

---

## Term Information

Effective Term Autumn 2024

## 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 3084  
Course Title Citizens Behind Bars: Black Leadership and the Politics of Liberation in African American History  
Transcript Abbreviation CitizensBehindBars  
Course Description Every day more human beings are locked inside of jails, prisons, or secured facilities across the United States than in any other country on the planet. This course explores the history of citizenship in captivity and the legacy of liberatory movements led by incarcerated citizens in the US from the era of settler colonization and slavery to the present age of mass incarceration.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

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

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions Not open to students with credit for AFAMAST or WGSS 3084  
Electronically Enforced No

## Cross-Listings

Cross-Listings Crosslisted in AFAMAST and WGSS

## Subject/CIP Code

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

---

## Requirement/Elective Designation

Citizenship for a Diverse and Just World

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

## Course Details

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

- Discuss and think critically about major challenges for incarcerated citizens and community members disproportionately impacted by carceral punishment and imprisonment in the US
- Critically analyze primary and secondary sources in class discussions and assignments and consider possibilities for positive change in diverse communities directly affected by policing, incarceration, and felon disenfranchisement in the US
- Read and examine historical evidence and arguments presented in key texts and published works written about citizenship rights, democratic (un)freedom, and social justice for currently and formerly incarcerated communities

### **Content Topic List**

- Abolition
  - Mass Incarceration
  - Carceral state
  - Jim Crow
  - Segregation
  - Political Prisoners
  - Civil Liberties
  - Human rights
- Yes

### **Sought Concurrence**

## Attachments

- 3084 Concurrence Ethnic Studies.pdf: Concurrence Ethnic Studies  
*(Concurrence. Owner: Getson, Jennifer L.)*
- 3084 Concurrence Political Science.pdf: Concurrence Political Science  
*(Concurrence. Owner: Getson, Jennifer L.)*
- 3084 Concurrence Social Work.pdf: Concurrence Social Work  
*(Concurrence. Owner: Getson, Jennifer L.)*
- 3084 Concurrence Sociology.pdf: Concurrence Sociology  
*(Concurrence. Owner: Getson, Jennifer L.)*
- History 3084 GE Form Final.pdf: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- History 3084 Syllabus GE Cit Cook JG 3.26.2024.docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*
- Curriculum Map Master 3.28.2024.doc: Curriculum Map - History  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- Leadership Curriculum Map 3.28.2024 (for 3084 submission).xlsx: Curriculum Map - Leadership  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*

**Comments**

- If this course will count in one or the other of your BAs going forward (History and/or Leadership), please provide an updated curriculum map (or maps). Thanks *(by Vankeerbergen, Bernadette Chantal on 03/27/2024 09:24 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	03/26/2024 03:59 PM	Submitted for Approval
Approved	Soland, Birgitte	03/26/2024 09:13 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/27/2024 09:25 AM	College Approval
Submitted	Getson, Jennifer L.	03/28/2024 03:43 PM	Submitted for Approval
Approved	Soland, Birgitte	03/28/2024 04:00 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/03/2024 08:43 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/03/2024 08:43 PM	ASCCAO Approval



20th and 21st centuries. This course actively engages with historical texts, literature, and narratives produced by people directly affected by policing and imprisonment in the US in order to understand how leaders in captivity of different races, ethnicities, genders, sexualities, and cultures have challenged the boundaries of US citizenship throughout history. Above all, students will critically examine the impacts and inequities of incarceration on democracy and human life from the perspectives of Black leaders, political prisoners, and citizens behind bars. From citizens for prison reform to citizens against human caging, this course investigates major ways in which social justice movements led by incarcerated people of color intersect with broader political struggles against racism and sexism, capitalism and nationalism, and gendered state violence in the US and abroad.

### **Land Acknowledgement**

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

### **Diversity Statement**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

## General Education (GE)

### GE Theme: Citizenship for a Diverse and Just World

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

**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.

**GOAL #3:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.

**GOAL #4:** Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

GE Theme: Citizenship for a Diverse and Just World	
EXPECTED LEARNING OUTCOMES	COURSE LEARNING OBJECTIVES
Successful students are able to:  (1.1) Engage in critical and logical thinking about the topic or idea of the theme.	<b>In this course, students will:</b>  Discuss and think critically about major challenges for incarcerated citizens and community members disproportionately impacted by carceral punishment and imprisonment in the US
(1.2) Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.	Critically analyze primary and secondary sources in class discussions and assignments and consider possibilities for positive change in diverse communities directly affected by policing, incarceration, and felon disenfranchisement in the US
(2.1) Identify, describe, and synthesize approaches or experiences as they apply to the theme.	Read and examine historical evidence and arguments presented in key texts and published works written about citizenship rights, democratic (un)freedom, and social justice for currently and formerly incarcerated communities

(2.2) Demonstrate a developing sense of self as a learning through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Develop an original primary source analysis paper by the end of the semester which builds on written and speaking assignments throughout the course that require students to close-read and discuss historical documents, analyze and contextualize source materials of their choosing, and cultivate skills in historical writing and public speaking
(3.1) Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	Write short essays and deliver presentations that draw from historical texts, letters, literature, memoirs, biographies, academic articles, and public writings produced by incarcerated leaders and citizens involved in prisoners' rights movements locally, nationally, and globally
(3.2) Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.	Use historical knowledge to address present-day challenges relating to criminalization, punishment, and custodial citizenship within and beyond US borders
(4.1) Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.	Explore historical and contemporary challenges for incarcerated and citizen leaders from different racial, ethnic, gender, sexual, and cultural backgrounds and explain the implications of disparities in US democracy for diverse groups of people behind and beyond prison walls
(4.2) Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.	Evaluate the inequities and effects of arrest and incarceration on US democracy and social justice for incarcerated citizens and community members of different races, ethnicities, genders, sexualities, and cultures and reflect on how incarceration and citizenship issues should inform and shape future community advocacy and organizing work for positive social change

### **Course Assignments**

Presence & Participation	20%
Reading Quizzes (3)	20%
Annotated Bibliography	5%
Primary Source Analysis Presentation	15%
Primary Source Analysis Paper	20%
Final Exam	20%

## Course Requirements

Successful students in this course will complete the following requirements and assignments in accordance with grading guidelines:

**Presence & Participation:** Coming and contributing to class meetings is essential to doing well in this course. Your grade will be based on the consistency of your presence in class and the quality of your participation in discussions each week. All students are required to speak respectfully during discussions and avoid using harmful or offensive language. Planned (excused) absences should be communicated and confirmed in advance as much as possible. Unexpected (unexcused) absences must be addressed as soon as possible to avoid losing grade points.

**Assigned Reading & (3) Reading Quizzes:** Because we will discuss course readings together in detail during class, students are required to *complete all assigned readings before the beginning of every class meeting*. All readings are available to you and uploaded to our course website on Carmen as downloadable pdfs [\[see link to Course Website\]](#).

*Reference the “Course Readings & Assignment Schedule” section of this syllabus to see which readings are due before each class session.* Do your best to read texts closely and take notes as you read to prepare for class discussions. Please let me know if you are having trouble accessing or completing course readings.

