wife Beating and Manliness in Late Antiquity”, *Past & Present*, 199, 3-40.

WEEK FOURTEEN

1. Children in Late Antiquity
 - Augustine, *Confessions* (selections from book 1)
 - Giorda, M. C. 2016. “Children in Monastic Families in Egypt at the End of Antiquity”, *Children and Everyday Life in the Roman and Late Antique World*.
 - Aasgaard, Reidar 2015. “Growing up in Constantinople: fifth-century life in a Christian city from a child's perspective”, in *Children and family in late antiquity: life, death and interaction*, 135-167.
2. Religion in Late Antiquity
 - Augustine, *Confessions* (selections from book 8)
 - Augustine, *De City of God* (selections from book 3)
 - Gordon, Richard 2007. “Institutionalized religious options: Mithraism”, in *A companion to Roman religion*, pp. 392-405.
 - Held, Stefan 2007. “The Romanness of Roman Christianity”, in *A companion to Roman religion*, 406-426.

WEEK FIFTEEN

1. Individual meetings with the instructor in preparation of the final paper.

***NB: This is a tentative schedule. Minor adjustments might be necessary during the semester.**

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

~~The proposed upper-level course “Family, household and kinship in the Ancient World” focuses on the role and evolution of the family in Greco-Roman societies. Students explore, through primary sources and secondary scholarship, how Greek and Roman families dealt with a wide array of topics (child’s education, marriage, divorce, fertility, parental authority, but also slavery and child labor) and how views and ideas surrounding them were negotiated and transformed through the centuries. Moreover, students are encouraged to draw connections between ancient ideas and modern systems of belief, to recognize how notions and opinions evolve through time, and to look at contemporaneous issues as the result of ancient discussions and traditions.~~

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those

outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	<p>This course helps students to further develop their critical and logical thinking skills through in-class analysis and discussions of primary sources, and through assessments.</p> <p>In class: through the analysis of primary sources and the help of guided discussion questions provided by the instructor, the students are encouraged to ask questions, consider alternative points of view and challenge their assumptions. For example, during the eight week, the students are exposed to several Roman legal cases which showcase a relative freedom experienced by Roman women, who could inherit, own property, run businesses, separate from their husbands without anyone’s permission. The students are often surprised to learn that Roman women enjoyed so many rights which were denied to women who lived before and after them. This issue underscores the importance of understanding specific socio-historical contexts, asking questions and reading the sources, instead of projecting preconceived ideas and opinions onto the past.</p> <p>Assessments: a considerable portion of the students’ final grade (20%) is based on attendance and participation, which does not mean being physically present, but coming to class having read, digested, and carefully considered the assigned readings, and ready to participate in discussion with their classmates.</p>
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>Every week the students engage with secondary scholarships on the Greek and Roman family, often expressing different points of view and approaches to the study of the ancient world.</p> <p>In-class: students are encouraged to participate in the weekly discussion of contemporary secondary scholarship, sharing their opinions on the readings and answering questions posed by the instructor and fellow-classmates. For example, when we discuss the</p>

	<p>role of enslaved nannies in Roman society, the students will also read an article which analyses advertisements for the sale of enslaved Black women to work as nurses and nannies in the Antebellum period. Through the comparison of the same type of exploitation of female enslaved bodies in two vastly different cultures, the students are encouraged to pose questions about the pervasiveness of certain human attitudes and whether in modern societies female bodies have complete autonomy or not.</p> <p>Assessments: each student is asked to present (i.e. summarize and critique) two articles and to foster the in-class debate by posing thoughtful questions to their classmates.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>This course presents a common institution (the family) but in a different social environment (ancient Greece and Rome), which allows the students to analyze something they are exceedingly familiar with through completely new and different lenses. This way, it is easier for the students to assess 1) how much foundational institutions have changed and 2) how we are still debating and perpetrating some of the same ideas in modern societies across the world.</p> <p>In-class: the instructor presents to the students specific compranda to underscore how certain ideas about gender roles and sexuality, for example, are still pervasive in modern society. In particular, the students are asked to compare the legislation passed by the emperor Augustus to encourage families to have more children with how similar incentives are used in modern countries to increase the number of citizens (which is discussed in week nine).</p>
<p>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.</p>	<p>Students are invited to reflect and self-assess their progress.</p> <p>Assessments: at the end of each of the four modules, students are asked to write a short (400 words max.) essay in which they reflect on what they have learned from the assigned readings and in-class interactions with classmates. Students can choose to focus on something they learned, or to discuss an issue they now see differently, or to explore whether learning about the past is changing how the perceive similar ideas and approaches in the present.</p>

Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO,

describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>Students analyze how gender roles and gendered performances have profoundly shaped Greco-Roman societies and still echo in modern social discourse.</p> <p>In-class: through primary and secondary sources, students learn how gender played a fundamental role in a person’s everyday life. From childhood, boys and girls were trained to fulfill different roles inside and outside the household. In week ten in particular, students will read primary and secondary sources on the education of male and female children in the Roman household and learn that, while Roman women were fairly educated, certain subject of studies – which were helpful for a person’s public and political life (oratory, philosophy, etc.) – were only taught to males.</p> <p>Assessments: in their final paper, students must demonstrate their familiarity with how gender performance was prescribed and controlled in ancient societies, and how it still shapes the contemporaneous debate over women’s rights and LGBTQ+ rights.</p>
<p>ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>In the ancient world, society was conceived to be built upon individual building blocks or units, namely families. The centrality of the family in a person’s life – inside and outside the household – was never in doubt. Countless modern societies also organize the life and growth of an individual around their family, whether it may be nuclear, extended, fictive or biological.</p> <p>In-class: students analyze texts from ancient and contemporaneous authors in which the centrality of the family (in whatever form it might take) is always assumed and rarely recognized to be an a priori model to which we implicitly compare any other institution.</p> <p>Assessments: in their four self-reflection essays, students are encouraged to assess how and why societies are</p>

	<p>seemingly built upon familial units, and what are the practical and intellectual consequences of this notion.</p>
<p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p>	<p>Ancient Mediterranean societies were based on a patriarchal system. Women – but also enslaved people, foreigners, and anyone who did not conform with a specific ideal of masculinity – were barred from fully participating in society. Yet, many of these sub-groups flourished (free women and manumitted enslaved individuals in particular) coming to exercise their own type of power and authority.</p> <p>In-class: through the analysis of primary sources, the instructor presents how certain sub-groups gained more and more power and visibility in Roman society, reaching levels of independence that were unknown before. For example, in the eleventh week, the students will learn how formerly enslaved individuals and their descendants often reached the very top of the imperial administration and became unbelievably wealthy, dominating entire corners of the market (as in the case of the baker Eurysaces in Rome). Moreover, under Roman law, women could divorce their husbands and regain control of their assets and dowry (albeit not their children’s guardianship), as the case studies analyzed in week eight showcase.</p> <p>Assessments: in their final paper, students can choose to explore the relationship between mainstream culture and sub-cultures, the power dynamic between them, and how such relation can evolve over time.</p>
<p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p>	<p>Students are exposed to the continued existence of ideas and notions through vastly different societies and historical times.</p> <p>In-class: The instructor helps student analyze the transformation or relative continuity of certain ideas. For example, today, we can witness that in numerous countries there is a tension between those who support a “traditional” (whatever it might mean) approach to life and government and those who push against a return to the past. Likewise, the Romans always had an eye towards an unspecified version of their glorious past and their society was always rather “traditionalist”. Yet, history did not stop for them, nor it is stopping for us. Nevertheless, the notion of a return to a more glorious, better (albeit unspecified) past as a solution to all problems is a slogan that has appeared in in the political discourse of many countries, from the United States to Europe (France, Hungary, Italy)</p>

