Rhode Island College
Annual Report of the Committee on General Education
May 8, 2019

Summer Assessment

The summer 2018 assessment project, led by Dr. Maureen Reddy, focused on First Year Seminar. From detailed evaluation of the responses of FYS instructors, it was concluded that a restructuring of the College's interaction with first year students is warranted. (Full report). The assessment report led to the proposal for RIC 100, a new one-credit course for all incoming first year students. The course was later proposed in detail, approved by COGE and UCC, and is being implemented in Fall, 2019. (Course proposal)

RIC 100 will be offered each semester, with most of the sections in the fall. The current plan is for several large sections in the 12:00-1:00 time period on Wednesdays to allow students to attend (be taken to) major all-campus events. It is acknowledged that some sections will have to be at other times including evenings. A mechanism is needed to ensure that students are not charged extra for the course at the 18-credit limit.

The course will need constant assessment including looking at changes in retention data.

Consensus is that while Rhode Island College staff or adjuncts will be presenting many of the topics in their areas of expertise, a regular faculty member should be the instructor of record in each section and present at least some of the sessions. The faculty and staff participating in the course would have the same training to increase the likelihood that we deliver a consistent message. It was clear that not everyone is cut out for this mission. We wish to reiterate that the curriculum belongs to the faculty.

The innovative peer mentoring approach will have trained undergraduates associated with small groups of students in the course. Peer mentors can be compensated either through work-study or through course credit similar to that given to OBOM mentors in COL 202.

The proposal was described as "Efficient and Elegant."

Courses approved during AY 2018-2019.

RIC 100 (See above)
CEP 215 "Introduction to Educational Psychology" was approved as an SB course.
ENST 261 "Climate Change and YOU" was approved as a Connections course.
SOC 268 "Genocide, Atrocity, and Prevention" was approved as a Connections course.
ANTH 261 "The Complexities of Global Health" was approved as a Connections course.
HIST 108 "History of Science and Medicine" was approved for the History category.
HIST 274 "History of the Dominican Republic" was approved as a Connections Course.
TECH 306 "Automation and Control Systems" was approved for the AQSR category.
PSCI 204 "Understanding the Physical Universe" was approved as an AQSR course that will play a role in the revised elementary education curriculum.
PSCI 262 "Space: The Final Frontier" was approved as a Connections course.
ANTH 237 "Measuring Injustice, Analyzing Inequality" was approved as an AQSR course.

Comment: Five new Connections courses were approved this year. This increase in opportunities for students is a positive development. We are concerned that the number of Connections sections offered be calibrated to student need/demand so that all run with a reasonable number

of students. Since Connections courses are offered as department courses, they are scheduled by the departments. The Associate Dean, FAS, who is responsible for general education operational details, needs to monitor and, if necessary, restrict the number of sections offered each semester.

Change for transfer students

BIOL 112 was assigned to the NS category. BIOL 111 is an NS course. BIOL 112, which has a BIOL 111 prerequisite, has not been considered as an AQSR because the course that transfers from CCRI as BIOL 112 (BIOL 1001) does not have a prerequisite. CCRI transfer students who take BIOL 1001 have taken a natural science course but have not met the Rhode Island College NS requirement. Making BIOL 112 an NS course will have little effect on students who take the course at RIC but will smooth transfer paths for students coming from CCRI (a currently important topic). This change will have a similar benefit for transfer students from Bristol Community College, Roger Williams, and other schools.

Writing in the Discipline

Michael Michaud continues work on clarifying Writing in the Discipline statements and in making the plans more visible to students. COGE approved several modified Writing in the Discipline plans this year. This project will continue.

Revised Writing in the Discipline statements for Justice Studies and Sociology

Critical Thinking Workshop

A Critical Thinking Workshop, organized by Chris Marco, was held on Friday, February 8, at the Faculty Center for teaching and Learning. Glenn Rawson, Praveena Gullapalli, and Suchandra Basu gave presentations.

First Year Seminar

Maureen Reddy began her term as Director of First Year Seminars this year and began her tenure with classroom visits to almost all sections of FYS. The focus this year has been ensuring that FYS maintains its academic roots with appropriate level and pedagogy. RIC 100 will take on the instruction in "being a college student" that some sections of FYS included.

Transfer and Articulation

This year articulation among the three state institutions became an important topic. CCRI is currently revising their general education program. The COGE chair attended several general education meetings at CCRI and explained details of the RIC program. The CCRI team is now considering transferability in their program design. Transfers work best when students at CCRI know from the start that they plan to transfer to RIC. Guided Pathways and the 2+2 plans that are being formulated ensure that they choose CCRI courses that will satisfy requirements at RIC. We also are paying attention to courses that can fulfill a category at RIC even if there is not an exact match to a RIC course.

COGE Members 2018-2019

Respectfully submitted,

James G. Magyar, Chair

Report: Summer 2018 Assessment Project

Background

In accordance with the NEASC expectation that our General Education Program be regularly assessed, an assessment project of some kind has taken place each summer since 2014. In 2014, the Committee on General Education (COGE) sponsored a pilot assessment of three learning outcomes—written communication, research fluency, and critical and creative thinking—using artifacts from First Year Writing (FYW) and First Year Seminar (FYS) classes. That pilot led to a full assessment of those outcomes in the following summer (2015). In response to the 2015 report, COGE members noted the limitations of looking only at early-career student work and expressed interest in an assessment of upper-division student writing. In the summer of 2016, COGE and the RIC Assessment Coordinator conducted an assessment of papers produced by graduating seniors across all schools and departments, again focusing on the three outcomes assessed in 2014 and 2015. The resulting report is available on the Assessment webpage. Based on the suggestions of the twenty-nine (29) faculty raters in that assessment project, the Assessment Coordinator included in the report to COGE a critique of the learning outcomes and recommended some revision of them as well as attention to the Writing in the Discipline (WID) requirement. Consequently, the assessment project in the summer of 2017 focused on refining the critical and creative thinking outcome and on further developing the WID requirement. During the 2017-18 academic year, COGE put these recommendations into effect.

