

Term Information

Effective Term Autumn 2025

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 2272
Course Title Reacting to the Past: Citizenship in Historical Context
Transcript Abbreviation CitizenshipHistory
Course Description Study the history of citizenship through a series of role-playing games! Students will explore the history of Ancient Athens, Renaissance Italy, and Revolutionary France by taking on an assigned persona and working in teams to respond to historical documents and events. Be prepared to work individually in reading primary documents and writing preparation, and in teams during class sessions.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 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
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, 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

- Students will develop skill in critical and logical thinking through the analysis of primary sources and the completion of written essays
- Students will be encouraged to reflect on their own learning through class discussions, essay assignments, and participation in the role playing games
- Students will explore how the concept of citizenship was understood at three distinct moments in the past, each of which forms the basis for one of the games in this course: Ancient Athens, Renaissance Italy, and Revolutionary France
- Students will learn about and discuss the ways that debates over justice, rights, and citizenship impinged upon one another.

Content Topic List

- Citizenship
 - Ancient Athens
 - Renaissance Italy
 - Revolutionary France
 - Justice
 - Diversity
 - Democracy
- No

Sought Concurrence

Attachments

- History 2272 -Reacting to the Past- Citizenship theme form.pdf: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- Curriculum Map Master 11.12.2024.doc: Curriculum Map
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- History 2272-Reacting to the Past Revisions 1.30.2025.docx: Syllabus - Revised
(Syllabus. Owner: Getson, Jennifer L.)
- 2272 GE Citizenship Cover Letter.docx: Cover Letter
(Cover Letter. Owner: Getson, Jennifer L.)

Comments

- Please see Subcommittee feedback email sent 1/6/25. *(by Neff, Jennifer on 01/06/2025 03:49 PM)*
- If this course can count in one or the other major (History or Leadership), please provide updated curriculum map(s). Also there is a GE form uploaded, but the form in curriculum.osu.edu has no GE category checked off. *(by Vankeerbergen, Bernadette Chantal on 11/12/2024 01:16 PM)*

COURSE REQUEST
2272 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/31/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	11/12/2024 12:15 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	11/12/2024 12:55 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/12/2024 01:16 PM	College Approval
Submitted	Getson, Jennifer L.	11/12/2024 03:24 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	11/12/2024 04:01 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/14/2024 01:14 PM	College Approval
Revision Requested	Neff, Jennifer	01/06/2025 03:49 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	01/30/2025 05:21 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	01/30/2025 05:47 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/31/2025 01:41 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/31/2025 01:41 PM	ASCCAO Approval



January 30, 2025

Hello,

Thank you for your feedback on History 2272: Reacting to the Past: Citizenship in Historical Context. The committee's contingencies and our revisions to the course are written below. Changes are also highlighted in the syllabus.

The reviewing faculty approved the request with the following feedback:

Contingency: The reviewing faculty request that the Theme be more explicitly woven into the syllabus to provide greater clarity to students. The current syllabus certainly emphasizes the concept of citizenship, but the reviewing faculty ask that the concepts of diversity and justice also be included as central aspects of the course in a way that is clear to students, including but not limited to weekly topics and assignment descriptions. Along these lines, the reviewing faculty request that the postmortem session and response papers be better outlined with detailed descriptions that tie to the Theme. [Syllabus pp. 9-11]

- **Added language around diversity and justice on pages 9 – 11. The discussion of the post-mortem response paper on page 11 has been especially expanded to explicitly include diversity and justice.**
- **Justice and Diversity are mentioned more often throughout the course schedule. There is particular attention to highlighting justice and diversity in conversations where those topics are implicit but often overlooked.**

Contingency: The reviewing faculty ask that the unit provide a cover letter that details the changes that are made to the proposal in response to this feedback.

- **Done.**

Recommendation: The reviewing faculty appreciate the guiding questions in the syllabus but recommend that additional details regarding the week-by-week content be included in the calendar to provide greater clarity on how the course content covers the Theme. Additionally, they recommend that the course make connections to present-day issues of citizenship. [Syllabus pp. 18-33]

- **Additional details have been provided in the weekly content descriptions. Prompts to relate the content to present-day citizenship debates have also been added.**

Recommendation: The reviewing faculty recommend that the department use the most recent version of the university's diversity statement if they wish to keep it in the syllabus. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus pp. 15-16]

- **Updated**

SYLLABUS HISTORY/2272

Reacting to the Past: Citizenship in Historical Context
Autumn 2025 (full term)
3 credit hours
In-Person (maximum enrollment 40 students)

COURSE OVERVIEW

Instructors

Instructor: Elizabeth Bond, Associate Professor of History

Email address (preferred contact method): bond.282@osu.edu

Office hours: Tuesdays and Wednesdays, 11:15am-12:15pm, and by appointment. Please email me to set up an appointment.

Prerequisites

There are no prerequisites for this course.

Course description

Welcome to History 2272. In this course, we examine the history of citizenship for a just and diverse world at three critical moments for democracy through a series of role-playing games.

This course invites students into an active learning environment. We will follow the *Reacting to the Past* curriculum, an award-winning approach for engaged learning based on role-playing games.¹ We are not re-enacting the past. As Hagood et al. have put it, reacting to the past “games can depart from the historical record as student’s actions—papers, speeches, strategies—determine game outcomes.”² In other words, students will read documents from the past, consider historical contexts, and then decide

¹ “What is Reacting?” The Reacting Consortium, accessed September 17, 2024, <https://reactingconsortium.org/>

² Thomas Chase Hagood, C. Edward Watson, and Brittany M. Williams. “Reacting to the Past: An Introduction to its Scholarly Foundation,” in *Playing to Learn with Reacting to the Past: Research on High Impact, Active Learning Practices*, eds C. Edward Watson & Thomas Chase Hagood (Palgrave Macmillan, 2018), 2.

for themselves how to respond. Students will take on an assigned persona and work in teams to react to primary source documents from the periods we are studying. Students will work individually in writing preparation and in teams during class sessions.

Students can anticipate a fast-paced and immersive learning experience. In each of the three modules, the professor will lead a series of orientation lecture and discussion sessions to prepare students with the background knowledge they need to get started in the role-playing game. The remaining weeks in each module will be student-led preparation and in-class presentations (games). Students will work in groups to interpret primary sources, prepare arguments, and make their faction's case in front of their peers in class. In short, this class equips students with vital historical skills of reading primary sources and interpreting evidence in complex environments in order to make their case. Students gain experience in formulating written and spoken arguments. And they practice working in groups throughout the semester. The learning impacts of this Reacting to the Past approach are well documented; students in Reacting courses tend to learn more content and to build historical, leadership, and social skills.³

The three required books for this course have been generously provided by the Ronald and Deborah Ratner Distinguished Teaching Award. Students will receive their books in week 1 of the semester. In short, for all students enrolled this semester, the books are free.

We will study the history of Ancient Athens, Renaissance Italy, and Revolutionary France in this course. In each case study, we return to the guiding theme of our GE: Citizenship for a Just and Diverse World. As students play the games, we continually unpack and revisit the ideas of citizenship, justice, and diversity as they were understood in these three pivotal moments, and as they are understood by the students in this class today. In short, we consider these guiding ideas through a continual, semester-long conversation that recognizes change over time and foregrounds a range of vantage points.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Read and analyze primary sources and secondary sources.
- Identify and evaluate ongoing conversations among historians about enduring historical questions about democracy, justice, diversity, and citizenship.
- Write and speak about historical sources' bearing on such questions by making evidence based arguments.
- Analyze the contemporary significance of studying citizenship in historical context.

General education goals and expected learning outcomes

As part of the **Citizenship for a Just and Diverse World GE**, this course is designed to prepare students to be able to meet the following goals:

³ Mark C. Carnes, *Minds on Fire: How Role-Immersion Games Transform College* (Harvard University Press, 2014), 7.

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world 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.
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.
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.

And Expected Learning Outcomes:

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- 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.