Students will take three Reading Quizzes throughout the course. Quiz questions will draw from assigned readings and class discussions to assess critical thinking, historical comprehension, source analysis, and writing skills.

**Annotated Bibliography of Primary Sources:** (3-5 pages; double-spaced; 12 pt font)  
Before spring break, students are required to submit a short summary and analysis of **FOUR** Primary Sources of their choosing from Assigned Readings. If you wish to annotate a source not assigned for class, you must consult with me during Office Hours well in advance of the deadline. Each annotation should summarize the main arguments and key topics presented in the sources selected. In addition, evaluate the evidence in the sources closely and reflect on the historical importance of each source. Making connections and clarifying differences between sources is also highly recommended.

**Primary Source Analysis Paper:** (5-8 pages; double-spaced; 12 pt font)  
Using at least **TWO** Primary Sources from your Annotated Bibliography, each student will write a short paper analyzing your sources carefully. Describe the historical context and explain the significance of each source as it relates to major themes and debates discussed in assigned readings and covered in class.



Consider the purpose, audience, and production of your sources. Evaluate the language, arguments, and evidence presented in your sources. Pay close attention to how your sources address relevant issues pertaining to citizenship, punishment, and social justice for citizens and community members most affected by incarceration and policing.

**Primary Source Analysis Presentation (5 min):** Using ONE Primary Source from your Annotated Bibliography, students will give a short presentation that includes background information, historical context, key evidence, and main analytical points about the source. Students must demonstrate a sophisticated understanding of the source, its historical significance, and its relevance to the present. Students will answer questions at the conclusion of their presentation about their source analysis. Presentations that exceed the time limit will lose grade points. Students are highly encouraged to *practice* their presentations *beforehand* with a friendly audience. You're welcome to discuss presentation outlines with me during Office Hours in advance of the deadline.

**Final Exam:** At the conclusion of the course, students will take a comprehensive writing exam focused on course content. The exam will feature a variety of short answer essay questions for students to choose from. Exam questions will be based on assigned readings, lectures, and class discussions.

**Grading Scale**

Letter grades are determined based on a 100-point scale: **A** = Exceptional; **B** = Above Average; **C** = Minimally Meets Requirements; and **D** = Does Not Meet Requirements.

A:	93 and above	B-:	80-82.9	D+:	67 -69.9
A-:	90-92.9	C+:	77-79.9	D:	63-66.9
B+:	87-89.9	C:	73-76.9	E:	below 63
B:	83-86.9	C-:	70-72.9		

**Course Readings & Assignment Schedule**

<b>WEEK ONE</b>	<ul style="list-style-type: none"> <li>★ Why does mass incarceration matter?</li> <li>★ How have citizens challenged race, gender, class, and power-based inequities caused by criminalization and incarceration?</li> <li>★ How have incarcerated people’s narratives critiqued the nature of citizenship and democracy in the US?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #1</b>	<b>CLASS SESSION #2</b>

READING DUE	<p>Andrea James, “2 Years in Prison Inspired Me to Fight for Justice Reform,” (2017), 1-5</p> <p>Wendy Sawyer and Peter Wagner, “Mass Incarceration: The Whole Pie 2023,” 1-8, 22-32</p> <p>Aleks Kajstura and Wendy Sawyer, “Women’s Mass Incarceration: The Whole Pie 2023,” 1-12</p>	<p>Angel Sanchez, “In Spite of Prison,” (2019), 1650-1683</p> <p>Hoskins and Zoë Towns, “How the language of criminal justice inflicts lasting harm,” (2021), [~1 page]</p> <p>Kevin Byrd, “I was Training to Call Men a Word They Hated,” (2021), [3 pages]</p> <p>Lisette Bamenga, “Good Intentions Don’t Blunt the Impact of Dehumanizing Words,” (2021), [4 pages]</p>
-------------	---	--

WEEK TWO	<ul style="list-style-type: none"> <li>★ How does custodial citizenship harm democracy?</li> <li>★ In what ways does the carceral state restrict the boundaries of citizenship in communities?</li> <li>★ What are historical causes and consequences of the criminalization of Black citizens in the US?</li> </ul>	
ASSIGNMENTS	CLASS SESSION #3	CLASS SESSION #4
READING DUE	<p>Amy Lerman and Vesla Weaver, “Arresting Citizenship,” in <i>Arresting Citizenship</i> (2014), 1-9</p> <p>Lerman and Weaver, “Thinking about Crime and the Custodial Citizen,” in <i>Arresting Citizenship</i> (2014), 30-57</p>	<p>Colin Gordon, “Introduction,” in <i>Citizen Brown</i> (2019), 1-17</p> <p>Elizabeth Hinton and DeAnza Cook, “The Mass Criminalization of Black Americans,” (2021), 262-281</p>

WEEK THREE	<ul style="list-style-type: none"> <li>★ What is the historical relationship between the incarceration of Indigenous people and colonial violence against Indigenous communities?</li> <li>★ How has incarceration evolved with respect to race, ethnicity, and gender since settler colonization in the US?</li> </ul>	
ASSIGNMENTS	CLASS SESSION #5	CLASS SESSION #6
READING DUE	<p>Luana Ross, “Experiences of Women in Prison,” in <i>Inventing the Savage</i> (1998), 108-126</p> <p>Andrea J. Ritchie, “Enduring Legacies,” in <i>Invisible No More</i> (2017), 19-25</p>	<p>Clyde Bellecourt, “The Drum within the Walls” in <i>The Thunder Before the Storm</i> (2016), 29-40</p> <p>Kelly Lytle Hernández, “Conquest and Incarceration,” in <i>City of Inmates</i> (2017), 1-15</p>
WRITING DUE	Short Answer Quiz on Weeks 1-3 Readings	

<b>WEEK FOUR</b>	<ul style="list-style-type: none"> <li>★ How did race, sex, and gender-based laws and power dynamics shape slavery and citizenship in early America?</li> <li>★ How did enslaved Black women experience violence in captivity?</li> <li>★ How did Black leaders resist enslavement and exclusionary citizenship?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #7</b>	<b>CLASS SESSION #8</b>
<b>READING DUE</b>	<p>Dorothy Roberts, "Reproduction in Bondage," in <i>Killing the Black Body</i> (1998), 22-49</p> <p>Angela Davis, "Reflections on the Black Woman's Role in the Community of Slaves (Abridged) 1971," in <i>The New Abolitionists</i> (2005), 101-111</p>	<p>"The Confessions of Nat Turner," (1831), 6-22</p> <p>Sojourner Truth, "Ain't I a Woman?" (1851) [2 pages]</p> <p>Kellie Carter Jackson, "Black Leadership," in <i>Force and Freedom</i> (2019), 85-100</p>

