

# HISTORY (HISTORY)

## HISTORY 100 – HISTORICAL STUDIES: INTRODUCTORY

3 credits.

Introduction to elementary-level historical studies at the research university. Emphasis on interpretation and critical thinking. Topics vary.

**Requisites:** None

**Course Designation:** Breadth – Either Humanities or Social Science Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Understand that History is an interpretive account of the human past, one that historians create in the present from surviving evidence.

Audience: Undergraduate

2. Think self-consciously about the various methodologies that historians employ.

Audience: Undergraduate

3. Ask questions of primary sources of various types, including, if appropriate, non-textual sources, and use those sources to craft interpretations of the past in written and oral form.

Audience: Undergraduate

4. Reflect upon how the class materials allow them to better understand themselves, their own societies, and the larger global community, by engaging with multiple and diverse perspectives.

Audience: Undergraduate

## HISTORY 101 – AMER HIST TO THE CIVIL WAR ERA, THE ORIGIN & GROWTH OF THE U S

4 credits.

American political, economic, and social development from the founding of the colonies to the Civil War.

**Requisites:** None

**Course Designation:** Breadth – Either Humanities or Social Science Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Describe major developments of early American history, specifically: how the early American colonies developed in the context of a rich and interconnected world centered on the Atlantic Ocean; how those colonies created the United States; and how tensions in the nation's early history ultimately led to the Civil War.

Audience: Undergraduate

2. Discuss how historians know what they know about the past and why understandings of the past change over time.

Audience: Undergraduate

3. Do what historians do: ask questions about the past and answer them using primary sources.

Audience: Undergraduate

**HISTORY 102 – AMERICAN HISTORY, CIVIL WAR ERA TO THE PRESENT**

4 credits.

American political, economic and social development from the Civil War to the present.

**Requisites:** None

**Course Designation:** Breadth - Social Science  
Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify important patterns, processes, events, people, and places in U.S. history since 1865.

Audience: Undergraduate

2. Formulate arguments about change over time.

Audience: Undergraduate

3. Evaluate arguments about history.

Audience: Undergraduate

4. Determine what constitutes reliable and valid evidence.

Audience: Undergraduate

5. Interpret, compare, and contrast primary sources.

Audience: Undergraduate

6. Think critically about how narratives about the past are constructed and told.

Audience: Undergraduate

**HISTORY/ASIAN 103 – INTRODUCTION TO EAST ASIAN HISTORY: CHINA**

3-4 credits.

Survey of major developments in Chinese history from 1500 B.C. to the founding of the Communist state in 1949. Emphasis on patterns and themes; equal time devoted to the classical and traditional period and the modern era.

**Requisites:** None

**Course Designation:** Breadth - Either Humanities or Social Science  
Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Identify and summarize the important features of major periods in the history of China.

Audience: Undergraduate

2. Describe the significance of geography, language, culture, philosophy, and religion on the historical development of Chinese society, government, and culture.

Audience: Undergraduate

3. Interpret Chinese history from different viewpoints and perspectives.

Audience: Undergraduate

**HISTORY/ASIAN 104 – INTRODUCTION TO EAST ASIAN HISTORY: JAPAN**

3-4 credits.

Survey of major cultural, social, political and economic developments in Japanese history from ancient to recent times.

**Requisites:** None

**Course Designation:** Breadth - Either Humanities or Social Science  
Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Identify cultural, political, and intellectual currents in Japan from ancient times to the present.

Audience: Undergraduate

2. Analyze writings about Japanese history and to construct their own historical arguments.

Audience: Undergraduate

3. Use historical thinking to discuss politics and culture, not only in Japan, but in the world.

Audience: Undergraduate

4. Examine their own opinions about Japan.

Audience: Undergraduate

**HISTORY/AFRICAN 106 – INTRODUCTION TO AFRICAN HISTORY**

3-4 credits.

Introductory exploration of a thematic or chronological area of African history. Topics vary by instructor.

**Requisites:** None

**Course Designation:** Breadth - Humanities  
Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Evaluate and interpret a wide range of historical evidence in order to make arguments about changes over time in African societies

Audience: Undergraduate

2. Identify multiple methodologies that historians use to study the African past

Audience: Undergraduate

3. Interpret African history from different viewpoints and perspectives

Audience: Undergraduate

**HISTORY/ED POL 107 – THE HISTORY OF THE UNIVERSITY IN THE WEST**

3 credits.

Traces the development of higher education and, specifically, the institution known as the "university," in the United States and Europe since the Middle Ages. Concentrates on the intellectual, political, and social history of higher education, focusing particularly on the history of the "university" as an IDEA, an INSTITUTION, and as a community of PEOPLE, including students and faculty.

**Requisites:** None**Course Designation:** Breadth - Social Science

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Demonstrate your knowledge and explain—in essays, exams, and online and face-to-face discussions—the significance of key actors, events, themes, and ideas relating to the history of American education.

Audience: Undergraduate

2. Interpret and contextualize a range of primary historical sources.

Audience: Undergraduate

3. Identify and evaluate historical arguments in secondary scholarly works.

Audience: Undergraduate

4. Develop and support your own historical interpretations based on primary and secondary sources.

Audience: Undergraduate

5. Engage in open and respectful dialogue while reflecting upon and acknowledging your own biases.

Audience: Undergraduate

6. Connect your academic work to contemporary public debates, to consider diverse perspectives, and to develop, revise, and support your own ideas about the world.

Audience: Undergraduate

**HISTORY/ASIAN 108 – INTRODUCTION TO EAST ASIAN HISTORY - KOREA**

3-4 credits.

Survey of major cultural, social, political, and intellectual developments in Korea from the 10th century to the 21st century.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Describe the basic contours of Korean society and culture as they evolved from the dynastic era through the modern era (10th century CE to recent times).

Audience: Undergraduate

2. Discuss the Korean historical experience, from a grassroots perspective with nuance and in an inclusive manner.

Audience: Undergraduate

3. Explain how modern Korea has shaped, and been shaped by, major processes of global history, such as imperialism, war, and decolonization.

Audience: Undergraduate

4. Contextualize, identify, and interpret historically significant information in primary sources.

Audience: Undergraduate

**HISTORY 109 – INTRODUCTION TO U.S. HISTORY**

3-4 credits.

Exploration of a thematic or chronological area of United States history from a variety of critical historical perspectives. Topics vary by instructor.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Summer 2025

**Learning Outcomes:** 1. Analyze critically a range of primary and secondary sources related to U.S. history.

Audience: Undergraduate

2. Build evidence-based historical arguments and effectively communicate their ideas.

Audience: Undergraduate

### **HISTORY/CLASSICS 110 – THE ANCIENT MEDITERRANEAN**

4 credits.

An examination of the evolution of the human community in the Mediterranean Basin, from the beginning of the earliest civilizations in the Near East (3,000 B.C.E.) until the collapse of the Roman Empire in the West (500 C.E.).

**Requisites:** None

**Course Designation:** Breadth - Humanities

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Demonstrate knowledge of Classical and ancient Near Eastern societies and cultures.

Audience: Undergraduate

2. Examine, analyze, and interpret ancient texts in translation and material culture.

Audience: Undergraduate

3. Critique ancient Greek, Roman, and/or Near Eastern societies and cultures and compare them to other societies and cultures.

Audience: Undergraduate

4. Demonstrate a holistic view of the Ancient Mediterranean society and culture.

Audience: Undergraduate

### **HISTORY 115 – MEDIEVAL EUROPE 410-1500**

4 credits.

From the later Roman Empire to the end of the Middle Ages.

**Requisites:** None

**Course Designation:** Breadth - Either Humanities or Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Describe the main developments of the medieval period, from the end of the Roman Empire to the beginning of the Renaissance.

Audience: Undergraduate

2. Analyze critically a wide variety of primary sources from the medieval period, both orally and in writing.

Audience: Undergraduate

### **HISTORY 119 – EUROPE AND THE WORLD, 1400-1815**

4 credits.

Introduces Europe when it entered the global stage economically, politically, socially, and culturally. How Europeans took to the seas and developed new forms of empire. How did this wave of contact, encounter, and conquest affect Europeans, indigenous peoples of the Americas, and Africans? Examine the early global economy and the development of plantation slavery. How did Europeans develop new ways to make sense of their world, its size, its peoples, its flora and fauna? Explore new forms of Christianity, the Jewish diaspora, and the globalization of Christianity. As thinkers debated how rulers should wield political power, monarchs strove to expand their authority and territory, and ordinary people demanded a greater share of political power, provoking revolutions across the Atlantic world. Encounter the lives of women and men from many backgrounds, from peasants to queens, and all kinds of people on the move.

**Requisites:** None

**Course Designation:** Breadth - Either Humanities or Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Differentiate between primary and secondary sources

Audience: Undergraduate

2. Explain how historical knowledge is created through the examination of primary sources and the analysis of those materials in secondary sources

Audience: Undergraduate

3. Analyze primary sources by placing them in their historical contexts

Audience: Undergraduate

4. Pose a historical question

Audience: Undergraduate

5. Make a historical argument

Audience: Undergraduate

6. Analyze visual sources

Audience: Undergraduate

**HISTORY 120 – EUROPE AND THE MODERN WORLD 1815 TO THE PRESENT**

4 credits.

Political, economic, social, and cultural history of modern Western civilization.

**Requisites:** None

**Course Designation:** Breadth – Either Humanities or Social Science Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Describe major developments in the political and cultural history of Europe since 1815.

Audience: Undergraduate

2. Discuss how historical thinking includes interpretation and analysis, not simply names, dates, and facts.

Audience: Undergraduate

3. Assess the significance of war and revolution, nationalism and the nation-state, and colonialism and imperialism as forces of change in modern European history.

Audience: Undergraduate

4. Defend a historical argument based on primary sources in clear and compelling prose.

Audience: Undergraduate

**HISTORY 124 – BRITAIN SINCE 1688**

3-4 credits.

Introduction to the major themes in the history of imperial Britain and the modern world. Themes include (but are not limited to) the changing patterns of life during those centuries, the development of modern identities and notions of the self, the emergence of a modern, commercial civil society, the rise of industrial capitalism, liberalism, the modern state, and imperial and total war.

**Requisites:** None

**Course Designation:** Breadth – Either Humanities or Social Science Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Identify and explain the major trajectories in British history since the 17th century.

Audience: Undergraduate

2. Explain the various interpretive frameworks that historians have used to analyze or explain cultural, political, and economic transformations in imperial Britain in the past 300 years.

Audience: Undergraduate

3. Analyze primary sources, both written and visual, in British history and evaluate or critique the ways in which it has been interpreted by others.

Audience: Undergraduate

4. Produce original historical arguments, in both written and oral communication, and properly mobilize evidence, from both primary and secondary sources, to support those arguments.

Audience: Undergraduate

5. Apply a critical and historical point of view to the contemporary world.

Audience: Undergraduate

**HISTORY/ENVIR ST/HIST SCI 125 – GREEN SCREEN:  
ENVIRONMENTAL PERSPECTIVES THROUGH FILM**

3 credits.

From Teddy Roosevelt's 1909 African safari to the Hollywood blockbuster King Kong, from the world of Walt Disney to The March of the Penguins, cinema has been a powerful force in shaping public and scientific understanding of nature throughout the twentieth and twenty-first century. How can film shed light on changing environmental ideas and beliefs in American thought, politics, and culture? And how can we come to see and appreciate contested issues of race, class, and gender in nature on screen? Explore such questions and come to understand the role of film in helping to define the contours of past, present, and future environmental visions in the United States, and their impact on the real world struggles of people and wildlife throughout the world.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Interpret film as a historical document and place it in a particular historical context.

Audience: Undergraduate

2. Describe the changing historical contours of environmentalism and how the past continues to shape diverse perspectives relating to the meaning and representation of "the environment," particularly with respect to issues of class, gender, and race.

Audience: Undergraduate

3. Identify major environmental issues and controversies of the past, present, and future in the United States and around the world.

Audience: Undergraduate

**HISTORY/AFRICAN 129 – AFRICA ON THE GLOBAL STAGE**

3-4 credits.

Explores the interplay between Africa and the World from the 19th century to the present, covering subjects such as the slave- trade, repatriation, Africanizing of culture in the Americas and Europe, the spread and revival of world religions, colonialism, global capitalism, the rise of global popular culture such as pop music and video films, environmental concerns and global epidemics.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025**HISTORY 130 – AN INTRODUCTION TO WORLD HISTORY**

3-4 credits.

Introduction to major themes in world history. Such themes might include: empire and imperialism, environmental impacts, global trade and globalization, war, migration, gender, race, religion, nationalism, class, and the like.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Identify and engage with arguments about world history, including the histories of Non-Western civilizations and cultures.

Audience: Undergraduate

2. Evaluate the evidentiary and theoretical bases of various historical conversations about the making of the modern world.

Audience: Undergraduate

3. Present original conclusions about world history through clearly written, persuasive arguments and narratives.

Audience: Undergraduate

**HISTORY/HIST SCI/MED HIST 132 – BEES, TREES, GERMS, AND GENES: A HISTORY OF BIOLOGY**

3 credits.

How did today's biology emerge out of the diverse traditions of agriculture and natural history (bees and trees), biomedicine and molecular biology (germs and genes), which stretch back into the eighteenth century?

Examines classic texts and "game-changers" in the history of biology, putting them into broader scientific and social contexts to see how these different ways of knowing intertwined, competed, and yielded novel approaches to the study of life that still shape today's life sciences.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Summer 2025**Learning Outcomes:** 1. Identify key ideas, people, places, and events in the history of biology.

Audience: Undergraduate

2. Connect a passage of professional or popular scientific writing in biology to larger historical themes and trends.

Audience: Undergraduate

3. Analyze similarities and differences in scientific expression across different people, genres, and time periods.

Audience: Undergraduate

4. Explain how past ideas about classification and evolution; organismal organization; disease causation and medical intervention; and mastery of genetic machinery have shaped present-day assumptions and attitudes about biology and human nature.

Audience: Undergraduate

**HISTORY 133 – GLOBAL MILITARY HISTORY (5000 BCE - PRESENT)**

3-4 credits.

Introductory examination of the role of war and peace in human history from the earliest forms of organized violence to the 21st century "War on Terror." Rather than center on tactics, key battles, or even particular critical conflicts, instead focuses on how different military cultures and technologies emerged over time across the globe. Explores how organized violence shaped not just the lives of soldiers, but all members of society by examining key pieces of popular culture including poetry, propaganda, music, movies, and social media. Takes a deliberately global approach by examining the connections and commonalities of war across different world regions.

**Requisites:** None**Course Designation:** Breadth - Humanities

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Explain the Impact of Military Technologies: identify major military-technological changes and their impact on societies more generally.

Audience: Undergraduate

2. Recognize Military Cultures: acknowledge the many ways in which war shaped culture outside of the battlefield in the arts, music, and literature.

Audience: Undergraduate

3. Demonstrate Critical Writing Skills: communicate complex ideas through written evaluations. Specifically, emphasis is placed on improving analytical/argumentative writing skills through a number of written assignments.

Audience: Undergraduate

4. Show Critical Reading and Communication: demonstrate critical thinking and reading through the analysis of historical primary and secondary sources, discussion, and independent research.

Audience: Undergraduate

**HISTORY/GEN&WS 134 – WOMEN AND GENDER IN WORLD HISTORY**

3-4 credits.

A global (comparative and transnational) survey of women and gender from the ancient world to the modern period. Introduces students to key issues in the history of women and gender, including the historical construction of identities, roles, symbols, and power relationships.

**Requisites:** None

**Course Designation:** Breadth – Either Humanities or Social Science Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Articulate how women experienced and shaped world historical events.

Audience: Undergraduate

2. Explain the historical emergence of diverse gender roles, power relationships, and social movements.

Audience: Undergraduate

3. Interpret key primary sources in the history of women and gender.

Audience: Undergraduate

4. Evaluate secondary accounts of the history of women and gender.

Audience: Undergraduate

5. Engage in evidence-based debates concerning global histories of women and gender.

Audience: Undergraduate

**HISTORY 136 – SPORT, RECREATION, & SOCIETY IN THE UNITED STATES**

3-4 credits.

As much as we may try to convince ourselves that sport offers an escape from the "real world," constant news of players' strikes, stadium financing controversies, and the lack of diversity in league management remind us that we cannot separate the games we play and watch from the political, social, and cultural contexts in which they are embedded. Explore how sport has shaped and been shaped by major trends in American social, political, and economic history. The focus is not on player stats or the morning edition of SportsCenter, rather with serious historical arguments and debates about sport's relationship to American capitalism, social movements, and urban development. Readings also provide a diverse set of perspectives on the politics of race, gender, and class in American sport in the twentieth century.

**Requisites:** None

**Course Designation:** Breadth – Either Humanities or Social Science Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Summer 2025

**Learning Outcomes:** 1. Identify how American sports have both shaped and been shaped by broader social, cultural, and political trends.

Audience: Undergraduate

2. Explain how and why major social, economic, racial, and political changes have occurred in sports in the past 150 years.

Audience: Undergraduate

3. Analyze primary sources related to American sports.

Audience: Undergraduate

4. Develop an original argument (thesis) based on the analysis of primary sources.

Audience: Undergraduate

**HISTORY 137 – THE HISTORY OF WAR IN FILM**

3 credits.

Is there such a thing as a genuinely anti-war movie? The acclaimed, late French filmmaker Francois Truffaut thought not, as even the most brutal and honest depictions of war in film cannot help but valorize sacrifice and arouse something primordial in certain members of the audience. Nevertheless, some of the greatest films of all time are regarded as "anti-war classics" and not a few might be labeled "pro-war." Critically examine more than fifteen full movies (and parts of many more) from across this spectrum and from around the world. In addition to testing the "Truffaut Rule," evaluate the movies as both fictionalized secondary sources (conveying knowledge and influencing memory) and as primary sources that shed light on the moment and place in which they were created.

**Requisites:** None**Course Designation:** Breadth - Humanities

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Critically examine war movies as media for communicating the experience of combat in different historical eras

Audience: Undergraduate

2. Grasp the unique power of motion pictures to convey "truth" and attitudes about war as understood in context (i.e. place, time, subject, and intermediate interpretation)

Audience: Undergraduate

3. Evaluate the ways in which war and movies about it have essentialized gender roles and promoted competing ideals of virtue, martial and otherwise

Audience: Undergraduate

4. Consider war movies as instruments of propaganda and evaluate the relationship between their effectiveness and their accuracy

Audience: Undergraduate

5. Apply the methods of historical research and writing

Audience: Undergraduate

**HISTORY 139 – INTRODUCTION TO THE MODERN MIDDLE EAST**

3-4 credits.

Traces the formation of the states and societies that compose the contemporary Middle East. How have global phenomena, including two world wars, the Cold War, women's movements, and modern science, technology, and fossil fuels, affected the politics, culture, and daily lives of Middle Eastern people? What is Islamism, and how should we explain its influence? Why has the United States had such a troubled relationship with this part of the world? Balances a generally thematic approach with several weeks of country-specific studies, including Iran, Saudi Arabia, Egypt, Syria, and Israel and the Palestinian territories.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Identify the origins of the Middle East nation-states

Audience: Undergraduate

2. Compare the larger Middle East nation-states in terms of politics, economy, and society

Audience: Undergraduate

3. Analyze trends in the development of U.S. relations with the Middle East

Audience: Undergraduate

4. Explain the modern Middle East in terms of global processes of change

Audience: Undergraduate

5. Use primary sources to support all of the above

Audience: Undergraduate

**HISTORY 142 – HISTORY OF SOUTH ASIA TO THE PRESENT**

3-4 credits.

Survey of the development of societies within the Indian subcontinent. Equal segments for the ancient, medieval and modern periods.

**Requisites:** None

**Course Designation:** Breadth - Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Identify and describe the contours and stakes of conversations among historians about South Asia.

Audience: Undergraduate

2. Apply historical methods to evaluate critically the record of the past and how historians of South Asia and British imperialism have interpreted it.

Audience: Undergraduate

3. Conduct historical research, including (as appropriate) the effective use of libraries, archives, and digital databases.

Audience: Undergraduate

4. Organize and express their thoughts clearly and coherently both in writing and orally and thereby offer their own analytical critique of major historical events and their legacies in South Asia.

Audience: Undergraduate

5. Conceptualize and execute a significant piece of historical research.

Audience: Undergraduate

**HISTORY/ED POL 143 – HISTORY OF RACE AND INEQUALITY IN URBAN AMERICA**

3 credits.

Examine the historical relationships between metropolitan change, economic transformation, and the construction of race and how those processes have shaped mass incarceration, educational, housing, and income inequality, and the experiences of racial/ethnic minorities who have been marginalized or discriminated against. Key questions include: What is the historical nature of inequality and opportunity in metropolitan America? What policies and ideas have historically promoted inequality, and how have those policies and ideas shifted over time? How have marginalized people responded to inequality, and what impacts have various modes of resistance had? Lastly, what is "race," how has its meaning changed over time, and how has it historically shaped inequality and opportunity?

**Requisites:** None

**Course Designation:** Gen Ed - Communication Part B

Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Demonstrate their awareness of History's Impact on the Present

Audience: Undergraduate

2. Recognize and Question Assumptions

Audience: Undergraduate

3. Demonstrate their consciousness of Self and Others

Audience: Undergraduate

4. Demonstrate their capacity for Effective Participation in a Multicultural Society

Audience: Undergraduate

5. Identify and discuss the significance of key actors, events, themes, and ideas relating to the history of race and inequality in the metropolitan United States

Audience: Undergraduate

6. Identify and evaluate historical arguments in secondary scholarly works

Audience: Undergraduate

7. Interpret, analyze, and contextualize primary historical sources

Audience: Undergraduate

8. Use library resources in order to locate relevant primary and secondary source materials

Audience: Undergraduate

9. Synthesize information from primary and secondary sources in order to develop and support their own evidence-based historical interpretations

Audience: Undergraduate

**HISTORY 145 – AMERICA AND CHINA, 1776-TODAY**

3-4 credits.

Analyzes the relationship between China and the United States since the birth of the U.S. in 1776, and tracks how the relationship has changed over time. Seeks to offer a broader perspective on the US-China relationship that includes not only diplomacy and war, but also culture, economics, and domestic politics. Contextualize the steady drumbeat of news stories about America and China, and make educated, historically rooted arguments about China, the US, and their complex relationship.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2021

**Learning Outcomes:** 1. Identify and summarize the larger historical events that have shaped Chinese history since the 18th century as well as those which have shaped China's relationship to the U.S.

Audience: Undergraduate

2. Identify and summarize the major sources of US-China tension in the 1776 to 1899 period, and also for the period from 1899 to the Present.

Audience: Undergraduate

3. Identify the major American and Chinese cultural and political figures who have shaped the American and Chinese relationship.

Audience: Undergraduate

4. Identify and summarize potential future sources of tension or cooperation between the United States and China and how they are connected to historical events.

Audience: Undergraduate

5. Demonstrate knowledge of major movements, trends, or events in the development of world cultures.

Audience: Undergraduate

6. Recognize history as an interpretive account of the human past – one that historians create in the present from surviving evidence.