In the summer assessment sessions of 2015-2017, faculty members raised questions about FYS and expressed interest in understanding how it is working; COGE members had similar discussions across the years. As one of just three core courses in GenEd and one of only two that all first-year/non-transfer students are required to take during their first two semesters at RIC, FYS is especially important in retention efforts and in students' acclimation to college work. The summer 2018 assessment project therefore focused on FYS, bringing together ten faculty members with experience teaching FYS to discuss the course and to make recommendations for its revision.

Scope of the Project and Preliminary Work

In the spring of 2018, the Assessment Coordinator reviewed syllabi, assignments, and artifacts from FYS courses; investigated FYS courses at other institutions; read a number of scholarly articles on FYS assessment and the impact of FYS courses on students; and examined prior years' assessment data on learning outcomes in FYS. In addition, faculty members in two groups—those who had taught FYS and those who had not—were surveyed (see appendix A for the surveys and appendix B for the survey results).

Surveys were sent to 216 faculty members who had never taught FYS. Of those, fifty-five (55) were returned, a response rate of 25%. The primary information sought was why faculty members had not chosen to teach FYS, information that is critical to understanding why only about one third of eligible faculty members have ever done so. Nine (9) possible reasons (including "other: please describe") were listed and respondents asked to priority-number as many as

applied. Forty-nine (49) people ranked "I am needed to teach required courses in my department" either first (40) or second (9) of their reasons. The only other option to garner more than five total responses (ranked 1-4, because no one had more than four reasons listed) was "other," which eight (8) people ranked first and another eight (8) ranked second., along with two (2) who ranked it third. Explanations written under "other" included comments that connected to the first response about being needed to teach in the home department, as several mentioned already being over-loaded, having administrative responsibilities, or believing that too many adjuncts are already teaching in the home department. In addition, a few noted that there was no incentive—released time or the like--to put in the time needed to design such a course. The good news, then, is that few respondents—and with a 25% response rate, their being fairly representative is likely—see the course itself as unattractive (only three [3] rated that #1 and only two [2] #2). The bad news is that involving more faculty members in FYS will not be as easy as revising the course to make it more appealing to faculty members or having COGE members and/or the FYS coordinator do outreach about the course, as had been assumed by some on COGE. The fundamental problem is a shortage of full-time faculty members in home departments, a problem that can only be solved by the upper administration.

Surveys were also sent to all faculty members who have taught FYS and are still at RIC. Of ninety-five (95) surveys sent, thirty-eight (38) were returned, a response rate of 40%. Of those who responded, thirty-four (34) said they would teach the course again. Only three (3) said they would not teach it again, with three

(3) different reasons offered. Only one said the course itself was a problem, noting that it was hard to reach the students and get them excited. One retired at the end of the 2017-18 academic year, and the other said department demands made teaching outside the home department impossible.

Those who said they would teach FYS again were asked seven (7) additional open-ended questions that requested narrative responses. Despite not being led to any particular replies, respondents gave remarkably similar answers to several of the questions. The first asked what they liked best about teaching FYS. Those answers clustered in three (3) categories, with many people offering more than one answer, including more than one answer that fell into the same category (hence the mismatch between number of respondents [38] and number of answers to this question [74]). Of the reasons listed, forty-six (46) were some version of "I enjoy teaching freshman" and/or "I like influencing students' college experiences through this 'intro to college' course." Nineteen (19) gave content-specific reasons, such as the opportunity to teach a topic aligned with one's research interests. Nine (9) gave course-specific reasons, mentioning the seminar format or the degree of interaction with students and the like. Similarly, the answers to a question about what they found most difficult about teaching FYS fell into just a few categories, with most identifying as especially difficult dealing with students who chose their FYS because of scheduling rather than because of interest in the topic (21), many students' poor academic preparation (16), and students' problems with attendance, deadlines, and other requirements (10). The advice these instructors—people who have taught FYS and want to teach it again—offered to other FYS instructors and to the program

itself, as well as the assignments they sent along as examples of activities that worked well and those that did not, were central parts of the summer all-day assessment meeting and are addressed in the next section of this report.

The June Meeting

The survey of faculty members who have taught FYS asked if the respondent would be willing to participate in a day-long assessment meeting in the summer of 2018. Of those who said yes, the Assessment Coordinator identified sixteen (16) from a variety of different departments and asked them about their availability in early June. Eleven (11) agreed to participate, but two (2) ended up having to drop out at the last minute. The group that met to discuss FYS, then, included nine (9) faculty members and the Assessment Coordinator, who has taught five (5) sections of FYS on two (2) different topics since 2012. Participants were asked to read two (2) research articles before the meeting, Stephen R. Porter and Randy L. Swing's "Understanding How First-Year Seminars Affect Persistence" (*Research in Higher Education*, 47:1, February 2006) and Ryan D. Padgett, Jennifer R. Keup, and Ernest T. Pascarella's "The Impact of First-Year Seminars on College Students' Life-long Learning Orientations" (*Journal of Student Affairs Research and Practice,* 50:2, 2013). At the meeting itself, they were given copies of the survey results along with the assignments FYS faculty members submitted as examples of things that worked well, information on General Education at RIC including learning outcomes, and the most recent FYS annual report (2016-17 academic year). The goal for the day was for the group to determine in what ways FYS is working well and how it could be

improved, and to formulate specific recommendations for the Assessment Coordinator to bring to COGE.