<b>WEEK FIVE</b>	<ul style="list-style-type: none"> <li>★ How did race, sex, and gender-based laws and power dynamics shape criminalization and punishment after the Civil War?</li> <li>★ How did racial violence, sexual violence, and state violence undermine Black citizenship?</li> <li>★ In what ways did Black leaders and incarcerated citizens resist racial, sexual, and state violence?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #9</b>	<b>CLASS SESSION #10</b>
<b>READING DUE</b>	<p>Ida B. Wells, <i>Southern Horrors: Lynch Law in All Its Phases</i> (1892), 50-72</p> <p>Crystal Feimster, "Organizing in Defense of Black Womanhood," (2009) in <i>Southern Horrors</i>, 87-103</p>	<p>David Oshinsky, "Parchman Farm," in <i>Worse Than Slavery</i> (1996), 135-155</p> <p>Sarah Haley, "Carceral Constructions of Black Female Deviance," in <i>No Mercy Here</i> (2016), 17-31</p> <p>Talitha LeFlouria "Under the Sting of the Lash," (2015), 366-382</p>

<b>WEEK SIX</b>	<ul style="list-style-type: none"> <li>★ How did incarcerated people resist Prison Jim Crow?</li> <li>★ Why did Black citizens confront Jim Crow jails during the Civil Rights era?</li> <li>★ In what ways have Black leaders challenged segregated citizenship, unequal punishment and juvenile injustice?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #11</b>	<b>CLASS SESSION #12</b>
<b>READING DUE</b>	<p>Dan Berger and Toussaint Losier, "Rights: Fighting Prison Jim Crow, 1940-1968," in <i>Rethinking the American Prison Movement</i> (2018), 44-71</p> <p>Zoe Colley, "Jail-No-Bail!" and</p>	<p>Tera Eva Agyepong, "Race-ing Innocence," in <i>The Criminalization of Black Children</i> (2018), 7-37</p> <p>Jerome G. Miller, "The Myth of 'Violent' Teenagers," and "Side Effects" in <i>Last One Over the Wall</i></p>

	“From Sit-Ins to Jail-Ins” in <i>Ain’t Scared of Your Jail</i> (2012), 24-42; 43-62	(1991), 191-198; 199-203
WRITING DUE	<b>Short Answer Quiz on Weeks 4-6 Readings</b>	

<b>WEEK SEVEN</b>	<ul style="list-style-type: none"> <li>★ What does it mean to be a political prisoner?</li> <li>★ How have incarcerated leaders organized across racial and ethnic lines to fight for civil liberties and human rights?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #13</b>	<b>CLASS SESSION #14</b>
READING DUE	<p>Angela Davis, “Political Prisoners, Prisons, and Black Liberation,” in <i>If They Come in the Morning</i> (1971), 39-52</p> <p>Angela Davis, “On Prisons and Prisoners (with Leslie DiBenedetto) 1977,” in <i>The New Abolitionists</i> (2005), 217-225</p> <p>George Jackson, “June 10, 1970” in <i>Soledad Brother</i> (1994), 3-16</p> <p>George Jackson, “April 1970,” in <i>Soledad Brother</i> (1994), 17-28</p>	<p>Geronimo ji Jaga (Elmer Pratt) (with Heike Kleffner), “The Black Panthers: An Interview with Geronimo ji Jaga Pratt,” in <i>The New Abolitionists</i> (2005), 235-246</p> <p>Little Rock Reed, “The American Indian in the White Man’s Prisons,” in <i>The New Abolitionists</i> (2005), 133-152</p> <p>Clyde Bellecourt, “Confrontational Politics” in <i>The Thunder Before the Storm</i> (2016), 41-60</p>

<b>WEEK EIGHT</b>	<ul style="list-style-type: none"> <li>★ What role did jail uprisings and prison rebellions play in altering leadership and citizenship behind bars?</li> <li>★ Why did the prison abolition movement develop in the 1970s?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #15</b>	<b>CLASS SESSION #16</b>
READING DUE	<p>American Friends Service Committee, “The Nature of the Problem,” in <i>Struggle for Justice</i> (1971), 1-6</p> <p>Heather Ann Thompson, “Order Out of Chaos” and “What’s Going On?” in <i>Blood in the Water</i> (2017), 64-70; 71-82</p> <p>“The Attica Liberation Faction Manifesto of Demands,” in <i>The New Abolitionists</i> (2005), 303-309</p>	<p>Michael Callahan, “A Union for Abolition” in <i>The Abolitionist</i> (2008), 2-3, 10-11, 23</p> <p>Fay Honey Knopp et al., “Preface” and “Empowerment,” in <i>Instead of Prisons</i> (1976), [19 pages]</p>

<b>WEEK NINE</b>	<ul style="list-style-type: none"> <li>★ What is the historical relationship between prisons and political economy?</li> <li>★ How have citizens and incarcerated people opposed the growth of the carceral state since the making of mass incarceration?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #17</b>	<b>CLASS SESSION #18</b>
<b>READING DUE</b>	<p>Ruth Wilson Gilmore, "Introduction," in <i>Golden Gulag</i> (2007), 5-29</p> <p>Ruth Wilson Gilmore, "Mothers Reclaiming Our Children," in <i>Golden Gulag</i> (2007), 181-211</p>	<p>Mumia Abu-Jamal, "Teetering on the brink between life and death," in <i>Live From Death Row</i> (1995), 3-21</p> <p>Mumia Abu-Jamal, "A Life Lived, Deliberately 1999," in <i>The New Abolitionists</i> (2005), 197-201</p> <p>"'You Have to be Intimate with Your Despair': A Conversations with Viet Mike Ngo (San Quentin State Prison, E21895) 2002," in <i>The New Abolitionists</i> (2005), 247-258</p>
<b>WRITING DUE</b>	<b>ANNOTATED BIBLIOGRAPHY OF FOUR PRIMARY SOURCES</b> <b>Short Answer Quiz on Weeks 7-9 Readings</b>	

<b>WEEK TEN</b>
<b>SPRING BREAK</b>

<b>WEEK ELEVEN</b>	<ul style="list-style-type: none"> <li>★ What does abolition democracy mean?</li> <li>★ How have abolitionist critiques of disparities in American democracy evolved since slavery?</li> <li>★ How has prison abolitionism evolved since the '70s?</li> <li>★ What are major differences between prison reform versus prison abolition?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #19</b>	<b>CLASS SESSION #20</b>
<b>READING DUE</b>	<p>Eduardo Mendieta, "Introduction" in <i>Abolition Democracy</i> (2005), [8 pages]</p> <p>Tiyo Attalah Salah-El, "A Call for the Abolition of Prisons 2001, in <i>New Abolitionists</i> (2005), 69-74</p> <p>Manisha Sinha, "The Radical Tradition of Abolition," in <i>The Slave's Cause</i> (2016), 1-5</p> <p>Ivan Kilgore, "Not Worker, But</p>	<p>Critical Resistance, "Prison Industrial Complex," [1 page]</p> <p>TheCR10 Publications Collective, "Introduction" and "INCITE! Statement on Gender Violence and the Prison Industrial Complex," in <i>Abolition Now!</i> (2008), xi-xii, 15-26</p> <p>Julia Sudbury, "Reform or abolition?" (2015), 1-4</p>