Audience: Undergraduate

7. Demonstrate how the use of different approaches, methodologies, analytical concepts, or sources can yield differing insights into a historical problem.

Audience: Undergraduate

8. Think critically about and appreciate the complexities of their own societies, cultures, and larger global communities.

Audience: Undergraduate

**HISTORY/INTL ST 146 – A GLOBAL HISTORY OF NOW**

3-4 credits.

An introduction to key historical events, movements, and systems that have shaped our present moment. Examines the relationship between empire-building and anti-colonial movements from the late 18th century to the current day. Focuses on the political, economic, and social/cultural dimensions of major global history themes, such as colonialism, capitalism, and revolution.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Develop a historical understanding of imperialism and decolonization since 1800

Audience: Undergraduate

2. Formulate arguments about change over time, and think critically about how narratives about the past are constructed

Audience: Undergraduate

3. Refine the ability to recognize and question assumptions

Audience: Undergraduate

4. Determine what constitutes reliable and valid evidence

Audience: Undergraduate

5. Interpret, compare, and contrast primary sources

Audience: Undergraduate

6. Improve writing and public speaking skills

Audience: Undergraduate

7. Acquire awareness of history's impact on the present

Audience: Undergraduate

**HISTORY/CHICLA 151 – THE NORTH AMERICAN WEST TO 1850**

3-4 credits.

Explores the history of places that have been called the American West before 1850. We start with Indigenous occupation; continue with European invasion and the creation of two new nations, Mexico and the U.S.; and end with U.S. conquest. We watch Indian lands becoming the object of Spanish, French, and English empires, and then see European incursions giving way to the hopes of new nation-states and newly empowered Indian peoples like Lakotas and Comanches. After studying the trails and trades that brought newcomers west, we reach key converging events: U.S. seizure of the Mexican North, resolution of the Oregon boundary dispute, discovery of western gold, West Coast arrival of Chinese immigrants, and Mormon exodus to the Great Basin. We use economic, environmental, political, cultural, and social analyses, and we attend to the dreams of many westerners: of North American, Latin American, European, African, and Asian origin or descent, and of all genders and class statuses.

**Requisites:** None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Identify the various peoples who occupied the North American West before the 16th century, how they lived in their respective environments and vis-à-vis one another, and how scholars and Native communities themselves have made sense of that occupation  
Audience: Undergraduate

2. Identify and analyze the relationships among the political, social, cultural, economic, and environmental factors that brought Europeans and enslaved Africans to places that came to be called the West from the 16th through the 18th centuries  
Audience: Undergraduate

3. Identify and analyze the political, social, cultural, economic, and environmental factors that gave rise to two new occupying nations in places that came to be called the West in the late 18th and early 19th centuries, as well as increasingly powerful Indigenous peoples  
Audience: Undergraduate

4. Identify and analyze the political, social, cultural, economic, and environmental factors that paved the way for U.S. conquest of various parts of the North American West by the middle of the 19th century  
Audience: Undergraduate

5. Identify and analyze the political, social, cultural, economic, and environmental factors that brought increasing numbers of Americans, Europeans, and Asians to the West by the middle of the 19th century  
Audience: Undergraduate

6. Explain the how the history of places that came to be called the West demonstrates the workings of imperialism and colonialism  
Audience: Undergraduate

7. Identify and analyze the ways in which westerners of various genders navigated their lives; the forces that created hierarchies among and within human communities; and the means by which various westerners either maintained or challenged those hierarchies  
Audience: Undergraduate

8. Explain the significance of the West for the development of the U.S. nation-state and for the fate of those who lived in the West before the U.S. claimed it

**HISTORY/CHICLA 152 – THE UNITED STATES WEST SINCE 1850**

3-4 credits.

Introduction to histories of places that have been called the American West, focusing on the period since 1850. Beginning in the mid nineteenth century, the United States sought to establish power over vast western regions that it claimed on maps but did not in fact control. Moving through the twentieth century to the present day, considers how attention to the American West allows us to reimagine US history more broadly - and how the United States represents just one facet the region's pasts. Learn to think like a historian by analyzing primary sources, evaluating competing narratives, and formulating arguments about the past. Investigate how people, ideas, and infrastructures have transformed a region repeatedly redrawn and consider the ongoing legacies of the past - and the stories we tell about it - in the American West today.

**Requisites:** None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Challenge common myths that distort our understanding of the modern U.S. West  
Audience: Undergraduate

2. Understand how historians make history and why our understandings of the past change over time  
Audience: Undergraduate

3. Use primary sources to ask and answer questions about the modern North American West  
Audience: Undergraduate

4. Evaluate arguments about history and weigh in on existing historical debates  
Audience: Undergraduate

5. Identify how the past has affected present day circumstances regarding race and racial inequalities in the U.S.  
Audience: Undergraduate

**HISTORY/CHICLA 153 – LATINA/LATINO/LATINX HISTORY**

3-4 credits.

Examines the historical, social, and legal experiences of Latinas/Latinos/Latinxs in the US since the mid-1800s with emphasis on Mexican migrations. Latinxs became an important part of the US population through western expansion, conquest, and immigration. We will learn about the 3 main Latinx groups in the US: Mexicans, Puerto Ricans, and Cubans, but will also learn about other Latinx communities. We begin with an examination of conquest by studying the Treaty of Guadalupe Hidalgo that annexed roughly half of former Mexican territory and the Spanish-American War that resulted in the possession of Puerto Rico. Then, we examine the history of Latinx immigration to understand the experiences of Mexicans, Central Americans, South Americans, and people from the Caribbean who have immigrated to the US in search of economic opportunities and political asylum. This course serves as an introduction to the varied experiences of Latinxs in the US in order to understand their unique histories.

**Requisites:** None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Develop a critical understanding of the diverse experiences of Latinas/Latinos/Latinxs in the U.S. by conducting a close examination of assigned readings through assignments, lectures, presentations, and in-class discussions.

Audience: Undergraduate

2. Build a critical lens of race, ethnicity, gender, sexuality, and class by engaging in analytical essay writing that incorporates the assigned readings and primary research in the archives at the Wisconsin Historical Society.

Audience: Undergraduate

3. Develop sociological tools and perspectives to discuss the experiences of Latinas/Latinos/Latinxs in the U.S. through in-class oral presentations based on the research conducted for the final paper.

Audience: Undergraduate

4. Critically engage in public debates about policies pertaining to Latinas/Latinos/Latinxs in the U.S. and be able to make informed decisions by learning about historical social and legal issues surrounding Latina/Latino/Latinx communities that continue to impact Latinxs today. This, through the assigned readings, original research, and data presented in lectures.

Audience: Undergraduate

**HISTORY 154 – WHO IS AN AMERICAN?**

3-4 credits.

Organized around the title question: Who is an American? Explores how answers to that question have changed over time, focusing on people whose actions and ideas shaped those answers. Rather than an overview of U.S. history, focuses on a variety of topics related to our central theme, moving roughly chronologically from the Revolutionary era to the present. Covers the history of racial ideologies and racial inequities, arguments over citizenship and "American" identity, and the ways that various groups have been included or excluded from the nation.

**Requisites:** None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Articulate how the history of racial ideologies, racial inequities, and racial formations in the United States has evolved in relation to histories of enslavement, conquest and territorial expansion, and immigration.

Audience: Undergraduate

2. Recognize arguments about citizenship and "American" identity as historical, contested, and evolving.

Audience: Undergraduate

3. Understand the ways various groups of Americans have been included in or excluded from the nation, and how groups have mobilized to resist exclusion.

Audience: Undergraduate

4. Investigate the rise, fall, and interaction of civic and ethnic nationalisms in U.S. history.

Audience: Undergraduate

**HISTORY 155 – THE LONG BLACK FREEDOM STRUGGLE FROM THE CIVIL WAR TO THE PRESENT**

3-4 credits.

Explores the generations-long effort by African Americans and allied forces to achieve full citizenship in the U.S. and equitable footholds in American society. Forged in a history of enslavement and in many ways ongoing, this freedom struggle encompasses the history of abolitionism to the struggle for civil rights to the fight for Black Power to the effort to make Black Lives Matter. Introduces the history of African American people in the U.S. from the end of the era of slavery to the present day; explores how that history has been shaped directly by the actions and activism of Black people and their allies; considers how that history intersects with, shapes, and is shaped by other historical moments and movements; provides opportunities to think more actively about issues of belonging, citizenship, difference, and interpersonal and structural power; develops skills in historical analysis and argumentation.

**Requisites:** None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify important events, movements, and people, in African-American history since 1865  
Audience: Undergraduate

2. Evaluate and formulate arguments about how racial dynamics in the United States and strategies for achieving racial equality have changed over time

Audience: Undergraduate

3. Determine what constitutes reliable and valid evidence when it comes to the history of inequality and social movements in African American history

Audience: Undergraduate

4. Interpret, compare, and contrast primary sources

Audience: Undergraduate

5. Think critically about how the narratives about the past are constructed and told

Audience: Undergraduate

6. Explain how racial conflict, inequality, and movements against the same in the past have shaped American society in the present

Audience: Undergraduate

7. Discuss their social position relative to history, as well as how other people's pasts and experiences perhaps don't align with their own

Audience: Undergraduate

8. Identify ways to operate in a pluralistic, multicultural society – one in which their own experiences are not the assumed default

Audience: Undergraduate

**HISTORY/ASIAN AM 160 – ASIAN AMERICAN HISTORY: MOVEMENT AND DISLOCATION**

3-4 credits.

Examines the impact of colonialism, war, and capitalism on the movement of Asians to the U.S. Considers how racial, gendered, class, sexual, and national formations within the U.S. structured Asian immigration to North America.

**Requisites:** None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Describe how the past has affected present day circumstances regarding race and immigration policies in the United States.

Audience: Undergraduate

2. Recognize and question cultural assumptions and knowledge claims as they relate to Asians and Asian Americans.

Audience: Undergraduate

3. Demonstrate self-awareness and empathy toward the cultural perspectives and worldviews of others.

Audience: Undergraduate

**HISTORY/ASIAN AM 161 – ASIAN AMERICAN HISTORY: SETTLEMENT AND NATIONAL BELONGING**

3-4 credits.

Examines the social, cultural, and political citizenship of Asians in the U.S. with particular emphasis on diaspora, transnationality, and place.

**Requisites:** None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Describe how the past has affected present day circumstances regarding race and citizenship in the United States.

Audience: Undergraduate

2. Recognize and question cultural assumptions and knowledge claims as they relate to Asians and Asian Americans.

Audience: Undergraduate

3. Demonstrate self-awareness and empathy toward the cultural perspectives and worldviews of others.

Audience: Undergraduate

**HISTORY 170 – EAST MEETS WEST: MYTH, MEANING, AND MODERNITY**

3-4 credits.

The modern history of the concept "East Meets West" (or its variant "East vs. West"), with an emphasis on its changing meanings and uses from the nineteenth to the twenty-first centuries in East Asia (primarily Japan) and the United States. Analyzing works in the arts, literature, philosophy, political economy, and popular culture, trace how and why this intellectual construction became an important influence in modern history.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Recognize generalizations and stereotypes about "the East," "the West," and "East Meets West" and examine their goals and uses

Audience: Undergraduate

2. Think critically about the historical constructions, changes, complexities, and importance of ideas about "the East," "the West," and "East Meets West" within American and East Asian societies

Audience: Undergraduate

3. Demonstrate knowledge of major movements, trends, or events in the history of "East Meets West"

Audience: Undergraduate

4. Examine how the use of different approaches, methodologies, analytical concepts, or sources can yield differing insights into a historical problem.

Audience: Undergraduate

5. Read and evaluate a variety of materials to determine their origins, perspective, usefulness, and reliability

Audience: Undergraduate

6. Use library resources to find primary and secondary sources in order to develop an informed and original perspective on topics discussed in class

Audience: Undergraduate

7. Participate productively and respectfully in discussion and collaborative tasks

Audience: Undergraduate

**HISTORY 179 – AFRO-ATLANTIC HISTORIES AND PEOPLES, 1791-PRESENT**

3-4 credits.

The African-descended population of the Americas is around 180 million people. Roughly two-thirds of those live outside of the United States, mostly in Brazil and the Caribbean. Provides an overview of the histories, aspirations, and problems that have most impacted peoples of the African diaspora in the years since the Haitian Revolution. As such, the focus will be thematic rather than chronological. The primary emphasis will be on the history of political, social, and intellectual movements. Topics will include slave resistance, black nationalism, socialism, and anti-colonialism. Learn about figures as varied as Toussaint L'Ouverture, Ida B. Wells, Marcus Garvey, WEB DuBois, Carolina Maria de Jesus, Frantz Fanon, Paul Robeson, and many others. Other topics to be covered include: the meaning of "freedom," the construction of black "masculinities," diasporic religious expressions, art and literature, and race and medicine.

**Requisites:** None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2019**Learning Outcomes:** 1. Articulate how the past has affected present day circumstances regarding race and racial inequalities in the U.S. and in the African diaspora

Audience: Undergraduate

2. Define important questions related to the history of the modern African diaspora and explain their academic and public implications.

Audience: Undergraduate

3. Evaluate the evidentiary and theoretical bases of various historical conversations in the making of the modern African diaspora.

Audience: Undergraduate

4. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.

Audience: Undergraduate

5. Examine the context in which sources were created, search for topical, chronological, and other relationships among them, and assess the sources in light of that knowledge.

Audience: Undergraduate

6. Drawing upon a diversity of primary- and secondary-sources, synthesize the most pertinent evidence to make persuasive arguments and draw innovative conclusions.

Audience: Undergraduate

7. Apply course concepts to your life outside the classroom, demonstrating self-awareness and empathy for people from a range of backgrounds and political perspectives.

Audience: Undergraduate

**HISTORY/AMER IND 190 – INTRODUCTION TO AMERICAN INDIAN HISTORY**

3-4 credits.

A broad survey of American Indian history which centers Indigenous peoples, communities, and nations in the context of U.S. policy and culture that emphasizes decolonial methods and Native ways of knowing the past.

**Requisites:** None

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Describe and explain the significance of the historical events, structures, and themes which historians have identified as foundational to the field of American Indian history.

Audience: Undergraduate

2. Deploy interdisciplinary Indigenous studies frameworks, theoretics, and methodologies in the analysis of historical events, structures, and themes to prioritize Indigenous worldviews and perspectives on American Indian history.

Audience: Undergraduate

3. Interpret the continuities and shifts in the lives of various Native peoples, communities, and nations in relation to political, cultural, and material conditions in U.S. history using terminology used within the field of American Indian history to describe processes (such as racialization) and structures (such as settler colonialism).

Audience: Undergraduate

4. Discuss tribal sovereignty and processes of racialization, which impact the historical experiences and contemporary struggles facing Native nations and peoples in the United States.

Audience: Undergraduate

5. Analyze historical sources to curate a collection that draws on both Euro-American and Native ways of knowing the past.

Audience: Undergraduate

**HISTORY 199 – DIRECTED STUDY**

1-3 credits.

Independent study in collaboration with a faculty member.

**Requisites:** Consent of instructor

**Course Designation:** Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2018

**HISTORY 200 – HISTORICAL STUDIES**

1-4 credits.

Introduction to historical studies at the research university. Emphasis on interpretation and critical thinking. Topics vary.

**Requisites:** Sophomore standing or 3 credits in HISTORY

**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Synthesize and critically analyze a range of primary and secondary sources.

Audience: Undergraduate

2. Respond to, discuss, and reflect upon historical questions.

Audience: Undergraduate

3. Craft stimulating and relevant historical questions of their own.

Audience: Undergraduate

4. Build evidence-based historical arguments and effectively communicate their ideas.

Audience: Undergraduate

**HISTORY 201 – THE HISTORIAN'S CRAFT**

3-4 credits.

Conduct original historical research and convey the results to others. Through engagement with archival materials, become historical detectives; practice defining important historical questions, collecting and analyzing evidence, presenting original conclusions, and contributing to ongoing discussions. Confer individually with and receive feedback from instructors to improve skills of historical analysis and communication in both written and spoken formats. May not be repeated for credit.

**Requisites:** Satisfied Communications A requirement. Not open to students with credit for HIST SCI 211

**Course Designation:** Gen Ed - Communication Part B

Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Ask Questions: develop the habit of asking questions, including questions that may generate new directions for historical research.

Audience: Undergraduate

2. Find Sources: learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.

Audience: Undergraduate

3. Evaluate Sources: determine the perspective, credibility, and utility of source materials.

Audience: Undergraduate

4. Develop and Present an Argument: use sources appropriately to create, modify, and support tentative conclusions and new questions.

Audience: Undergraduate

5. Plan Further Research: draw upon preliminary research to develop a plan for further investigation.

Audience: Undergraduate

6. Communicate Findings Effectively: make formal and informal, written and oral presentations tailored to specific audiences.

Audience: Undergraduate

**HISTORY/RELIG ST 205 – THE MAKING OF THE ISLAMIC WORLD: THE MIDDLE EAST, 500-1500**

3-4 credits.

Development of society and culture in the Middle East and North Africa from the emergence of Islam (7th century) to early modern times.

**Requisites:** None

**Course Designation:** Breadth - Humanities

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2023

**Learning Outcomes:** 1. Identify major concepts related to Islamic Civilization.

Audience: Undergraduate

2. Summarize the historical development, major debates, and manifestations of Islamic civilization.

Audience: Undergraduate

3. Analyze key movements and developments of Islamic Civilization.

Audience: Undergraduate

**HISTORY/RELIG ST 208 – WESTERN INTELLECTUAL AND RELIGIOUS HISTORY TO 1500**

3-4 credits.

Survey of key themes in Western intellectual history and religious thought from ancient Greece through the Renaissance, focusing on relationships among classical, Jewish, and Christian traditions.

**Requisites:** Sophomore standing or 3 credits in HISTORY or RELIG ST

**Course Designation:** Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Identify and explain the significance of some key movements, thinkers, and texts in the emergence of the Western intellectual tradition.

Audience: Undergraduate

2. Interpret complex writings from the past contextually, critically, and empathetically.

Audience: Undergraduate

3. Construct strong historical arguments based on evidence and careful reasoning.

Audience: Undergraduate

4. Compose clear analytical and argumentative written prose.

Audience: Undergraduate

**HISTORY/RELIG ST 209 – WESTERN INTELLECTUAL AND RELIGIOUS HISTORY SINCE 1500**

3-4 credits.

A survey of major trends in Western intellectual history and religious thought in the modern era, a period that saw a new range of competing ideas about the divine, the human condition, justice and the social order, and the quest for meaning. Explores shifts in Christian and Jewish thought as well as secular alternatives to religious outlooks. Topics include the impact of the Reformation, Scientific Revolution, and Enlightenment; radical critiques of religion; existentialism; theological responses to World Wars and the Holocaust; and civil rights and social justice. Sources include films, novels, autobiographies, essays, theological works, and political manifestos.

**Requisites:** Sophomore standing or 3 credits in HISTORY or RELIG ST

**Course Designation:** Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Identify and explain the significance of key trends, movements, thinkers, and texts in modern European intellectual and religious history.

Audience: Undergraduate

2. Evaluate some of the scholarly debates surrounding these movements.

Audience: Undergraduate

3. Interpret complex writings from the past contextually, critically, and empathetically.

Audience: Undergraduate

4. Construct strong historical arguments based on evidence and careful reasoning.

Audience: Undergraduate

5. Compose clear analytical and argumentative written prose.

Audience: Undergraduate

**HISTORY/RELIG ST 212 – THE HISTORY OF WESTERN CHRISTIANITY TO 1750**

4 credits.

A survey of Christianity from being a small, persecuted sect in the Roman Empire to becoming the dominant religion of western Europe, penetrating into the lives of Europeans, fissuring into multiple churches, and spreading across the globe. Attention is given to doctrine, ritual, worship, architecture, images, and music.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**HISTORY/JEWISH 213 – JEWS AND AMERICAN POP. CULTURE**

3-4 credits.

Explores the interplay between Jews and U. S. popular culture, covering such subjects as early 20th century vaudeville, the "golden age" of Hollywood, rhythm and blues music, television, and stand-up comedy.

**Requisites:** None

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Describe major trends in American popular entertainment.

Audience: Undergraduate

2. Explain the ways in which Jews shaped realms of American culture, such as, comedy, music, film, and television.

Audience: Undergraduate

3. Discuss the ways in which Jews and African-Americans interacted in the cultural arena.

Audience: Undergraduate

4. Describe public controversies around popular culture and how they were driven by or intermixed with antisemitism.

Audience: Undergraduate

**HISTORY/JEWISH 219 – THE AMERICAN JEWISH EXPERIENCE: FROM SHTETL TO SUBURB**

4 credits.

Surveys American Jews from the eighteenth century until after WW II, examining political behavior (radicalism, liberalism, and nationalism), class formation, social mobility, culture, inter-ethnic group relations, religion, and problems in community building.

**Requisites:** Sophomore standing or 3 credits in HISTORY or JEWISH

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**HISTORY/JEWISH 220 – INTRODUCTION TO MODERN JEWISH HISTORY**

4 credits.

The history of the Jews in selected parts of the world since the 17th century. Particular attention will be paid to the fact that this is the history of a minority group whose life unfolds in relationship to a larger society.

**Requisites:** None

**Course Designation:** Breadth - Humanities

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2021

**HISTORY 221 – EXPLORATIONS IN AMERICAN HISTORY (H)**

3-4 credits.

Topics vary reflecting the interests, expertise, and innovating intention of the instructor.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Synthesize and critically analyze a range of primary and secondary sources related to North American and/or U.S. history.

Audience: Undergraduate

2. Build evidence-based historical arguments and effectively communicate their ideas.

Audience: Undergraduate

**HISTORY 223 – EXPLORATIONS IN EUROPEAN HISTORY (H)**

3-4 credits.

Topics vary reflecting the interests, expertise, and innovating intention of the instructor.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Synthesize and critically analyze a range of primary and secondary sources related to European history.

Audience: Undergraduate

2. Build evidence-based historical arguments and effectively communicate their ideas.

Audience: Undergraduate

**HISTORY 225 – EXPLORATIONS IN THIRD WORLD HISTORY (H)**

3-4 credits.

Topics vary reflecting the interests, expertise, and innovating intention of the instructor.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2022

**HISTORY 227 – EXPLORATIONS IN THE HISTORY OF RACE AND ETHNICITY**

3 credits.

Topics on racial/ethnic minorities in the US in historical perspective; or topics that intersect with race or ethnicity in the US; or comparative historical topics that address how racial/ethnic minorities in the US negotiate exclusion and marginalization.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Summer 2025

**Learning Outcomes:** 1. Describe historical constructions of race and ethnicity and explain the impact of this history on the contemporary U.S.

Audience: Undergraduate

2. Recognize assumptions about race and ethnicity, both expressed and implied, in historical sources.

Audience: Undergraduate

3. Question assumptions about race and ethnicity in the contemporary U.S.

Audience: Undergraduate

**HISTORY 229 – EXPLORATIONS IN TRANSNATIONAL/COMPARATIVE HISTORY (HUMANITIES)**

3 credits.