How the Course will Meet the GE: Citizenship for a Just and Diverse World

Goal 1: Students will develop skill in critical and logical thinking through the analysis of primary sources and the completion of written essays (ELO 1.1). Such study will be advanced because we will read and analyze challenging primary source material that returns repeatedly to the themes of citizenship, justice, and diversity. Each week we will focus on guiding questions concerning citizenship, which are specified in the Weekly Course Schedule at the end of the syllabus (ELO 1.2).

Goal 2: Students will participate in three historical role playing games over several weeks, through which they will take the perspective of historical figures with a range of experiences (ELO 2.1). Students will be encouraged to reflect on their own learning through class discussions, essay assignments, and participation in the role playing games (ELO 2.2).

Goal 3: Students will explore how the concept of citizenship was understood at three distinct moments in the past, each of which forms the basis for one of the games in this course: Ancient Athens, Renaissance Italy, and Revolutionary France (ELO 3.1). Through lecture, guided activities in primary source analysis, games, and debrief sessions, students will identify, reflect, and apply knowledge, skills, and dispositions (ELO 3.2).

Goal 4: Students will read primary sources in nearly every week, and they will write response papers of such sources. The central aim of analyzing primary sources from the vantage point of roles in the games is to prompt weekly engagement with the diversity of lived experience, especially as it concerns diversity, equity, and inclusion (4.1). Students will learn about and discuss the ways that debates over justice, rights, and citizenship impinged upon one another. Indeed, the history of the three periods under study in this course is closely connected to advocacy of social change, from the perspectives of those in power and those who were not. This course examines all of their experiences.

HOW THIS IN PERSON COURSE WORKS

Mode of delivery: This course is 100% in person. We meet weekly on the days and times specified on page 1 of the syllabus.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Attendance is based upon your presence in class. Participation is based upon your activity when you are in class. The following is a summary of students' expected participation:

- **Participating in in-class activities for attendance: REQUIRED**
 - Students are expected to attend class on all days of instruction and to participate actively while there. This course is organized around multi-week role-playing games, where students work in teams and each session builds upon those before. Continual participation from all students is key to the success of the course.
 - **If you are ill, please do NOT come to class.** If you have a situation that might cause you to miss class, notify me *as soon as possible* via the Carmen course roster so that your peers can plan accordingly. Please indicate whether you will submit written materials for your team (a letter, for example, for a peer to read) in advance of the class session you will miss.
- **Office hours: OPTIONAL**

Attending my office hours is optional. They are a great way for students to gain a fuller

sense of their own learning, as described in ELO 2.2. Please stop by at the scheduled time or email the instructor if an alternate time is needed.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Josiah Ober, Naomi J. Jorman, Mark C. Carnes, *The Threshold of Democracy: Athens in 403 BCE*, fourth edition (The University of North Carolina Press, 2022). Paperback ISBN: 978-1-4696-7075-1
 - This book is provided free to each student enrolled in the course by the Ronald and Deborah Ratner Distinguished Teaching Award. Students will receive this book in week 1 of the semester.
- Paula Kay Lazrus, *Building the Italian Renaissance: Brunelleschi's Dome and the Florence Cathedral* (The University of North Carolina Press, 2019). Paperback ISBN: 978-1-4696-5339-6
 - This book is provided free to each student enrolled in the course by the Ronald and Deborah Ratner Distinguished Teaching Award. Students will receive this book in week 1 of the semester.
- Jennifer J. Popiel, Mark C. Carnes, *Rousseau, Burke, and Revolution in France, 1791*, second edition (The University of North Carolina Press, 2022). Paperback ISBN: 978-1-4696-7074-4
 - This book is provided free to each student enrolled in the course by the Ronald and Deborah Ratner Distinguished Teaching Award. Students will receive this book in week 1 of the semester.

Additional Assigned Reading (available via the Carmen Course Website):

- Patrick Rael, "How to Read a Primary Source," <https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/>
- Mark Carnes, "Pedagogical Introduction to 'Reacting to the Past,'" available via Carmen.

Students may also conduct specialized research as necessary for the successful performance of their roles. In writing an essay attacking the democratic pretensions of the Radical Democrats in ancient Athens, for example, a student may wish to discuss Athenian slavery at some length, a subject that is not developed in detail in the game packet or accompanying readings. Please go to the OSU Library for assistance with your research.

Rather than wasting time online, where there will be little relevant information and what there is may be of dubious validity, please visit the library (in person or online by using the “chat with a librarian” feature) and approach a reference librarian for help.

Course technology

Technology support

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

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

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

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

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

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE OF FINAL GRADE
In-Class Participation for Game 1	10
Written Preparation for Game 1	12
Response Paper for Game 1	8
<i>Extra Credit: your team wins game 1</i>	2
In-Class Participation for Game 2	10
Written Preparation for Game 2	15
Response Paper for Game 2	10
<i>Extra Credit: your team wins game 2</i>	2
In-Class Participation for Game 3	10
Written Preparation for Game 3	15
Response Paper for Game 3	10
<i>Extra Credit: your team wins game 3</i>	2

See course schedule below for due dates.

Descriptions of major course assignments

In-Class Participation (30% of final grade; 10% for each game)

A major component of this course is in-class participation, which includes communicating in small groups, speaking in front of the class, and actively listening to peers for the entire class session.

Participation is focused primarily on achieving your assigned persona's "game objectives" by expressing their views in the full classroom. Students will sometimes speak as a member of a particular team or faction; sometimes students will be alone; and sometimes students' role will be indeterminate, and in such cases, the student will have the freedom to write their own game objective in response to what they

have read and heard. In all roles, students must *persuade* others so as to achieve their objectives and win the game.

Unless a student's persona is "dead" or has somehow been silenced in the game, students can participate freely in all in-class discussions. Those students whose roles make them responsible for running the class may determine who speaks and when. This may be frustrating at times; in some cases, such limitations are built into the game. As a means of ensuring that everyone has an opportunity to speak, the classroom will be provided with a podium, at which anyone may stand. Anyone who approaches the podium asserts a right to give a speech, pose questions, or address the class. If someone is already at the podium, take a place in line behind them.

Students will be assessed on what they have to say and how they say it. It is ok to refer to notes, but students should not read their entire speeches aloud verbatim. Assessment of in class participation in front of the class will be based upon clarity of argument, use of evidence, and appropriateness of the speech to the play of the game. Assessment of in class participation in small groups will be assessed upon active attention to peers, course content, and the tasks assigned to their persona.

Students on the winning faction in each game will be awarded an extra credit bonus of 2 points toward the final grade. Students will be assigned to a new team for each game.

At the conclusion of each game, the class will have a post-mortem session to discuss what actually happened in the past, how our game aligns—and doesn't—with the historical record, and why that matters. We will consider students' sense of their own learning—about the course content and about the process of learning via a game. We will focus especially on the questions of citizenship, justice, and diversity around which these games turn. We will place these concepts of citizenship, justice, and diversity in the context of the past, and we will reflect on how the study of the past informs the ways that students understand the concepts of citizenship, justice, and diversity in our contemporary moment.

Commented [BEA1]: GE discussed in this assignment

This assignment fulfills the GE ELOs: 1.1 and 1.2 through ongoing discussion with peers, which builds over the course of the semester. It also invites students to fulfill 2.1 and 2.2 by encouraging students to return to similar questions concerning citizenship, justice, and diversity after learning new content. Preparation for in-class participation invites students to complete 3.2, as they work with complex primary sources and scholarly background, both in the assigned course books and through their independent research through OSU Libraries. By asking students to revisit questions before and after learning course content, the discussions facilitate self-reflective learning. It also invites students to fulfill 4.1 and 4.2, as students must consider a variety of lived experiences through adopting three different *personas* during the semester.

Academic integrity and collaboration: This is an open-note, open-book assignment. Students may refer back to the assigned course materials or to their own notes. Students work in groups throughout this course, and students may draw upon their peers' work with appropriate attribution.