	Chattel,” (2019) [9 pages]	Mariame Kaba, “So You’re Thinking about Becoming an Abolitionist LEVEL, October 2020” in <i>We Do This ‘Til We Free Us</i> , (2021), [5 pages]
--	----------------------------	--

<b>WEEK TWELVE</b>	<ul style="list-style-type: none"> <li>★ How have incarcerated people resisted political disenfranchisement and the denial of citizenship rights in the 21st century?</li> <li>★ How have citizens confronted police violence in the age of mass incarceration?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #21</b>	<b>CLASS SESSION #22</b>
<b>READING DUE</b>	<p>Al-Ameen Patterson, “I was Unconstitutionally Disenfranchised in Jail,” (2022), [4 pages]</p> <p>elly kalfus, “Overcoming Barriers that Prevent Eligible Incarcerated People from Voting in Massachusetts,” (2019), 3-11, Appendix A &amp; B</p> <p><i>Recommended:</i> Ballot Over Bars, Oral History, (2018) [mp3 files]</p> <p>The Sentencing Project, “Locked Out 2022: Estimates of People Denied Voting Rights Due to a Felony Conviction,” 2-20</p>	<p>Da’Shaun Harrison, “Beyond Self-Love” and “Black, Fat, and Policed,” in <i>Belly of the Beast</i> (2021), 1-9, 47-67</p> <p>Andrea Ritchie, “We Want More Justice for Breonna Taylor than the System That Killed Her Can Deliver,” in <i>We Do This ‘Til We Free Us</i>, (2021), [5 pages]</p> <p>Mariame Kaba, “The System Isn’t Broken” in <i>We Do This ‘Til We Free Us</i>, (2021), [10 pages]</p> <p>We Charge Genocide, “Police Violence Against Chicago’s Youth of Color,” (2014), 1-13</p>

<b>WEEK THIRTEEN</b>	<ul style="list-style-type: none"> <li>★ What alternatives to traditional punishment are citizens advocating for?</li> <li>★ How do incarcerated organizers and their allies imagine citizenship without bars?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #23</b>	<b>CLASS SESSION #24</b>
<b>READING DUE</b>	<p>Angela Davis, “Abolitionist Alternatives,” in <i>Are Prisons Obsolete?</i> (2003), 105-115</p> <p>Mariame Kaba, “Participatory Defense Campaigns as Abolitionist</p>	<p>Morgan Bassichis, Alexander Lee, Dean Spade, “Building an Abolitionist Trans and Queer Movement with Everything We’ve Got,” in <i>Captive Genders</i> (2011), 21-46</p>

	Organizing” in <i>We Do This ‘Til We Free Us</i> , (2021), [12 pages]	
--	---	--

WEEK FOURTEEN		
ASSIGNMENTS	CLASS SESSION #25	CLASS SESSION #26
PRESENTATION DUE	(GROUP A) Presentations and Q&A	(GROUP B) Presentations and Q&A

WEEK FIFTEEN		
ASSIGNMENTS	CLASS SESSION #27	CLASS SESSION #28
PRESENTATION DUE	(GROUP C) Presentations and Q&A	
WRITING DUE	PRIMARY SOURCE ANALYSIS PAPER	FINAL EXAM

## Course Policies

**Enrollment:** All students are responsible for officially enrolling in the course by the end of the second week of the semester. Please Note: Department Chairs may not approve requests to add this course after that time.

**Email:** Email is the best way to communicate with me about course-related questions and emergencies. To reach me outside of class about academic or course-related concerns, please contact me via email at [cook.2167@osu.edu](mailto:cook.2167@osu.edu).

**Office Hours:** Office Hours are designated times for us to gather to discuss your experience in the course as well as your academic interests. Course-related discussions include asking for extra help, seeking clarification about class assignments, and following up on aspects of the class that you missed or found meaningful. In addition, students can discuss the History major or minor as well as other programs of study related to African American History. Students are strongly encouraged to attend Office Hours at least twice during the semester. Office Hours are scheduled by appointment only, however, I’m usually available before or after class to chat briefly if you have a quick question. To schedule an appointment with me either in person or over Zoom, email me and please include “Office Hours” in the subject line.

**Electronic Devices:** All headphones and cellphones should be silent and put away during class. Laptop and tablet use is only permitted for course-related assignments and activities (e.g. to refer to Assigned Readings during class). If electronic devices become a distraction, our classroom will become a device-free environment and only students with academic accommodations will be permitted to use devices.

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

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

**Disability Services:** The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).



**Religious Accommodations:** Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

**Mental Health:** Students 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 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, 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](https://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.

**Missed, Late, or Incomplete Assignments:** All assignments are due on the day and time indicated. In the event of a personal or health emergency, please follow up with me as soon as possible to make alternative arrangements for completing assignments. Late submissions will result in lost grade points, and missing or incomplete assignments will be graded as an "E."

**Syllabus Changes:** The syllabus is subject to change. Important changes made to the syllabus will be communicated to students during class or via email.

**Artificial Intelligence (AI) Tools:** There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State. To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless specifically authorized. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools may not be used without my explicit permission. Students are not permitted to use unauthorized assistance from AI tools. Furthermore, students are not permitted to submit work that does not cite or clearly acknowledge any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own.

**Zoom Meeting:** In the event of an emergency or illness, we may have to meet via Zoom. I will create the Zoom meeting link and inform you of the details via email. Please make sure to connect a few minutes beforehand in case you have any technical issues that need to be resolved. Try your best to find a quiet space and feel free to use a virtual background screen, if desired.

**Learning Community Expectations:** We are dedicated to creating an inclusive, safe, and welcoming learning environment for every student in our class. We are determined to acknowledge each other with dignity and treat one another honorably. Throughout this course, we will discuss and debate important and provocative topics that may be distressing and emotional at times. Some of us might be more familiar with certain topics. Others of us might feel less connected than others to specific experiences. We are devoted to active listening, using “I” language when appropriate, and sharing our thoughts and differences in ideas respectfully without relying on harmful language in order to ensure that everyone benefits from our diverse learning community.

**Extra Credit:** Students have 2 extra credit opportunities for this course. You may take advantage of both options if you wish.

OPTION #1: Schedule an Office Hours appointment with me before Week Eight and between Weeks Eleven and Thirteen.

OPTION #2: Volunteer to present in Group A during Primary Source Analysis Presentation Week Fourteen.

# GE Theme course submission worksheet: Citizenship for a Just & Diverse World

## 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 (Citizenship)

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.

This course explores the history of citizenship in captivity and the legacy of liberatory movements led by incarcerated citizens in the US from the era of settler colonization and slavery to the present age of mass incarceration. Students will critically examine the impacts and inequities of incarceration on democracy and human life from the perspectives of Black leaders, political prisoners, and citizens behind bars. From citizens for prison reform to citizens against human caging, this course investigates major ways in which social justice movements led by incarcerated people of color intersect with broader political struggles against racism and sexism, capitalism and nationalism, and gendered state violence in the US and abroad.