Explores topics that involve at least two continents. Topics vary reflecting the interests, expertise, and innovating intention of the instructor.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Summer 2025

**Learning Outcomes:** 1. Synthesize and critically analyze a range of primary and secondary sources related to transnational or comparative history.

Audience: Undergraduate

2. Build evidence-based historical arguments and effectively communicate their ideas.

Audience: Undergraduate

**HISTORY/LEGAL ST 235 – PRISONS: FROM ANTIQUITY TO SUPERMAX**

3-4 credits.

Examines the development of prisons from the ancient Mediterranean world to the present in the US and Europe. Pays particular attention to the way in which imprisonment has been used against marginalized populations. Examines the development of carceral tactics across a number of registers, including the prison as an ancient political tactic, the economic logic of early modern debtors' prisons, the relationship of prisons and workhouses to forms of capitalism, prisons and colonial expansion, the relationship between mass incarceration and democratic forms of government, as well as the connections between the abolition of slavery and modern carceral practices. Also looks at the legal and constitutional limitations that have been put on imprisonment by the American legal system. Relies on interdisciplinary approaches to the study of prisons, including History, law, literature, and political theory.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Analyze and articulate arguments about how social, political, and cultural phenomena shape law and legal systems, and in particular shape practices of imprisonment.

Audience: Undergraduate

2. Analyze and articulate arguments about the impact of imprisonment on social practices and political organization.

Audience: Undergraduate

3. Explain how legal ideas and ideologies have changed over time and have shaped law and legal systems.

Audience: Undergraduate

4. Find, interpret, and utilize resources relevant to law and society.

Audience: Undergraduate

5. Construct clear and persuasive arguments about legal systems and imprisonment.

Audience: Undergraduate

**HISTORY/ART HIST/ENVIR ST/GEOG/LAND ARC 239 – MAKING THE AMERICAN LANDSCAPE**

3-4 credits.

Traces the history and evolution of the American cultural landscape from precolonial times to present. Explores how class, ethnic, and racial inequality have shaped the appearance of the American landscape over time, and how that landscape in turn has affected relationships between people and groups through the present day. Examines extraordinary things (civic structures (like our State Capitol), National Parks, War Memorials) and more ordinary kinds of places (mining towns, cotton plantations, sites of recreation and leisure, and suburban tract housing) to stimulate critical thinking about how these places have served people and groups unequally and disproportionately over time and across space. Considers complex meanings of American spaces and places to different people and groups, stimulating empathy and encouraging participation in a multicultural society.

**Requisites:** None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Describe and interpret the American landscape as a richly layered historical document mediated by complex relationships between people and groups

Audience: Undergraduate

2. Explain how the American cultural landscape has affected present day circumstances regarding ethnicity and race as well as racial and ethnic inequalities

Audience: Undergraduate

3. Articulate ways in which historical change manifest in buildings, enclosed spaces, and other elements of the American landscape reveal racial, ethnic, class and gender dynamics between and among people and groups over time

Audience: Undergraduate

4. Enlist forms of historical evidence – maps (current and historic), photographs (aerial and otherwise), historical newspapers, census records, deeds and land records – to interpret landscapes and landscape change

Audience: Undergraduate

5. Explain the American landscape as a product of competing interests, which will demonstrate self-awareness and empathy toward the cultural perspectives and worldviews of others

Audience: Undergraduate

**HISTORY/INTL ST/LACIS 242 – MODERN LATIN AMERICA**

3-4 credits.

A broad overview of Latin American history in the modern period, since independence but with a primary focus on the twentieth century. Particular emphasis will be placed on the socioeconomic, cultural, and political structures and processes that shaped and continue to influence life in Latin America. Key issues such as colonialism, nationalism, democracy, and revolution will be examined critically in light of broad comparative themes in Latin American and world history. Among the topics to be explored in detail will be the Mexican and Cuban revolutions, populism and dictatorship, socialism and neoliberalism, and drugs and migration.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2021**Learning Outcomes:** 1. Describe the contours of Latin American history in the period since independence

Audience: Undergraduate

2. Apply and use key concepts relevant to Latin American history, such as imperialism, inequality, populism, socialism, neoliberalism

Audience: Undergraduate

3. Read for a dedicated purpose across different genres and forms of writing

Audience: Undergraduate

4. Apply historical reasoning to understand the origins of present-day issues

Audience: Undergraduate

5. Communicate effectively through presentations, discussion, and written work

Audience: Undergraduate

**HISTORY/LACIS 243 – COLONIAL LATIN AMERICA: INVASION TO INDEPENDENCE**

3-4 credits.

An introductory survey of colonial Latin American history, from the late fifteenth to the early nineteenth century. Examines developments in Spanish and Portuguese America by reading both secondary and primary sources. Beginning with fifteenth-century Europe, the Americas and West Africa, discusses European expansion and invasion, first contacts between the so-called Old and the so-called New Worlds, as well as the role of religion, sexuality, gender, labor and production, trade and exchange, and politics. Each week, a central question will address the topic for that week. Become familiar with and contextualize key processes and events in colonial Latin American history and learn about the nature of colonization. Identify and evaluate historical arguments. Practice interpreting primary sources and building historical arguments about them.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Describe the contours of Latin American history in the period between invasion and independence

Audience: Undergraduate

2. Apply and use key concepts relevant to colonial Latin American history, such as colonialism, genocide, corporate society, transatlantic slave trade, independence movements

Audience: Undergraduate

3. Read for a dedicated purpose across different genres and forms of writing

Audience: Undergraduate

4. Apply historical reasoning to understand both the epistemology of early modern people and the origins of present-day issues

Audience: Undergraduate

5. Communicate effectively through presentations, discussion, and written work

Audience: Undergraduate

**HISTORY/ASIAN/GEOG/POLI SCI/SOC 244 – INTRODUCTION TO SOUTHEAST ASIA: VIETNAM TO THE PHILIPPINES**

4 credits.

As an introduction to Southeast Asia, covers the ethnic, cultural, religious, and political histories of the region from the classical states period to the present, with an emphasis on colonialism, nationalism, decolonization, and the emergence of modern political and social systems into the 21st century, including an exposure to region's contemporary literature. Not open to students who completed LCA 244 prior to Fall 2019.

**Requisites:** None

**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Examine the ethnic, cultural, religious, and political histories of Southeast Asia from the classical states period to the present.

Audience: Undergraduate

2. Analyze colonialism, nationalism, decolonization, and the emergence of modern political and social systems into the 21st century in Southeast Asia.

Audience: Undergraduate

3. Explore contemporary literature in Southeast Asia.

Audience: Undergraduate

**HISTORY/CHICLA/GEN&WS 245 – CHICANA AND LATINA HISTORY**

3 credits.

Introduces the cultural, economic, social, and political history of Chicanas and Latinas in the U.S. and focuses on four major themes: contact between different ethnic/racial groups; ideas of nation and nationalism; constructions of identity; and struggles for social justice.

**Requisites:** None

**Course Designation:** Gen Ed - Communication Part B

Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Summer 2025

**Learning Outcomes:** 1. Critically analyze the presence or absence of Chicanas and Latinas in US history.

Audience: Undergraduate

2. Use methods and vocabularies of history to analyze primary and secondary sources.

Audience: Undergraduate

3. Consider the relevance of Chicana and Latina history to present-day issues.

Audience: Undergraduate

4. Write and revise research aimed at an audience beyond the classroom.

Audience: Undergraduate

### **HISTORY/ASIAN/ASIAN AM 246 – SOUTHEAST ASIAN REFUGEES OF THE "COLD" WAR**

4 credits.

In-depth study of the peoples, conflicts, and wars in Cambodia, Laos, and Vietnam, with emphasis on the Cold War era (1945-1990) and on the resulting migration and resettlement of over one million Hmong, Khmer, Lao, and Vietnamese in the United States. Not open to students with credit for LCA 246 prior to Fall 2019.

**Requisites:** None

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Describe the modern history and the refugee crisis (1975-95) of three Southeast Asian countries: Vietnam, Cambodia, and Laos, including the impact of this history on the present.

Audience: Undergraduate

2. Analyze these histories within a comparative and interdisciplinary framework.

Audience: Undergraduate

3. Present ideas clearly in both written and oral form.

Audience: Undergraduate

### **HISTORY/GEOG/POLI SCI/SLAVIC 253 – RUSSIA: AN INTERDISCIPLINARY SURVEY**

4 credits.

Comprehensive interdisciplinary survey of Russian civilization from its beginnings through the present day.

**Requisites:** None

**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

### **HISTORY/GEOG/POLI SCI/SLAVIC 254 – EASTERN EUROPE: AN INTERDISCIPLINARY SURVEY**

4 credits.

Comprehensive interdisciplinary survey of East European culture, society, politics, and literature from its beginnings to the present day.

**Requisites:** None

**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

### **HISTORY/ASIAN/POLI SCI 255 – INTRODUCTION TO EAST ASIAN CIVILIZATIONS**

3-4 credits.

Multidisciplinary and historical perspectives on the East Asian civilizations of China, Japan, Korea, Tibet and Mongolia from prehistory to the present, including developments in philosophy, economy, governance, social structure, kinship, geography, etc.

**Requisites:** None

**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Learn, recall, and summarize key features and periodization in the history of modern East Asia.

Audience: Undergraduate

2. Apply this knowledge toward analyzing the content and form of "primary documents," including literature, film, photographs, and music.

Audience: Undergraduate

3. Identify and explain, to diverse audiences, regional and global issues pertaining to East Asia's economic and community development.

Audience: Undergraduate

4. Demonstrate critical thinking and comparative perspectives with respect to experiences or cultural approaches to international challenges.

Audience: Undergraduate

5. Write concise, well-organized, and original arguments and analyses, supported by question-driven inquiry and group discussion.

Audience: Undergraduate

6. Design and complete collaborative, team-based projects.

Audience: Undergraduate

**HISTORY/C&E SOC/POLI SCI/SOC 259 – FORWARD? THE WISCONSIN IDEA, PAST AND PRESENT**

1-3 credits.

Engage in ongoing reflection and dialogue on the Wisconsin Idea and how it informs the mission of the University of Wisconsin. Consider the Wisconsin Idea as it has developed since its beginnings, with a focus on what it means today and what it can mean in the future.

**Requisites:** Junior or senior standing only

**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Listen respectfully to different opinions, respond rationally rather than emotionally, make reasoned arguments.

Audience: Undergraduate

2. Respond to another point of view with research and substantive comments or questions, present and support your own position, and thus engage in a wider conversation.

Audience: Undergraduate

3. Consider a specific question ("What makes an idea a Wisconsin Idea...?") and present a reasoned argument supporting the conclusion. (1-credit students)

Audience: Undergraduate

4. Deeply analyze an argument and respond by applying it to the student's own educational strengths and weaknesses. (3-credit students)

Audience: Undergraduate

5. Use course content to explain a controversial issue and suggest a course of action to address it, stating reasons, and anticipating counterarguments. (3-credit students)

Audience: Undergraduate

**HISTORY/AFROAMER/ANTHRO/C&E SOC/GEOG/LACIS/POLI SCI/SOC/SPANISH 260 – LATIN AMERICA: AN INTRODUCTION**

3-4 credits.

Latin American culture and society from an interdisciplinary perspective; historical developments from pre-Columbian times to the present; political movements; economic problems; social change; ecology in tropical Latin America; legal systems; literature and the arts; cultural contrasts involving the US and Latin America; land reform; labor movements; capitalism, socialism, imperialism; mass media.

**Requisites:** None

**Course Designation:** Breadth - Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Analyze Latin American culture and society from an interdisciplinary perspective.

Audience: Undergraduate

2. Examine historical developments from pre-Columbian times to the present.

Audience: Undergraduate

3. Identify political movements, economic problems, social change, and ecology in Latin America.

Audience: Undergraduate

**HISTORY/LEGAL ST 261 – AMERICAN LEGAL HISTORY TO 1860**

3-4 credits.

Surveys the development of American law down to the U.S. Civil War. Reviews the English historical background, and examines how law changed in colonial America, culminating in the framing of the U.S. Constitution. Explores how territorial expansion, democracy, and slavery shaped nineteenth-century American law. Emphasis is on how law interacts with political, social, and cultural change, with a focus on the origins of modern civil and constitutional rights.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Analyze how the social, political, and cultural context of England and colonial America helped to shape early American legal and political systems.

Audience: Undergraduate

2. Analyze how early legal and political systems impacted Americans of all types: men and women; landowners and the poor; settlers and indigenous people; free people, servants, and slaves.

Audience: Undergraduate

3. Assess how and why the Declaration of Independence, the U.S. Constitution, and other founding documents were shaped by traditions of representative government, Common Law, and the political philosophies of republicanism and liberalism.

Audience: Undergraduate

4. Find, interpret, and utilize resources relevant to early American law and society, including colonial charters, slave codes, the Declaration of Independence, the U.S. Constitution, and Supreme Court decisions.

Audience: Undergraduate

5. Analyze legal arguments in historical context, write clearly and persuasively, and construct original arguments.

Audience: Undergraduate

**HISTORY/LEGAL ST 262 – AMERICAN LEGAL HISTORY, 1860 TO THE PRESENT**

3-4 credits.

Surveys the development of American law from the Civil War to the early Twenty-First Century. After a review of the U.S. Constitution and its modification by the Civil War amendments, examine the legal dimensions of such topics as race relations and the Civil Rights movement, the growth of modern business, the New Deal, labor rights, the women's movement, the individual rights revolution of the postwar period, and the contemporary conservative reaction. Emphasis on how law interacts with political, social, and cultural change.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Analyze how social, political, and cultural phenomena, such as the Civil War, industrialization, and the rise of modern mass education and administrative government shaped U.S. law and legal systems.

Audience: Undergraduate

2. Analyze how changes in U.S. legal and political systems impacted Americans, both as individuals of all sexes, races, and classes and as members of families and business and civic organizations.

Audience: Undergraduate

3. Assess how twentieth-century changes in legal ideas and ideologies have affected understandings of the law, the U.S. Constitution, and broader legal and political systems.

Audience: Undergraduate

4. Find, interpret, and utilize resources relevant to law and society, including political speeches, state and federal laws, and decisions of federal courts and of the Supreme Court.

Audience: Undergraduate

5. Analyze legal arguments in historical context, write clearly and persuasively, and construct original arguments.

Audience: Undergraduate

**HISTORY/ANTHRO/ART HIST/DS/LAND ARC 264 – DIMENSIONS OF MATERIAL CULTURE**

4 credits.

This course introduces students to the interdisciplinary field of material culture studies. It is intended for students interested in any professional endeavor related to material culture, including careers in museums, galleries, historical societies, historic preservation organizations, and academic institutions. During the semester, students have varied opportunities to engage with and contemplate the material world to which people give meaning and which, in turn, influences their lives. Sessions combine in some way the following: presentations from faculty members and professionals who lecture on a phase of material culture related to his/her own scholarship or other professional work; discussion of foundational readings in the field; visits to collections and sites on campus and around Madison; discussion of readings assigned by visiting presenters or the professors; and exams and short papers that engage material culture topics.

**Requisites:** None**Course Designation:** Breadth - Humanities

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026**HISTORY/GNS 265 – AN INTRODUCTION TO CENTRAL ASIA: FROM THE SILK ROUTE TO AFGHANISTAN**

3 credits.

Examination of human geography, ethnicity, nomadism and pastoralism, oases cultures, religion and international politics of the silk routes of central Asia. Not open to students with credit for HIST 265 prior to Fall 2018.

**Requisites:** None**Course Designation:** Breadth - Humanities

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2025**HISTORY/CHICLA/LACIS/POLI SCI 268 – THE U.S. & LATIN AMERICA FROM THE COLONIAL ERA TO THE PRESENT: A CRITICAL SURVEY**

3 credits.

A critical examination of US-Latin American relations from the colonial era to the present, tracing the emergence and evolution of the United States as a hemispheric and global power and its political and economic impact on Latin America. Primary attention will be focused on US relations with Mexico, Central America and the Caribbean, but other Latin American countries will figure prominently during certain episodes.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2020**Learning Outcomes:** 1. Critically examine US-Latin American relations from the colonial era to the present.

Audience: Undergraduate

2. Examine tracing the evolution of the United States as a hemispheric and global power and its political and economic impact on Latin America.

Audience: Undergraduate

3. Discuss US relations with Mexico, Central America and the Caribbean.

Audience: Undergraduate

**HISTORY 269 – WAR, RACE, AND RELIGION IN EUROPE AND THE UNITED STATES, FROM THE SCRAMBLE FOR AFRICA TO TODAY**

3-4 credits.

Investigates the complex history of European and American violence and war-making through the lens of race and religion. Taking a comparative approach, analyzes several major conflicts of the twentieth century, from World War I to the wars of decolonization, and from the genocide of the Herero peoples to the Armenian Genocide, the Holocaust, and beyond. Key topics include the genealogy of the modern idea of "race" in Europe and the U.S.; the drive towards a world of more homogeneous nation-states after World War I; and the emergence of transnational protest movements opposed to racism, imperialism, antisemitism, and Islamophobia. Drawing on a range of texts, songs, and films, investigates new connections between Europe and the United States. Take an international look at concepts like race and nation, and try to make sense of extreme violence, war-making, and the pre-requisites of peace.

**Requisites:** Sophomore standing or 3 credits in HISTORY**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2024**Learning Outcomes:** 1. Describe and explain the history of race and racism in Europe and the United States since the late 18th century and the impact of this history on the present.

Audience: Undergraduate

2. Formulate arguments about change over time.

Audience: Undergraduate

3. Determine what constitutes reliable and valid evidence for making historical arguments.

Audience: Undergraduate

4. Interpret, compare, and contrast primary sources.

Audience: Undergraduate

5. Analyze critically how narratives about the past are constructed.

Audience: Undergraduate

6. Describe and explain current debates around race and racism.

Audience: Undergraduate

**HISTORY 270 – EASTERN EUROPE SINCE 1900**

3-4 credits.

Introduces the dramatic history of twentieth-century Eastern Europe, a place where imperialism, Nazism, Communism, genocide, democracy, and capitalism all left their mark. Three interrelated themes--war, revolution, and society--allow us to place Eastern Europe within broader comparative contexts. In addition to exploring significant political, economic, and cultural changes, discover how ordinary people--including workers, peasants, women, and children--experienced attempts to change the region and its people. Throughout, discuss how East Europeans continue to wrestle with the ghosts of their past today.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2021**Learning Outcomes:** 1. Provide an overall synthesis of the key events, themes, and concepts of East European history since 1900.

Audience: Undergraduate

2. Recognize and analyze the various interpretations of East European history that have been offered over time.

Audience: Undergraduate

3. Identify how primary sources on East European history (in a range of different forms) can help us to answer particular historical questions, as well as how their usefulness is limited.

Audience: Undergraduate

4. Present ideas clearly in both written and oral form.

Audience: Undergraduate

**HISTORY 271 – HISTORY STUDY ABROAD: EUROPEAN HISTORY**

1-4 credits.

Topics vary reflecting the specializations, expertise, and curricula of study abroad programs. Enrollment in a UW-Madison resident study abroad program.

**Requisites:** None**Course Designation:** Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** Yes, unlimited number of completions**HISTORY 272 – HISTORY STUDY ABROAD: UNITED STATES HISTORY**

1-4 credits.

Topics vary reflecting the specializations, expertise, and curricula of study abroad programs. Enrollment in a UW-Madison resident study abroad program.

**Requisites:** None**Course Designation:** Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** Yes, unlimited number of completions

**HISTORY 273 – HISTORY STUDY ABROAD: NON-WESTERN HISTORY**

1-4 credits.

Topics vary reflecting the specializations, expertise, and curricula of study abroad programs. Enrollment in a UW-Madison resident study abroad program.

**Requisites:** None**Course Designation:** Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** Yes, unlimited number of completions**HISTORY 274 – HISTORY STUDY ABROAD: TRANSNATIONAL/ GLOBAL HISTORY**

1-4 credits.

Topics vary reflecting the specializations, expertise, and curricula of study abroad programs. Enrollment in a UW-Madison resident study abroad program.

**Requisites:** None**Course Designation:** Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** Yes, unlimited number of completions**HISTORY 275 – TOPICS IN LGBT HISTORY**

3 credits.

Topics in the major issues and themes in lesbian, gay, bisexual, and transgender history, considered across race, class, nationality, and time.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Fall 2023**Learning Outcomes:** 1. Describe the contexts, social institutions, and social movements in LGBTQ+ histories.

Audience: Undergraduate

2. Use vocabularies relevant to LGBTQ+ contexts and histories.

Audience: Undergraduate

3. Identify historians' methods including use of archives, primary and secondary sources.

Audience: Undergraduate

4. Frame historical questions and pursue them.

Audience: Undergraduate

5. Find and analyze primary and secondary sources in LGBTQ+ history.

Audience: Undergraduate

6. Practice creative synthesis and original expression of insights.

Audience: Undergraduate

**HISTORY/AFRICAN/AFROAMER/ANTHRO/GEOG/POLI SCI/ SOC 277 – AFRICA: AN INTRODUCTORY SURVEY**

4 credits.

African society and culture, polity and economy in multidisciplinary perspectives from prehistory and ancient kingdoms through the colonial period to contemporary developments, including modern nationalism, economic development and changing social structure.

**Requisites:** None**Course Designation:** Breadth - Either Humanities or Social Science

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Analyze African society and culture from a multidisciplinary perspective.

Audience: Undergraduate

2. Discuss polity and economy from prehistory and ancient kingdoms through the colonial period to contemporary developments.

Audience: Undergraduate

3. Study contemporary nationalism, economic development and changing social structure.

Audience: Undergraduate

**HISTORY 278 – AFRICANS IN THE AMERICAS, 1492-1808**

3-4 credits.

Topics include demography and structure of the slave trade, but major focus on continuities and transformations of African cultures and social structures in the Americas--ethnicity, religion, kinship, gender, oral tradition, creolization, etc.

**Requisites:** Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2021**Learning Outcomes:** 1. Define important questions related to the history of Africans in the Americas and explain their academic and public implications, including the contemporary implications of these questions.

Audience: Undergraduate

2. Evaluate the evidentiary and theoretical bases of various historical conversations in the making of the modern African diaspora.

Audience: Undergraduate

3. Synthesize a diversity of primary and secondary sources to make persuasive arguments and draw innovative conclusions about the African diaspora.

Audience: Undergraduate

**HISTORY 283 – INTERMEDIATE HONORS SEMINAR-STUDIES IN HISTORY**

3 credits.

Honors, intermediate-level exploration of selected topics, featuring intensive reading, writing, and small-group discussion. Topics vary reflecting the interests, expertise, and innovating intention of the instructor.

**Requisites:** Declared in an Honors program

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Honors - Honors Only Courses (H)

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Analyze challenging works of secondary scholarship and effectively situate primary sources in their historical context.

Audience: Undergraduate

2. Present your ideas clearly and concisely in written form to an appropriate readership.

Audience: Undergraduate

**HISTORY/AFRICAN/AFROAMER/POLI SCI 297 – AFRICAN AND AFRICAN-AMERICAN LINKAGES: AN INTRODUCTION**

4 credits.