Overall, the group agreed that it was not clear enough to students, faculty, administrators, or academic affairs staff exactly what the purpose of FYS is. There are two basic models for FYS courses nationally, with one an academic course focused on learning to do college-level work by doing it in an intensive seminar environment (FYS) and the other a first-year experience (FYE) course organized around study skills, services available on campus, and the like. The first is the model for the RIC FYS course, but many on campus seem to think our FYS follows the second model. Unfortunately, the naming of such courses at various colleges and universities contributes to their conflation in the popular imagination, as they seem to be dubbed "FYS" or "FYE" indiscriminately, depending on the campus but not on the content of the course. We have members of the faculty, staff, and administration that arrived at RIC with experience in the FYE model at a place where it was called FYS and who therefore misunderstand what the RIC FYS is about. That fundamental misunderstanding has led to a tremendous amount of confusion, with some campus constituencies expecting FYS to do what it was never meant to do (serve as *the* first-year experience for students) and students not understanding that their FYS is actually an academic course. That confusion has perhaps been exacerbated by FYS instructors, who realize that RIC students need quite a lot of support—both academic and other--acclimating to college and try therefore to blend elements of an FYE course into their FYS. That FYE content—what some FYS instructors call "doing

college"—seems to be very helpful for students, but it also takes time away from more academic FYS work *and* is inadequate to the purpose.

The group agreed that every student at RIC needs and deserves more of an introduction to college than is available at a brief summer orientation. Faculty members teaching *any* freshman-level course should commit to aiding in that introduction-to-college effort, helping students to understand what services are available to them on campus and also the nuts and bolts of academic life (e.g., how to write an email to a professor, why an academic advisor is important, what General Education is for, why getting to know professors via using their office hours is a good thing, etc.). Given the demographic that RIC traditionally and proudly serves, it is foolish to assume that our students will somehow already know or pick up by osmosis information critical to their success in college. Further, failing to offer such information undermines diversity and equity efforts by privileging those whose parents are college-educated and can therefore serve as guides to "doing college." For these reasons, many FYS instructors spend considerable time and energy on FYE materials. However, only half of the first-year class takes FYS in the fall term, which means that at least half of the class does not get this information until spring term, by which time it may well be too late. It is also not necessarily true that all FYS instructors are equally knowledgeable about campus resources or other FYE information.

Then, too, the research on FYS and FYE courses clearly indicates two incompatible markers of success:

1. The largest study ever conducted on students taking first year courses (FYS or FYE) found that the strongest relationship between students' "intent to persist" in their college educations (itself a predictor of their actual persistence; see Porter and Swing, 97) and the content of their FYS/FYE seminars was in study skills and health information. That is, "the students at schools with first-year seminars that do a good job in imparting study skills and educating students in health matters have higher mean probabilities of intent-to-persist" than any other content, meaning that "choice of content in first-year seminars may indeed make a difference, especially when they are effective in [these two: study skills, health] specific content areas" (Porter and Swing, 103-104).
2. "Need for cognition"—the term coined by researchers in 1982 to describe "an individual's motivation and desire to purposefully seek out, engage in, and enjoy cognitive activities"—is a strong predictor of student success in college. Research has shown that students' growth in need for cognition "can be attributed to faculty instruction focused on perspective-taking, reflection, and active learning" (Padgett et al., 136), all of which are central to the RIC FYS design. Padgett et al. found that the impact of first-year seminars on students' need for cognition "goes beyond students' experience in that specific course and generalizes to other academic and cocurricular learning experiences" (145). Further, they found that "first-year seminars that are academically challenging have greater benefits" on this measure than do less challenging courses (Padgett et al. 145).

These research results suggest (1) that FYS faculty members are generally not prepared to do the particular kinds of FYE work that most matter and (2) that the RIC FYS model could have a higher degree of success *without* the FYE materials and *with* increased focus on challenging academic work. The recommendations in the next section of this report reflect these conclusions.

The group discussed the survey results, focusing on what faculty members said worked best and what they found most difficult. We also considered how we could use this information to recruit faculty members who have never taught FYS. Many faculty members have not taught in a seminar format (this tends to be true for most science professors), while others either have never taught first year students or have not done so in a long time. Both groups may be hesitant to teach FYS. We brainstormed ways to allay the fears of faculty members and to address the difficulties those who teach FYS report. Among the issues identified on the surveys as most difficult in teaching FYS, the most frequently cited ones—involving students who chose the seminar by schedule not topic, dealing with students' academic difficulties, and students' problems with meeting deadlines and participating in class discussion—were shared by members of the assessment group, who exchanged ideas about solving those problems and came up with specific elements to use in a kind of "cookbook" for FYS instructors, such as good icebreaker activities, using contracts for grades, how to create a class culture, and the like. See the recommendations section for details.

The afternoon was spent working on identifying commonalities in the assignments (both writing and group) faculty members had submitted that they

believed worked well and in those that they found did not work well. As a result of these discussions, we established several general principles that should be useful to those considering teaching FYS for the first time as well as to those already teaching the course who would like to make some changes. These should be incorporated into the FYS "cookbook" mentioned above, and include:

(1) Topics should be pertinent and relevant to students right now, with clear connections made to the present moment even in topics about the past.