## 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
<p><b>ELO 1.1</b> Engage in critical and logical thinking.</p>	<p>This course will build essential skills needed to engage in critical and logical thinking about major challenges for incarcerated citizens and community members disproportionately impacted by carceral punishment and imprisonment in the US. During in-class discussions on weekly assigned readings and through the completion of recurring reading quizzes and cumulative written and speaking assignments, students will practice critical thinking, reading, writing, and communications skills to describe historical processes and patterns and causes and consequences related to citizenship and carcerality.</p>
<p><b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>Students will take three Reading Quizzes and a comprehensive Final Exam to assess their comprehension of course readings and class content. Students will also complete an Annotated Bibliography (3-5 pages) of four reliable and relevant sources, in addition to doing primary source analysis assignments to demonstrate their understanding of historical texts and build their skills with respect to document analysis and historical writing. To practice public speaking skills, students will share their analysis of primary sources as part of a Primary Source Analysis Presentation. In addition to closely analyzing sources, students will consider possibilities for positive change in diverse communities directly affected by policing, incarceration, and felon disenfranchisement in the US.</p>

<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students will engage in advanced exploration of major themes in this course through a combination of lectures, readings, and discussions.</p> <p><i>Lecture:</i> Course materials include a diversity of perspectives most affected by policing and incarceration in the US. Students will engage with an array of historical sources in order to examine the relationship between citizenship rights, democratic (un)freedom, and social justice in currently and formerly incarcerated communities. Each class meeting will commence with a lecture overview centered on the Assigned Readings for the week.</p> <p><i>Reading:</i> The Assigned Readings for the course come from peer-reviewed and popular sources produced by experts and key figures in the fields of carceral studies and African American history. Students will read letters, literature, memoirs, biographies, academic articles, and historical texts from writers of different races, ethnicities, genders, sexualities, and cultures. Students may also consult relevant sources outside of class when constructing their Annotated Bibliography and Analysis Paper.</p> <p><i>Discussions:</i> In weekly discussions, students are given opportunities to summarize information from lectures and Assigned Readings. Students may speak about topics of particular interest to them and make connections between insights and knowledge gained inside and outside of the class. In addition to analyzing information presented in historical documents and course materials, students will practice critical thinking and communications skills during in-class activities and as part of course assignments. For example, during Primary Source Analysis Presentations, students will explain how their sources shed light on a significant aspect of incarceration and citizenship, while also answering questions about their analysis posed by their peers and professor.</p>
<p><b>ELO 2.2</b> 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</p>	<p>By the end of the semester, students will develop an original Primary Source Analysis Paper (5-8 pages) which builds on written and speaking assignments throughout the course that require students to close-read and discuss historical texts, analyze and contextualize source materials of their choosing, and cultivate skills in historical writing and public speaking.</p>

contexts.	<p>Primary Source Analysis Presentations will include a 5 minute oral and visual presentation followed by a Q&amp;A discussion</p> <p>Some examples of primary sources that students may select from Assigned Readings for analysis in their papers and presentations include: Ida B. Wells’ <i>Southern Horrors</i>, Clyde Bellecourt’s “Confrontational Politics,” George Jackson’s <i>Soledad Brother</i>, Angel Sanchez’s “In Spite of Prison,” or Angela Y. Davis’ <i>Are Prisons Obsolete?</i></p>
-----------	--

**Goals and ELOs unique to Citizenship for a Just & Diverse World**

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 explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**GOAL 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	Throughout this course, students are expected to engage with critical questions and debates about citizenship behind bars across different historical contexts. This course addresses major citizenship challenges in local contexts during Weeks 3–8 and in national and global contexts during Weeks 1–2 & 9–13 . Students will analyze and discuss primary and secondary sources in class discussions and writing assignments that draw from historical texts, letters, literature, memoirs, biographies, academic articles, and public writings produced by incarcerated leaders and citizens involved in prisoners’ rights movements locally, nationally, and globally.
<b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	This course supports the development of “intercultural competence as a global citizen” by inviting students to study and examine historical and contemporary sources created by

	<p>incarcerated citizens and community members from different racial, ethnic, gender, and cultural backgrounds. Foregrounding the experiences of Black citizens and incarcerated people of color, students will examine concepts and definitions central to incarceration and citizenship, such as: custodial citizenship, the carceral state, political imprisonment, mass incarceration, felon disenfranchisement, and abolition democracy. During discussions, students will also reflect on key questions focused on citizenship rights and political resistance in captivity, such as: <i>How have incarcerated people’s narratives critiqued the nature of citizenship and democracy in the US?</i> (Week One); <i>How does custodial citizenship harm democracy?</i> (Week Two); <i>How did Black leaders resist enslavement and exclusionary citizenship?</i> (Week Four); <i>How have incarcerated leaders organized across racial and ethnic lines to fight for civil liberties and human rights?</i> (Week Seven); <i>How have incarcerated people resisted political disenfranchisement and the denial of citizenship rights in the 21st century?</i> (Week Eleven); and <i>How do incarcerated organizers and their allies imagine citizenship without bars?</i> (Week Thirteen). These weekly questions frame class lectures and facilitate discussions about applying historical knowledge to address present-day challenges within and beyond US borders.</p>
<p><b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Investigating issues concerning diversity, equity, and inclusion is the bedrock of this course. In Assigned Readings every week, students will have abundant opportunities to examine, critique, and evaluate the inequities and effects of arrest and incarceration on US democracy, citizenship rights, social justice, and human life for diverse groups of people. In recurring Reading Quizzes, students will be asked to explain the implications of disparities in democracy for Black, Indigenous, Latinx, and Asian people, as well as LGBTQ+ people and women of color throughout US history. Similarly, in the Final Exam, students will be expected to demonstrate a sophisticated understanding of how diversity, equity, and</p>



	inclusion limits citizenship rights and restricts political freedoms for undesirable citizens of color behind and beyond prison walls.
<b>ELO 4.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	Students will analyze and critique historical and contemporary sources from incarcerated and citizen leaders from different racial, ethnic, gender, sexual, and cultural backgrounds. For example, during Weeks 1,3,6,7, and 9 students will study narratives constructed by Indigenous, Latinx, and Asian people incarcerated in the US. In Week 4, students will examine examples of Black leaders and enslaved Black women resisting exclusionary citizenship and the denial of human rights in early America. Likewise in Weeks 9-13, students will discuss competing definitions of citizenship and concepts of justice offered by political prisoners, community activists, and citizens of color directly affected by policing and incarceration in the US. Students will ultimately reflect on how incarceration and citizenship issues should inform and shape future community advocacy and organizing work for positive social change.

## Re: Request for Concurrence Hist 3084

Soland, Birgitte <soland.1@osu.edu>

Wed 1/24/2024 2:40 PM

To: Kunimoto, Namiko <kunimoto.3@osu.edu>

Cc: Getson, Jennifer <getson.3@osu.edu>

Thanks, Namiko!