Analysis of retention of African elements in African-American oral, written, and material culture. Social, cultural, and political issues regarding race, self-definition, and self-determination in both Africa and North America will be examined.

**Requisites:** None

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Analyze the retention of African elements in African-American oral, written, and material culture.

Audience: Undergraduate

2. Explore social, cultural, and political issues regarding race in both Africa and North America.

Audience: Undergraduate

3. Examine self-determination in both Africa and North America.

Audience: Undergraduate

**HISTORY 300 – HISTORY AT WORK: PROFESSIONAL SKILLS OF THE MAJOR**

1-2 credits.

Focuses on how a History major applies to the world of work. Explores how history skills relate to the needs of professional employers. Guides in the process of finding and obtaining professional internships. Polishes written and oral communication skills in forms appropriate for professional situations. Learn from the experiences of guest alumni speakers from a variety of fields.

**Requisites:** Sophomore standing

**Course Designation:** Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Learn from guest speakers in a variety of fields about how they used their history education as the foundation of a successful career

Audience: Undergraduate

2. Practice basic writing forms and listening styles for a successful job search and early career

Audience: Undergraduate

3. Create a professional resume and cover letter

Audience: Undergraduate

4. Articulate the value of your BA in History in a professional setting.

Audience: Undergraduate

5. Hone your written and oral presentation skills in order to communicate clearly, concisely, and effectively in a professional setting

Audience: Undergraduate

6. Research career fields and organizations in which you might want to work

Audience: Undergraduate

7. Practice explaining, in both speech and writing, how the skills you have learned in the history major can be useful in jobs and careers that you are interested in

Audience: Undergraduate

**HISTORY 301 – HISTORY AT WORK: HISTORY INTERNSHIP SEMINAR**

1 credit.

Identify and analyze the differences between an internship and a non-professional job, with an eye towards articulating how a History degree and the skills it confers can be valuable in professional settings. Share internship experiences with classmates through short presentations. Discuss any issues or challenges that arose during internship experience. Concurrent enrollment in HISTORY 300 for 2 credits, which includes a discussion section, or previous credit in HISTORY 300 is required.

**Requisites:** Consent of instructor**Course Designation:** Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Workplace - Workplace Experience Course

**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Identify and articulate the key differences in content and expectations between pre-professional internships and non-professional employment

Audience: Undergraduate

2. Develop and implement strategies for managing workplace challenges, particularly those related to working as part of a team and interacting with diverse populations

Audience: Undergraduate

3. Articulate the relevance and value of the skill set conferred by the history major to professional and pre-professional work environments

Audience: Undergraduate

**HISTORY 302 – HISTORY OF AMERICAN THOUGHT, 1859 TO THE PRESENT**

3-4 credits.

Designed for those who are interested in the role of ideas and culture in modern American history. Examine developments in philosophy, science, political theory, social criticism, and the arts in American life from 1859 to the present. Read the works of a number of influential thinkers and writers, as well as explore a variety of intellectual movements, which shaped the cultural worlds of late 19th- and 20th-century Americans. Themes include: the influence of Darwinism on religion; the impact of industrialization on ideas about American society; the revolt against formalism in philosophy, literature, and the social sciences; early twentieth-century conceptions of race, ethnicity, and gender; the responsibility of the intellectual in times of national and global crisis; post-WWII liberalism and existentialism; the rise of postmodernism in the academy and American popular culture, and the persistent contestations over the meaning and scope of American national identity.

**Requisites:** Sophomore standing or 3 credits in HISTORY or HIST SCI**Course Designation:** Breadth - Humanities

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Identify and summarize the broad contours of and major issues in American intellectual history

Audience: Undergraduate

2. Identify and illustrate the transnational and transtemporal dimensions of American thought

Audience: Undergraduate

3. Demonstrate the relevance of a historical perspective to contemporary issues

Audience: Undergraduate

4. Judge the context in which sources were created, searching for chronological and other relationships among them, and assessing the sources in light of that knowledge

Audience: Undergraduate

**HISTORY 303 – A HISTORY OF GREEK CIVILIZATION**

3-4 credits.

From the Bronze Age to the Hellenistic Age. Special emphases may vary with each offering.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Identify key historical events and social/political practices of ancient Greece and place them in their appropriate chronological and cultural context.

Audience: Both Grad & Undergrad

2. Explain and apply appropriately the specific terminology (names, places, concepts) of Greek history.

Audience: Both Grad & Undergrad

3. Analyze problems relating to the reconstruction of historical events and Greek social and political practices with reference to relevant source material.

Audience: Both Grad & Undergrad

4. Discuss with appropriate methodological awareness conflicting views expressed in modern scholarship.

Audience: Both Grad & Undergrad

5. Interpret and evaluate key scholarly debates related to ancient Greece.

Audience: Graduate

**HISTORY 306 – THE UNITED STATES SINCE 1945**

3-4 credits.

Political, social, economic, and cultural changes in the U.S. from World War II to the present.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Summer 2022

**Learning Outcomes:** 1. Identify the major events and turning points in United States history since World War II.

Audience: Both Grad & Undergrad

2. Analyze how primary sources on postwar U.S. history can help us answer particular historical questions.

Audience: Both Grad & Undergrad

3. Evaluate narratives about U.S. history from multiple perspectives.

Audience: Both Grad & Undergrad

4. Interpret and evaluate key scholarly debates in the historiography of the postwar U.S.

Audience: Graduate

**HISTORY 307 – A HISTORY OF ROME**

3-4 credits.

Roman civilization from the monarchy through the collapse of the Roman Empire in the west.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Describe the basic features of the worlds of the ancient Romans.

Audience: Both Grad & Undergrad

2. Identify the background and the contexts of the primary sources which provide information on the most important Roman institutions, customs, and ideas.

Audience: Both Grad & Undergrad

3. Analyze problems relating to the reconstruction of historical events and Roman social and political practices with reference to relevant source material.

Audience: Both Grad & Undergrad

4. Interpret and evaluate key scholarly debates related to ancient Rome.

Audience: Graduate

**HISTORY/ASIAN/RELIG ST 308 – INTRODUCTION TO BUDDHISM**

3-4 credits.

The basic thought, practices and history of Buddhism, including selflessness and relativity, practices of meditation, merit-making and compassion from both local and translocal perspectives. Includes a discussion of Buddhism as a contemporary, North American religion. Not open to students with credit for E ASIAN or LCA 308 prior to Fall 2019.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Describe Buddhist ways of thinking, organizing knowledge, and navigating the inevitable realities of human existence: birth, death, sickness, aging, suffering, and constant change.

Audience: Both Grad & Undergrad

2. Discuss basic Buddhist concepts and use this awareness to become an informed, religiously literate global citizen.

Audience: Both Grad & Undergrad

3. Appraise the relevance and applicability of Buddhist resources for the larger human project of living a good and meaningful life.

Audience: Both Grad & Undergrad

4. Explain and practice "seeing through Buddhist eyes," a central aim of the academic history of religions approach.

Audience: Both Grad & Undergrad

5. Apply our analytical method of studying religion to understanding your own or other religious traditions.

Audience: Both Grad & Undergrad

6. Apply close reading techniques and religious historical methods for reading and analyzing primary Buddhist texts in translation.

Audience: Graduate

**HISTORY/MEDIEVAL/RELIG ST 309 – THE CRUSADES: CHRISTIANITY AND ISLAM**

3-4 credits.

An examination of the Crusades from both Christian and Islamic perspectives; the historical, social, and religious context and significance of the Crusades for both Christians and Muslims.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Discuss crusades, interfaith, and cross-cultural relations during the period of crusades and religious violence.

Audience: Both Grad & Undergrad

2. Analyze critically a variety of primary and secondary sources, both orally and in writing.

Audience: Both Grad & Undergrad

3. Interpret critically modern representations and uses of the medieval past.

Audience: Both Grad & Undergrad

4. Assess significant work in the historiography of the medieval period.

Audience: Graduate

**HISTORY/JEWISH 310 – THE HOLOCAUST**

3-4 credits.

References to the Holocaust abound in contemporary political debates and in our popular culture. But most people know very little about the history of the Holocaust, despite the mountains of superb historical scholarship that experts in the field have produced over decades of dedicated research. Utilize correspondence, diaries, or other firsthand accounts of Holocaust victims, together with study of the larger events around them, to reconstruct the experiences of ordinary families swept up in the Nazi genocide.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Demonstrate in-depth knowledge of the Nazi genocide of European Jewry during WWII, including the events, processes, ideas, organizations, and individuals behind these crimes, and an understanding of how the everyday experiences of Holocaust victims limited their options for survival

Audience: Undergraduate

2. Explain the mechanics of how and why the Nazis and their collaborators were able to carry out a program of persecution and ultimately extermination against the Jewish communities of Europe, leading to the murder of an estimated 6 million Jews

Audience: Undergraduate

3. Identify central arguments in historiographical writing; use primary sources to reconstruct historical events; formulate research questions; develop written arguments that illuminate the lives of Holocaust victims and analyze the key events, policies, or sites of the Nazi genocide; support arguments with appropriate sources; and supply appropriate citations

Audience: Undergraduate

**HISTORY/ASIAN 319 – THE VIETNAM WARS**

3-4 credits.

Explores the prolonged cycle of wars in Vietnam and its neighbors, 1940 to date, with due regard for both local and U.S. perspectives.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Discuss the major events of the Vietnam conflict from multiple perspectives and viewpoints, including ordinary American soldiers, Vietnamese villagers, Hanoi's military leaders, and White House insiders.

Audience: Both Grad & Undergrad

2. Describe this great crisis in U.S. foreign policy and the complexities of contemporary history.

Audience: Both Grad & Undergrad

3. Analyze critically U.S. government decision-making.

Audience: Both Grad & Undergrad

4. Explain the global process of decolonization - marked by nationalism, communism, and insurgency - that transformed empires which once covered 40 percent of the earth's land area into a hundred new nations.

Audience: Both Grad & Undergrad

5. Describe the character of the Cold War that divided the world for nearly a half century.

Audience: Both Grad & Undergrad

6. Assess significant works in the Historiography of the Cold War and the Vietnam conflict

Audience: Graduate

**HISTORY/AFROAMER 321 – AFRO-AMERICAN HISTORY SINCE 1900**

3-4 credits.

Survey of African American history from 1900 to the present. Topics covered include segregation, the Civil Rights Movement, the political, social and cultural changes of the late 20th century, and the Obama presidency.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Interpret African Americans' lives during the 20th and 21st centuries as well as that of the country at large

Audience: Both Grad & Undergrad

2. Describe the broader social context in which that history has unfolded and continues to evolve

Audience: Both Grad & Undergrad

3. Identify the rich resources for African American research available to students on campus and in archives throughout the country

Audience: Undergraduate

4. Conduct extensive archival research using the methodologies and practices by scholars of African American history

Audience: Graduate

5. Articulate the historical and continuing marginalization of African Americans

Audience: Both Grad & Undergrad

**HISTORY/AFROAMER 322 – AFRICAN AMERICAN HISTORY TO 1900**

3 credits.

Survey of African American history from its roots in Africa to the end of the 19th century. Topics considered include the slave trade, the political and cultural practices of enslaved communities, forms of resistance, Reconstruction, and systems of segregation.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2016

**Learning Outcomes:** 1. Recognize the multitude of contributions that people of African descent made to the social, political, and economic development of the United States of America.

Audience: Both Grad & Undergrad

2. Explain the creation, development, and legacies of race-based slavery in the United States.

Audience: Both Grad & Undergrad

3. Describe how race-based discrimination was used to marginalize African Americans socially, politically, and economically, and how Black people fought back against institutional oppression

Audience: Both Grad & Undergrad

4. Use primary sources and secondary peer-reviewed sources to explain and discuss how certain histories have been valued and devalued and how these differences have promulgated disparities in contemporary American society.

Audience: Both Grad & Undergrad

5. Demonstrate critical reading, writing, speaking, and thinking skills, specifically concerning teaching students to harbor healthy skepticism toward knowledge claims.

Audience: Both Grad & Undergrad

6. Contribute as a well-rounded, informed, and educated citizen capable of beginning to address the goals of the Ethnic Studies Requirement, including engendering students' ability to participate in a multicultural society effectively and successfully.

Audience: Undergraduate

7. Apply the primary theories and methods employed by historians of African American history.

Audience: Graduate

**HISTORY/HIST SCI 323 – THE SCIENTIFIC REVOLUTION: FROM COPERNICUS TO NEWTON**

3 credits.

An introduction to the formative period of modern science, including major ideas and events in the physical and life sciences from Copernicus to Newton.

**Requisites:** Junior standing or (graduate/professional standing and concurrent enrollment in HIST SCI 623)

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Explain critical developments in how the natural world was understood in early modern Europe.

Audience: Undergraduate

2. Describe how early modern European science was shaped by its cultural contexts.

Audience: Undergraduate

3. Analyze and interpret early modern European scientific books as historical objects.

Audience: Undergraduate

4. Use historical texts and objects to construct evidence-based arguments concerning science and its history.

Audience: Undergraduate

**HISTORY/ENVIR ST 328 – ENVIRONMENTAL HISTORY OF EUROPE**

3 credits.

Explores a new approach to a part of the world with a very old history, but one that is now as 'modern' as any. The changing, complex relations between Europeans and their environments from antiquity to the twenty-first century offer instructive comparison with American and current global environmental concerns. Approaching Mediterranean and Western civilizations from an environmental viewpoint also offers fresh perspective on these enduring cultures.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Define historical questions concerning the human understanding of and impact on past environments in Europe.

Audience: Undergraduate

2. Identify pertinent types of evidence to study past interactions between humans and their environments in Europe, while assessing their advantages and disadvantages.

Audience: Undergraduate

3. Evaluate the evidentiary and theoretical bases, and areas for further investigation, in ongoing scholarly and public debates about Europe's environmental history.

Audience: Undergraduate

4. Describe the variety of natural environments, cultures, and processes of historical change in Europe.

Audience: Undergraduate

5. Analyze the causes of and solutions for the sustainability challenge of the conservation of natural resources.

Audience: Undergraduate

6. Analyze the social, political, and environmental dimensions of the sustainability of natural resources, biodiversity, clean air and water, and other, larger earth systems.

Audience: Undergraduate

### **HISTORY 329 – HISTORY OF AMERICAN CAPITALISM**

4 credits.

Survey of political, social, and economic change in the history of American capitalism from the late colonial period to the near-present.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Analyze influences that shape historical narratives and debates about capitalism.

Audience: Both Grad & Undergrad

2. Explain complex changes of American capitalism over time at different levels of scale.

Audience: Both Grad & Undergrad

3. Describe the roots of persistent social, economic, gender, and racial inequalities across time and space in relation to the history of American capitalism.

Audience: Both Grad & Undergrad

4. Interpret and evaluate key scholarly debates in the historiography of American capitalism.

Audience: Graduate

### **HISTORY/INTL ST 330 – GLOBAL HISTORY OF HUMANITARIANISM**

3-4 credits.

What motivates us to try to alleviate the suffering of people in distant parts of the world? Examine the origins of humanitarian ideas and institutions, and how various humanitarian campaigns have been shaped by geopolitical processes, including the abolition of the slave trade, the spread of missionary Christianity, European imperialism, the Cold War, neoliberalism and the emergence of new media forms. Questions include: who has benefited from various humanitarian aid campaigns throughout history? How have various humanitarian campaigns shaped, and been shaped by, patterns of global inequality? Why have some populations, and not others, been deemed worthy of the world's compassion? Explore the worlds, perspectives and visions of humanitarians through a range of primary sources, including diary entries, political propaganda, memoirs, journalistic reportage, photography and documentary film.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify and discuss the ways in which modern humanitarianism has transformed over time

Audience: Undergraduate

2. Compare and contrast different traditions of humanitarian thought and practice

Audience: Undergraduate

3. Explain how humanitarianism is shaped by global histories of imperialism, geopolitics, capitalism

Audience: Undergraduate

4. Locate ourselves and our communities within the broader global history of humanitarian intervention. By identifying how we fit into this uneven global history, we deepen our sense of personal and social responsibility.

Audience: Undergraduate

5. Pose original research questions, analyze primary sources, make evidence-based arguments, and communicate research findings in a clear way.

Audience: Undergraduate

**HISTORY/INTL ST 332 – EAST ASIA & THE U.S. SINCE 1899**

3-4 credits.

From the Boxer Rebellion, to the dropping of the atomic bombs, to the nuclear stand-off with North Korea, American foreign relations with East Asia during the 20th century were as consequential as they were controversial. Survey the issues and questions that alternately made allies and enemies of these nations: How did the quest for markets influence American policy towards China? How did European imperialism shape Japan's rise? Why did communism seem to offer a more compelling economic and political arrangement to China and North Korea? While squarely rooted in East Asia this course will also explore the questions that united and divided Americans over their nation's foreign policy. Through examining these questions, develop answers and construct their own narrative of the relationship between the United States and East Asia.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Identify and summarize the important features and major periods in the history of US-East Asian Relations

Audience: Both Grad &amp; Undergrad

2. Identify and summarize the major foreign relations objectives of China, Japan, North Korea, South Korea, and the United States during the major historical periods of the 20th century

Audience: Both Grad &amp; Undergrad

3. Explain and evaluate how these societies have viewed each other during periods of conflict and cooperation

Audience: Undergraduate

4. Describe how people-to-people connections have shaped these relationships beyond their governments intentions

Audience: Undergraduate

5. Use historical knowledge to evaluate current trends in the relationships between these states

Audience: Undergraduate

6. Identify and summarize major trends and schools of interpretation in the historiography of US-East Asian relations

Audience: Graduate

7. Become proficient in the form, style, and conventions of an academic book review

Audience: Graduate

**HISTORY/ASIAN 335 – THE KOREAS: KOREAN WAR TO THE 21ST CENTURY**

3-4 credits.

A historical examination of the Korean War and the politics and society of North Korea and South Korea.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Describe the historical factors behind the formation of two competing nation states (North Korea and South Korea) on the Korean peninsula.

Audience: Both Grad &amp; Undergrad

2. Explain how the two Koreas fit within major processes of post-1945 global history, especially Cold War decolonization and post-Cold War globalization.

Audience: Both Grad &amp; Undergrad

3. Identify the primary arguments of secondary sources and evaluate their significance.

Audience: Both Grad &amp; Undergrad

4. Contextualize, identify, and interpret historically significant information in primary sources.

Audience: Both Grad &amp; Undergrad

5. Discuss how you will apply your knowledge of modern Korean history to your graduate studies and career path.

Audience: Graduate

**HISTORY 336 – CHINESE ECONOMIC AND BUSINESS HISTORY: FROM SILK TO IPHONES**

3-4 credits.

Utilizes an historical approach to explore the economic and business history of pre-modern and modern China. Topics addressed include: how people thought about property, labor, and value, money and the banking and financial systems, development of domestic and international markets and trade, major industries, the search for resources, agricultural economy, the connection of law and economy, organizations that affected the economy, systemic changes during the Republic and People's Republic, China's participation in international economic institutions, and more.

**Requisites:** Sophomore standing or 3 credits in HISTORY, ECON, or POLI SCI

**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2023

**Learning Outcomes:** 1. Identify and summarize the important features of major aspects of Chinese economic and business history.

Audience: Both Grad & Undergrad

2. Describe the significance of economic and business ideas on the historical development of Chinese society, government, and culture.

Audience: Both Grad & Undergrad

3. Interpret how Chinese economic and business history fits into worldwide economic and business history.

Audience: Both Grad & Undergrad

4. Assess the scholarly literature on Chinese economic and business history.

Audience: Graduate

**HISTORY/ASIAN 337 – SOCIAL AND INTELLECTUAL HISTORY OF CHINA, 589 AD-1919**

3-4 credits.

The culture of the literati in the Tang; major trends of Neo-Confucianism during the Sung and Ming; the Confucian response to the West in the nineteenth century; the emergence of the modern Chinese intelligentsia and iconoclasm in the early May Fourth period.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Identify and summarize the important features of Ming history.

Audience: Both Grad & Undergrad

2. Explain the significance of the Ming on the historical development of Chinese society, government, and culture.

Audience: Both Grad & Undergrad

3. Interpret how Ming history fits into worldwide early modern history.

Audience: Both Grad & Undergrad

4. Assess the scholarly literature on Ming history.

Audience: Graduate

**HISTORY 340 – CULTURAL HISTORY OF KOREA**

3-4 credits.

The culture and society of Korea have evolved hand in hand with the country's transformation from the Choson dynasty, a relatively isolated Confucian kingdom built on an agrarian economy, to South Korea and North Korea, two modern, industrialized nation-states in the globalized present. Explores key aspects of Korea's great cultural and social transformation from the 15th century to the 21st century. Delves into recent studies on gender history and on the constructed notion of "national culture." Also analyzes primary sources from different historical periods, as well as cinematic representations of Korea's past and present.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2022

**HISTORY/ASIAN 341 – HISTORY OF MODERN CHINA, 1800-1949**

3-4 credits.

The disintegration of traditional Chinese society under the impact of Western imperialism, the rise of modern Chinese nationalism, and the emergence of modern revolutionary movements and ideologies.

**Requisites:** Sophomore standing

**Course Designation:** Breadth – Either Humanities or Social Science Level – Intermediate

L&S Credit – Counts as Liberal Arts and Science credit in L&S

Grad 50% – Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2022

**Learning Outcomes:** 1. Describe the political, economic, social, and cultural foundations of modern China.

Audience: Both Grad & Undergrad

2. Explain and situate the so-called "rise of China" within a broader historical context.

Audience: Both Grad & Undergrad

3. Assess significant work in the historiography of China from the period of the late Qing dynasty to 1949.

Audience: Graduate

**HISTORY/ASIAN 342 – HISTORY OF THE PEOPLES REPUBLIC OF CHINA, 1949 TO THE PRESENT**

3-4 credits.

The social, economic and political transformation of China under Communism; the role of ideology in contemporary Chinese historical development; the nature of that historical development in the comparative perspective of other post-revolutionary histories.

**Requisites:** Sophomore standing

**Course Designation:** Breadth – Either Humanities or Social Science Level – Advanced

L&S Credit – Counts as Liberal Arts and Science credit in L&S

Grad 50% – Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify important events, patterns, processes and people in Chinese history since 1949.

Audience: Both Grad & Undergrad

2. Explain the ways in which modern China remains rooted in and shaped by Mao's China.

Audience: Both Grad & Undergrad

3. Assess significant work in the historiography of post-1949 China.

Audience: Graduate

**HISTORY 344 – THE AGE OF THE AMERICAN REVOLUTION, 1763-1789**

3-4 credits.

Structure of American society, Britain and the Colonies; the revolutionary movement for independence; the war for independence; social, political, and constitutional change.

**Requisites:** Sophomore standing

**Course Designation:** Breadth – Social Science Level – Intermediate

L&S Credit – Counts as Liberal Arts and Science credit in L&S

Grad 50% – Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Explain the causes, course, and consequences of the Revolution and grasp important concepts related to its history.

Audience: Both Grad & Undergrad

2. Discuss the Revolution's wide-ranging participants and their diverse aims and actions, as well as the divergent ways in which the Revolution affected different peoples in North America and the broader Atlantic World.