	<p>and Southeast Asia (South Korea).</p> <p>Assessments: students can use both their final paper and their self-reflection essays to explore how ideas have evolved, transformed, and morphed over time and how they still influence the modern socio-political national conversation.</p>
<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>This course allows the students to explore both the differences and similarities between their own culture and ancient societies.</p> <p>In-class: students learn to recognize how, in the ancient world, the ubiquity of slavery affected every member of the household and society at large. Even the enslaved individuals who obtained manumission were often regarded to be in a category of their own, separate from freeborn people. While today slavery is an atrocity of the past, its effects are still influencing modern American society and the lives of millions of people. Students learn how continuity and transformation of an institution such as slavery can linger for centuries to come.</p> <p>Assessments: students can demonstrate, both in their final paper and in the four self-reflection essays, that they have thought about and engaged with the permanence and transformation of ideas across time and recognize how they are used in modern debates.</p>
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>By the end of the course, students can recognize and explain how gender, slavery, and patriarchal dominance profoundly affected Greco-Roman societies.</p> <p>Assessments: in their final paper students must demonstrate that they can competently explain how gender roles, the alienation of the enslaved and the suppression of non-accepted sexual behaviors conditioned an individual's lived experiences and possibilities in ancient societies.</p>

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

Required Courses offered by the Unit		Program Learning Goals				
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
1101		Latin American Civilizations to 1825	Beginning	Beginning	Beginning	Beginning
1102		Latin American Civilizations since 1825	Beginning	Beginning	Beginning	Beginning
1151		American Civilization to 1877	Beginning	Beginning	Beginning	Beginning
1152		American Civilization since 1877	Beginning	Beginning	Beginning	Beginning
1211		Western Civilization to the 17 th Century	Beginning	Beginning	Beginning	Beginning
1212		Western Civilization, 17 th Century to Present	Beginning	Beginning	Beginning	Beginning
1681		World History to 1500	Beginning	Beginning	Beginning	Beginning
1682		World History from 1500 to the Present	Beginning	Beginning	Beginning	Beginning
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

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
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

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
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

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
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

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
		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
2711		History of Nuclear Energy	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	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
		American Society to 1877	Intermediate	Intermediate	Intermediate	Intermediate
3006		The United States Constitution and American Society since 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3010		Colonial North American to 1763	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011	E	The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011	H	The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3011		The American Revolution and the New Nation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3012		Antebellum America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3013		Civil War and Reconstruction	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3014		Gilded Age to Progressive Era, 1877-1920	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3015		From the New Era to the New Frontier, 1921-1963	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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	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
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
3072		The Newark Earthworks, An Interdisciplinary Course	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

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
3102		Central America and the Caribbean since Independence	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3105		History of Brazil	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3106		History of Mexico	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3107		History of Argentina	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3110		The Jewish Experience in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3115		History of Medicine and Public Health in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3191		Historical Internship	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.01		Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.02		Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3194		Upper Level Undergraduate Group Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3210		Archaic Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3211		Classical Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3212		Greece and the Mediterranean from Alexander to Cleopatra	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
3217		Family, Household, and Kinship in the Ancient World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
3218	Paul & His Influence in Early Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3219	Historical Jesus	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3220	The Rise of the Roman Republic	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3221	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

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
3245		The Age of Reformation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3246		Tudor and Stuart Britain, 1485-1714	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3247		Magic and Witchcraft in Early Modern Europe (1450-1750)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3249		Early-Modern Europe, 1560-1778	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3250		Revolutionary and Napoleonic Europe, 1750-1815	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3251		History of Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3252		People on the Move: Migration in Modern Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3253		20th Century Europe to 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3254		Europe Since 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3260		Britain in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3261		Britain in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3262		France in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3263		France in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3264		19th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3265		20th Century German History	Upper 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