---

**From:** "Kunimoto, Namiko" <kunimoto.3@osu.edu>

**Date:** Wednesday, January 24, 2024 at 2:27 PM

**To:** Soland Birgitte <soland.1@osu.edu>

**Cc:** "Getson, Jennifer" <getson.3@osu.edu>

**Subject:** Re: Request for Concurrence Hist 3084

Ok, concurrence granted!

Namiko Kunimoto

 [Image removed by sender. A button with "Hear my name" text for name playback in email signature](#)

She/her

Associate Professor, History of Art Department

Director, Center for Ethnic Studies

The Ohio State University

### Land Acknowledgement

The Ohio State University occupies the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribal nations through the Indian Removal Act of 1830.

---

**From:** Soland, Birgitte <soland.1@osu.edu>

**Sent:** Wednesday, January 24, 2024 2:20 PM

**To:** Kunimoto, Namiko <kunimoto.3@osu.edu>

**Cc:** Getson, Jennifer <getson.3@osu.edu>

**Subject:** Re: Request for Concurrence Hist 3084

Hi again, Namiko,

Here's the response from the dean (Bernadette Vankeerbergen), explaining her thinking about the concurrence request:

The reason why it came to my mind is that at least going forward the Center for Ethnic Studies is not only about those three areas (Asian American Studies, American Indigenous Studies, and Latinx Studies) but “Ethnic Studies” written large. The course is not only about African Americans but also brings up larger issues of “racial and ethnic lines”, week three is about the “incarceration of Indigenous people and colonial violence against Indigenous communities” etc. There is even a sentence about “Since the colonial period, Black, Indigenous, Latinx, and Asian people have disproportionately experienced the disastrous effects of criminalization etc.” (p. 1) (Sorry I am writing fast.)

Maybe there is a misunderstanding about the process of concurrence? The thing for a unit to do when it doesn't think that it is affected by a course is simply to grant a quick concurrence. So please just ask Namiko to grant concurrence.

I hope this helps. If you have any additional questions, just let me know.

Best,  
Birgitte

---

**From:** Soland Birgitte <soland.1@osu.edu>  
**Date:** Wednesday, January 24, 2024 at 1:31 PM  
**To:** "Kunimoto, Namiko" <kunimoto.3@osu.edu>  
**Subject:** Re: Request for Concurrence Hist 3084

Just forwarded this. Will send you the response.

B.

---

**From:** "Kunimoto, Namiko" <kunimoto.3@osu.edu>  
**Date:** Wednesday, January 24, 2024 at 1:23 PM  
**To:** Soland Birgitte <soland.1@osu.edu>  
**Subject:** Re: Request for Concurrence Hist 3084

I see - perhaps you could forward my response? They might be a bit confused about CES.  
Best,

Namiko Kunimoto

 [Image removed by sender. A button with "Hear my name" text for name playback in email signature](#)

She/her  
Associate Professor, History of Art Department  
Director, Center for Ethnic Studies  
The Ohio State University

## Land Acknowledgement

The Ohio State University occupies the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribal nations through the Indian Removal Act of 1830.

---

**From:** Soland, Birgitte <soland.1@osu.edu>  
**Sent:** Wednesday, January 24, 2024 9:52 AM  
**To:** Kunimoto, Namiko <kunimoto.3@osu.edu>  
**Cc:** Getson, Jennifer <getson.3@osu.edu>  
**Subject:** Re: Request for Concurrence Hist 3084

Dear Namiko,

The request for concurrence from CES came from the Assoc. Dean of Curriculum, presumably based on the assumption that you would have a vested interest in the course. I would be happy to request further explanation if you would like that.

Best,  
Birgitte

---


**From:** "Kunimoto, Namiko" <kunimoto.3@osu.edu>  
**Date:** Wednesday, January 24, 2024 at 9:32 AM  
**To:** Soland Birgitte <soland.1@osu.edu>  
**Cc:** "Getson, Jennifer" <getson.3@osu.edu>  
**Subject:** Re: Request for Concurrence Hist 3084

Dear Birgitte,

Thank you for your email. I'm not sure why we would be the organization to provide concurrence as CES includes Asian American Studies, American Indigenous Studies, and Latinx Studies.

Best wishes,  
Namiko

Namiko Kunimoto

 [Image removed by sender. A button with "Hear my name" text for name playback in email signature](#)

She/her  
Associate Professor, History of Art Department  
Director, Center for Ethnic Studies  
The Ohio State University

## Land Acknowledgement

The Ohio State University occupies the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribal nations through the Indian Removal Act of 1830.

---

**From:** Soland, Birgitte <soland.1@osu.edu>  
**Sent:** Tuesday, January 23, 2024 1:53 PM  
**To:** Kunimoto, Namiko <kunimoto.3@osu.edu>  
**Cc:** Getson, Jennifer <getson.3@osu.edu>  
**Subject:** Request for Concurrence Hist 3084

Hello,

On behalf of the History Department, I am seeking concurrence for the new course: History 3084, "Citizens Behind Bars: Black Leadership and the Politics of Liberation in African American History." The syllabus for the course is at the link below.

[History 3084 Syllabus GE Cit Cook Draft for Review.pdf](#)

If you have any questions, please contact me or History's Academic Program Coordinator (Jen Getson, [getson.3@osu.edu](mailto:getson.3@osu.edu), who is copied on this email). If not, please email your response/concurrence to us. According to university rules, responses are due within two weeks. Per the guidelines I have been given, concurrence will be assumed if no response is received by February 9, 2024.

All best,

Birgitte

Birgitte Søland, Assoc. Prof.

Chair of Undergraduate Studies

Department of History

230 Annie and John Glenn Avenue

Columbus, Ohio 43210

## Re: Request for Concurrence Hist 3084

Getson, Jennifer <getson.3@osu.edu>

Mon 2/26/2024 2:18 PM

To: Soland, Birgitte <soland.1@osu.edu>

Hi Birgitte,

We are well past the concurrence date for this, but I wanted to check in with you first – did you ever receive anything from him and/or did you want to reach out again or should I just go with the non-response concurrence?

- Jen

---

**From:** Soland, Birgitte <soland.1@osu.edu>

**Sent:** Tuesday, January 23, 2024 9:45 PM

**To:** Kogan, Vladimir <kogan.18@osu.edu>

**Cc:** Caldeira, Gregory <caldeira.1@polisci.osu.edu>; Getson, Jennifer <getson.3@osu.edu>

**Subject:** Re: Request for Concurrence Hist 3084

Thanks, Vlad. I will look forward to hearing from you.

Best,  
B.

---

**\From:** "Kogan, Vladimir" <kogan.18@osu.edu>

**Date:** Tuesday, January 23, 2024 at 9:44 PM

**To:** Soland Birgitte <soland.1@osu.edu>

**Cc:** "Caldeira, Gregory" <caldeira.1@polisci.osu.edu>

**Subject:** RE: Request for Concurrence Hist 3084

Hi Birgitte,

Thanks, I forwarded this to our department chair (CCed), who will be in touch!