Audience: Both Grad & Undergrad

3. Analyze key scholarly interpretations of the American Revolution and its legacies.

Audience: Both Grad & Undergrad

4. Assess their own relationship to the historical memory of the American Revolution in the contemporary United States.

Audience: Both Grad & Undergrad

5. Interpret and evaluate key scholarly debates in the historiography of the American Revolution.

Audience: Graduate

**HISTORY 345 – MILITARY HISTORY OF THE UNITED STATES**

3-4 credits.

The founding and growth of the military establishment, the exercise of the military art, and military policies treated in connection with relevant political, social, and economic factors.

**Requisites:** Sophomore standing. Not open to students with credit for HISTORY 427 or 428.

**Course Designation:** Breadth - Social Science  
Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify and describe the diverse military traditions that collided in colonial North America and how they evolved in response to each other and technological developments.

Audience: Both Grad & Undergrad

2. Explain how the United States has attempted to use military power to advance its interests and ideals around the world and to what effect.

Audience: Both Grad & Undergrad

3. Explain how and why American military policies, establishments, and practices evolved over time.

Audience: Both Grad & Undergrad

4. Explain how concepts of identity (to include race, ethnicity, kinship, gender, and religion) influence the character of war and how war has, in turn, influenced identity.

Audience: Both Grad & Undergrad

5. Analyze warfare as a human experience endured on the battlefield, at sea, in the sky, on the home front, at desolate outposts, and in councils of government.

Audience: Both Grad & Undergrad

6. Analyze the significance and persistence of expansion - physical, commercial, and ideological - to American (military) history.

Audience: Both Grad & Undergrad

7. Assess significant work in the historiography of American military history.

Audience: Graduate

**HISTORY/GEN&WS 346 – TRANS/GENDER IN HISTORICAL PERSPECTIVE**

3-4 credits.

Focuses on sex/gender crossing and variation in historical contexts including Japan, South Africa, Europe, the African diaspora, and North America. Considers perspectives of people who themselves passed, crossed, transitioned, transed, or otherwise exceeded their culture's definitions of normative sex/gender. Alongside, consider the ways that dominant social institutions reinforced norms, recognized, tolerated, punished and/or celebrated gender variation. Examine popular culture, medical and legal perspectives, memoir, queer and trans theory, and social movement treatises.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2019

**Learning Outcomes:** 1. Describe the diverse contexts, practices, and meanings associated with trans, nonbinary, creative, and cross-gender embodiments.

Audience: Undergraduate

2. Use culturally and historically specific vocabularies related to gender diversity in many eras and locations of the globe.

Audience: Undergraduate

3. Explain the ways that cultural and historical context inform gender and its roles in social life.

Audience: Undergraduate

4. Interpret gender diversity in context using the craft of the historian and other methods.

Audience: Undergraduate

5. Use written and verbal communication skills related to gender diversity across time and place.

Audience: Undergraduate

### **HISTORY/AFROAMER 347 – THE CARIBBEAN AND ITS DIASPORAS**

3-4 credits.

Surveys the history of the Caribbean from the 15th century to the present. Emphasizes the importance of colonialism, commodity-based capitalism, globalization, slavery, and forced labor for the modeling of the region's social, economic, cultural, and political structures. Pay particular attention to the resilient, creative and resourceful ways in which Caribbean people have responded to these adverse conditions. Examine the circumstances that have shaped migrations from the region to the United States and Canada during the 20th and 21st centuries. Study how these diasporic communities have created social spaces in these two countries that have remained closely linked to the Caribbean through economic, political, and filial networks.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify the historical roots of the racial, political, cultural, and social structures of contemporary Caribbean societies and their diasporas

Audience: Undergraduate

2. Recognize the multiple ethnic and cultural origins of Caribbean communities and the impact these communities had in the modeling of Atlantic and global historical developments

Audience: Undergraduate

3. Analyze and synthesize information, provide evidence-based interpretations about the past, and develop arguments regarding the history of Caribbean societies and their global diasporas

Audience: Undergraduate

4. Identify and analyze within their social, cultural, and economic contexts key historical developments in the history of the Caribbean from the fifteenth century to the present

Audience: Both Grad & Undergrad

5. Analyze the role that social and cultural factors—such as gender, religion, ethnicity, and class, among others—had in shaping Caribbean historical developments

Audience: Both Grad & Undergrad

6. Identify and analyze within their social, cultural and economic contexts the history of the idea of race as it relates to the history of the Caribbean

Audience: Both Grad & Undergrad

7. Discern the impact of local and global political and economic developments, in the shaping of ideas about racial, ethnic, social, and cultural hierarchies and public policies in Caribbean nations

Audience: Both Grad & Undergrad

8. Understand the different methodological approaches and research strategies that historians, anthropologists, and other scholars have used to examine the histories of the Caribbean from the sixteenth century to the present

Audience: Graduate

### **HISTORY 348 – FRANCE FROM NAPOLEON TO THE GREAT WAR, 1799-1914**

3-4 credits.

Politics, society and culture in nineteenth century France. Emphasis on France's revolutionary heritage and problems of establishing a democratic regime.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

### **HISTORY 349 – CONTEMPORARY FRANCE, 1914 TO THE PRESENT**

3-4 credits.

Social, political, and cultural history of twentieth century France, especially the Great War, the Popular Front, the Vichy Regime, DeGaulle and the Fifth Republic, Mitterrand's socialist experiment, France's changing role in the world and the European Community.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**HISTORY 350 – THE FIRST WORLD WAR AND THE SHAPING OF TWENTIETH-CENTURY EUROPE**

3-4 credits.

The experience and legacy of the First World War has been linked to nearly every social, cultural, and political transformation that marked the short century that followed: mobilization and the experience of total war transformed the relations between governments and citizens, between men and women, and between social classes. Europeans experienced death on an unprecedented scale and came to terms with new forms of industrialized warfare, from the use of poison gas to modern practices of genocide. Europeans now learned to live with violence, both during as well as after the war, and found new ways to mourn or remember the dead. Using a wide variety of contemporary sources -- memoirs, essays, poems, or cinematic representations -- situates the upheaval of 1914-1918 within the larger framework of twentieth-century European history.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Identify and explain the major trajectories in twentieth-century European history and the ways in which they were affected by the First World War, and more broadly, engage critical questions that animate the field of war and society studies today.  
Audience: Both Grad & Undergrad

2. Identify and critically engage with the major interpretive frameworks that historians have used in their study of the First World War, and of total war more broadly.  
Audience: Both Grad & Undergrad

3. Analyze primary sources from the history of the First World War, both written and visual, and evaluate or critique interpretations of these sources.  
Audience: Both Grad & Undergrad

4. Produce original historical arguments, in both written and oral communication, and properly mobilize evidence to support these arguments.  
Audience: Both Grad & Undergrad

5. Evaluate interpretive frameworks, in both the historiography as well as the popular cultural memory of the war, and situate the emergence of such frameworks within a broader history of representations of the war and contestations over such representations.  
Audience: Both Grad & Undergrad

6. Interpret and evaluate key scholarly debates in the historiography of the First World War.  
Audience: Graduate

**HISTORY/GEN&WS 353 – WOMEN AND GENDER IN THE U.S. TO 1870**

3-4 credits.

An advanced and comparative study of the roles of gender, class, and race in American history and historiography. Themes include women as agents of social change and as builders of community.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Describe historical constructions of gender amidst multiple, intersecting social hierarchies.  
Audience: Undergraduate

2. Interpret primary and secondary sources about women in colonial North America and the early United States.  
Audience: Undergraduate

3. Analyze power dynamics among women and between the genders.  
Audience: Undergraduate

4. Articulate a theory of diverse women's relationships to a significant idea or process, based on historical evidence.  
Audience: Undergraduate

5. Evaluate the impact of women's personal agency and collective movements before 1870.  
Audience: Undergraduate

6. Identify and critique the methods historians have used to create knowledge about women and gender  
Audience: Both Grad & Undergrad

7. Propose a new direction for future scholarship and/or public engagement with women's history, based on your informed critique.  
Audience: Both Grad & Undergrad

8. Design an original research project based on your historiographical proposition.  
Audience: Graduate

**HISTORY/GEN&WS 354 – WOMEN AND GENDER IN THE U.S. SINCE 1870**

3-4 credits.

See 520.

**Requisites:** Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2019**Learning Outcomes:** 1. Describe historical constructions of racialized gender in specific contexts from the nineteenth century to the present.

Audience: Both Grad &amp; Undergrad

2. Analyze power dynamics among women and between the genders, including the interactions of multiple, intersecting social hierarchies.

Audience: Both Grad &amp; Undergrad

3. Recognize assumptions about racialized gender, both expressed and implied, in historical sources.

Audience: Both Grad &amp; Undergrad

4. Question assumptions about racialized gender in contemporary US politics, law, and culture.

Audience: Both Grad &amp; Undergrad

5. Articulate one's own positionality in relationship to multiple communities by identifying the historical dynamics that shape relations of racial and gender difference in the US today.

Audience: Both Grad &amp; Undergrad

6. Apply the concepts of racialized gender and positionality when participating in multicultural discussions, creative spaces, political events and/or workplaces.

Audience: Both Grad &amp; Undergrad

7. Critique the existing historiography and propose solutions for future scholarship and/or public engagement with gender and women's history, based on your informed critique.

Audience: Graduate

**HISTORY/CHICLA/LACIS/POLI SCI 355 – LABOR IN THE AMERICAS: US & MEXICO IN COMPARATIVE & HISTORICAL PERSPECTIVE**

3 credits.

Provides a critical examination of the history of labor and working people in the Americas, from the colonial era to the present. It focuses on the experience of the United States and Mexico, offering a comparative perspective on their distinct but also shared (and increasingly linked) histories. The seminar proceeds chronologically, highlighting major episodes in the evolution of labor systems in the two countries, beginning with the colonial labor systems implemented by the Spanish and British empires following the European conquest of the Western Hemisphere. Among other topics, we will examine the pivotal role of slavery and other forms of forced labor, the impact of the industrial revolution, the emergence and expansion of corporate capitalism and the labor unrest it provoked in the post-civil war U.S., the role of labor in the Mexican Revolution and its aftermath, the impact of the Great Depression and labor incorporation on the post-WWII social and political order of both countries, the breakdown of that order and the move to neo-liberalism in the 1970s and 1980s, and the emergence of an increasingly integrated North American production system and its consequences for labor and working people on both sides of the US-Mexico border.

**Requisites:** Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2021

### **HISTORY 357 – THE SECOND WORLD WAR**

3-4 credits.

Background and history of World War II. Problems of peacemaking and international organizations; rise of Fascism, National Socialism, and Japanese imperialism; breaking the peace; World War II.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Summer 2025

**Learning Outcomes:** 1. Identify and explain the major political, social, and cultural developments of World War II and provide an overall synthesis of its key events and lasting legacies.

Audience: Both Grad & Undergrad

2. Analyze and interpret primary source documents by placing these in their historical context and understanding their historical significance.

Audience: Both Grad & Undergrad

3. Examine connections between historical themes and contemporary issues of war and genocide, demonstrating an understanding of the relevance of history to the present.

Audience: Both Grad & Undergrad

4. Assess significant work in the historiography of World War II.

Audience: Graduate

### **HISTORY 358 – FRENCH REVOLUTION AND NAPOLEON**

3-4 credits.

Explores the French Revolution and the Age of Napoleon. Why did Revolution break out in one of the most powerful and traditional monarchies of Europe? What were the roots of discontent and the sources of revolutionary ideas? Probes the exciting twists and turns of revolutionary politics and the attempt to spread "liberty equality" into ordinary life, even abolishing slavery in response to massive slave revolt in the French colonies. Asks how the French interacted with a transnational revolutionary movement across Europe, the US, and the Atlantic world. Though focused on a specific revolutionary era, we will also reflect on timeless questions: Why is it so difficult to create democracy? Is violence ever justified to overcome oppression and injustice? Finally, why did this experiment in radical democracy also unleash the Terror and launch Napoleon Bonaparte, the politician and general who built an astonishing European Empire? And how did he pull it off for as long as he did?

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Explain the significance of the French Revolution, including its Napoleonic aftermath, as a political, social, and cultural event.

Audience: Both Grad & Undergrad

2. Describe major actors and events in the Revolution, from the 1780s to 1815, and recognize both the structural and contingent forces that shaped its course.

Audience: Both Grad & Undergrad

3. Assess the historical relationship between the French Revolution and the Haitian Revolution, recognizing key points of connection in the unfolding of these two events.

Audience: Both Grad & Undergrad

4. Analyze historical evidence in the form of primary source documents from the French Revolutionary moment and the Napoleonic era.

Audience: Both Grad & Undergrad

5. Analyze critically scholarly sources about the French Revolution and Napoleon in their domestic, imperial, and global dimensions, recognizing authors' arguments and evaluating the type and quality of evidence that they employ.

Audience: Both Grad & Undergrad

6. Construct your own written historical arguments about the revolutionary era by drawing critically upon multiple sources.

Audience: Both Grad & Undergrad

7. Interpret and evaluate scholarly debates about the French Revolution, especially contestation over the reasons that it began, the reasons that it subsequently radicalized, and the racial and gendered dimensions of the revolutionary project.

Audience: Graduate

**HISTORY 359 – HISTORY OF EUROPE SINCE 1945**

3-4 credits.

Political, cultural, and social history of Europe from the Second World War to the present.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Discuss Europe's social, political, and cultural history.

Audience: Both Grad & Undergrad

2. Situate Europe's changing place in the world (loss of great power status; loss of Empire; development of the European Union).

Audience: Both Grad & Undergrad

3. Describe how the past informs Europe's present, and how contemporary developments shape our understanding of the continent's past.

Audience: Both Grad & Undergrad

4. Use different kinds of sources (novels, primary sources, secondary sources) to make persuasive arguments about the past.

Audience: Both Grad & Undergrad

5. Interpret and evaluate key scholarly debates in the historiography of postwar Europe.

Audience: Graduate

**HISTORY/ENGL/RELIG ST 360 – EARLY MEDIEVAL ENGLAND**

3 credits.

Introduction to the peoples and cultures of Early Medieval England (c450-c1100), with primary emphasis on texts written in Old English and Latin. Interdisciplinary approach including history, literature, religion, and material culture. Attention to literary genres ranging from elegy to riddles; the development of Christianity; encounters with Romans, Vikings, and Normans; and other political and social concerns. All readings in translation.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Literature. Counts toward the Humanities req

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Recognize and discuss major forms, techniques, social conditions, values, and genres that have shaped the history of English literature, language, and culture.

Audience: Undergraduate

2. Discern and integrate divergent and contradictory perspectives, identify and question assumptions, and assess evidence and methods related to Early Medieval England.

Audience: Undergraduate

3. Write original, coherent, and compelling arguments about assigned texts and/or objects that push beyond summary to analysis and independent and critical thinking in clear prose that meets expectations for grammatical correctness.

Audience: Undergraduate

**HISTORY/CLASSICS/POLI SCI 362 – ATHENIAN DEMOCRACY**

3 credits.

Explores key issues in the ideology and practice of Athenian democracy. Examines democratic values, institutions, rhetoric, and sociology in order to provide the basic tools to understand democracy in its ancient context. Engages with a variety of source material (literary, archaeological, epigraphic) in order to develop multiple skills of interpretation. Some questions examined include: What are the key features of Athenian democracy, how did it change over time, and how did it differ from modern democracy? How did the Athenians justify and critique this political system? How did they reconcile citizen egalitarianism with social inequalities of wealth, gender, and status? To what extent were women, foreigners, slaves, or the poor included or excluded from politics? Was Athenian democracy a robust political system or a system in crisis?

**Requisites:** Sophomore standing**Course Designation:** Breadth - Humanities

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Understand and use appropriately the specific terminology (names, places, concepts) related to Athenian democracy

Audience: Undergraduate

2. Discuss with appropriate methodological awareness conflicting views expressed in modern scholarship

Audience: Undergraduate

3. Analyze problems relating to the reconstruction of historical concepts in the ancient world with reference to relevant source material

Audience: Undergraduate

4. Critically read and engage with complex academic texts (both ancient sources and modern literature)

Audience: Undergraduate

5. Present knowledge, ideas, and analysis orally (in classroom discussion) and in written formats

Audience: Undergraduate

**HISTORY/ASIAN 363 – CHINA AND WORLD WAR II IN ASIA**

3-4 credits.

This course is intended to help students understand World War II from the perspective of Asia. The focus is not only on the American and Japanese roles in the war but also on lesser, often overlooked participants such as China, Korea, and Southeast Asia. The course will focus not only on the diplomatic, political, and military situation of wartime Asia, but also on perceptions and experiences of the war from those most heavily affected by it: those experiencing it on the ground. Understanding this war is critical for helping us understand contemporary Asia. The foundations of the Cold War and the post-Cold War world that we live in today were forged on battlefields in mainland China, Burma, small islands in the Pacific, and in the skies over the archipelago of Japan. In order to provide the background and understand the legacies, this course covers an extended time frame, beginning in the 19th century with the arrival of the West in Asia and continues into the 1950s.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science  
Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2022**Learning Outcomes:** 1. Discuss the impact of World War II from the perspective of Asia and from China in particular.

Audience: Undergraduate

2. Describe the diplomatic, political, and military situation of wartime Asia, as well as the perceptions and experiences of the war from those most heavily affected by it: those experiencing it on the ground.

Audience: Undergraduate

3. Explain how the foundations of the Cold War and the post-Cold War that world that we live in today were forged on the World War II battlefields of Asia.

Audience: Undergraduate

**HISTORY/INTL ST 366 – FROM FASCISM TO TODAY: SOCIAL MOVEMENTS AND POLITICS IN EUROPE**

3-4 credits.

Investigates how everyday people shaped European history and politics, from World War I through today. Takes a comparative and interdisciplinary approach to analyze a range of major social movements in Europe, thinking in detail about what constitutes a social movement in the first place, and what determines its effectiveness. Key topics include the rise and fall of Fascism; the fate of the Communist and Socialist Left in Europe; the role of youth movements as drivers of change; and the constraints imposed on political organizing by both democratic and authoritarian societies. Drawing on a range of texts, songs, and films, investigates how people power has shaped the European state, and vice-versa, from 1922 through today.

**Requisites:** Sophomore standing or 3 credits in HISTORY**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Fall 2023**Learning Outcomes:** 1. Refine their ability to read, analyze, and critically engage with primary and secondary sources.

Audience: Undergraduate

2. Craft sophisticated analytical arguments.

Audience: Undergraduate

3. Communicate complex ideas through speech, charitably evaluating opposing viewpoints, and working collaboratively with others.

Audience: Undergraduate

4. Become familiar with the building-blocks of European transnational and international history, and expose students to the study of social movements.

Audience: Graduate

5. Hone hermeneutical skills so as to evaluate and interpret sources more judiciously and charitably.

Audience: Graduate

6. Develop confidence as keen writers, sharp public speakers, and probing analysts of the past and present.

Audience: Graduate

**HISTORY/ENVIR ST 369 – THINKING THROUGH HISTORY WITH ANIMALS**

3-4 credits.

Explores the history of human relationships with animals around the world with focus on agriculture and hunting, political economic development, human identity, and biological science and conservation.

**Requisites:** Sophomore standing or 3 credits in HISTORY, GEOG or ENVIR ST**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2019**Learning Outcomes:** 1. Analyze the roles of animals in shaping human identity

Audience: Undergraduate

2. Describe and apply key concepts in animal and environmental history to analyze changing patterns of social organization

Audience: Undergraduate

3. Integrate humanities and natural science perspectives to understand the interplay of nature and society in shaping history

Audience: Undergraduate

4. Connect changing relationships among humans and animals to broader processes of economic and cultural development

Audience: Undergraduate

**HISTORY/INTL ST 375 – THE COLD WAR - FROM WORLD WAR II TO END OF SOVIET EMPIRE**

3-4 credits.

The Cold War was the first event to impact virtually all of humanity and left a lasting legacy that still shapes the current world order. Exploration of its conduct on five continents entails both a diversity of sources (film, fiction, documents, and memoir) and a range of topics (geopolitics, ideology, internationalism, empire, revolution, counterinsurgency, and covert operations). Its half-century history was marked by nuclear-armed stalemate and ideological competition in Europe, cultural politics of repression and generational revolt in America, interplay of anti-colonial nationalism and counterinsurgency in Asia, Africa, and Latin America, and a succession of major wars worldwide in Korea, Vietnam, Angola, and Afghanistan. By adopting an international perspective that carries us beyond the narrow ambit of the Moscow-Washington rivalry, integrate diverse global forces and particular national histories for a fuller understanding of an ever-changing world system.

**Requisites:** Sophomore standing or 3 credits in HISTORY or INTL ST

**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Interpret primary sources

Audience: Undergraduate

2. Develop a refined ability to critically analyze secondary sources

Audience: Undergraduate

3. Merge a considered thesis, operational factors, and empirical evidence into a coherent analytical narrative

Audience: Undergraduate

4. Edit their own prose for both grace and clarity

Audience: Both Grad & Undergrad

5. Develop a perspective on how to incorporate primary sources in undergraduate teaching

Audience: Graduate

6. Develop a foundation for teaching their own world history courses, which are a requirement for job placement in a growing number of colleges and universities

Audience: Graduate

7. Develop a resonant sense of the extraordinary carrying capacity of historical narrative

Audience: Graduate

**HISTORY/AMER IND 380 – SOVEREIGNTY AND THE SCHOOLHOUSE**

3 credits.

Introduction to the history of American Indian education. Evaluate the relationship between education and sovereignty through a survey of schools including missions, boarding schools, survival schools, tribal colleges, language nests, charter schools, and more.

**Requisites:** AMER IND 100, HISTORY/AMER IND 190, or graduate/professional standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify important concepts in the history of education and American Indian studies to understand how the past has affected present day circumstances regarding inequalities in education in Indian Country and in the U.S.

Audience: Both Grad & Undergrad

2. Evaluate theories of schooling and sovereignty through the interpretation of primary sources related to American Indian education to practice historical empathy toward the cultural perspectives and worldviews of others.

Audience: Both Grad & Undergrad

3. Craft rigorous historical arguments in the form of an original research paper on the history of an American Indian school, and question cultural assumptions and knowledge claims as they relate to race, ethnicity, and sovereignty in education.

Audience: Both Grad & Undergrad

4. Assess the foundational works in the historiography on schooling in Native lives, communities, and nations as part of the field of contemporary Indigenous Studies.

Audience: Graduate

**HISTORY/GEN&WS 392 – WOMEN AND GENDER IN MODERN EUROPE**

3-4 credits.

An examination of the cultural role of gender and the social, economic, and political activities of women in modern Europe from the 18th to the late 20th centuries.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2023

**Learning Outcomes:** 1. Describe the significance of gender as a category for historical analysis, and the analytical value of exploring women's agency as historical actors.

Audience: Undergraduate

2. Discuss women's experience of major events in modern European history, explaining how additional factors like age, marital status, religion, and class differentiated that experience.