(2) The norm for FYS should be "slow teaching" (that is, emphasizing process over coverage).

(3) FYS should build in frequent opportunities for students to reflect on their learning.

(4) FYS instructors should collaborate on opportunities for students to gather for talks, events, presenting their work, etc., ideally during shared class times.

(5) FYS should be structured as active learning.

(6) Writing assignments should be frequent and short, not term papers.

(7) Group assignments should not require meeting outside of class time.

The meeting concluded with constructing a list of elements of FYS that should be kept and those that should change.

Elements to keep

Seminar format

Emphasis on the fun of learning, of being engaged academically

Low-stakes writing assignments

Active learning

Academic focus (not FYE)

Making a connection between students and RIC

Helping students develop skills for learning

The general content of FYS guidelines and learning outcomes

Reinforcement of FYE info in FYS (but not the sole source)

Elements to change

End the practice of students choosing by schedule not topic

Clarify what FYS is *for*—the course description should change

Involve more faculty, especially those in the sciences

Offer an annual retreat for FYS faculty for planning and development

Involve departments in scheduling of FYS

Increase the prestige of teaching in FYS

Increase FLH for first-time FYS teachers

Move main FYE responsibility to a new 1-credit course

Recommendations to COGE

Some of the suggestions made at the assessment meeting can be implemented by the FYS coordinator without COGE action. These include developing a "cookbook" for instructors; visiting departments to advocate for FYS and to recruit FYS instructors; creating an end-of-term colloquium for FYS sections in both fall and spring; conducting an annual retreat for FYS faculty; peer observation of FYS classes so that student evaluations are not the sole source of information on teaching; and coming up with a marketing campaign to spread the word on the purpose of FYS.

Several others need COGE action and support, as well as the involvement of other stakeholders on campus. These are

(1) COGE advocacy to the administration so that faculty members may be released from their home departments to teach FYS.

(2) Create a one-credit, mandatory FYE/College 101 course for all first year students to take pass/fail in their first term as another component of General Education. The course would be offered in conjunction with students' FYS or FYW courses (like a lab), but not necessarily taught by FYS or FYE faculty. The course could be taught by staff members from across campus with expertise in FYE matters. Each lab section could have as many as eighty (80) students if student assistants on the peer tutor model used by OBOM were also included. If the course pushed a student above 18 credit hours, there would have to be a mechanism by which the student would not be charged and would still be able to register without dean involvement.

(3) *A concerted effort by COGE to influence how FYS sections are chosen. Ideally, RIC should follow the model many other schools use. Shortly after the deposit deadline in spring, incoming first-year students should be sent a brochure with details about each FYS being offered in the coming academic year (both terms). Students would be asked to respond with their top five or so choices. They would then be registered for FYS FIRST. When they arrive for Orientation, their FYS would already be on their schedules.*

(4) *Change the FYS course description to better reflect what it is meant to do.*

(5) *Request the administration's support to offer incentives for faculty members to create a new FYS course, including released time.*

(6) *Provide some funding for course materials, field trips, etc., and publicize the availability of such funding to FYS instructors.*

(7) *Request that the upper administration and deans of schools other than FAS learn more about FYS and participate in increasing its prestige among both students and faculty.*

(8) *With the upper administration, establish an FYS teaching award and/or hold an appreciation dinner for FYS instructors each year.*

Appendix A

First Year Seminar (FYS) at RIC

Please return your completed questionnaire to Maureen Reddy at assessment@ric.edu.
Many thanks for taking the time to respond!

Your name:

Department:

How many sections of FYS have you taught since fall 2012?

Topic(s) of your FYS (if more than one, please note how often you have taught each):

(1) Would you teach FYS again? ____yes ___no

(1a) If yes:
what do you like best about teaching FYS?

what do you find most difficult?

(1b) If no, please give your main reasons for choosing not to teach FYS:

(2) Please describe an assignment or activity that you thought worked especially well in your most recent FYS (also attach the assignment if you would like):

(3) Please describe an assignment or activity that you thought did not work very well in your most recent FYS (also attach the assignment if you would like):

(4) What one or two pieces of advice would you give someone thinking of teaching FYS?

(5) What did you not know but wish you had known before you first taught FYS?

(6) If you were given free rein to redesign the FYS program,

(6a) what changes would you make?

(6b) what elements of the current FYS program would you keep, if any?

(7) Would you be willing to participate in a one-day discussion of FYS with other FYS instructors during first summer session 2018 (compensation provided)?

First Year Seminar (FYS) at RIC

First Year Seminar (FYS) has been a requirement at RIC since the "new" GenEd program began in 2012. It is open to full-time faculty members from all programs and departments. The committee that invented FYS was sure that most faculty members would want to teach FYS, but that has proven untrue, as only about 1/3 of the faculty has chosen to teach FYS since its introduction. As part of a planned assessment of FYS this coming summer, I am trying to gather information about why that has been the case. I would be most grateful if you would take a few minutes to fill out this questionnaire.

Please return your completed questionnaire to Maureen Reddy at assessment@ric.edu. Many thanks for taking the time to respond!

Your name:

Department:

(1) Please check the explanation that best describes your reason for choosing not to teach FYS. If more than one applies, please number them in order of importance, with 1 the most important, and so on.