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
3270		History of World War I	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3275		Religion and its Critics in Modern Thought	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3276		European Thought and Culture, 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3277		European Thought and Culture, 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3280		History of Russia to 1700	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3281		Imperial Russian History, 1700-1917	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3282		History of the Soviet Union	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3283		Siberia in World History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3301		History of Modern West Africa, post 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3302		Nationalism, Socialism, and Revolution in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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

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
3311	Globalization and Development in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3312	Africa and World War II	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3313	Civil Wars, Violence, and Identity Politics in the Horn of Africa, 1800 to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3351	Intellectual and Social Movements in the Muslim World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3352	Marginal Groups in the Non-Western World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3353	Jewish Communities under Islamic Rule	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3354	Islamic Spain and North Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3355	Early Islamic Conquests				
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

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
3411		Gender and Sexuality in China	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3425		History of Japan before 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3426		History of Modern Japan	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3450		History of Ancient Israel (to 300 BCE)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3455		Jewish Life from the Renaissance to the Early Enlightenment	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3460		European Jewish History, 1789-1989	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3465		American Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3470		Messiahs and Messianism in Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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	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
		History	Intermediate	Intermediate	Intermediate	Intermediate
3540		Modern Intelligence History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3550		War in World History, 500-1650	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3551		War in World History, 1651-1899	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3552		War in World History, 1900-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3560		American Military History, 1607-1902	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3561		American Military History, 1902 to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3570		World War II	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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

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
3642	Women in Modern Europe, from the 18th century to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3650	Families in Historical Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3670	Trans-National History of World War II in Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3675	How to Stage a Revolution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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	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
3750		Race, Ethnicity, and Nation in Global Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3797		Study at a Foreign Institution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.01		Study Tour	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.02		Study Tour: World War II	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.03		Study Tour: Shanghai, 1750 to 2050	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.04		Study Tour: Global Hotspots of the Early Modern World: Buenos Aires	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.05		HIV in Context: East Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Section #	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
4125	H	Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4125		Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4193.01		Individual Studies	Advanced	Advanced	Advanced	Advanced
4193.02		Individual Studies	Advanced	Advanced	Advanced	Advanced
4194		Advanced Undergraduate Group Studies	Advanced	Advanced	Advanced	Advanced
4215	E	Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215	H	Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215		Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4216	E	Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4216	H	Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
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

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
4285		Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4325	E	Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325	H	Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325		Seminar in African History	Advanced	Advanced	Advanced	Advanced
4375	H	Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
4375	E	Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
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

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
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
4706		Chronic: Illness, Injury, and Disability in Modern History	Advanced	Advanced	Advanced	Advanced
4730	E	Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4730	H	Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4730		Seminar in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
4795	E	Seminar in History	Advanced	Advanced	Advanced	Advanced
4795	H	Seminar in History	Advanced	Advanced	Advanced	Advanced
4795		Seminar in History	Advanced	Advanced	Advanced	Advanced
4797		Study at a Foreign Institution	Advanced	Advanced	Advanced	Advanced
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

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
5090		Special Topics in Atlantic World History	Advanced	Advanced	Advanced	Advanced
5100		Special Topics in Latin American History	Advanced	Advanced	Advanced	Advanced
5194		Combined Undergrad and Grad Group Studies	Advanced	Advanced	Advanced	Advanced
5210		Special Topics in Greek History	Advanced	Advanced	Advanced	Advanced
5211		Special Topics in Roman History	Advanced	Advanced	Advanced	Advanced
5212		Special Topics in Late Antique History	Advanced	Advanced	Advanced	Advanced
5213		Special Topics in Byzantine History	Advanced	Advanced	Advanced	Advanced
5229		Special Topics in Ancient Christianity	Advanced	Advanced	Advanced	Advanced
5230		Special Topics in Medieval History	Advanced	Advanced	Advanced	Advanced
5240		Special Topics in Early Modern European History	Advanced	Advanced	Advanced	Advanced
5250		Special Topics in Modern European History	Advanced	Advanced	Advanced	Advanced
5255		Europe Since 1989: Multiple Europes after the Cold War	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	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
		Environment, Technology, and Science				
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