Audience: Undergraduate

3. Identify the chief ways in which widely shared European norms and beliefs concerning gender and sexuality changed over the course of the modern period.

Audience: Undergraduate

4. Describe how different political actors (French revolutionaries, Italian fascists, Soviet Communists, German feminists, etc.) promoted distinct visions of proper gender roles for men and women.

Audience: Undergraduate

5. Analyze historical evidence in the form of primary source documents.

Audience: Undergraduate

6. Analyze secondary sources, recognizing the authors' major arguments and the types of evidence they employ.

Audience: Undergraduate

7. Construct your own written historical arguments by drawing critically on multiple sources.

Audience: Undergraduate

**HISTORY/AFROAMER 393 – SLAVERY, CIVIL WAR, AND RECONSTRUCTION, 1848-1877**

3-4 credits.

African-American slavery and its impact on mid-19th century social, political, and economic life; the causes, course, and consequences of the Civil War; the rise and fall of postwar Reconstruction and non-racial citizenship; the impact of these histories on contemporary American society.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Describe the history of slavery in the United States, the sectional crisis, the Civil War, slave emancipation, and Reconstruction, including their relation to the transformation and persistence of Native American societies in the context of U.S. conquest and settlement.

Audience: Undergraduate

2. Discuss the reverberation of these histories in contemporary U.S. society.

Audience: Undergraduate

3. Analyze critically what they have previously been taught about the Civil War and its relationship to the history of slavery, freedom, and the United States.

Audience: Undergraduate

4. Explain why this history remains contested and controversial, and recognize what is at stake in these debates.

Audience: Undergraduate

**HISTORY 400 – UNDERGRADUATE HISTORY SYMPOSIUM**

1 credit.

Whatever we do, wherever we go, we are encountering history and reckoning with some consequence radiating out from the past. Designed to awaken us to the myriad ways in which the past is present all around us, and to help cultivate the historian's habits of mind in our everyday experiences. In addition to faculty-led group discussions, centers on intellectual opportunities in Madison such as special lecture series and conversations with UW faculty and outside guests. Themes and topics will vary, depending on the instructor and opportunities for engagement with the wider intellectual community of Madison.

**Requisites:** Declared in the History undergraduate program, Certificate in History, or 6 credits in HISTORY or HIST SCI

**Course Designation:** Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2022

**Learning Outcomes:** 1. Prepare to get the most out of a lecture by researching the speaker, reading something related to the topic, and thinking about possible approaches.

Audience: Undergraduate

2. Participate comfortably and appropriately in a formal academic lecture setting.

Audience: Undergraduate

3. Reflect critically on a lecture or event.

Audience: Undergraduate

4. Discuss complex points productively and respectfully.

Audience: Undergraduate

5. Recognize contextual influences on the perspectives and actions of scholars and others, including oneself.

Audience: Undergraduate

6. Cultivate a lifetime sense of curiosity and wonder.

Audience: Undergraduate

**HISTORY 401 – PUBLIC HISTORY WORKSHOP**

3 credits.

Introduction to the practice of public history. Public historians ground their work in rigorous, academic research with the goal of presenting history in a collaborative and publicly focused manner. These projects come in many forms including exhibits, walking tours, podcasts, documentaries, web projects, and place-based interpretation, to name a few. Learn how academic history gets presented to the public, not only by reading about public history, but by doing it.

**Requisites:** HISTORY 201 or 3 credits in HISTORY or HIST SCI

**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify and understand theoretical and methodological underpinnings of public history  
Audience: Undergraduate

2. Analyze how research gets presented to the public

Audience: Undergraduate

3. Assess the usefulness of various formats in sharing particular histories with different audiences

Audience: Undergraduate

4. Produce public history projects

Audience: Undergraduate

5. Consider factors that affect the production and reception of public history projects

Audience: Undergraduate

6. Collaborate and share authority with members of the public whose stories are being told

Audience: Undergraduate

7. Identify different specialties of public history and recognize the wide array of employment opportunities and roles in the field

Audience: Undergraduate

**HISTORY 403 – IMMIGRATION AND ASSIMILATION IN AMERICAN HISTORY**

3-4 credits.

Survey of immigration to the U.S. from colonial times to the present with analyses of the roles of ethnic and racial groups in economics and politics, the reactions of earlier arrivals to their successors, the extent of assimilation and contemporary ethnic and racial consciousness.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Summer 2024

**Learning Outcomes:** 1. Articulate how the history of immigration has affected present day circumstances regarding race, ethnicity, and inequities in the U.S.

Audience: Both Grad & Undergrad

2. Summarize the basic narrative of American immigration, articulating different motivations for immigration across historical eras

Audience: Both Grad & Undergrad

3. Identify changing policies and procedures controlling immigration and naturalization.

Audience: Both Grad & Undergrad

4. Describe times when immigration and inter-group relations have been critical elements in domestic politics.

Audience: Both Grad & Undergrad

5. Interpret and evaluate key scholarly debates in the historiography of American immigration.

Audience: Graduate

**HISTORY/RELIG ST 409 – CHRISTIANITY IN THE ATLANTIC WORLD, 1500-1800**

3 credits.

Between the late Middle Ages and the era of democratic revolutions Western Christianity saw a series of sweeping changes that altered its global profile and helped form the modern world - examines some of these shifts and their impact. Questions explored include: Why did the Reformations of the 16th century occur and with what effects on people's lives and on early modern societies? What was the relationship between European colonization, the Atlantic slave trade, new theories of race, and the spread of Christianity to the "New World"? How was the Christian religion resisted, received, and reshaped by Native Americans and people of African descent? What sparked movements of reform and renewal - including new Catholic religious orders and the Protestant Evangelical Awakening - and with what consequences for modern Christianity? How did the nature of Christian belief and identity change under the impact of religious conflict, political revolution, and new intellectual movements?

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Identify and explain the significance of key trends, thinkers, and texts in the history of early modern Christianity

Audience: Undergraduate

2. Analyze and evaluate some of the scholarly debates in the field of early modern Christianity

Audience: Undergraduate

3. Interpret complex writings from the past contextually, critically, and empathetically

Audience: Undergraduate

4. Construct strong historical arguments based on evidence and careful reasoning

Audience: Undergraduate

5. Compose clear analytical and argumentative written prose

Audience: Undergraduate

### **HISTORY 410 – HISTORY OF GERMANY, 1871 TO THE PRESENT**

3-4 credits.

Political and social development of Central Europe from the establishment of the German Empire to the post-World War II period.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Evaluate primary sources to answer questions about authorship, perspective, audience, context, and credibility.

Audience: Both Grad & Undergrad

2. Identify the major turning points in German history since 1871, as well as continuities across these ruptures.

Audience: Both Grad & Undergrad

3. Assess the significance of nationalism, industrialization, colonialism, immigration, war, economic crisis, and foreign occupation as agents of change in modern German history.

Audience: Both Grad & Undergrad

4. Develop an original historical argument based on primary source research.

Audience: Both Grad & Undergrad

5. Interpret and evaluate key scholarly debates in the historiography of modern Germany.

Audience: Graduate

### **HISTORY/RELIG ST 411 – THE ENLIGHTENMENT AND ITS CRITICS**

3 credits.

European intellectual history in the 17th and 18th centuries, from the Wars of Religion to the French Revolution. Examines the rise of Enlightenment thought in relation to political and religious conflict, revolutions in science and philosophy, and the emergence of the public sphere. Special attention is paid to the Enlightenment's relationship to religion and to contemporary critiques made of Enlightenment thinking, including those of the early Romantic movement.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Explain key trends, flashpoints, personalities, and texts associated with the Enlightenment.

Audience: Both Grad & Undergrad

2. Demonstrate the ability to think historically, grasping the importance of context, causality, contingency, complexity, and change over time for understanding the past.

Audience: Both Grad & Undergrad

3. Interpret sources from the past contextually, critically, and empathetically.

Audience: Both Grad & Undergrad

4. Construct strong historical arguments based on evidence and clear reasoning.

Audience: Both Grad & Undergrad

5. Compose clear analytical and argumentative written prose.

Audience: Both Grad & Undergrad

6. Interpret and evaluate key scholarly (or historiographical) debates in Enlightenment studies.

Audience: Graduate

**HISTORY/ED POL 412 – HISTORY OF AMERICAN EDUCATION**

3 credits.

Examines the history of education in America from the colonization of North America to the present to consider education in its broadest sense – as a process of individual development and cultural transmission. Explores such topics as the rise of common schools in the urban North; the education of Native Americans, immigrants, slaves, and free blacks; the evolution of teacher training (primarily for women); various philosophies of "progressive" school reform; the politics of desegregation, bilingual education, and special education; the articulation between high school and college work; and the evolving federal role in American education.

**Requisites:** Sophomore standing**Course Designation:** Breadth – Social Science

Level – Intermediate

L&amp;S Credit – Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% – Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. demonstrate their knowledge and explain the significance of key actors, events, themes, and ideas relating to the history of American education

Audience: Both Grad &amp; Undergrad

2. interpret and contextualize primary historical sources

Audience: Both Grad &amp; Undergrad

3. identify and evaluate historical arguments in secondary scholarly works

Audience: Both Grad &amp; Undergrad

4. locate, synthesize, and evaluate information from primary and/or secondary sources in order to develop and support their own evidence-based historical interpretations

Audience: Undergraduate

5. locate, synthesize, and evaluate relevant primary historical sources in order to construct evidence-based historical interpretations.

Audience: Graduate

**HISTORY 417 – HISTORY OF RUSSIA**

3–4 credits.

Origins and evolution of the Russian people and state; political, economic, and social history; foreign relations as they affect domestic policy; from the ninth century to 1800.

**Requisites:** Sophomore standing**Course Designation:** Breadth – Social Science

Level – Intermediate

L&amp;S Credit – Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% – Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2021**HISTORY 418 – HISTORY OF RUSSIA**

3–4 credits.

Russian political, economic, and social history from 1800 to 1917; foreign relations as they affect domestic policy.

**Requisites:** Sophomore standing**Course Designation:** Breadth – Social Science

Level – Intermediate

L&amp;S Credit – Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% – Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Identify and debate major turning points in Russian imperial history.

Audience: Both Grad &amp; Undergrad

2. Explain why the Tsarist autocracy lasted for so long and why it collapsed in 1917.

Audience: Both Grad &amp; Undergrad

3. Explain why Russia's relationship to Europe – or "the West" – has been so fraught.

Audience: Both Grad &amp; Undergrad

4. Assess the significance of concepts like empire and nation for interpreting imperial Russian history.

Audience: Both Grad &amp; Undergrad

5. Communicate ideas, questions, and conclusions clearly in written and spoken form to make compelling arguments.

Audience: Both Grad &amp; Undergrad

6. Delineate and evaluate key historiographical debates in imperial Russian history.

Audience: Graduate

### **HISTORY 419 – HISTORY OF SOVIET RUSSIA**

3-4 credits.

Major political, economic and social developments in Russia since 1917.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Explain the causes and consequences of the two Russian Revolutions of 1917.

Audience: Both Grad & Undergrad

2. Identify and debate major turning points in Soviet history.

Audience: Both Grad & Undergrad

3. Debate key questions of Soviet history, including: What was Marxism-Leninism? What was socialism? What was internationalism? How do people live under totalitarian regimes?

Audience: Both Grad & Undergrad

4. Analyze the causes and consequences of the Cold War.

Audience: Both Grad & Undergrad

5. Explain why the Soviet Union collapsed in 1991.

Audience: Both Grad & Undergrad

6. Assess the significance of concepts like class, nation, empire, race, and gender for interpreting Soviet history.

Audience: Both Grad & Undergrad

7. Extract reliable information from primary sources. Analyze the meaning and significance of written and visual sources in their historical contexts.

Audience: Both Grad & Undergrad

8. Delineate and evaluate key historiographical debates in Soviet history.

Audience: Graduate

### **HISTORY 420 – RUSSIAN SOCIAL AND INTELLECTUAL HISTORY**

3-4 credits.

Main currents of Russian social thought in the eighteenth and nineteenth centuries.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2022

**Learning Outcomes:** 1. Identify and debate major turning points in the social and intellectual history of the Russian empire.

Audience: Both Grad & Undergrad

2. Explain why imperial Russian subjects - and contemporary observers - were so preoccupied with the question of whether the country was a part of Europe.

Audience: Both Grad & Undergrad

3. Analyze the relationship between the social conditions and intellectual trends that developed in the Russian empire to consider how they shaped one another.

Audience: Both Grad & Undergrad

4. Develop your own answer to the following question: how does the social and intellectual history of the Russian empire help you to situate the country, its conditions, and its peoples in the wider world?

Audience: Both Grad & Undergrad

5. Communicate ideas, questions, and conclusions clearly in written and spoken form to make compelling arguments.

Audience: Both Grad & Undergrad

6. Delineate and evaluate key historiographical debates in the social and intellectual history of the Russian empire.

Audience: Graduate

**HISTORY/CHICLA/POLI SCI 422 – LATINO HISTORY AND POLITICS**

3 credits.

Students will examine the historical, social, political, economic, and cultural experiences and conditions of Latinos, one of the largest US racial/ethnic minority groups. Course focus is on people who trace their origins to Mexico, the Caribbean, and countries of Latin America.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Discuss the complexity of the Latino population and divergent political agendas of various subgroups.

Audience: Undergraduate

2. Develop an understanding of the historical origins of how Latino social/political movements have emerged and changed.

Audience: Undergraduate

3. Evaluate the role of movements and activists in policy reform and social/political change.

Audience: Undergraduate

4. Examine the impact of the Latino vote on contemporary politics.

Audience: Undergraduate

5. Explore contemporary policy issues affecting the Latino population.

Audience: Undergraduate

**HISTORY 424 – THE SOVIET UNION AND THE WORLD, 1917-1991**

3-4 credits.

Surveys Soviet foreign relations from 1917-1991, examining the causes, course, and outcome of the Cold War. Topics include: Soviet-US relations, World War II, the Socialist Bloc, espionage, the space race, Sino-Soviet relations, and Soviet intervention in the 'Third World.'

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Explain the domestic and international consequences of the two Russian Revolutions of 1917.

Audience: Both Grad & Undergrad

2. Identify and evaluate major turning points in the Soviet Union's relationship with other states.

Audience: Both Grad & Undergrad

3. Analyze how ideas, institutions, armies, and cultures moved across borders in the 20th century.

Audience: Both Grad & Undergrad

4. Debate the causes and consequences of the Cold War from different points of view.

Audience: Both Grad & Undergrad

5. Assess the significance of concepts like socialist internationalism, totalitarianism, communism, and fascism for thinking about the 20th century.

Audience: Both Grad & Undergrad

6. Extract reliable information from primary sources. Analyze the meaning and significance of written and visual sources in their historical contexts.

Audience: Both Grad & Undergrad

7. Delineate and evaluate key historiographical debates in Soviet history.

Audience: Graduate

**HISTORY/LEGAL ST 426 – THE HISTORY OF PUNISHMENT**

3-4 credits.

Examines punishment across a vast range of historical traditions, examining how wrongdoing and punishment have been figured in law, literature, art and philosophy. Examines ancient, medieval and modern traditions.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Describe punishment across a wide range of historical traditions.

Audience: Both Grad & Undergrad

2. Evaluate a variety of historical materials to determine their origins, perspective, usefulness, and reliability.

Audience: Both Grad & Undergrad

3. Analyze influences that shape historical narratives and debates across genres and media.

Audience: Both Grad & Undergrad

4. Recognize multiple ways of being in the world, and how what may seem natural in a society has been built over decades of accumulated human actions.

Audience: Both Grad & Undergrad

5. Assess the historiography or other scholarly debates that have shaped the study of punishment.

Audience: Graduate

**HISTORY 427 – THE AMERICAN MILITARY EXPERIENCE TO 1902**

3-4 credits.

A survey of American military experience from the 16th century through the development of a nascent American "empire" at the turn of the 19th and 20th centuries, examining the influence of warfare on all aspects of American society.

**Requisites:** Sophomore standing. Not open to students with credit for HISTORY 345.

**Course Designation:** Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2021

**Learning Outcomes:** 1. Identify and describe the diverse military traditions that collided in colonial America and how and why these different "ways of war" evolved to the dawn of the twentieth century.

Audience: Both Grad & Undergrad

2. Analyze the twin development of the American citizen-soldier tradition and the American profession of arms.

Audience: Both Grad & Undergrad

3. Explain how political, cultural, economic, and technological factors influenced American military institutions, decisions to go to war, and the conduct of military operations.

Audience: Both Grad & Undergrad

4. Explain how and why American military policies, institutions, and practices changed or remained consistent over time and assess if there are persistent themes or areas of continuity that constitute a distinctly "American way of war."

Audience: Both Grad & Undergrad

5. Analyze warfare as a human experience endured on the battlefield, at sea, in the sky, on the home front, at desolate outposts, and in councils of government.

Audience: Both Grad & Undergrad

6. Assess the relationship between national expansion (in physical, commercial, and ideological sense) and American military history.

Audience: Both Grad & Undergrad

7. Assess significant work in the historiography of early and/or nineteenth-century American military history.

Audience: Graduate

**HISTORY 428 – THE AMERICAN MILITARY EXPERIENCE SINCE 1899**

3-4 credits.

A survey of American military experience in the 20th and 21st centuries, examining the influence of warfare on all aspects of American society.

**Requisites:** Sophomore standing. Not open to students with credit for HISTORY 345.

**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2022

**Learning Outcomes:** 1. Analyze the United States' rise as a global economic and military power.

Audience: Both Grad & Undergrad

2. Explain how political, cultural, economic, and technological factors influenced American military institutions, decisions to go to war, and the conduct of military operations.

Audience: Both Grad & Undergrad

3. Explain how and why American military policies, institutions, and practices changed or remained consistent over time and assess if there are persistent themes or areas of continuity that constitute a distinctly "American way of war."

Audience: Both Grad & Undergrad

4. Analyze the "national security state" that emerged after World War II and its subsequent development.

Audience: Both Grad & Undergrad

5. Explain the United States's transition to an all-volunteer force.

Audience: Both Grad & Undergrad

6. Analyze warfare as a human experience endured on the battlefield, at sea, in the sky, on the home front, at desolate outposts, and in councils of government.

Audience: Both Grad & Undergrad

7. Assess significant work in the historiography of twentieth- and/or twenty-first-century American military history.

Audience: Graduate

**HISTORY/ENVIR ST/LEGAL ST 430 – LAW AND ENVIRONMENT: HISTORICAL AND CONTEMPORARY PERSPECTIVES**

3 credits.

Explores environmental studies through a focus on law and legal history. Although its main concentration is on U.S. environmental law, the course will begin and end with broader historical and global perspectives.

Topics include a survey of English, European, and early American legal approaches to land use, natural resources, and pollution through World War II as well as an examination of the development and practice of contemporary U.S. environmental law and consideration of the recent emergence of international environmental law.

**Requisites:** Sophomore standing

**Course Designation:** Gen Ed - Communication Part B

Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Analyze and articulate their own arguments about how social, political, and cultural phenomena shape law and legal systems.

Audience: Both Grad & Undergrad

2. Analyze and articulate their own arguments about the social, political, and cultural impacts of law at the societal and individual levels.

Audience: Both Grad & Undergrad

3. Demonstrate knowledge about how legal ideas and ideologies have changed over time and have shaped law and legal systems.

Audience: Both Grad & Undergrad

4. Demonstrate their abilities to find, interpret, and utilize resources relevant to law and society.

Audience: Both Grad & Undergrad

5. Demonstrate their abilities to analyze information, to write clearly and persuasively, and to construct original arguments.

Audience: Both Grad & Undergrad

6. Analyze the causes of and solutions for the sustainability challenge of the conservation of natural resources, especially insofar as their governance involves and impacts local stakeholders.

Audience: Both Grad & Undergrad

7. Analyze the social, economic, legal, political, and environmental dimensions of the sustainability challenge of regulating and governing biodiversity, clean air and water, and other, larger earth systems (such as climate).

Audience: Both Grad & Undergrad

8. Demonstrate an advanced understanding of the historiography or other scholarly debates that have shaped the study of conservation and environmental law.

Audience: Graduate

**HISTORY/SCAND ST 431 – HISTORY OF SCANDINAVIA TO 1815**

3 credits.

Political, social, economic, and cultural developments of Scandinavia through the "Viking Age" to the break-up of Sweden-Finland and Denmark-Norway; emphasis on the interplay between social and political forces and institutions and the area's relationship with the rest of Europe.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Either Humanities or Social Science Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Analyze major historical developments in the Nordic region to explain how cultural, linguistic, and political shifts shaped Scandinavian societies up to 1815.

Audience: Both Grad & Undergrad

2. Interpret primary sources from the medieval period - including texts, artifacts, and visual culture - to investigate the religious, political, and social structures of early Scandinavian kingdoms.

Audience: Both Grad & Undergrad

3. Evaluate diverse types of historical evidence to construct arguments about continuity and change in Scandinavian history from the medieval period to the early 19th century.

Audience: Both Grad & Undergrad

4. Synthesize perspectives from history, literature, and material culture to develop a nuanced understanding of Scandinavian identity and state formation across time.

Audience: Both Grad & Undergrad

5. Conduct historical research using primary and secondary sources and communicate their findings effectively through written and oral formats tailored to academic and public audiences.

Audience: Graduate

**HISTORY/SCAND ST 432 – HISTORY OF SCANDINAVIA SINCE 1815**

3 credits.

Political, social, economic, and cultural development: political realignments and rise of nationalism, industrialization and rise of liberalism and socialism, democratization, independence struggles and social conflict, evolution of welfare states, World War II and its aftermath.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Either Humanities or Social Science Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Explain the significance of major historical events, figures, processes, and periods in the Nordic region since 1815.

Audience: Both Grad & Undergrad

2. Analyze modern and contemporary Scandinavian culture, politics, and society from an informed historical perspective.

Audience: Both Grad & Undergrad

3. Interpret historical information, engage in discussion and debate, and argue persuasively about significant topics in the Nordic history.

Audience: Both Grad & Undergrad

4. Graduate students will be able to do all of the above with reference to a larger amount of academic scholarship and secondary literature written in both English and the Nordic languages.

Audience: Graduate

**HISTORY 434 – AMERICAN FOREIGN RELATIONS, 1901 TO THE PRESENT**

3-4 credits.

America's relations with the world, emphasizing the economic, political and ideological elements determining policy.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify major turning points in American foreign relations history within the larger global context of colonialism and the 20th century.

Audience: Both Grad & Undergrad

2. Describe and apply different interpretive approaches to the study of U.S. empire.

Audience: Both Grad & Undergrad

3. Synthesize the history of the struggle over American foreign relations at local, national, regional, and global scales.

Audience: Both Grad & Undergrad

4. Analyze critically both primary and secondary sources.

Audience: Both Grad & Undergrad

5. Communicate clearly and effectively through argumentative writing.

Audience: Both Grad & Undergrad

6. Assess significant works in the historiography of U.S. Empire.

Audience: Graduate

**HISTORY/CHICLA 435 – COLONY, NATION, AND MINORITY: THE PUERTO RICANS' WORLD**

3 credits.