__ I am needed to teach required courses in my department

___ I am a junior faculty member and didn't realize FYS was an option for me

___ I prefer not to teach first year students

___ I would like to teach FYS, but don't have a topic that I think would work

___ I am scheduled to teach FYS in the 2018-19 academic year

___ I plan to put in an FYS proposal soon

___ I have heard of bad experiences with FYS

___ The course just doesn't appeal to me, so I would rather put my energy elsewhere

___ Other (please describe briefly)

(2) What, if anything, could be done in the FYS program that would cause you to sign up to teach it?

Appendix B

FYS Survey Results (have taught)

95 sent; 38 returned (40 %)

# of sections taught since 2012: from 1-9, with most in the 2-5 range

Question 1: Would you teach FYS again? 34 yes 1 maybe 3 no

NO reasons:

- retiring, but also thought course too burdened with assessment requirements
- hard to teach: hard to reach the students, hard to get them excited
- time (department demands; no overload wanted)

MAYBE reasons:

- time

YES responses: what do you like best?
Responses varied, but fell into three broad categories (below). Many offered more than one reason.

- Category 1: enjoy teaching freshmen and influencing students via "intro to college" experiences **46**
  Specific details included:
  1. Being part of a student's initial RIC experience and helping them to develop the "being a student" skill set
  2. Like teaching at the intro level with students from a variety of majors and backgrounds. Positive energy and open-mindedness of freshmen.
- Category 2: content-specific reasons **19**
  Specific details included:
  1. Fun to choose creative/unusual texts/topics
  2. Opportunity to teach topic aligned with research interests/passions
  3. Ability to focus on a topic or theme without the pressure of coverage and to let students follow their interests
  4. Opportunity to teach a course less about specific content than about how to access, evaluate, contextualize content. Chance to teach interdisciplinary materials
  5. Several discipline-specific comments (e.g., "fun to teach applied science")
- Category 3: course-specific reasons **9**
  Specific details included:

1. Fun to coordinate campus-based events (e.g., attending a play)
2. Discussions of readings
3. Group projects with original research
4. Seminar format
5. Degree of interaction with students; lively and spirited
6. Ability to teach writing through a topic out of my usual teaching load

<u>YES responses: what do you find most difficult?</u>
Responses varied, but fell into six categories (below). Many offered several answers.

- Category 1: encouraging student interest in unfamiliar topics and dealing with students who chose the FYS because of scheduling, not topic **21**
- Category 2: students' academic issues, including poor writing skills, the wide range of students' preparation, and the need for a lot of feedback **16**
- Category 3: problems with attendance, missing deadlines, etc. **10**
- Category 4: trouble getting students to participate in discussion **6**
- Category 5: students' general immaturity **5**
- Category 6: students' struggles with life issues (housing, etc.) **2**

Question 2: an assignment or activity that worked well
Eight categories. Examples of several attached.

- Category 1: short writing assignments **9**
  Multiple shorts leading up to final project; "think pieces"; peer-editing workshop; reflection papers; peer review; assignment w/individual 5-min consultation with instructor; use Purdue OWL to evaluate footnotes in a scholarly essay
- Category 2: field trips **5**
  Visits to campus offices w/reports to class; visits to key offices on campus; investigations of neighborhoods/areas they know; attended a performance on campus; field trips both on and off campus
- Category 3: Creative projects **5**
  Comedy journals; observation leading to a paper; zine/graphic novel exploration of complex issues; acting out skits based on medical textbook description of human reproduction; pairing films with texts on same topic
- Category 4: collaborative projects **3**
  Group-effort research paper; creating PSA posters on campus resources; group presentation (contest)
- Category 5: student presentations **3**
  Poster presentation; use of personal experience in presentation
- Category 6: preparation for class discussion **2**
  Set discussion groups; post a quote from reading with a paragraph or so on what they think about the quote (BBD)

- Category 7: debates **2**
  Debate on inconsequential topics w/ no "right" answer; final debate
- Category 8: guest speakers **2**

Question 3: an assignment or activity that did not work well

- Category 1: various kinds of writing **12**
  With outline; creative essay; essays with a bit of complication in instructions; 5-page papers early and middle of course; reflective essays; end-of-term research papers; food journal
- Category 2: reading **8**
  Main text too hard; general/broad reading questions; materials on reserve; subtle fiction; textbook on learning
- Category 3: presentations **6**
  Discussion leaders; formal speeches
- Category 4: group work **6**
  Group assignment when one person didn't contribute; extended outside of class
- Category 5: miscellaneous **5**
  Student assistant; A/V issues; research skills; several said "everything" other than what they wrote for question 2

Questions 4-6 Advice to instructors and for FYS in general
For instructors

- Use low-stakes, in-class writing assignments and peer review. [many echoed]
- Spend time chatting to students generally about RIC and the various offices and groups on campus that can help them (L4L, OASIS, Writing Center, Library). Maybe even have someone from each visit the class. MANY people offered some version of this advice. Said one, "understand that first year students need help understanding college culture. They often don't understand concepts like GPA, attendance policies, what is acceptable classroom behavior, where to get help."
- Don't assign too much; have fun with the topic and the students.
- Be very flexible in your class plan.
- Give students articles for group discussion on what a seminar is, how to read for college, writing tips, how to succeed in a seminar, etc.
- Don't expect too much of the students. I've assigned short readings (most about 10 pages) and my most successful days have been when we've focused intensely on just one or two aspects of those readings.
- Take time to teach academic skills; don't prioritize getting through content. (multiple people mentioned this)
- Be explicit about what FYS is for and mention it frequently
- Understand where your students are coming from; many really don't know much about college AT ALL.
- Do NOT lecture