Written Assignments (70% of final grade)

For **each** of the three games, students will complete 10-12 pages of writing. Usually, students will complete two separate assignments, although the nature of the writing assignment depends on a student's particular role. Writing will constitute 70% of the grade. The attached essay, "Introduction to Reacting," includes an appendix on "Writing for Reacting, including four "writing advisories." **Students will be assessed according to these writing advisories. Please read them all before you write every paper for Reacting.**

The student—or, rather, their *persona*—will be speaking in class a lot. The purpose of written work is to help the student achieve their goals within the in-class game. As a result, the form of the writing in this class may vary, depending on what a student thinks will be most advantageous. For example, they may choose to write a legal indictment, a poem, a sermon, a newspaper article, a diary entry, or whatever else serves their purpose. A common form of expression will be an essay to rebut the arguments of one's opponents. For many roles, students will find it wise to coordinate work with peers in the class whose goals are similar to one's own.

Because the purpose of the written work is to persuade other students, it will be posted on the Carmen class web site via a discussion board channel; access to that discussion will be restricted to a student's faction (when appropriate) and to the instructor.

Just as a student's *persona* will sometimes criticize the views of those whose purposes differ from their own, peers may subject a student's written work to a sharp reading. After all, they, too, are trying to win the game. The written work will form an important part of class discussions.

Successful written work will make clear one's understanding of course content and of the ideas that inform a student's particular historical role. It will also turn on the themes of this GE: **Citizenship for a Diverse World. Writing will be an exercise in persuasion. A student need not believe what they argue in the game, as the aim is to convey the position of the *persona*, not the student's own views. The post-mortem reaction papers at the end of each game will be from the student's own point of view and will place what the student learned from the game in conversation with the themes of diversity, justice, and citizenship, both at a particular moment in the past and today.**

Because of the dynamic pace of this course, **written work must be submitted on time.** For example, a beautifully crafted defense of Socrates does him no good if he has already sipped the hemlock. Late work harms the team as well.

All written work will be submitted by the student via Carmen in two locations:

1. the relevant assignment portal (this dropbox is where the student will receive individualized assessment from the instructor).
2. the relevant discussion board for their *persona*'s faction (this location is where students will be able to view and collaborate on the written work by everyone in their faction).

The requirements of the game—particularly the mechanism for posting all papers to Carmen so that they are visible to the team—further necessitate timely submission of written work. Written work that is turned in late will be penalized by 10% of the total points for that assignment.

At the end of each game, students will write a post-mortem response paper of 3 double-spaced pages in which they reflect upon what they learned: about the course materials, about how they played the game, and about citizenship, diversity, and justice. One page will focus on the student's major takeaways about the course content, with particular attention to their interpretation of the primary sources assigned in this game. The second page will focus on the student's evaluation of their own performance in the game, including a discussion of how they might learn from this experience in preparation for subsequent course games. The third page invites students to place the GE themes in context, both by discussing citizenship, diversity, and justice as they were understood in a moment in the past, and by considering how such past understandings inform that student's understanding of citizenship, diversity, and justice in the present day.

This assignment fulfills the GE ELOS: Written assignments invite students to fulfill 1.1 and 1.2, as they emphasize thinking about how ideas of citizenship, justice, and diversity were constructed, unsettled, and debated at three key moments in time. The assignments fulfill 3.1 and 3.2, through regular review of key course content from the lectures and the reading assignments that consider a wide range of perspectives. They are also a routine way for students to reflect upon their own learning throughout the semester. Moreover, the practice of completing this assignment more than once fulfills 2.2, as it affords students an opportunity to act as self-reflexive learners. The post-mortem essays at the end of each game will encourage students to revisit 1.1 and 1.2 as they also fulfill 4.1 and 4.2 by thinking about the continuing resonance and significance of the debates about citizenship, diversity, rights, and justice that emerged in the assigned game.

Academic integrity and collaboration: Written assignments for this course are open-note, open-book assignments. Students may refer back to the assigned course materials or to their own notes while they complete them. Students are responsible for sharing their completed drafts on the Carmen discussion boards, where students may then work in groups to revise written work together. Assessment, however, will be based upon the students individual work submitted via the Carmen assignment dropbox. Post-mortem response papers at the end of each game are the individual responsibility of each student; students may not collaborate on the post-mortem response papers.

Late assignments

All assignments are due on the dates assigned in the Course Schedule. Students may also refer to Carmen for due dates.

Assignments submitted after the due date will be subject to a lowering of the grade by 10% for that assignment. Carmen automatically applies these deductions. The late penalty is in place to encourage students to stay on track. Writing assignments and course content build upon one another, so completing them on time is foundational to the success of the student and the course. In addition, receiving papers on time allows for the instructor to return comments and grades to all students in a timely manner.

In order to allow the instructor enough time to complete grading of this assignment before posting final grades, any written work received after 11:59 pm on December 18, the last day of finals week, will receive an E for the assignment.

Assignment extensions will be granted in cases of documented emergency. Urgent reasons for extensions include a medical, family, or legal emergency. Please contact me via email (bond.282@osu.edu) as soon as possible if such an emergency applies to you.

- If you experience an emergency this semester that necessitates an extended absence, please contact Professor Bond to discuss an Incomplete.

Grading scale

93-100: A
90-92.9: A-
87 - 89.9: B+
83 - 86.9: B
80 - 82.9: B-
77 - 79.9: C+
73 - 76.9: C
70 - 72.9: C-
67 - 69.9: D+
60 - 66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **10-14 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. Emails sent on weekends and holidays will receive a response when class is back in session.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions or email correspondence as if you were writing a research paper, please remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Please maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers.)
- **Backing up your work:** I encourage you to save your works in progress often.

Email and Office Hours

This course is an in-person course. Nevertheless, we will communicate by email. Students can expect at least one email from me in the form of a Carmen Announcement every week.

I encourage students to bear in mind the following general considerations. In academic and professional settings, all emails should have a descriptive subject line that includes the course number (“Question about History 2272 book review”), begin with a respectful salutation (“Prof. Bond”), and conform to standard English with proper punctuation and capitalization. Remember to sign with your first and last name. Providing such information enables me to respond more quickly and fully to your question.

- For an excellent overview of how students can most effectively use email with their professors please see this link: “How to e-mail a professor” <http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>

Email correspondence with one’s peers in the class should likewise include the course number, a respectful salutation, conform to standard English, and

Offices Hours with Professor Bond are Tuesdays and Wednesdays, 11:15am-12:15pm via Zoom at <https://osu.zoom.us/> passcode: xxxxxx, and by appointment.

A lecturer will take over the correspondence and grading for this course when Professor Bond’s maternity leave begins in November. Please watch for this updated contact information via Carmen.

I encourage you to stop by office hours if you have questions about your individual work. Office hours are a great time to talk with me about any aspect of the course and your interests in history. I’m here to support your learning, and I look forward to meeting you!

Academic Misconduct

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic

misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

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](#))

Campus Free Speech policy

Our [Shared Values](#) include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship." The [Campus Free Speech policy](#) adopted in May supports this commitment.

Statement on Title IX

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

Commitment to a diverse and inclusive learning environment

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 to 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. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbisc.osu.edu>)

Land Acknowledgement

We would like to 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. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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 can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

COURSE SCHEDULE

Guiding Questions each week focus on the course's ongoing investigation of what citizenship in a just and diverse world meant in key moments in the past and today.

Reading is due at the beginning of each session, as assigned below. This course is a collective, ongoing conversation. Coming to class prepared to discuss and debate the assigned reading is foundational to the success of this course.