A historical introduction to the Puerto Rican experience, from island to mainland. Varieties of colonial rule, social institutions, cultural processes, and ethnic and national identity. Migration to the U.S. and social dynamics of stateside communities.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Identify major trends and debates in the historical studies about Puerto Rico and its global diaspora.

Audience: Both Grad & Undergrad

2. Explain how those who have inhabited the Puerto Rican archipelago have resisted and navigated colonialism.

Audience: Both Grad & Undergrad

3. Compare and contrast Spanish and United States colonialism in Puerto Rico.

Audience: Both Grad & Undergrad

4. Analyze the complex realities of Puerto Rican communities in the archipelago and abroad.

Audience: Both Grad & Undergrad

5. Evaluate colonial violence in present-day Puerto Rico

Audience: Both Grad & Undergrad

6. Analyze the history of Puerto Rico through the lens of three key concepts: la brega, coloniality, and nationhood.

Audience: Both Grad & Undergrad

7. Demonstrate advanced written and analytic skills through engagement with course materials.

Audience: Graduate

**HISTORY 450 – MAKING OF MODERN SOUTH ASIA**

3-4 credits.

Everything you ever hear about South Asia is true. But the exact opposite is also true. Tradition and modernity, development and stagnation, the past and the future all exist simultaneously, at times in harmony and at other times in conflict with one another. Through an exploration of the political, social and economic history of this region from the 18th century to the present day, learn about the making of modern South Asia and attempt to understand this paradox.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2024**Learning Outcomes:** 1. Describe the history of inter-regional relations between South Asian countries.

Audience: Both Grad &amp; Undergrad

2. Conduct historical research and analysis, including the use of primary sources.

Audience: Both Grad &amp; Undergrad

3. Assess significant work in the historiography of modern South Asia and critically evaluate inter-regional entanglements using historical research skills.

Audience: Graduate

**HISTORY/ASIAN 454 – SAMURAI: HISTORY AND IMAGE**

3-4 credits.

Japanese warriors, their ideals, and their images from the tenth century to the present.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Explain how and why the roles of samurai changed over time. Identify the general political, economic, military, social, and cultural positions of warriors in Japan from the twelfth century to the present, as well as key transitions between them.

Audience: Both Grad &amp; Undergrad

2. Explain how and why images of samurai changed over time. Use texts and visual images to demonstrate how and why a variety of people depicted samurai in different ways for different purposes.

Audience: Both Grad &amp; Undergrad

3. Build a habit of close, active reading in context. Parse texts and contexts - researching and considering the nuances of words, references, and relevant surrounding information - to identify writers' arguments, perspectives, and purposes.

Audience: Both Grad &amp; Undergrad

4. Extract reliable information from a source. Analyze and explain the context, meaning, and significance of a written or visual source to determine what can be learned from it.

Audience: Both Grad &amp; Undergrad

5. Recognize and develop clearly structured, evidence-based arguments. Identify and develop strong thesis statements and the rhetorical structures needed to support them with a clear, logical, evidence-based argument.

Audience: Both Grad &amp; Undergrad

6. Convey original analytical findings clearly and concisely. Briefly and clearly present original conclusions, including reasoning and support.

Audience: Both Grad &amp; Undergrad

7. Situate scholarship on samurai within a larger body of historical analysis.

Audience: Graduate

**HISTORY/ASIAN 456 – PEARL HARBOR & HIROSHIMA: JAPAN, THE US & THE CRISIS IN ASIA**

3-4 credits.

Events leading to the Pearl Harbor attack, the conduct of World War II in the Pacific, the nature of the wartime Japanese state and effects of the war on Japanese society, the dropping of the atomic bombs, and Japan's decision to surrender. The war as an epoch in Japanese history.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Fall 2020**Learning Outcomes:** 1. Use effective reading strategies to synthesize complex historical material.

Audience: Both Grad &amp; Undergrad

2. Conduct and execute a historical research project, including identifying a historical question, developing a bibliography, working with outlines to build an argument.

Audience: Both Grad &amp; Undergrad

3. Describe the causes and outcomes of World War II in Asia.

Audience: Both Grad &amp; Undergrad

4. Assess significant work in the historiography of World War II in Asia.

Audience: Graduate

**HISTORY/ASIAN 458 – HISTORY OF SOUTHEAST ASIA SINCE 1800**

3-4 credits.

Effects of the modern Western revolution on the established societies of Southeast Asia through colonial rule and economic and cultural change. Not open to students with credit for LCA 458 prior to Fall 2018.

**Requisites:** Junior standing**Course Designation:** Breadth - Social Science

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Describe the relationships between local and regional histories and broader, global historical trends that characterize the emergence of modernity.

Audience: Both Grad &amp; Undergrad

2. Interpret and contextualize a variety of primary textual, visual, and material sources produced in and about Southeast Asia to develop the historian's analytic toolkit.

Audience: Both Grad &amp; Undergrad

3. Analyze critically the histories of Southeast Asia to understand the enduring consequences of colonial-era transformations on the cultures and societies of the peoples of the region.

Audience: Both Grad &amp; Undergrad

4. Assess the historiography of the region through in-depth structural analyses of other scholars' uses of primary sources, and by doing so acquire a solid foundation with which to contextualize future interventions into the field.

Audience: Graduate

**HISTORY/LEGAL ST 459 – RULE OF LAW: PHILOSOPHICAL AND HISTORICAL MODELS**

3-4 credits.

From the perspectives of history and political theory, examines the multiple meanings of the idea of the rule of law, and its uses in American history. Explore prominent critiques of the rule of law ideal.

**Requisites:** Junior standing

**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Analyze the debates and issues that arise around the term "the rule of law".

Audience: Both Grad & Undergrad

2. Describe the historical developments undergirding modern law and modern legal institutions.

Audience: Both Grad & Undergrad

3. Explain how conceptions of "the rule of law" have been and continue to be mobilized to expand or restrict individual freedom and to exploit or preserve economic and natural resources.

Audience: Both Grad & Undergrad

4. Assess the historiography or other scholarly debates that have shaped the study of the rule of law.

Audience: Graduate

**HISTORY/ENVIR ST/GEOG 460 – AMERICAN ENVIRONMENTAL HISTORY**

4 credits.

Survey of interactions among people and natural environments from before European colonization to present. Equal attention to problems of ecological change, human ideas, and uses of nature and history of conservation and environmental public policy.

**Requisites:** Sophomore standing or 3 credits in HISTORY, GEOG or ENVIR ST

**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Discuss the basic questions posed by environmental history as a field and method for doing historical scholarship.

Audience: Both Grad & Undergrad

2. Evaluate the continuities and shifts between environmental politics, in relation to social and economic and racial formations and material conditions in U.S. history.

Audience: Both Grad & Undergrad

3. Communicate effectively about the relevance of the past to the environmental present through argumentative writing.

Audience: Both Grad & Undergrad

4. Assess foundational work in the historiography on environmental history.

Audience: Graduate

**HISTORY/ENVIR ST 465 – GLOBAL ENVIRONMENTAL HISTORY**

3-4 credits.

Explores the history of human relationships with the environment on a global scale through analysis of long-term changes, from early civilizations, to the beginnings of global trade, the Industrial Revolution, urbanization, and 20th century technological developments. Offers first-hand historiographical research experience and training in writing for public web audiences.

**Requisites:** Sophomore standing or 3 credits in HISTORY, GEOG or ENVIR ST

**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Define "the Anthropocene" and evaluate different approaches for dating and naming this new "human age"

Audience: Both Grad & Undergrad

2. Analyze the intersections of multiple historical socio-natural processes – such as extraction, colonialism, racism, capitalism, agriculture, industrialization, and modernization—to explain the production of uneven development and environmental crises

Audience: Both Grad & Undergrad

3. Document and analyze aspects of modern life that will be "modern fossils" in the distant future

Audience: Both Grad & Undergrad

4. Explain the importance of historical analysis for understanding contemporary environmental problems

Audience: Both Grad & Undergrad

5. Apply historical methods to analyze how a material object of their choice illustrates a particular interpretation of the Anthropocene

Audience: Both Grad & Undergrad

6. Assess significant works in the historiography of global environmental history and interdisciplinary Anthropocene studies

Audience: Graduate

**HISTORY/ECON 466 – THE AMERICAN ECONOMY SINCE 1865**

3-4 credits.

Emergence of the large corporation; growth and instability since the mid-nineteenth century; increasing government participation in the economy; the impact of war, depression, discrimination, and international responsibilities.

**Requisites:** ECON 101 or 111

**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2022

**Learning Outcomes:** 1. Describe critical economic events in American history.

Audience: Undergraduate

2. Discuss the application of fundamental concepts of economics to real-world issues facing the post-Civil-War United States.

Audience: Undergraduate

3. Identify the determinants and consequences of historical economic events, and use them to critique current economic issues.

Audience: Undergraduate

4. Evaluate quantitative claims with a focus on "orders of magnitude" and other practical skills.

Audience: Undergraduate

**HISTORY/LEGAL ST 476 – MEDIEVAL LAW AND SOCIETY**

3 credits.

Introduction to the central historical developments of law and legal institutions in the European middle ages (400-1500).

**Requisites:** Sophomore standing

**Course Designation:** Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Summer 2023

**Learning Outcomes:** 1. Discuss the central historical developments related to law and European social transformations in the years between 500 and 1500.

Audience: Both Grad & Undergrad

2. Describe how medieval conditions of thought and forms of social organization made the period's laws intelligible to those that practiced them, those that enforced them, and those that lived under them.

Audience: Both Grad & Undergrad

3. Analyze how legal practices and frameworks of power from the medieval period form the foundation for aspects of our own world.

Audience: Both Grad & Undergrad

4. Assess significant interdisciplinary scholarship on medieval law.

Audience: Graduate

**HISTORY/LEGAL ST 477 – HISTORY OF FORENSIC SCIENCE**

3 credits.

Examines the diverse paths followed by forensic science (including medical jurisprudence or forensic medicine) in various times and places, focusing on the English-speaking world from the nineteenth century until the present. Explore the many ways that law and science have worked together--or at cross-purposes--to generate and assess evidence at the crime scene, in the lab, in the courtroom, and beyond.

**Requisites:** Sophomore standing and (LEGAL ST/HISTORY 261, SOC/LEGAL ST 131, or POLI SCI/LEGAL ST 217), or graduate/professional standing

**Course Designation:** Breadth - Either Humanities or Social Science Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**HISTORY/ED POL 478 – COMPARATIVE HISTORY OF CHILDHOOD AND ADOLESCENCE**

3 credits.

Examines the growth of modern childhood and adolescent sub-cultures, class differences, literary and pictorial representations, legal and demographic developments, and the growth of educational theories and institutions.

**Requisites:** Junior standing

**Course Designation:** Breadth - Social Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2021

**Learning Outcomes:** 1. Demonstrate their knowledge and explain the significance of key actors, events, themes, and ideas related to the history of childhood and adolescence

Audience: Both Grad & Undergrad

2. Interpret and contextualize primary historical sources

Audience: Both Grad & Undergrad

3. Identify and evaluate information from primary and/or secondary sources in order to develop and locate, synthesize, and evaluate information from primary and/or secondary sources in order to develop and support their own evidence-based historical interpretations

Audience: Undergraduate

4. Locate, synthesize, and evaluate primary historical sources in order to construct evidence-based historical interpretations

Audience: Graduate

**HISTORY 500 – READING SEMINAR IN HISTORY**

3 credits.

Advanced exploration of selected topics, featuring small group discussion and intensive engagement with historical materials. Topics vary.

**Requisites:** HISTORY 201 or junior standing

**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Synthesize diverse sources of information about a discrete historical topic.

Audience: Both Grad & Undergrad

2. Develop a convincing narrative or well-substantiated argument based on a close reading of a range of historical sources.

Audience: Both Grad & Undergrad

3. Communicate historical knowledge and argumentation clearly and effectively.

Audience: Both Grad & Undergrad

4. Lead and participate productively in purposeful collaboration, discussion, and feedback.

Audience: Both Grad & Undergrad

5. Develop historiographic knowledge as a foundation for future study in the field.

Audience: Graduate

**HISTORY/HIST SCI/MED HIST 508 – HEALTH, DISEASE AND HEALING II**

3-4 credits.

Medicine in Europe from the 18th century to mid-20th century, investigating changes in disease and demography, state interest in health care, the medical professions, and both scientific and alternative medical ideas.

**Requisites:** Junior standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Recognize the utility of humanistic methods for the study of medicine and public health

Audience: Undergraduate

2. Develop critical thinking skills through techniques of close reading and written analysis

Audience: Undergraduate

3. Understand essential developments in the evolving relationship between medicine and public health in modern societies.

Audience: Undergraduate

**HISTORY/LEGAL ST 510 – LEGAL PLURALISM**

3 credits.

Historical and anthropological perspectives on non-state "law," or systems of rules generated by normative orders that lay beyond the state; case studies include the mafia, Tokyo tuna traders' court, orthodox Jewish diamond merchants, California gold miners' courts, Inuit song dueling.

**Requisites:** Sophomore standing and (LEGAL ST/HISTORY 261, SOC/LEGAL ST 131, or POLI SCI/LEGAL ST 217), or graduate/professional standing

**Course Designation:** Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**HISTORY/CURRIC/ED POL/JEWISH 515 – HOLOCAUST: HISTORY, MEMORY AND EDUCATION**

3 credits.

Explores the ways in which Holocaust history, memory and education are mutually entangled, politically charged and morally complex. Using primarily American sites of memory, critically analyze a variety of representations of the Shoah--in literature, films, memoirs, monuments, museums and classrooms.

**Requisites:** Junior standing

**Course Designation:** Gen Ed - Communication Part B

Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Examine and question cultural assumptions and knowledge claims about race, ethnicity, and religion

Audience: Both Grad & Undergrad

2. Improve written and oral communication skills by engaging in critical conversations, making presentations, practicing group projects and writing papers

Audience: Both Grad & Undergrad

3. Demonstrate self-awareness and empathy to other worldviews and cultural differences and apply course concepts outside of the classroom by engaging in respectful conversations about race, ethnicity, and religion in our multi-cultural society

Audience: Both Grad & Undergrad

4. Construct and develop a meaningful project around a topic that interests you

Audience: Both Grad & Undergrad

5. Articulate answers to and pose complex questions regarding ethical issues, connecting historical events to present circumstances regarding racial inequalities

Audience: Undergraduate

6. Develop your academic writing by thinking carefully through your ideas and editing your work and your peers'

Audience: Undergraduate

7. Pose and answer complex historical and ethical questions regarding the Holocaust, genocide, their representations and political uses, connecting historical events to present circumstances regarding racial inequalities

Audience: Graduate

8. Develop interpersonal academic skills by editing peers' work

Audience: Graduate

**HISTORY/CLASSICS/RELIG ST 517 – RELIGIONS OF THE ANCIENT MEDITERRANEAN**

3 credits.

Ancient religions in their political, social and cultural contexts; topics include ritual, literary and artistic representations, religious persecutions, and/or modern approaches to the study of ancient religions. Chronological and geographical focus will vary between Greece, Rome, Judaea and Egypt.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Demonstrate knowledge of Classical and ancient Near Eastern societies and cultures.

Audience: Undergraduate

2. Examine, analyze, and interpret ancient texts in translation and material culture.

Audience: Undergraduate

3. Critique ancient Greek, Roman, and/or Near Eastern societies and cultures and compare them to other societies and cultures.

Audience: Undergraduate

4. Demonstrate knowledge of ancient Mediterranean religions.

Audience: Undergraduate

**HISTORY/JEWISH/SOC 518 – ANTISEMITISM IN EUROPEAN CULTURE**

3 credits.

Through a critical and interdisciplinary lens, review the history and major theories of modern antisemitism in its past and present-day forms.

Read scholarship on antisemitism, as well as canonical antisemitic texts, with attention to geographic, chronological, and cultural contexts.

Learn about the origins, major themes, continuities and changes, and surprising endurance of antisemitism. Use historical thinking to understand antisemitism as a major historical problem and to address related contemporary issues with nuance.

**Requisites:** Junior standing

**Course Designation:** Breadth - Humanities

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Explain the origins and development of antisemitism

Audience: Both Grad & Undergrad

2. Identify different elements and forms of antisemitism

Audience: Both Grad & Undergrad

3. Evaluate the claims in debates about the nature, origins, and development of antisemitism using historical evidence

Audience: Both Grad & Undergrad

4. Use historical evidence to assess the major theories of antisemitism

Audience: Both Grad & Undergrad

5. Critically analyze canonical antisemitic texts and understand classic and recent scholarship on antisemitism

Audience: Both Grad & Undergrad

6. Communicate clearly, effectively, and concisely in class discussions and writing assignments

Audience: Both Grad & Undergrad

7. Apply knowledge of antisemitism to understand it as an ongoing social problem

Audience: Both Grad & Undergrad

8. Develop original historical arguments using primary and secondary sources in discussion, presentations, and writing assignments.

Audience: Graduate

**HISTORY/GEN&WS 519 – SEXUALITY, MODERNITY AND SOCIAL CHANGE**

3 credits.

A history of sexuality approach to a period of major social, economic, and political change in US history, 1880-1930; medical, legal, and popular discourses shaping urbanization, reform, nationalism and colonialism.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2020**HISTORY/JOURN 560 – HISTORY OF U.S. MEDIA**

4 credits.

Evolution of the mass media in the United States in the context of political, social, and economic change.

**Requisites:** Junior standing**Course Designation:** Breadth - Social Science

Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Identify and explain important people, themes, events, and technologies that shaped media history.

Audience: Both Grad &amp; Undergrad

2. Identify and explain historical arguments in secondary literature.

Audience: Both Grad &amp; Undergrad

3. Analyze primary sources and know what questions to ask to be able to do that.

Audience: Both Grad &amp; Undergrad

4. Produce original historical knowledge through research in primary and secondary sources.

Audience: Both Grad &amp; Undergrad

5. Produce research suitable for submission to an academic journal or history magazine.

Audience: Graduate

**HISTORY/HIST SCI/MED HIST 564 – DISEASE, MEDICINE AND PUBLIC HEALTH IN THE HISTORY OF LATIN AMERICA AND THE CARIBBEAN**

3 credits.

Examines the history of illness and medical practice in Latin America and the Caribbean from the colonial era until the present. Using an interdisciplinary set of sources, students will explore the different meanings of disease, body normativity, medical practice, and ideas about public health across different historical circumstances in the region.

**Requisites:** Junior standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2019**Learning Outcomes:** 1. Identify and analyze within their social, cultural and economic contexts key historical issues, and their significance, in the history of healing practices and public health in Latin America from the fifteenth century to the present.

Audience: Both Grad &amp; Undergrad

2. Develop an understanding of the mutually shaping interactions between perceptions of health, illness and medical practices and culture and society in different Latin American historical scenarios.

Audience: Both Grad &amp; Undergrad

3. Analyze the role of social factors -- race, gender, ethnicity, class, and sexual orientation, among others -- in shaping cultural realities related to body normativity, health, medical practice, public health and medical education in Latin America.

Audience: Both Grad &amp; Undergrad

4. Analyze and synthesize information, provide evidence-based interpretations about the past, and develop arguments regarding social and cultural differences related to health and body concepts in different Latin American societies.

Audience: Both Grad &amp; Undergrad

5. Identify the role patients, healthcare providers, institutions and the state played in modeling medical practice, ideas about the body, public health policies, and medical education in Latin America.

Audience: Both Grad &amp; Undergrad

6. Discern the impact of international politics, acting through European and American programs of medical research and humanitarianism, in the shaping of ideas about race, medical hierarchies and public health policies in Latin American and Caribbean nations.

Audience: Both Grad &amp; Undergrad

7. Understand the different methodological approaches and research strategies that historians, anthropologists, and other scholars have used to examine the histories of the medicine in Latin America from the sixteenth century to the present.

Audience: Graduate

**HISTORY/SCAND ST 577 – CONTEMPORARY SCANDINAVIA:  
POLITICS AND HISTORY**

3-4 credits.

Social, economic, and ideological changes, institutions, and movements and their relationships with the political processes and structures in the Nordic states.

**Requisites:** Junior standing

**Course Designation:** Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2020

**Learning Outcomes:** 1. Characterize and describe the Scandinavian welfare state.

Audience: Both Grad & Undergrad

2. Compare and contrast issues in the different Scandinavian countries.

Audience: Both Grad & Undergrad

3. Formulate relevant questions to question contemporary issues in Scandinavia.

Audience: Both Grad & Undergrad

4. Identify the challenges Scandinavia is facing.

Audience: Both Grad & Undergrad

5. Produce well-researched scholarly work that integrates primary materials with critical analysis and secondary scholarship.

Audience: Graduate

**HISTORY 600 – ADVANCED SEMINAR IN HISTORY**

3 credits.

Development and application of advanced research skills to a specific historical topic. Intensive writing and small group discussion results in a project demonstrating original or creative analysis of primary and secondary sources.

**Requisites:** HISTORY 201 or HIST SCI 211

**Course Designation:** Breadth - Either Humanities or Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Honors - Accelerated Honors (!)

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Create, plan, and execute a significant, self-designed and self-driven research project.

Audience: Undergraduate

2. Develop an original, well-substantiated argument that synthesizes diverse historical knowledge and is based on a critical analysis of primary sources.

Audience: Undergraduate

3. Communicate original historical research findings clearly and effectively.

Audience: Undergraduate

4. Lead and participate productively in purposeful collaboration, discussion, and feedback.

Audience: Undergraduate

**HISTORY 601 – HISTORICAL PUBLISHING PRACTICUM**

3 credits.

Hands-on instruction and experience in historical publishing. Discussion of the nature of historical research and writing.

**Requisites:** Consent of instructor

**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Recognize the varieties of historical publishing (including print journals, research articles, popular articles, blogs, podcasts, websites) and analyze how they are changing.

Audience: Undergraduate

2. Develop skills in publishing and web software

Audience: Undergraduate

3. Critically evaluate and rank scholarly research articles

Audience: Undergraduate

4. Collaborate with an author on editing their manuscript

Audience: Undergraduate

5. Collaborate with an editorial team through a combination of initiative and cooperative means and make decisions collectively

Audience: Undergraduate

6. Develop writing skills in informal or popular history

Audience: Undergraduate

**HISTORY 607 – THE AMERICAN IMPACT ABROAD: THE HISTORICAL DIMENSION**

3 credits.

Analysis of diplomatic, economic, cultural, and social interaction of Americans with foreign peoples and nations.

**Requisites:** Junior standing

**Course Designation:** Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**HISTORY/ED POL 612 – HISTORY OF STUDENT ACTIVISM FROM THE POPULAR FRONT TO BLACK LIVES MATTER**

3 credits.

Explore the history of student activism in the United States, with an emphasis on the experiences racial/ethnic minority youths who have been marginalized or discriminated against. What motivated students to become politically active, and what forms did their activism take? How did student activism vary across time and space and from one group of activists to another? Why did some students become activists while others did not? What role did education and educational institutions play in their activism? What impact have student activists had, and what do their histories reveal about the capacity and mechanisms for achieving racial equity in particular and for affecting social, political, and economic change more broadly?

