**HISTORY (B.A.)**

Required course work includes the university requirements (see regulation J-3 (https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/#j3)), the general requirements for the B.A. degree, and:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HIST 290</td>
<td>The Historian's Craft</td>
<td>3</td>
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<tr>
<td>HIST 495</td>
<td>History Senior Seminar</td>
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<tr>
<td>Select 12 credits of 100- or 200-Level History courses</td>
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<tr>
<td>Select 21 credits of 300- or 400-level History courses</td>
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<tr>
<td>Select 20 credits from related fields</td>
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**Courses to total 120 credits for this degree**

**Fall Term 1**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 101</td>
<td>Writing and Rhetoric I</td>
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<tr>
<td>Oral Communication Course</td>
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<td></td>
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</tr>
<tr>
<td>Mathematical Ways of Knowing Course</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Humanistic and Artistic Ways of Knowing Course</td>
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<tr>
<td>Lower Division History Course</td>
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**Spring Term 1**

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<tbody>
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<tr>
<td>Social and Behavioral Ways of Knowing Course</td>
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<td></td>
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<tr>
<td>Scientific Ways of Knowing Course</td>
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**Fall Term 2**

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<tbody>
<tr>
<td>HIST 290</td>
<td>The Historian's Craft</td>
<td>3</td>
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<tr>
<td>CHIN 101 OR FREN 101 OR GERM 101 OR JAPN 101 OR AIST 101 OR SPAN 101</td>
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**Spring Term 2**

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<tbody>
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<td>Social and Behavioral Ways of Knowing Course</td>
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<td>American Diversity Course</td>
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**Fall Term 3**

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<tr>
<td>Upper Division History Course</td>
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<tr>
<td>B.A. Course Requirement</td>
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<td>International Course</td>
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**Spring Term 3**

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<tbody>
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<tr>
<td>Upper Division History Course</td>
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<td></td>
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</tr>
<tr>
<td>Related Fields, Major Elective Course</td>
<td>3</td>
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<tr>
<td>Related Fields, Major Elective Course</td>
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**Fall Term 4**

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<tbody>
<tr>
<td>Upper Division History Course</td>
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<tr>
<td>Upper Division History Course</td>
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</table>

1) Students should be able to explain the historical context that shapes human consciousness and action and identify those factors which shape continuity and change in diverse human communities.

2) Students should recognize the rich diversity of human artifacts, reflect upon how they illuminate the historical past, and use them to make meaning of the human experience.

3) Students should understand historical evidence and interpretation, assess their strengths and weaknesses, and situate both in broader scholarly debate.

4) Students can formulate historical questions and engage in independent research and inquiry.

5) Students demonstrate command of formal language and can exchange ideas in a cogent, coherent, and respectful manner.

6) Students can apply historical knowledge so they can reflect upon global human experience and complexity.