Please refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/26-8/29	<p>Introduction to the Course, The Concepts of Citizenship, Justice, and Diversity,</p> <p>Using Games to Study History, and Interpreting Primary Sources</p> <p>Session 1: Introducing this course and "Reacting to the Past"</p> <p><u>Reading due at the start of Session 1:</u> Class Syllabus</p> <p>Session 2: Introductory Discussion of "Reacting to the Past," Interpreting Primary Sources, and Studying Citizenship in Historical Contexts</p> <p><u>Reading due at the start of Session 2:</u> Mark Carnes, "Pedagogical Introduction to 'Reacting to the Past'" Rael, How to Read a Primary Source, https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/ Ober and Carnes, <i>The Threshold of Democracy</i>:</p> <ul style="list-style-type: none"> • Introduction, pp. 2-19 <p><i>Guiding Questions this Week: What does citizenship mean to you today? Where do the ideas you have about citizenship come from? What does it mean to think historically? What does studying the history of an idea look like, and how do historians use primary sources to do this kind of work?</i></p>

2	9/2-9/5	<p>Unit 1: "REACTING TO THE PAST" IN ANCIENT ATHENS</p> <p>Preparation: Ancient Athenian Society in Context: Justice, Diversity, and the Question of Citizenship</p> <p>Monday, September 1: Labor Day</p> <p>Session 1: Introduction to Athens in 403 BCE: The Historical Context. Roles will be distributed at the end of this session.</p> <p><u>Reading due at the start of Session 1:</u> Ober and Carnes, <i>The Threshold of Democracy</i>:</p> <ul style="list-style-type: none"> • Historical Background, pp. 19-53 <p>Session 2: Athenian Democracy, Pericles, and Plato. Factions will have time to meet in small groups</p> <p><u>Reading due at the start of Session 2:</u> Ober and Carnes, <i>The Threshold of Democracy</i>:</p> <ul style="list-style-type: none"> • Roles and Factions, pp. 77-87 • Funeral Oration, pp. 89-94 • Plato's <i>Republic</i>, Part I-V pp. 95-199 <p><u>Assignments Due, Session 1:</u></p> <ul style="list-style-type: none"> • Prepare reading notes on Core Texts #1 and #2. Consider the perspective of your character/persona in the game as you read, and be ready to share your preparation with your peers. <p><i>Guiding Questions this Week: This course meets the "Citizenship for a Just and Diverse World" GE. Who was a citizen? What did justice and diversity look like in ancient Athens?</i></p>
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Commented [BEA2]: Justice and diversity are mentioned here.

3	9/8-9/12	<p>Week 1 of 3 of Game: Threshold of Democracy: Athens in 403 B.C.E. Participation, Citizenship, and Diversity in Postwar Athens</p> <p>Session 1: In-Class Preparation Session</p> <p><u>Reading due at the start of Session 1:</u> Ober and Carnes, <i>The Threshold of Democracy</i>:</p> <ul style="list-style-type: none"> • The Game, pp. 55-75 • Roles and Factions, pp. 77-87 • Plato, <i>From Protagoras</i>, pp. 200-202 • Plutarch, <i>Life of Lycurgus</i>, pp. 202-208 • Plutarch, <i>Life of Cimon</i>, pp. 209-213 • Xenophon, <i>The Economist</i>, pp. 213-226 • Xenophon, <i>Hellenica</i>, pp. 226-235 <p><u>Assignments due at the start of Session 1:</u> Write a work plan for your role in the game that outlines your responsibilities to your faction (see the factional role sheet); your individual persona/player identity (outlined in personal role sheet), and those of your position with the Athenian government).</p> <p>Session 2: Assembly Session 1: Reconciliation Agreement</p> <p><u>Reading due at the start of Session 2:</u> Ober and Carnes, <i>The Threshold of Democracy</i>:</p> <ul style="list-style-type: none"> • The Game, pp. 55-68 • Writing and Speaking Assignments, pp. 72-75 • Roles and Factions, pp. 77-87 • Xenophon, <i>Hellenica</i>, pp. 226-235 <p>Perseus website supplemental readings:</p> <ul style="list-style-type: none"> • Thucydides, <i>History of the Peloponnesian War</i>, Thuc. 3.69-3.85 https://www.perseus.tufts.edu/hopper/text?doc=Thuc.+3.69
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		<ul style="list-style-type: none"> • Thucydides, <i>History of the Peloponnesian War</i>, Thuc. 7.75-7.87 https://www.perseus.tufts.edu/hopper/text?doc=Thuc.+7.75 <p><u>Assignments due at the start of Session 2:</u> Essay 1. The topic of the essay will vary by assigned faction and by assigned persona. Please see your role sheet for a list of suggested topics. Students who write on a particular topic will likely make an oral presentation on that topic in the Assembly or lawcourts. Be prepared to support another member of your faction as they speak. Be prepared to ask those on the other side of the issue hard questions and rebuttals.</p> <p><i>Guiding Questions this Week:</i> How did losing the Peloponnesian War to Sparta prompt debates about democracy and justice, and diversity and citizenship in Athens? Who could participate in the Athenian Assembly?</p>
4	9/15-9/19	<p>Week 2 of 3 of Game: Threshold of Democracy: Athens in 403 B.C.E. Debating Citizenship and Justice for a Diverse Society</p> <p>Session 1: Assembly Session 2: Electorate</p> <p><u>Reading due at the start of Session 1:</u> Ober and Carnes, <i>The Threshold of Democracy</i>:</p> <ul style="list-style-type: none"> • The Game, pp. 55-69 • Roles and Factions, pp. 77-87 • Plato's <i>Republic</i>, Part III, pp. 147-71 • Plato, <i>From Protagoras</i>, pp. 200-202 <p>Perseus website supplemental readings:</p> <ul style="list-style-type: none"> • Aristophanes, <i>Ecclesiazusae</i> https://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a1999.01.0030 <p><u>Assignments due at the start of Session 1:</u> Prepare in writing for the main agenda topics outlined on page 69 of our textbook: who should be admitted and allowed to vote in the Pnyx? Should they be allowed to serve as jurors in the lawcourts? And any other agenda topics set by the President on Week 3, Session 2.</p> <p>Session 2: Assembly Session 3: Social Welfare</p>

		<p><u>Reading due at the start of Session 2:</u> Ober and Carnes, <i>The Threshold of Democracy</i>:</p> <ul style="list-style-type: none"> • The Game, pp. 55-70 • Xenophon, “The Estate Manager” from <i>The Economist</i>, pp. 213-226 <p>Perseus website supplemental readings:</p> <ul style="list-style-type: none"> • Pseudo-Xenophon (also known as the “Old Oligarch”), “The Constitution of the Athenians,” <p>https://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a1999.01.0158</p> <p><u>Assignments due at the start of Session 2:</u> Prepare in writing for the main agenda topics outlined on page 69-70 of our textbook: should Assemblymen and jurors be paid? And any other agenda topics set by the President on Week 4, Session 1.</p> <p><i>Guiding Questions this Week: How did losing the Peloponnesian War to Sparta prompt debates about democracy, justice, diversity, and citizenship in Athens? How did Athenians think about the following: should Athens retain its direct democracy? Should magistrates and other leaders continue to be chosen by random lottery? Should citizenship be broadened to include slaves who fought for the democracy and foreign-born metics who pay taxes in its support?</i></p>
5	9/22-9/26	<p>Week 3 of 3 of Game: Threshold of Democracy: Athens in 403 B.C.E.</p> <p>Justice, Democracy, and the Law</p> <p>Session 1: Dikasteria Session (trials)</p> <p><u>Reading due at the start of Session 1:</u> Ober and Carnes, <i>The Threshold of Democracy</i>:</p> <ul style="list-style-type: none"> • Plato’s <i>Republic</i>, Part II, pp. 118-47 • Plato’s <i>Apology</i> <p><u>Assignments due at the start of Session 1:</u> Prepare in writing for the main agenda topics outlined on page 70 of our textbook: this session is reserved for a trial. If no archon requests a trial in advance, then the Game Manager will ask President 4 to hold an Assembly session and announce the topic in advance.</p>