**Requisites:** Junior standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Develop an awareness of History's Impact on the Present

Audience: Both Grad & Undergrad

2. Develop an ability to Recognize and Question Assumptions

Audience: Both Grad & Undergrad

3. Develop consciousness of Self and Other

Audience: Both Grad & Undergrad

4. Develop capacity for Effective Participation in a Multicultural Society

Audience: Both Grad & Undergrad

5. Identify and discuss the significance of key actors, events, themes, and historiographical debates relating to the history of student activism in the modern United States

Audience: Both Grad & Undergrad

6. Identify and evaluate historical arguments in secondary scholarly works

Audience: Both Grad & Undergrad

7. Interpret and contextualize primary historical sources

Audience: Both Grad & Undergrad

8. Synthesize information from primary and secondary sources in order to develop and support their own evidence-based historical interpretations.

Audience: Both Grad & Undergrad

9. Synthesize information from secondary sources in order to develop and support evidence-based historical interpretations and historiographical analyses.

Audience: Graduate

**HISTORY/ED POL 622 – HISTORY OF RADICAL AND EXPERIMENTAL EDUCATION IN THE US AND UK**

3 credits.

Examines the comparative history of radical and experimental education in the United States and United Kingdom since 1800. It focuses on the social, cultural, and intellectual history of diverse educational experiments, including experiments related to socialism, abolitionism, anarchism, and religious fundamentalism.

**Requisites:** Junior standing

**Course Designation:** Breadth - Either Humanities or Social Science Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2020

**Learning Outcomes:** 1. Demonstrate understanding of the course content: both the broad themes and specific cases we'll study in the history of radical and experimental education in the US and UK.  
Audience: Both Grad & Undergrad

2. Demonstrate the ability to think historically: to determine historical significance; to evaluate evidence; to identify continuity and change; to assess cause and consequence; to demonstrate understanding of contextualization and periodization; to take historical perspectives; and to critically assess the moral dimensions of history.  
Audience: Both Grad & Undergrad

3. Identify, analyze, and critique historical arguments (as presented by our authors and classmates).  
Audience: Both Grad & Undergrad

4. Develop original historical arguments using primary and secondary sources (in class discussion and in our informal and formal writing assignments).  
Audience: Graduate

5. Communicate historical knowledge, interpretations, and arguments clearly in writing, discussion, and oral presentations.  
Audience: Both Grad & Undergrad

**HISTORY/AFROAMER 628 – HISTORY OF THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES**

3 credits.

Civil rights history from 1930-1970. Legal, historical and economic origins of the civil rights movement. Study of the movement's impact on United States culture, politics, and international relations.

**Requisites:** Junior standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**HISTORY/ART HIST/JOURN/L IS 650 – HISTORY OF BOOKS AND PRINT CULTURE IN EUROPE AND NORTH AMERICA**

3 credits.

History of books and print culture in the West from ancient times to the present. Focus on the influence of reading and writing on social, cultural, and intellectual life. Methodologies, theories, and sources for study of book and print culture history.

**Requisites:** Graduate/professional standing

**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Identify and explain important people, themes, and events in print and book culture in North America and Europe.  
Audience: Both Grad & Undergrad

2. Identify and explain historical arguments in secondary sources.  
Audience: Both Grad & Undergrad

3. Analyze primary sources and know what questions to ask to be able to do that.  
Audience: Both Grad & Undergrad

4. Produce original historical knowledge through research in primary and secondary sources.  
Audience: Both Grad & Undergrad

5. Critically evaluate ideas from primary and secondary sources, integrating (or contrasting) different historical perspectives and develop new historical perspectives.  
Audience: Graduate

**HISTORY/ED POL 665 – HISTORY OF THE FEDERAL ROLE IN AMERICAN EDUCATION**

3 credits.

Examines the history of federal aid to education from 1776 to the present, with heavy emphasis on the post-World War II period. Explores the federal role in public education in the Early Republic and during Reconstruction; Traces the evolution of federal policies concerning racial desegregation, compensatory education for low-income students, bilingual education, and special education for the disabled. Critically reflect on the tradition of "local control," policy implementation and evaluation, accountability, block grants, interest groups and lobbies; nationally standardized testing, and the different goals assigned to public schooling in the United States (e.g., social integration/inclusion, individual academic achievement, etc.).

**Requisites:** Junior standing**Course Designation:** Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2018

**Learning Outcomes:** 1. Demonstrate an understanding of diverse historical and qualitative social-science theories, epistemologies, and methodologies related to education research.

Audience: Both Grad &amp; Undergrad

2. Develop a researchable question and design an historical or qualitative social-science research project on some aspect of education policy, past or present.

Audience: Both Grad &amp; Undergrad

3. Gain experience conducting a field-based and/or archival research project and presenting their research in a thesis.

Audience: Both Grad &amp; Undergrad

4. Write clearly and compellingly for diverse audiences about complex topics in educational history and policy.

Audience: Both Grad &amp; Undergrad

5. Understand professional standards for conducting scholarship ethically and responsibly.

Audience: Undergraduate

6. Understand professional standards for conducting scholarship ethically and responsibly and conducting historical research related to their specific research inquiry and project.

Audience: Graduate

**HISTORY/SOC 670 – CAPITALISM, SOCIALISM, AND DEMOCRACY IN AMERICA SINCE 1890**

3-4 credits.

Political institutional arrangements which have emerged since 1890 and how they have influenced social and economic policies implemented since the Second World War. Why the working class has been politically weak in America; policy consequences of this weakness.

**Requisites:** Junior standing and (SOC 181, SOC/C&E SOC 140, 210, 211, HISTORY 102 or 109), or graduate/professional standing**Course Designation:** Breadth - Social Science

Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2024**HISTORY 680 – HONORS THESIS COLLOQUIUM**

2 credits.

Colloquium for honors thesis writers. Students must be concurrently enrolled in HISTORY 681 or 682, or HIST SCI 681 or 682, and be declared in an Honors program.

**Requisites:** Consent of instructor**Course Designation:** Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Honors - Honors Only Courses (H)

**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**HISTORY 681 – SENIOR HONORS THESIS**

1-3 credits.

Mentored independent research and thesis writing on an original topic for honors. Students must be concurrently enrolled in HISTORY 680 and be declared in an Honors program.

**Requisites:** Consent of instructor**Course Designation:** Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Honors - Honors Only Courses (H)

**Repeatable for Credit:** No**Last Taught:** Spring 2026**HISTORY 682 – SENIOR HONORS THESIS**

1-3 credits.

Mentored independent research and thesis writing on an original topic for honors. Requires completion of HISTORY 681. Must be concurrently enrolled in HISTORY 680.

**Requisites:** Consent of instructor**Course Designation:** Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Honors - Honors Only Courses (H)

**Repeatable for Credit:** No**Last Taught:** Spring 2026

**HISTORY 690 – THESIS COLLOQUIUM**

2 credits.

Colloquium for thesis writers. Students must be concurrently enrolled in HISTORY 691 or 692.

**Requisites:** Consent of instructor**Course Designation:** Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**HISTORY 691 – SENIOR THESIS**

1-3 credits.

Mentored independent research and writing on an original topic. Students must be concurrently enrolled in HISTORY 690.

**Requisites:** Consent of instructor**Course Designation:** Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025**HISTORY 692 – SENIOR THESIS**

1-3 credits.

Mentored research and writing on an original topic. Requires completion of HISTORY 691. Must be concurrently enrolled in HISTORY 690.

**Requisites:** Consent of instructor**Course Designation:** Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026**HISTORY 698 – DIRECTED STUDY**

1-4 credits.

Directed study under the supervision of a faculty member. Graded on a Cr/N basis.

**Requisites:** Consent of instructor**Course Designation:** Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2024**HISTORY 699 – DIRECTED STUDY**

1-4 credits.

Directed study under the supervision of a faculty member. Graded on a lettered basis.

**Requisites:** Consent of instructor**Course Designation:** Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**HISTORY 700 – PROSEMINAR: TRADITIONAL & EARLY MODERN CHINESE INTELLECTUAL HISTORY**

3 credits.

The major problems of historical interpretations in Chinese intellectual history from the classical period to 1840 on the basis of English translations of primary sources and English-language secondary sources. Topics vary.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**HISTORY 701 – HISTORY IN A GLOBAL PERSPECTIVE**

1 credit.

Introduction to the ways of thinking characteristic of historical study and to the questions and methods that motivate the research fields in which department faculty work. Foundational instruction for PhD and History of Science, Medicine, and Technology PhD taken during the first semester of those programs.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**HISTORY 702 – TEACHING PRACTICUM & PROFESSIONAL DEVELOPMENT**

1 credit.

Introduction to inclusive teaching practices and professional development strategies. Combines hands-on pedagogical training with guidance for navigating key milestones in academic life.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Utilize critical pedagogical principles underlying course design and assessment strategies in undergraduate history instruction.

Audience: Graduate

2. Incorporate insights from peer and faculty discussions to formulate a personalized plan for professional development during graduate study.

Audience: Graduate

**HISTORY 703 – HISTORY AND THEORY**

3 credits.

Explorations of the role of theory in historical research and writing. Content varies.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Fall 2025

**HISTORY 705 – TOPICS IN GLOBAL HISTORY**

3 credits.

Examines the significance of a particular historical phenomenon from the perspective of its importance world-wide.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2025

**HISTORY 706 – TOPICS IN TRANSNATIONAL HISTORY**

3 credits.

Examines the significance of a particular event, phenomenon or question across national borders and in terms of the history of nation-state formation.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2025

**HISTORY 707 – PROSEMINAR IN EARLY MODERN EUROPEAN HISTORY, 1500-1789**

3 credits.

Readings and/or research on the social, cultural, and political history of France from the late seventeenth century through the French Revolution.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2020

**HISTORY 710 – PROFESSIONAL DEVELOPMENT SEMINAR**

3 credits.

Topics in professional development for historians with an emphasis on building skills that are valuable both inside and outside the academy, such as managing the writing process, teaching college history, or communicating historical research to a broad, nonspecialist audience. Content varies.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

**HISTORY/AFROAMER/ED POL 712 – EDUCATION AND THE CIVIL RIGHTS MOVEMENT**

3 credits.

Explores the historical relationship between education and the African American freedom struggle from the early twentieth century to the present. Topics include school segregation, desegregation, and resegregation; high school and college student activism; Black Power; civil rights protest strategies and tactics, and the role of the federal government.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**HISTORY/ED POL 713 – HISTORY OF HIGHER EDUCATION IN EUROPE AND AMERICA**

3 credits.

Development of colleges, universities, and higher learning in Europe and America.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2019

**Learning Outcomes:** 1. Demonstrate an understanding of diverse historical theories, epistemologies, and methodologies related to education research

Audience: Graduate

2. Develop a researchable question and design an historical research project on some aspect of education policy, past or present

Audience: Graduate

3. Gain experience conducting an archival research project and presenting their research in a thesis

Audience: Graduate

4. Write clearly and compellingly for diverse audiences about complex topics in educational history

Audience: Graduate

5. Apply professional standards for conducting scholarship ethically and responsibly

Audience: Graduate

**HISTORY 725 – SEMINAR IN EAST ASIAN HISTORY**

1-3 credits.

Major problems of historical interpretation in the early modern and recent histories of China, Japan, and Korea. Topics and periods of emphasis vary each year.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2025

**HISTORY 730 – PROSEMINAR IN LATIN AMERICAN HISTORY**

1-3 credits.

Historical literature of significant topics in Latin American history. The colonial period, Brazilian history, and Spanish-America in the national period.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2020**HISTORY/L I S 734 – INTRODUCTION TO ARCHIVES AND RECORDS MANAGEMENT**

3 credits.

An introduction to the archives profession and basic theory and practice of archives and records administration, including the uses of primary sources in research, appraisal, access, and preservation.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**HISTORY 752 – SEMINAR IN TRANSNATIONAL GENDER HISTORY**

3 credits.

Themes in Gender and Women's History within a transnational context.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**HISTORY 753 – SEMINAR-COMPARATIVE WORLD HISTORY**

1-3 credits.

Topics significant for the histories of Latin America, Africa, Islamic core, South Asia and Southeast Asia. A single topic chosen each semester for a series of comparative essays by seminar members.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2024**HISTORY 755 – PROSEMINAR IN SOUTHEAST ASIAN HISTORY**

1-3 credits.

Introductory seminar in modern Southeast Asian history; work mostly in English-language sources.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**HISTORY/ANTHRO/ART HIST/DS/LAND ARC 764 – DIMENSIONS OF MATERIAL CULTURE**

4 credits.

This course introduces students to the interdisciplinary field of material culture studies. It is intended for students interested in any professional endeavor related to material culture, including careers in museums, galleries, historical societies, historic preservation organizations, and academic institutions. During the semester, students have varied opportunities to engage with and contemplate the material world to which people give meaning and which, in turn, influences their lives. Sessions combine in some way the following: presentations from faculty members and professionals who lecture on a phase of material culture related to his/her own scholarship or other professional work; discussion of foundational readings in the field; visits to collections and sites on campus and around Madison; discussion of readings assigned by visiting presenters or the professors; and exams and short papers that engage material culture topics.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**HISTORY 790 – PROSEMINAR: EMPIRE AND COLONIALISM IN SOUTH ASIA**

3 credits.

Designed to develop historiographic command of colonial and postcolonial South Asian history as a teaching and research field. Carefully explores the master narratives or "schools" of historiography of South Asia, and analyzes the erasures as well as the normative theoretical and archival axes around which the sub-field has developed. Topics include pre-colonial modes of representing the past; the social, cultural and economic turns in colonial and nationalist historiography; legal and environmental historiographical methods; South Asia in the world/global South Asia.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2022**Learning Outcomes:** 1. Acquire a critical understanding of the major debates and scholarly trends in South Asian history.

Audience: Graduate

2. Master several approaches to historiographic analysis.

Audience: Graduate

3. Develop the scholarly apparatus for comparative and critical study of South Asia by writing historiographical essays.

Audience: Graduate

4. Create an undergraduate survey course in South Asian history and develop the tools to guide undergraduate student research on colonial and postcolonial South Asia.

Audience: Graduate

**HISTORY 800 – RESEARCH SEMINAR IN HISTORY**

3 credits.

Introduction to the life of a professional historian, to different styles and methods of history. Opportunity to present one's findings in a conference-type setting. Structured to support completion of the research paper requirement for the History MA, regardless of specialty.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Fall 2025**HISTORY/CLASSICS 801 – SEMINAR-ANCIENT HISTORY**

1-3 credits.

Special problems in Greek and Roman history.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2022**HISTORY/FRENCH/GERMAN/POLI SCI/SOC 804 – INTERDISCIPLINARY WESTERN EUROPEAN AREA STUDIES SEMINAR**

3 credits.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**HISTORY 805 – SEMINAR-MEDIEVAL HISTORY**

1-3 credits.

Topics in Medieval history.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Fall 2024**HISTORY/JOURN 808 – MASS COMMUNICATION HISTORY**

3 credits.

Intensive reading and discussion designed to introduce literature of mass communication.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2025**Learning Outcomes:** 1. Analyze key historical arguments, methodologies, and sources used in the study of journalism and mass communication.

Audience: Graduate

2. Evaluate how historical evidence is constructed, interpreted, and debated within communication scholarship.

Audience: Graduate

3. Conduct original historical research using primary and secondary sources, such as archives, oral histories, or media artifacts.

Audience: Graduate

4. Synthesize historiographical debates to situate their own research within broader scholarly conversations.

Audience: Graduate

5. Produce and present an original, research-based paper or project that demonstrates mastery of historical inquiry and scholarly communication.

Audience: Graduate

**HISTORY 845 – SEMINAR-CENTRAL EUROPEAN HISTORY**

1-3 credits.

Modern German history and the history of Central Europe.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**HISTORY 850 – SMR-HIST OF THE SOVIET UNION & MODERN HIST OF E CENTRAL EUROPE**

1-3 credits.

Development of the Soviet Union since 1917 and the political and diplomatic history of the nations lying between Russia and Germany.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2020

**HISTORY 854 – SEMINAR IN MODERN CHINESE HISTORY**

1-3 credits.

Chinese history in the nineteenth and twentieth centuries, with emphasis on intellectual history and the history of Chinese Communism.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Fall 2024**HISTORY 855 – SEMINAR IN JAPANESE HISTORY**

1-3 credits.

Research seminar in Japanese history. Focus varies each year.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2024**HISTORY 861 – SEMINAR-THE HISTORY OF AFRICA**

1-3 credits.

Research studies in aspects of African history with emphasis on field research techniques and interpretation of non-archival data.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**HISTORY 868 – SEMINAR IN MODERN FRENCH HISTORY**

1-3 credits.

Social, political, and cultural history of France, 1800 to the present.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Fall 2020**HISTORY 891 – PROSEMINAR IN MODERN EUROPEAN HISTORY**

1-3 credits.

History of Europe since 1500.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Fall 2022**HISTORY 900 – INTRODUCTION TO HISTORY FOR U.S. HISTORIANS**

3 credits.

A survey of U.S. history by period and field with extensive discussion on how to plan a successful career as a historian. Designed to introduce masters and doctoral graduate students in the United States History field of study to the U.S. history faculty members.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2025**HISTORY 901 – STUDIES IN AMERICAN HISTORY**

1-3 credits.

Reading seminar in American history. Topics and periods of emphasis vary.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**HISTORY/ED POL 903 – HISTORY OF EDUCATION OF MULTICULTURAL AMERICA**

3 credits.

Selected topics, issues and themes concerning the history of education of various groups of people of color in the United States, as well as selected issues, topics and themes focusing on immigration and ethnicity.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2022**Learning Outcomes:** 1. Identify and discuss the significance of key actors, events, themes, and historiographical debates relating to the history of education in multicultural America

Audience: Graduate

2. Identify, analyze, and evaluate historical arguments in secondary scholarly works

Audience: Graduate

3. Interpret and contextualize primary historical sources

Audience: Graduate

4. Locate, synthesize, and evaluate information from secondary sources and/or primary sources in order to develop and support evidence-based historical and historiographical interpretations

Audience: Graduate

**HISTORY/ED POL 906 – PROSEMINAR ON THE HISTORY OF EDUCATION**

3 credits.

Reading in European or American educational history.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**Learning Outcomes:** 1. Demonstrate an understanding of diverse historical theories, epistemologies, and methodologies relevant to historical research.

Audience: Graduate

2. Develop a researchable question and design a project on some aspect of the history of childhood/adolescence.

Audience: Graduate

3. Gain experience using primary and secondary sources in historical research.

Audience: Graduate

4. Write clearly and compellingly for diverse audiences.

Audience: Graduate

5. Demonstrate understanding of professional standards for conducting scholarship ethically and responsibly.

Audience: Graduate

**HISTORY/ED POL 907 – SEMINAR-HISTORY OF EDUCATION**

1-3 credits.

Studies in European and American educational history.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2022**Learning Outcomes:** 1. Identify and discuss the significance of key actors, events, themes, and historiographical debates pertaining to the history of education

Audience: Graduate

2. Identify, analyze, and evaluate historical arguments in secondary scholarly works

Audience: Graduate

3. Interpret and contextualize primary historical sources

Audience: Graduate

4. Locate, synthesize, and evaluate information from primary and secondary sources in order to develop and support evidence-based historical and historiographical interpretations

Audience: Graduate

**HISTORY 910 – HISTORY OF COLONIAL NORTH AMERICA**

3 credits.

The history of North America from the fifteenth through eighteenth centuries, with the primary focus on Anglo-America.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**HISTORY 936 – THE HISTORY OF WOMEN AND GENDER IN THE U.S., TO 1870**

3 credits.

Surveys key theoretical work and secondary literature on the history of women and gender in the United States to 1870.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2023

**HISTORY/GEN&WS 938 – HISTORY OF SEXUALITY**

3 credits.

Using sexuality as a category of historical analysis, examines historiographical, methodological, and theoretical contributions to understanding all aspects of the past.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2023

**Learning Outcomes:** 1. Demonstrate a deeper sense of the historiographic trajectory and transformations that have contributed to the historiography of gender and sexuality including queer, feminist and trans theories, and queer of color critique.

Audience: Graduate

2. Demonstrate skills of critical analysis using historiographic methods and insights.

Audience: Graduate

3. Utilize discernment of the epistemological foundations on which varied research rests.

Audience: Graduate

4. Demonstrate collaborative processes, including listening and respect for questions and differing perspectives.

Audience: Graduate

5. Deploy initiative and confidence in articulating your own research and its relation to scholarship.

Audience: Graduate

6. Develop appropriate proficiency with contextually appropriate vocabularies and textual production.

Audience: Graduate

7. Demonstrate creative synthesis and original expression.

Audience: Graduate

**HISTORY 940 – SEMINAR-AMERICAN HISTORY 1900-1945**

3 credits.

Readings and research on United States History, 1900-1945.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**HISTORY 943 – RACE & NATIONALISM: COMPARATIVE & THEORETICAL PERSPECTIVES**

3 credits.

Historical intersections of race and nationalisms. Explores questions of the origin of race and nationalisms, the position and status of a variety of nationalisms and anti-colonial nationalisms; and the contemporary debates over postmodernism, postindustrialism, postcolonialism, and multiculturalism.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**HISTORY 951 – SEMINAR-INTELLECTUAL HISTORY OF AMERICA**

1-3 credits.

Readings on the intellectual history of the United States/North America.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**HISTORY 952 – SEMINAR IN COMPARATIVE HISTORY**

2-3 credits.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**HISTORY 958 – SEMINAR-AMERICAN MILITARY HISTORY**

1-3 credits.

Readings on U.S. military history.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**HISTORY/A A E/ANTHRO/C&E SOC/GEOG/LACIS/POLI SCI/ PORTUG/SOC/SPANISH 982 – INTERDEPARTMENTAL SEMINAR IN THE LATIN-AMERICAN AREA**

1-3 credits.

Interdisciplinary inquiry in Latin American society and culture.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2025

**HISTORY/AFRICAN/ANTHRO/ECON/GEOG/POLI SCI 983 –  
INTERDEPARTMENTAL SEMINAR IN AFRICAN STUDIES TOPICS**

3 credits.

Interdisciplinary inquiry in African societies and cultures.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Develop in-depth knowledge in a sub-field of specialization within African studies

Audience: Graduate

2. Acquire and demonstrate understanding of major theories, approaches, concepts, currently informing African studies

Audience: Graduate

3. Understand your process of learning and possess the capacity to intentionally seek, evaluate, and learn from information, and to recognize and reduce bias in thinking.

Audience: Graduate

4. Gain firm knowledge of existing research in African studies

Audience: Graduate

5. Develop and improve speaking, readings, listening, and writing skills

Audience: Graduate

6. Write and speak across disciplinary boundaries

Audience: Graduate

7. Analyze texts from various theoretical and critical perspectives

Audience: Graduate

**HISTORY 990 – RESEARCH AND THESIS**

1-9 credits.

Independent research and writing of a thesis under the supervision of a faculty member.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

**HISTORY 999 – INDEPENDENT WORK**

1-6 credits.

Directed study under the supervision of a faculty member.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026