Vlad

---

**From:** Soland, Birgitte <soland.1@osu.edu>

**Sent:** Tuesday, January 23, 2024 1:52 PM

**To:** Kogan, Vladimir <kogan.18@osu.edu>

**Subject:** Request for Concurrence Hist 3084

Hello,

On behalf of the History Department, I am seeking concurrence for the new course: History 3084, "Citizens Behind Bars: Black Leadership and the Politics of Liberation in African American History." The syllabus for the course is at the link below.

—[History 3084 Syllabus GE Cit Cook Draft for Review.pdf](#)

If you have any questions, please contact me or History's Academic Program Coordinator (Jen Getson, [getson.3@osu.edu](mailto:getson.3@osu.edu), who is copied on this email). If not, please email your response/concurrence to us. According to university rules, responses are due within two weeks. Per the guidelines I have been given, concurrence will be assumed if no response is received by February 9, 2024.

All best,  
Birgitte

Birgitte Sølund, Assoc. Prof.  
Chair of Undergraduate Studies  
Department of History  
230 Annie and John Glenn Avenue  
Columbus, Ohio 43210

## FW: Request for Concurrence Hist 3084

Babcock, Jennie <babcock.79@osu.edu>

Wed 2/7/2024 4:21 PM

To: Soland, Birgitte <soland.1@osu.edu>

Cc: Karandikar, Sharvari <karandikar.7@osu.edu>; Getson, Jennifer <getson.3@osu.edu>

Hello Birgitte,

We are happy to provide concurrence for your History 3084 course. What a wonderful learning opportunity - we will be excited to share with our students once it is offered.

Take care.

Jennie



### **Jennie Babcock, MSW, LISW-S**

Assistant Dean of Academic Affairs

College of Social Work

425-G Stillman Hall

1947 College Rd, Columbus, OH 43210

614-292-5471 Office

[babcock.79@osu.edu](mailto:babcock.79@osu.edu) / [csw.osu.edu](http://csw.osu.edu)

Pronouns: she/her/hers

**From:** Soland, Birgitte <[soland.1@osu.edu](mailto:soland.1@osu.edu)>

**Sent:** Tuesday, January 23, 2024 1:54 PM

**To:** Karandikar, Sharvari <[karandikar.7@osu.edu](mailto:karandikar.7@osu.edu)>;

**Cc:** Getson, Jennifer <[getson.3@osu.edu](mailto:getson.3@osu.edu)>

**Subject:** Request for Concurrence Hist 3084

Hello,

On behalf of the History Department, I am seeking concurrence for the new course: History 3084, "Citizens Behind Bars: Black Leadership and the Politics of Liberation in African American History." The syllabus for the course is at the link below.

[History 3084 Syllabus GE Cit Cook Draft for Review.pdf](#)

If you have any questions, please contact me or History's Academic Program Coordinator (Jen Getson, [getson.3@osu.edu](mailto:getson.3@osu.edu), who is copied on this email). If not, please email your response/concurrence to us. According to university rules, responses are due within two weeks. Per the guidelines I have been given, concurrence will be assumed if no response is received by February 9, 2024.



All best,

Birgitte

Birgitte Sølund, Assoc. Prof.

Chair of Undergraduate Studies

Department of History

230 Annie and John Glenn Avenue

Columbus, Ohio 43210

## Re: Request for Concurrence Hist 3084

Soland, Birgitte <soland.1@osu.edu>

Tue 1/23/2024 6:57 PM

To: Downey, Douglas <downey.32@osu.edu>

Cc: Getson, Jennifer <getson.3@osu.edu>

Thank you!

---

**From:** "Downey, Douglas" <downey.32@osu.edu>

**Date:** Tuesday, January 23, 2024 at 5:21 PM

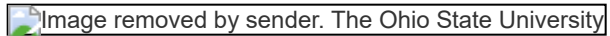
**To:** Soland Birgitte <soland.1@osu.edu>

**Subject:** Re: Request for Concurrence Hist 3084

Birgitte,

Sociology concurs.

Doug Downey

Image removed by sender. The Ohio State University

**Doug Downey (he/him/his)**

Distinguished Professor of Arts and Science

Director of Undergraduate Studies

**College of Arts and Sciences**

126 Townshend Hall, 1885 Neil Ave., Columbus, OH 43210

614-292--6681 Office

[downey.32@osu.edu](mailto:downey.32@osu.edu) / <https://sociology.osu.edu/people/downey.32>

---

**From:** Soland, Birgitte <soland.1@osu.edu>

**Sent:** Tuesday, January 23, 2024 1:49 PM

**To:** Downey, Douglas <downey.32@osu.edu>

**Cc:** Getson, Jennifer <getson.3@osu.edu>

**Subject:** Request for Concurrence Hist 3084

Hello,

On behalf of the History Department, I am seeking concurrence for the new course: History 3084, "Citizens Behind Bars: Black Leadership and the Politics of Liberation in African American History." The syllabus for the course is at the link below.

Image removed by sender. [History 3084 Syllabus GE Cit Cook Draft for Review.pdf](#)

If you have any questions, please contact me or History's Academic Program Coordinator (Jen Getson, [getson.3@osu.edu](mailto:getson.3@osu.edu), who is copied on this email). If not, please email your response/concurrence to us. According to university rules, responses are due within two weeks. Per

the guidelines I have been given, concurrence will be assumed if no response is received by February 9, 2024.

All best,

Birgitte

Birgitte Søland, Assoc. Prof.