Commented [BEA3]: This question highlights the theme of justice and diversity

		<p>Session 2: Assembly Session 5: Governance</p> <p><u>Reading due at the start of Session 2:</u> Ober and Carnes, <i>The Threshold of Democracy</i>:</p> <ul style="list-style-type: none"> • Plato's <i>Republic</i>, Part II, pp. 118-47 • Plutarch, <i>Life of Lycurgus</i>, pp. 202-208 <p><u>Assignments due at the start of Session 2:</u> Prepare in writing for the main agenda topics outlined on page 71 of our textbook: should laws and major decisions be made by the Assembly, or by a governing council? If the latter, how should the council members be chosen? The president may choose a second topic, but must announce that topic by Session 1 of Week 5.</p> <p><u>Guiding Questions:</u> <i>How did the members of the Athenian Assembly think about whether Athens should restore the diverse empire that extracted wealth from tribute-paying city-states throughout the eastern Mediterranean? How did the Trial of Socrates stir up questions about citizenship?</i></p>
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6	9/29-10/3	<p>Debriefing the Game: Threshold of Democracy: Athens in 403 B.C.E. Empire, Diversity, and the Question of Citizenship</p> <p>Session 1: Final Assembly Session: Remilitarization/Restoration of the Athenian Empire</p> <p><u>Reading due at the start of Session 1:</u> Ober and Carnes, <i>The Threshold of Democracy</i>:</p> <ul style="list-style-type: none"> • Plutarch, <i>Life of Cimon</i>, pp. 209-13 • Thucydides' <i>Melian Dialogue</i> (on the excesses of the empire). • Thucydides, <i>History of the Peloponnesian War</i>, Thuc. 5.84-5.116 https://www.perseus.tufts.edu/hopper/text?doc=Thuc.+5.84 • Athenian tribute lists on the successes of the empire and its revenues. <p><u>Assignments due at the start of Session 1:</u> Prepare in writing for the main agenda topics outlined on page 71-2 of our textbook: Should Athens rebuild its fleet, recommence tribute collection, and</p>
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		<p>reconstitute its empire? The president may choose a second topic, and may do so without warning.</p> <p>Session 2: Post-Mortem Discussion</p> <p><u>Reading due at the start of Session 2:</u> Ober and Carnes, <i>The Threshold of Democracy</i>:</p> <ul style="list-style-type: none"> • Major Issues for Debate, p. 55 <p><u>Assignments due at the start of Session 2:</u> Response Paper for Game 1, submitted via Carmen</p> <p><i>Guiding Questions: What did citizenship mean in Athens in 54 BC? Where did such ideas about citizenship come from? How did studying primary sources inform your understanding of citizenship? How did adopting a particular perspective of a figure from the past make a difference in your thinking?</i> How did this game affect your thinking on citizenship today?</p>
7	10/6-10/10	<p>Unit 2: "REACTING TO THE PAST" IN RENAISSANCE ITALY</p> <p>Preparation: Renaissance Italy in Context</p> <p>Crafting Citizenship in Renaissance Florence</p> <p>Session 1: Introduction to the history of Renaissance Italy</p> <p><u>Reading for Session 1:</u> Lazrus, <i>Building the Italian Renaissance</i>:</p> <ul style="list-style-type: none"> • Introduction, pp. 1-12 • Historical Background, pp. 13-30 <p>Session 2: Roles Distributed/Faction Meetings</p> <p><u>Reading for Session 2:</u> Lazrus, <i>Building the Italian Renaissance</i>:</p> <ul style="list-style-type: none"> • The Game, pp. 31-37 • Roles and Factions, pp. 38-41

		<ul style="list-style-type: none"> • Petrus Paulus Vergerius, <i>On Noble Manners and Liberal Studies</i>, pp. 42-45 • Leonardo Bruni, <i>Panegyric of Florence</i>, pp. 45-48 • Goro Dati, "The Structure of Florentine Government," pp. 48-51 • Vitruvius, <i>The Ten Books on Architecture</i>, Book 1, pp. 51-58 <p><i>Guiding Questions: This course meets the "Citizenship for a Just and Diverse World" GE. What did justice and diversity look like in Renaissance Italy? What kinds of sources did people in this period look to for conceptualizing citizenship?</i></p>
8	10/13-10/17	<p>Week 1 of 3 of Game: Building the Italian Renaissance Autumn Break, Thursday, October 16-Friday October 17 Diversity, Citizenship, and Community in Renaissance Florence</p> <p>Session 1: Renaissance Art and Architecture</p> <p><u>Reading for Session 1:</u> Lazrus, <i>Building the Italian Renaissance</i>:</p> <ul style="list-style-type: none"> • The Game, pp. 31-37 • Vitruvius, <i>The Ten Books on Architecture</i>, Books 2 and 10, pp. 58-71 • Appendix images and glossary, pp. 73-76 <p><u>Assignments due at the start of Session 1:</u> Prepare in writing a plan for your faction and for your guild that 1: identifies the aims of your persona, your persona's faction, and your persona's guild, 2: explains your tasks, and 3: outlines when your tasks will be completed.</p> <p><i>Guiding Questions: What is the position of your persona in Florentine society? Does your persona belong to a faction? What did citizenship look for an individual like your persona? What did citizenship signify for groups like your faction? How diverse was Florentine society? What rights did citizenship for individuals and groups entail?</i></p>

9	10/20-10-24	<p style="text-align: center;">Week 2 of 3 of Game: <i>Building the Italian Renaissance</i></p> <p style="text-align: center;">Feasts, Festivals, and Social Ties in Renaissance Florence: Considering Diversity and Citizenship in Context</p> <p>Session 1: Feast of San Giovanni</p> <p><u>Reading for Session 1:</u> Lazrus, <i>Building the Italian Renaissance</i></p> <ul style="list-style-type: none"> • Historical Background, Feasts and Festivals, pp. 24-27 • The Game, pp. 31-37 • Vitruvius, <i>The Ten Books on Architecture</i>, Books 1, 2, and 10, pp. 51-71 • And, if relevant to your role <ul style="list-style-type: none"> ○ Petrus Paulus Vergerius, <i>On Noble Manners and Liberal Studies</i>, pp. 42-45 ○ Leonardo Bruni, <i>Panegyric of Florence</i>, pp. 45-48 ○ Goro Dati, "The Structure of Florentine Government," pp. 48-51 <p><u>Assignments due at the start of Session 1:</u> Complete the design of your <i>pallios</i> and guild flags for the in-class feast of San Giovanni and procession. Prepare in writing to discuss why this project is so important for the city and for sharing ideas and expertise.</p> <p>Session 2: Meeting in the Space of the Transept, part 1</p> <p><u>Reading for Session 2:</u> Lazrus, <i>Building the Italian Renaissance</i></p> <ul style="list-style-type: none"> • Historical Background, Cathedral of Santa Maria del Fiore, Construction Challenges, and Competition Announcement, pp. 27-30 • The Game, pp. 31-37
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		<ul style="list-style-type: none"> • Roles and Factions, pp. 38-41 • And, if relevant, reread any materials helpful for the creation of your <i>palio</i>, your guild flag, and your arguments about the ideals for the dome and its importance for the citizens of Florence. <p><u>Assignments due at the start of Session 2:</u> As a group, complete your team's submission for the project, including a discussion of how the project works and details about the decorative program.</p> <p><i>Guiding Questions: How did the culture of feasts and festivals shape ideas about citizenship and social belonging in Renaissance Italy? How did debates over the building of the Duomo of the cathedral of Santa Maria del Fiore bring up new questions about citizenship?</i></p>
10	10/27-10/31	<p>Week 3 of 3 of Game & Debriefing: Building the Italian Renaissance Justice, Citizenship and the Arts in Renaissance Florence</p> <p><u>Session 1:</u> Meeting in the Space of the Transept, part 2</p> <p><u>Reading for Session 1:</u> Lazrus, <i>Building the Italian Renaissance</i></p> <ul style="list-style-type: none"> • The Game, pp. 31-37 • Vitruvius, <i>The Ten Books on Architecture</i>, Books 1, 2, and 10, pp. 51-71 • And, if relevant to your role, <ul style="list-style-type: none"> ○ Petrus Paulus Vergerius, <i>On Noble Manners and Liberal Studies</i>, pp. 42-45 ○ Leonardo Bruni, <i>Panegyric of Florence</i>, pp. 45-48 ○ Goro Dati, "The Structure of Florentine Government," pp. 48-51 • reread any additional materials helpful for the creation of your project.