- Spend the first few weeks on a contemporary topic that directly relates to students and is connected to the course topic.
- Learn to break the ice early on and encourage students to speak
- Create an ambiance of camaraderie
- Be available to students as a mentor
- Content is important, but more important is easing students into class
- Assume an extraordinarily wide range of abilities/preparation
- Assume that some students chose the course for time reasons, not for the topic
- Orientation and early advising need to look much more closely at course descriptions and push students to choose based on interest. Doing otherwise leads to seminar experiences not as good as they could be.
- Be clear about assignments and expectations. [another person said: "whatever you think is clear is probably about half the amount of info the students actually need"]
- Listen to students! They need to know that what they have to say will be heard.
- Create a trusting and comfortable environment where students will open up and share. Make their safety in and out of school a priority.
- Think of teaching FYS as a fun opportunity to teach something fun.
- Be prepared to teach online tools (like how to check email online, how to email self an article)
- Remember that your course isn't really about the topic: it's about using the topic as a way to discuss various issues and begin teaching certain skills.
- Do NOT test students on content!
- Do brief icebreaker activities every week. Building a community in FYS is important for many reasons, including retention.
- Use the readings to teach content and skills. Establish reading and homework schedule in advance.
- Be aware that fall sections need to be writing courses, in some sense, because students won't have had FYW yet.

For FYS program

- Make using Word one of the learning objectives in FYS (students resisted).
- Emphasize teaching and minimize assessment.
- No tests, lots of discussion and participation.
- Teach critical thinking and thoughtful discussion in FYS

- Be sure instructors know the kinds of things others are doing in FYS; how FYS fits into the larger curriculum; and what kind of rigor is expected.
- An orientation for new instructors would be helpful (goals of FYS).
- More guidance on what aspects of "welcome to college" should be included. A handout on this would be good. [many echoed this]
- Strategies for teaching academic skills and other resources for faculty (sample syllabi, assignments, etc.)
- Assign a peer mentor to each class
- Have all students take FYS in fall
- More common events for students to attend (we could each require x number out of 10 or whatever)
- Quality control in terms of who teaches FYS
- Do some FYS faculty development, maybe a workshop on understanding young people/first-time students, another one on understanding the RIC students, etc.
- Consider allowing hybrid format
- More support re: retention—students could do well **if** they came to class.
- Expectations for FYS need to be clearer: are we primarily working on academic skills? Are we introducing them to the campus? Is there a minimum amount of writing they should do? Is there a core set of skills we should be addressing regardless of content? GenEd outcomes too broad to aid in course design.
- Offer some non-traditional times (evenings?)
- MANY people stressed the need to shift to students taking for interest, not time.
- More coordination of FYS and home dept scheduling
- Ensure course evals are returned to the instructor
- Expand communication between home dept and FYS for scheduling reasons (close in time, place issues)
- Allow instructors to change times
- Try to schedule FYS in faculty member's office building so that students can stop by before or after class
- It would be helpful to have standard "intro to college" learning outcomes
- Handbook/OneDrive to share faculty resources [several echoed this, including on writing process] Maybe summer writing workshop could do a special FYS section where the product is such a book?
- Handbook specifically for FYS students on study tips, etc.
- Add a leadership development unit to the course (a week or two of specific activities?)

- More careful vetting of instructors and new courses. More oversight of these courses, too, including teaching observations. [several people made these points]
- More time and attention selling the program to students, faculty, administrators
- Encourage more faculty to participate in the program
- Maybe redo FYS with a Reacting to the Past curriculum? Bring RTTP to campus for a training.
- Agree on average amount of reading for course, using BBD in the classroom, several other such standard, across-sections requirements. [several echoed this; one described it as "norms"]
- Add diversity, equity, and inclusion models to the curriculum.
- Course release for faculty members to design new FYS offering.
- Periodic meetings of FYS faculty
- Maybe combine sections of FYS on several occasions for group meetings with staff from L4L, etc.
- Perhaps mandate that all syllabi begin with a 1-2 sentence explanation that the focus of the course is skills for learning and the topic is used to explore putting those skills into practice.
- FYS-specific budget for faculty to draw from for course materials, trips, and so on.

FYS NO SECTIONS RESULTS (216 sent out; 55 received=25%)

Question 1 (why?)	**1**	**2**	**3**	**4**
I am needed to teach required courses in my department	40	9		
I am a junior faculty member and didn't realize FYS was an option for me	1	2	1	
I prefer not to teach first year students		1		
I would like to teach FYS, but don't have a topic that I think would work	1	4		1
I am scheduled to teach FYS in the 2018-19 academic year	2			
I plan to put in an FYS proposal soon		1	1	
I have heard of bad experiences with FYS	1			
The course just doesn't appeal to me, so I would rather put my energy elsewhere	2	2		
Other (please describe briefly)	8	8	2	

Ranked #1: no incentive to design a new course; administrative responsibilities; already overloaded/overcommitted
Ranked #2: early career; time needed to design new course; prefer hybrid format; admin responsibilities; already too many adjuncts teaching in home program
Ranked #3: highly individual issues (including discomfort teaching in English)

Question #2 (possible changes?)

Hire more full-time faculty in dept/program (MANY said this or some version of it)
Incentivize by furthering faculty member's research and/or service in some way
Disrupt pattern of students choosing by schedule rather than interest
Released time to design course
Provide a "cookbook" or class template, with examples of assignments and activities to pick and choose.
Allow hybrid or online
Allow co-teaching
Fix serious problems with scheduling (lack of choice, etc.)
Course is fine as it is; just don't have the time right now
Move FYS into departments so the dept gets FTE credit, faculty can teach within discipline, and course could be a recruitment vehicle
Challenging to find a topic within my field
Clearer expectations: what SHOULD be in the course, what COULD be in the course, and what is left to the faculty member to decide.
Panel discussion of faculty members who have happily taught FYS and are willing to share their syllabi assignments, rubrics, etc.

UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT INSTRUCTIONS: PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	**GENERAL EDUCATION**		
Replacing			
A.2. Proposal type	**Course: creation | |** **Program | revision | |**		
A.3. Originator	**Maureen Reddy**	Home department	**FYS**
A.4. Context and Rationale	**RIC students need more instruction in the basics of the transition from high school to college and in RIC-specific information than a few days of orientation can possibly provide, but there is no clear place in the curriculum for such instruction. FYS and FYW instructors often include materials related to that college transition (how to study, time management, adapting to the rigor of college coursework, and the like) and adjusting to RIC (resources on campus, how to get help with a variety of problems, and so on) in their courses, but not all do and the ones that do cannot cover everything, with the result that some students get such information twice (FYS and FYW) and others not at all. The current retention rate for first-time, full-time students pursuing a bachelor's degree to return to RIC for their second year is 75%. Only 26% of first time, part-time students return for their second year. RIC is rightly concerned with students' persistence and degree completion; research shows that the kind of basic information described above can significantly improve both. The First Year Experience Committee has been working hard for several years on multiple ways to improve students' first years at RIC, with laudable results, but none of their programs (first year convocation, freshman lecture, etc.) are required for all students, which again means that some benefit while others miss out entirely. Research done in preparation for the FYS assessment in the summer of 2018 showed that this kind of instruction is enormously helpful for students but is often not aligned with faculty expertise in a given academic discipline. Faculty members' academic training does not necessarily mean that they are expert in student success initiatives. This proposed course would fill that current gap, requiring all first year students to take a one-credit course focused on persistence and student success.** **All sections of the course would share a common syllabus and all instructors would be provided the same training, with those efforts coordinated by the FYS coordinator (a faculty member). Sections would be large (capped at 60 or 80). In addition to the instructor (a staff member), each section will be assigned several undergraduate peer mentors.** **We recommend that the course meet once weekly on Wednesdays, noon-1, so as not to interfere with other courses. Although the "free period" does not begin until**		

	12:30, in fact few courses meet between 12 and 12:30 (exactly none are on the fall 2018 schedule). This meeting time would enable instructors to use half of their class periods (12:30-1) to bring students to campus-wide events, such as the freshman lecture, and would also allow students to attend other events from 1-2 when there is not an event to which RIC 100 would commit its class time. There would be frequent guest lectures, using videoconferencing capabilities in the auditoria so that all sections get the same material. **Most sections would be scheduled for fall term, with a few in spring to accommodate January admits.**		
A.5. Student impact	**By aligning First Year Experience programming, student support services, and proactive outreach to first year students with the launch of this course, the overall impact should be positive, especially in retaining first year students. There are, however, two possible negatives: (1) requiring one more credit to be taken in the first year would push some first year students above 18 credits in one term. There would need to be a mechanism by which the credit limit would be automatically overridden for this course without charging students for that additional credit and (2) students in high-credit programs might well end up with more than 120 credits. In addition to the positive impact on students taking the course, the impact on those working as peer mentors would be positive, enabling them to have a closer connection to other RIC students and to build their own resumes for future employment.**		
A.6. Impact on other programs	**In a broad sense, all programs would be affected. In a more direct sense, only GenEd would be directly affected.**		
A.7. Resource impact	*Faculty PT & FT*:	**The course would be taught by staff members with expertise in student success, not faculty, but would be coordinated by a faculty member as part of the FYS coordinator's job.**	
	Library:	**None**	
	Technology	**None**	
	Facilities:	**Large auditoria would need to be reserved for shared meetings, and smaller rooms would need to be used for individual class meetings.**	
A.8. Semester effective	**Fall 2019**	A.9. Rationale if sooner than next Fall	

A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.

B. NEW OR REVISED COURSES **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

	OLD (FOR REVISIONS ONLY) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply)	NEW Examples are provided for guidance, delete the ones that do not apply
B.1. Course prefix and number		**RIC 100**
B.2. Cross listing number if any		
B.3. Course title		**Introduction to RIC**
B.4. Course description		Students learn how to navigate college in general and RIC specifically, including such topics as time management, wellness, college expectations, note-taking, cultural competency, and campus resources.
B.5. Prerequisite(s)		**none**
B.6. Offered	**Fall | Spring | Summer | Even years | Odd years | Annually Alternate Years | As needed**	**Fall | Spring |**
B.7. Contact hours		**1**
B.8. Credit hours		**1**
B.9. Justify differences if any		
B.10. Grading system	**Letter grade | Pass/Fail | CR/NCR**	**CR/NCR**
B.11. Instructional methods	**Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio | Distance Learning**	**Lecture | | Small group | Individual |**
B.12.Categories	**Required for major/minor |Restricted elective for major/minor | Free elective | Required for Certification**	
B.13. Is this an Honors course?	**YES | NO**	**| NO**
B.14. General Education N.B. Connections must include at least 50% Standard Classroom instruction.	**YES | NO | category:**	**YES | category: new category, RIC introduction**
B.15. How will student performance be evaluated?	**Attendance | Class participation | Exams | Presentations | Papers | Class Work | Interviews | Quizzes | Performance Protocols | Projects | | Reports of outside supervisor**	**Attendance | Class participation | Online quizzes**
B.16. Redundancy statement		**Yes. Coll 101 is similar. Students who are required to take Coll 101 as athletes or as Nursing Learning Community members will be exempt from RIC 100.**
B. 17. Other changes, if any		