Chair of Undergraduate Studies

Department of History

230 Annie and John Glenn Avenue

Columbus, 43210

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

Required Courses offered by the Unit		Program Learning Goals				
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
1101		Latin American Civilizations to 1825	Beginning	Beginning	Beginning	Beginning
1102		Latin American Civilizations since 1825	Beginning	Beginning	Beginning	Beginning
1151		American Civilization to 1877	Beginning	Beginning	Beginning	Beginning
1152		American Civilization since 1877	Beginning	Beginning	Beginning	Beginning
1211		Western Civilization to the 17 <sup>th</sup> Century	Beginning	Beginning	Beginning	Beginning
1212		Western Civilization, 17 <sup>th</sup> Century to Present	Beginning	Beginning	Beginning	Beginning
1681		World History to 1500	Beginning	Beginning	Beginning	Beginning
1682		World History from 1500 to the Present	Beginning	Beginning	Beginning	Beginning
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: understand ing 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 <sup>th</sup> Century	Intermediate	Intermediate	Intermediate	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
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
3084		Citizens Behind Bars: Black Leadership and the Politics of Liberation in African American History	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	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals				
Semester #	S u f f i x	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
			Intermediate	Intermediate	Intermediate	Intermediate
3101		South America Since Independence	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3102		Central America and the Caribbean since Independence	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3105		History of Brazil	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3106		History of Mexico	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3107		History of Argentina	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3110		The Jewish Experience in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3115		History of Medicine and Public Health in Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3191		Historical Internship	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.01		Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3193.02		Individual Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3194		Upper Level Undergraduate Group Studies	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3210		Archaic Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3211		Classical Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3212		Hellenistic Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3213		Slavery in the Ancient World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3213	H	Slavery in the Ancient World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3214		Women, Gender, and Sexuality in the History of Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3215		Sex and Gender in the Ancient World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3216		War in the Ancient Mediterranean	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understandi ng influence of past, how humans view themselves	Goal 2: understand ing factors that shape human activity	Goal 3: understand ing origins of contempora ry issues	Goal 4: critically examining diverse interpretati ons
	World	Intermediate	Intermediate	Intermediate	Intermediate
3218	Paul & His Influence in Early Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3219	Historical Jesus	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3220	The Rise of the Roman Republic	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3221	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
3224	Citizens and Subjects of Rome: Empire, Slavery, and Law	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,	Upper	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x  Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
	1450-1600	Intermediate	Intermediate	Intermediate	Intermediate
3242	The Holy Roman Empire (1495-1806)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3245	The Age of Reformation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3246	Tudor and Stuart Britain, 1485-1714	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3247	Magic and Witchcraft in Early Modern Europe (1450-1750)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3249	Early-Modern Europe, 1560-1778	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3250	Revolutionary and Napoleonic Europe, 1750-1815	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3251	History of Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3252	People on the Move: Migration in Modern Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3253	20th Century Europe to 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3254	Europe Since 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3260	Britain in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3261	Britain in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3262	France in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3263	France in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3264	19th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3265	20th Century German History	Upper 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	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
3269		Eastern Europe in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3270		History of World War I	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3275		Religion and its Critics in Modern Thought	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3276		European Thought and Culture, 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3277		European Thought and Culture, 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3280		History of Russia to 1700	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3281		Imperial Russian History, 1700-1917	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3282		History of the Soviet Union	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3283		Siberia in World History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3301		History of Modern West Africa, post 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3302		Nationalism, Socialism, and Revolution in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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	Upper	Upper	Upper

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understandi ng influence of past, how humans view themselves	Goal 2: understand ing factors that shape human activity	Goal 3: understand ing origins of contempora ry issues	Goal 4: critically examining diverse interpretati ons
		Intermediate	Intermediate	Intermediate	Intermediate
3310	History of African Cinema	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3311	Globalization and Development in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3312	Africa and World War II	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3313	Civil Wars, Violence, and Identity Politics in the Horn of Africa, 1800 to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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	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
3410		Studies in Chinese History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3411		Gender and Sexuality in China	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3425		History of Japan before 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3426		History of Modern Japan	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3450		History of Ancient Israel (to 300 BCE)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3455		Jewish Life from the Renaissance to the Early Enlightenment	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3460		European Jewish History, 1789-1989	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3465		American Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3470		Messiahs and Messianism in Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3475		History of the Arab-Israeli Conflict	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3480		Israel/Palestine: History of the Present	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



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
3506	Diplomacy, Congress, and the Imperial Presidency	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3525	19th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3526	20th Century European International History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3540	Modern Intelligence History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3550	War in World History, 500-1650	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3551	War in World History, 1651-1899	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3552	War in World History, 1900-present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3560	American Military History, 1607-1902	Upper 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	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
3640		Medieval Women – Power, Piety, and Production	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3641		Women and Gender in Early Modern Europe: 1450-1750	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3642		Women in Modern Europe, from the 18th century to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3650		Families in Historical Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3670		Trans-National History of World War II in Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3675		How to Stage a Revolution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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

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
3715		Explorations of Science , Technology and the Environment in East Asia	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3720		Environmental History of Ancient Greece and Rome	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3724		History of the Arctic	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3750		Race, Ethnicity, and Nation in Global Perspective	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3797		Study at a Foreign Institution	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.01		Study Tour	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.02		Study Tour: World War II	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.03		Study Tour: Shanghai, 1750 to 2050	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3798.04		Study Tour: Global Hotspots of the Early Modern World: Buenos Aires	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4095	E	Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095	H	Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4095		Seminar in Atlantic World History	Advanced	Advanced	Advanced	Advanced
4125	E	Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4125	H	Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4125		Seminar in Latin American History	Advanced	Advanced	Advanced	Advanced
4193.01		Individual Studies	Advanced	Advanced	Advanced	Advanced
4193.02		Individual Studies	Advanced	Advanced	Advanced	Advanced
4194		Advanced Undergraduate Group Studies	Advanced	Advanced	Advanced	Advanced
4215	E	Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215	H	Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4215		Seminar in Greek History	Advanced	Advanced	Advanced	Advanced
4216	E	Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
4216	H	Seminar in Roman History	Advanced	Advanced	Advanced	Advanced
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

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
4255		Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4285	E	Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285	H	Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4285		Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced
4325	E	Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325	H	Seminar in African History	Advanced	Advanced	Advanced	Advanced
4325		Seminar in African History	Advanced	Advanced	Advanced	Advanced
4375	H	Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
4375	E	Seminar in Islamic History	Advanced	Advanced	Advanced	Advanced
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	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
		History				
4675	H	Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4675		Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
4705	E	Seminar in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4705	H	Seminar in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
4705		Seminar in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
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

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
5000		Special Topics in Early American History	Advanced	Advanced	Advanced	Advanced
5010		Special Topics in Modern U.S. History	Advanced	Advanced	Advanced	Advanced
5080		Special Topics in African American History	Advanced	Advanced	Advanced	Advanced
5090		Special Topics in Atlantic World History	Advanced	Advanced	Advanced	Advanced
5100		Special Topics in Latin American History	Advanced	Advanced	Advanced	Advanced
5194		Combined Undergrad and Grad Group Studies	Advanced	Advanced	Advanced	Advanced
5210		Special Topics in Greek History	Advanced	Advanced	Advanced	Advanced
5211		Special Topics in Roman History	Advanced	Advanced	Advanced	Advanced
5212		Special Topics in Late Antique History	Advanced	Advanced	Advanced	Advanced
5213		Special Topics in Byzantine History	Advanced	Advanced	Advanced	Advanced
5229		Special Topics in Ancient Christianity	Advanced	Advanced	Advanced	Advanced
5230		Special Topics in Medieval History	Advanced	Advanced	Advanced	Advanced
5240		Special Topics in Early Modern European History	Advanced	Advanced	Advanced	Advanced
5250		Special Topics in Modern European History	Advanced	Advanced	Advanced	Advanced
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

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
5660	Special Topics in the History of Religion	Advanced	Advanced	Advanced	Advanced
5650	Special Topics in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced
5700	Special Topics in the History of Environment, Technology, and Science	Advanced	Advanced	Advanced	Advanced
5710	The History of Anatomy	Advanced	Advanced	Advanced	Advanced
5725	Special Topics in the History and Theory of the State	Advanced	Advanced	Advanced	Advanced
5790	Special Topics in History	Advanced	Advanced	Advanced	Advanced
5801	Special Topics: The University of the Future	Advanced	Advanced	Advanced	Advanced
5900	Introduction to Quantitative Methods in History	Advanced	Advanced	Advanced	Advanced