		<p><u>Assignments due at the start of Session 1:</u> Prepare with your team your design for the dome. Include a discussion of how other domes have been built. Be prepared to present your proposal to the jury (this may include models, examples of equipment, or other demonstrations in addition to the speeches).</p> <p>Session 2: Post-Mortem Discussion</p> <p><u>Reading for Session 2:</u> Lazrus, <i>Building the Italian Renaissance</i></p> <ul style="list-style-type: none"> • Counterfactuals, pp. 11-12 • Historical Background, Narrative, The City, Architecture, and Guilds, pp. 13-24 <p><u>Assignments due at the start of Session 2:</u> Response Paper for Game 2, submitted via Carmen</p> <p><i>Guiding Questions: What did citizenship mean in Florence in 1418? Where did such ideas about citizenship come from? How did studying primary sources inform your understanding of citizenship? How did adopting a particular perspective of a figure from the past make a difference in your thinking? How did this game affect your thinking on citizenship today?</i></p>
11	11/3-11/7	<p>UNIT 3: "REACTING TO THE PAST" IN REVOLUTIONARY FRANCE</p> <p>Preparation: Revolutionary France in Context</p> <p>Justice and Injustice in pre-Revolutionary France: Understanding Diversity and Citizenship in the Eighteenth Century</p> <p>Session 1: Ideas in Ferment: from the Enlightenment to Rousseau</p> <p><u>Reading for Session 1:</u> Popiel and Carnes, <i>Rousseau, Burke, and Revolution in France, 1791:</i></p> <ul style="list-style-type: none"> • Prologue, pp. 3-13, • Historical Background: Versailles to Varennes: The French Revolution from the Ancient Régime to July 1, 1791, pp. 19-43, • Montesquieu, excerpts from <i>The Spirit of the Laws</i> (1748), pp. 88-93,

		<ul style="list-style-type: none"> • Voltaire, excerpts from “Law, Religion and the State” and “Liberty and Fundamental Laws” (1764), pp. 94-98, • Rousseau, excerpts from Emile (1762), pp. 98-99, and • Rousseau, excerpts from First Discourse (1750), pp. 99-107. <p><u>Assignments due at the start of Session 1:</u> Prepare two pages of notes in response to the discussion questions in Popiel and Carnes, pp. 58-59</p> <p>Session 2: The Revolution Begins, up to July 1, 1791</p> <p><u>Reading for Session 2:</u> Popiel and Carnes, <i>Rousseau, Burke, and Revolution in France, 1791:</i></p> <ul style="list-style-type: none"> • Historical Background: Versailles to Varennes: The French Revolution from the Ancient Régime to July 1, 1791, pp. 19-43, • Sieyès, “What is the Third Estate?” (1789), pp. 108-111, • “Declaration of the King upon the Estates General” (1789), pp. 115-117, and • “August Decrees” (1789), pp. 117-120 <p><u>Assignments due at the start of Session 2:</u> Prepare two pages of notes in response to the discussion questions in Popiel and Carnes, pp. 59-60</p> <p><i>Guiding Questions: This course meets the “Citizenship for a Just and Diverse World” GE. What did justice and diversity look like in Revolutionary France?</i></p>
12	11/10-11/14	<p>Preparatory Week for Game: Rousseau, Burke, & Revolution in France, 1791</p> <p>Tuesday, November 11: Veterans Day is Observed</p> <p>Rights, Citizenship, and Justice in the French Revolution</p> <p>Session 1: Rousseau’s General Will, the <i>Declaration of the Rights of Man</i>, and Burke’s Searing Critique</p> <p><u>Reading for Session 1:</u> Popiel and Carnes, <i>Rousseau, Burke, and Revolution in France, 1791:</i></p>

		<ul style="list-style-type: none"> • Burke, excerpts from <i>Reflections on the Revolution in France</i>, pp. 145-167, • “Declaration of the Rights of Man and of the Citizen” (1789), pp. 120-123, and <p>Rousseau, <i>Social Contract</i>: https://origin-rh.web.fordham.edu/Halsall/mod/rousseau-soccon.asp</p> <p><u>Assignments due at the start of Session 1:</u> Prepare two pages of notes in response to the discussion questions in Popiel and Carnes, p. 60</p> <p>Session 2: Preparing for the National Assembly Session</p> <p><u>Reading for Session 2:</u> Popiel and Carnes, <i>Rousseau, Burke, and Revolution in France, 1791</i>:</p> <ul style="list-style-type: none"> • Your role sheet (both the private, personal biography, and, if you belong to a faction, your faction’s statement). Pp. 69-82 • Biographies of all of the figures in the game. It is advisable to educate yourself on friends and allies, foes, and those who may be persuaded to support “your” views. Pp. 69-82 • <i>The Origins of the Jacobin Club</i>, pp. 123-125 • The game rules, pp. 52-57 <p><u>Assignments due at the start of Session 2:</u> Write a work plan for your role in the game that outlines your responsibilities to your faction (see the factional role sheet); your individual persona/player identity (outlined in personal role sheet), and those of your position with the French Revolutionary government.</p> <p><i>Guiding Questions: Rights and citizenship are at the heart of this week’s content. How did the philosophers we have read thus far define citizenship? What rights did—or should—citizenship provide? And for whom?</i></p>
13	11/17-11/21	Week 2 of 4 of Game: Rousseau, Burke, & Revolution in France, 1791

Reshaping France's Future: Citizenship, Justice, and Diversity in Practice

Session 1: Debate on the Role of the Catholic Church

Reading for Session 1: Popiel and Carnes, *Rousseau, Burke, and Revolution in France, 1791*:

- Any of the sources in the game book needed to support your spoken and written arguments.
- "August Decrees," pp. 117-120,
- The Decrees on Church Lands and Monastic Vows (November to February, 1789), pp. 125-126,
- The Civil Constitution of the Clergy (July 12, 1790), pp. 128-132,
- The Obligatory Oath (November 27, 1790), p. 133, and
- *Charitas: [Papal Statement] On the Civil Oath in France* (April 13, 1791), pp. 133-136

Assignments due at the start of Session 1: Prepare in writing for the debate on the role of the Catholic Church in France. Draft a speech that explains your persona's position and is designed to convince others. Prepare agenda suggestions to share at the end of today's session.

Session 2: Debate on a Topic pre-determined by the National Assembly President

Reading for Session 2: Popiel and Carnes, *Rousseau, Burke, and Revolution in France, 1791*:

- Decree Abolishing the Nobility (June 19, 1790), p. 128
- Constitution of 1791, pp. 136-145

Assignments due at the start of Session 2: Prepare in writing for the debate on the topic announced by the President at the previous session. Draft a speech that explains your persona's position and is designed to convince others. Prepare agenda suggestions to share at the end of today's session.

		<p><i>Guiding Questions: How did the debates in the National Assembly open up new questions about what citizenship should look like? What new demands did the deputies in the National Assembly face in response to contingent events?</i></p>
14	11/24-11/28	<p>Week 3 of 4 of Game: Rousseau, Burke, & Revolution in France, 1791 Thanksgiving Break: Wednesday, November 25-Friday, November 27 Contingency: The Deputies Respond to the Demands of a Diverse Constituency</p> <p>Session 1: Debate on a Topic pre-determined by the National Assembly President</p> <p><u>Reading for Session 1:</u> Popiel and Carnes, <i>Rousseau, Burke, and Revolution in France, 1791:</i></p> <ul style="list-style-type: none"> • Reread any of the sections of the game book that are pertinent to you or your faction. • You may also conduct independent research to strengthen your essay and arguments. <p><u>Assignments due at the start of Session 1:</u> Prepare in writing for the debate on the topic announced by the President at the previous session (it will likely include a discussion of the Royal Sanction and matters pertaining to the nobility). Draft a speech that explains your persona's position and is designed to convince others. Prepare agenda suggestions to share at the end of today's session.</p> <p><i>Guiding Questions: How did the debates in the National Assembly open up new questions about what citizenship should look like? What new demands did the deputies in the National Assembly face in response to contingent events?</i></p>
15	12/1-12/5	<p>Week 4 of 4 of Game: Rousseau, Burke, & Revolution in France, 1791 Rethinking Citizenship, Justice, and Freedom in a Diverse Empire</p> <p>Session 1: Debate on a Topic pre-determined by the National Assembly President</p> <p><u>Reading for Session 1:</u> Popiel and Carnes, <i>Rousseau, Burke, and Revolution in France, 1791:</i></p>

		<ul style="list-style-type: none"> • Decree Regarding Membership in the National Guard (June 12, 1790), pp. 126-127 • <i>Declaration of the Rights of Man</i>, pp. 120-123. <p><u>Assignments due at the start of Session 1:</u> Prepare in writing for the debate on the topic announced by the President at the previous session (it will likely include a discussion of the <i>Declaration of the Rights of Man</i>, active and passive citizenship, and admission to the National Guard). Draft a speech that explains your persona's position and is designed to convince others. Prepare agenda suggestions to share at the end of today's session.</p> <p>Session 2: Debate on a Topic pre-determined by the National Assembly President</p> <p><u>Reading for Session 2:</u> Popiel and Carnes, <i>Rousseau, Burke, and Revolution in France, 1791</i>:</p> <ul style="list-style-type: none"> • <i>Jacobins and the Section Leaders:</i> Reread Burke's <i>Reflections on the Revolution in France</i> • <i>Conservatives:</i> Reread Rousseau's <i>Social Contract</i> <p><u>Assignments due at the start of Session 2:</u> Prepare in writing for the debate on the topic announced by the President at the previous session (it will likely include a discussion of the slave rebellion in Saint-Domingue and the situation in Europe). Draft a speech that explains your persona's position and is designed to convince others. Prepare agenda suggestions to share at the end of today's session.</p> <p><i>Guiding Questions: How did conservatives, Jacobins, and section leaders each experience the Revolution? What difference did their experiences make in their claims for citizenship? How did the reactions of a diverse populace to the Revolution change the very course of that Revolution?</i></p>
16	12/8-12/10	<p>Debriefing the Game: Rousseau, Burke, & Revolution in France, 1791</p> <p>Wednesday, December 10: Last day of classes</p> <p>Justice, Diversity, and Citizenship in 1791 and Today</p> <p>Session 1: Final Day of Debate</p>

		<p><u>Reading for Session 1:</u> Popiel and Carnes, <i>Rousseau, Burke, and Revolution in France, 1791:</i></p> <ul style="list-style-type: none"> • Read any material from the game book that supports your position and will help you win the game. <p><u>Assignments due at the start of Session 1:</u> Prepare in writing for the debate on the topic announced by the President at the previous session. Draft a speech that explains your persona’s position and is designed to convince others.</p> <p><u>Session 2: Postmortem Session</u></p> <p><u>Reading for Session 2:</u></p> <ul style="list-style-type: none"> • “What Really Happened after July 1, 1791,” available via Carmen <p><i>Guiding Questions: What did citizenship mean in France in 1791? Where did such ideas about citizenship come from? How did studying primary sources inform your understanding of citizenship? How did adopting a particular perspective of a figure from the past make a difference in your thinking? How did this game affect your thinking on citizenship today?</i></p>
Finals	12/12-12/18	<p>Reflecting on Games, Citizenship, and the Study of History</p> <p>Assignment Due via Carmen:</p> <p>Response Paper for Game 3, submitted via Carme</p> <p>As the final paper is due during finals week, papers received after 11:59 pm on December 18 (the last day of finals week) will receive an E for this final assignment.</p> <p><i>Guiding Questions: We have played three games set in three different moments in the past. What did citizenship, justice, and diversity look like in each of these moments? What debates shaped these moments? How has playing these games informed the way you see citizenship, justice, and diversity in society today?</i></p>

GE THEME COURSES

Overview

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

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

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

Course subject & number

General Expectations of All Themes

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

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

Course subject & number

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

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

Course subject & number

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

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

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

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

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

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

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

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

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

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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

Required Courses offered by the Unit		Program Learning Goals				
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
1101		Latin American Civilizations to 1825	Beginning	Beginning	Beginning	Beginning
1102		Latin American Civilizations since 1825	Beginning	Beginning	Beginning	Beginning
1151		American Civilization to 1877	Beginning	Beginning	Beginning	Beginning
1152		American Civilization since 1877	Beginning	Beginning	Beginning	Beginning
1211		Western Civilization to the 17 th Century	Beginning	Beginning	Beginning	Beginning
1212		Western Civilization, 17 th Century to Present	Beginning	Beginning	Beginning	Beginning
1681		World History to 1500	Beginning	Beginning	Beginning	Beginning
1682		World History from 1500 to the Present	Beginning	Beginning	Beginning	Beginning
1911		Climate Change: Mechanisms, Impacts and Mitigation	Beginning	Beginning	Beginning	Beginning
2001		Launching America	Intermediate	Intermediate	Intermediate	Intermediate
2001	H	Launching America	Intermediate	Intermediate	Intermediate	Intermediate
2002		Making America Modern	Intermediate	Intermediate	Intermediate	Intermediate
2002	H	Making America Modern	Intermediate	Intermediate	Intermediate	Intermediate
2010		History of American Capitalism	Intermediate	Intermediate	Intermediate	Intermediate
2015		History of American Criminal Justice	Intermediate	Intermediate	Intermediate	Intermediate
2040		History of Agriculture and Rural America	Intermediate	Intermediate	Intermediate	Intermediate
2045		History of American Religion to the Civil War	Intermediate	Intermediate	Intermediate	Intermediate
2060		The Battle for the Ohio Country, 1745-1814	Intermediate	Intermediate	Intermediate	Intermediate
2065		Colonialism at the Movies: American History in Film	Intermediate	Intermediate	Intermediate	Intermediate
2066		History of Western Medicine in Film	Intermediate	Intermediate	Intermediate	Intermediate
2070		Introduction to Native American History	Intermediate	Intermediate	Intermediate	Intermediate
2071		American Indian History of the U.S. Midwest	Intermediate	Intermediate	Intermediate	Intermediate

Required Courses offered by the Unit		Program Learning Goals				
Semester #	S u f f i x	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
2075		Introduction to U.S. Latino/a History	Intermediate	Intermediate	Intermediate	Intermediate
2079		Asian American History	Intermediate	Intermediate	Intermediate	Intermediate
2080		African American History to 1877	Intermediate	Intermediate	Intermediate	Intermediate
2081		African American History from 1877	Intermediate	Intermediate	Intermediate	Intermediate
2085		Exploring Race and Ethnicity in Ohio: Black Ohio in the 19th Century	Intermediate	Intermediate	Intermediate	Intermediate
2100		Introduction to the Spanish Atlantic World	Intermediate	Intermediate	Intermediate	Intermediate
2105		Latin America and the World	Intermediate	Intermediate	Intermediate	Intermediate
2110		Introduction to Native American Peoples from Mesoamerica	Intermediate	Intermediate	Intermediate	Intermediate
2111		Introduction to Native American People of the Andes	Intermediate	Intermediate	Intermediate	Intermediate
2115		Women and Gender in Latin America	Intermediate	Intermediate	Intermediate	Intermediate
2120		Revolutions and Social Movements in Modern Latin America	Intermediate	Intermediate	Intermediate	Intermediate
2125		The History of Latin America Through Film	Intermediate	Intermediate	Intermediate	Intermediate
2194		Intermediate Undergraduate Group Studies	Intermediate	Intermediate	Intermediate	Intermediate
2201	E	Ancient Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2201	H	Ancient Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2201		Ancient Greece and Rome	Intermediate	Intermediate	Intermediate	Intermediate
2202		Introduction to Medieval History	Intermediate	Intermediate	Intermediate	Intermediate
2203		Introduction to Early Modern Europe	Intermediate	Intermediate	Intermediate	Intermediate
2204	E	Modern European History	Intermediate	Intermediate	Intermediate	Intermediate
2204	H	Modern European History	Intermediate	Intermediate	Intermediate	Intermediate
2204		Modern European History	Intermediate	Intermediate	Intermediate	Intermediate
2205		Western Civilizations to 1600: Rise, Collapse, and Recovery	Intermediate	Intermediate	Intermediate	Intermediate
2210		Classical Archaeology	Intermediate	Intermediate	Intermediate	Intermediate
2211		The Ancient Near East	Intermediate	Intermediate	Intermediate	Intermediate
2212		War in the Ancient Mediterranean World	Intermediate	Intermediate	Intermediate	Intermediate
2213		The Ancient Mediterranean City	Intermediate	Intermediate	Intermediate	Intermediate

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
2272		Reacting to the Past: Citizenship in Historical Context	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

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
2352		The Ottoman Empire, 1300-1800	Intermediate	Intermediate	Intermediate	Intermediate
2353		The Middle East in the 20 th Century	Intermediate	Intermediate	Intermediate	Intermediate
2375		Islamic Central Asia	Intermediate	Intermediate	Intermediate	Intermediate
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	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
		Commodities in Motion				
2680		It's the End of the World: Apocalypticism in Christianity, Judaism and Islam	Intermediate	Intermediate	Intermediate	Intermediate
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	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
3005		The United States Constitution and American Society to 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3006		The United States Constitution and American Society since 1877	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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	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
3045		American Religious History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3049		War and Dissent in American History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070	E	Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070	H	Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3070		Native American History from European Contact to Removal, 1560-1820	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3071		Native American History from Removal to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3072		The Newark Earthworks, An Interdisciplinary Course	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3075		Mexican American Chicano/a History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3080		Slavery in the United States	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3081		Free Blacks in Antebellum America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3082		Black Americans During the Progressive Era	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3083		Civil Rights and Black Power Movements	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3085		African American History Through Contemporary Film	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3086		Black Women in Slavery and Freedom	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3089		Studies in African American History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3090		Comparative Slavery	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3100		Colonial Latin America	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

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
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 World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
3218	Paul & His Influence in Early Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3219	Historical Jesus	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3220	The Rise of the Roman Republic	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3221	History of Rome: Republic to Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3222	The Roman Empire, 69-337 CE	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3223	The Later Roman Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3225	Early Byzantine Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3226	Later Byzantine Empire	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3228	Religion and Society in Late Antiquity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3229	History of Early Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3230	History of Medieval Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3231	Creating Medieval Monsters: Constructions of the 'Other'	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3232	Solving Crime in Medieval Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3235	Medieval Europe I, 300-1100	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3236	Medieval Europe II, 1100-1500	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3239	Medieval England	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3240	History of the Italian Renaissance, 1250-1450	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3241	History of the Italian Renaissance, 1450-1600	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3242	The Holy Roman Empire (1495-1806)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

Required Courses offered by the Unit		Program Learning Goals				
Semester #	S u f f i x	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
3245		The Age of Reformation	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3246		Tudor and Stuart Britain, 1485-1714	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3247		Magic and Witchcraft in Early Modern Europe (1450-1750)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3249		Early-Modern Europe, 1560-1778	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3250		Revolutionary and Napoleonic Europe, 1750-1815	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3251		History of Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3252		People on the Move: Migration in Modern Europe	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3253		20th Century Europe to 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3254		Europe Since 1950	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3260		Britain in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3261		Britain in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3262		France in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3263		France in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3264		19th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3265		20th Century German History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3266		History of Spain, 1469-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3267		Modern Greece	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3268		Eastern Europe in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3269		Eastern Europe in the 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

Required Courses offered by the Unit		Program Learning Goals				
Semester #	S u f f i x	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
3270		History of World War I	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3275		Religion and its Critics in Modern Thought	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3276		European Thought and Culture, 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3277		European Thought and Culture, 20th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3280		History of Russia to 1700	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3281		Imperial Russian History, 1700-1917	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3282		History of the Soviet Union	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3283		Siberia in World History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3301		History of Modern West Africa, post 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3302		Nationalism, Socialism, and Revolution in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3304		History of Islam in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	E	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305	H	History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3305		History of Islamic Movements in West Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3306		History of African Christianity	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3307		History of African Health and Healing	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3308		History of U.S.-Africa Relations-1900-Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3309		Critical Issues of 20th Century Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3310		History of African Cinema	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understandi ng influence of past, how humans view themselves	Goal 2: understand ing factors that shape human activity	Goal 3: understand ing origins of contempora ry issues	Goal 4: critically examining diverse interpretati ons
3311	Globalization and Development in Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3312	Africa and World War II	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3313	Civil Wars, Violence, and Identity Politics in the Horn of Africa, 1800 to the Present	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3351	Intellectual and Social Movements in the Muslim World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3352	Marginal Groups in the Non-Western World	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3353	Jewish Communities under Islamic Rule	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3354	Islamic Spain and North Africa	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3355	Early Islamic Conquests				
3357	The Middle East in the 19th Century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3360	History of Iran	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3365	History of Afghanistan	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3375	Mongol World Empire: Central Eurasia, 1000-1500	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3376	The Silk Road: Commerce and Culture in Eurasia 200 BCE-1498 CE	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3401	Foundations of Chinese Civilization	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3402	Chinese Empire, 10th – 14th Centuries	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3403	History of Early modern China: 14th-18th century	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3404	Modern China 1750-1949	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3405	Contemporary China 1921-2000	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3410	Studies in Chinese History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

Required Courses offered by the Unit		Program Learning Goals				
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
3411		Gender and Sexuality in China	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3425		History of Japan before 1800	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3426		History of Modern Japan	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3450		History of Ancient Israel (to 300 BCE)	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3455		Jewish Life from the Renaissance to the Early Enlightenment	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3460		European Jewish History, 1789-1989	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3465		American Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3470		Messiahs and Messianism in Jewish History	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3475		History of the Arab-Israeli Conflict	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
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
3506		Diplomacy, Congress, and the Imperial Presidency	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3525		19th Century European International	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
	History	Intermediate	Intermediate	Intermediate	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 Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3640	Medieval Women – Power, Piety, and Production	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate

Required Courses offered by the Unit		Program Learning Goals			
Semester #	S u f f i x Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
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
3715	Explorations of Science , Technology and the Environment in East Asia	Upper Intermediate	Upper Intermediate	Upper Intermediate	Upper Intermediate
3720	Environmental History of Ancient	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
		Greece and Rome	Intermediate	Intermediate	Intermediate	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
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

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Section	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4125	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
4255		Seminar in Modern European History	Advanced	Advanced	Advanced	Advanced
4285	E	Seminar in Russian, E European and Eurasian History	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
4285	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 History	Advanced	Advanced	Advanced	Advanced
4675	H	Seminar in World/Global/Transnational History	Advanced	Advanced	Advanced	Advanced

Required Courses offered by the Unit			Program Learning Goals			
Semester #	Suffix	Title	Goal 1: understanding influence of past, how humans view themselves	Goal 2: understanding factors that shape human activity	Goal 3: understanding origins of contemporary issues	Goal 4: critically examining diverse interpretations
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
5000		Special Topics in Early American History	Advanced	Advanced	Advanced	Advanced
5010		Special Topics in Modern U.S. 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
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
5660		Special Topics in the History of Religion	Advanced	Advanced	Advanced	Advanced
5650		Special Topics in	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
		World/Global/Transnational History				
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