B.18. **Course learning outcomes: List each one in a separate row**	**Professional Org.Standard(s), if relevant**	**How will each outcome be measured?**
Students will learn how to succeed in college		Online quizzes
Students will learn how to navigate RIC		Online quizzes

B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**

1) The transition to college
   a. college culture and expectations
   b. understanding institutional structure:
      academic: what is a department chair? Dean? Provost?
      Student success division
2) Navigating RIC
   a. overview of campus resources
3) Taking care of yourself
   a. wellness, including nutrition
   b. mental health, including dealing with stress
   c. financial wellness
   d. understanding your own learning style
   e. overcoming barriers
4) Skills
   a. computer literacy
   b. time management
   c. listening and note-taking
   d. study skills
6) Preparing for academic advising and registration for next term
7) Big picture issues
   a. diversity and cultural competence
   b. ethics
   c. critical thinking
8) Getting involved beyond the classroom
   a. student clubs and activities
9) Looking toward the future
   a. exploring careers
   b. building a resume and portfolio
   c. internships

C. PROGRAM PROPOSALS **COMPLETE ONLY WHAT IS RELEVANT TO YOUR PROPOSAL DELETE THIS WHOLE PAGE IF THE PROPOSAL IS NOT REVISING, CREATING, DELETING OR SUSPENDING ANY PROGAM.**

	OLD (FOR REVISIONS ONLY)	NEW/REVISED
C.1. Enrollments		**1200 per year**
C.2. Admission requirements		
C.3. Retention requirements		
C.4. Course requirements for each program option		

	OLD (FOR REVISIONS ONLY)	NEW/REVISED
C.5. Credit count for each program option		
C.6. Other changes if any		
C.7 Program goals Needed for all new programs		

D. SIGNATURES

- Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
- Proposals that do not have appropriate approval signatures will not be considered.
- Type in name of person signing and their position/affiliation.
- Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

D.1. APPROVALS: REQUIRED FROM PROGRAMS/DEPARTMENTS/DEANS WHO ORIGINATE THE PROPOSAL. MAY INCLUDE MULTIPLE DEPARTMENTS, E.G., FOR JOINT/INTERDISCIPLINARY PRPOSALS.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Maureen Reddy	FYS Coordinator		
James Magyar	Chair of COGE		
Earl Simson	Dean of FAS		Tab to add rows

D.2. ACKNOWLEDGEMENTS: REQUIRED FROM OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Gerri August	Co-dean, FSEHD		
Julie Horwitz	Co-dean, FSEHD		
Jeffrey Mello	Dean, School of Business		Tab to add rows
Debra Servello	Interim Dean, School of Nursing		
Jayashree Nimmagadda	Interim Dean, SSW		

RIC 100: Introduction to RIC
Sample syllabus

Course description and general information

In RIC 101 you will learn how to navigate college in general and RIC specifically, including such topics as time management, wellness, college expectations, note-taking, cultural competency, and campus resources. The mode of instruction will be mini-lectures with time for questions and answers, as well as some group work, guest lectures, and participation in several class-wide and/or college-wide events, such as the freshman lecture and student activities day. There will be a Blackboard component to this course. The learning outcomes for this course are for students to learn how to succeed in college and how to navigate RIC with confidence. To earn the grade of S, a student must attend a minimum of 9 of the 14 class meetings, meet at least twice outside of class time with the assigned peer mentor (these meetings may be group or individual meetings), and pass at least 8 of the 12 online quizzes.

Course Calendar

Weeks 1 and 2

Introduction to the course and to peer mentors
Convocation
The transition to college: college culture and self (possible guest speaker)
Navigating RIC: institutional structure and overview of campus resources
online quiz to be completed after week 2 meeting

Weeks 3, 4 and 5

Skills needed for college success:
computer literacy, time management, listening and note-taking, study skills
Guest speakers from OASIS and/or Student Success
online quizzes to be completed after each week's meeting

Weeks 6, 7, and 8

Taking care of yourself
a. wellness, including nutrition
b. mental health, including dealing with stress
c. financial wellness
d. understanding your own learning style
e. overcoming barriers
Guest speakers from Counseling Center, Learning 4 Life, Financial Wellness Team
online quizzes to be completed after each week's meeting

Week 9

Preparing for academic advising and registration for next term
online quiz to be completed after week's meeting

Weeks 10 and 11

Big picture issues

a. diversity and cultural competence

b. ethics

c. critical thinking

Guest speaker from Unity Center

online quizzes to be completed after each week's meeting

Week 12

Getting involved beyond the classroom: student clubs and activities

online quiz to be completed after week's meeting

Week 13

Looking toward the future

a. exploring careers

b. building a resume and portfolio

c. internships

Guest speaker from Career Services

online quiz to be completed after week's meeting

Week 14

Wrap up, with special guest speaker

GENERAL EDUCATION

Chair of the Committee on General Education
James Magyar

General Information

The General Education Program is designed to provide students in all academic majors and professional programs with the knowledge and skills of a college-educated citizen. General Education approaches eleven learning outcomes through three core courses, seven distribution areas, a second language requirement, and writing in each of the disciplines. In the first year, First Year Writing provides a starting point for writing at all levels throughout the curriculum. Also in the first year, students choose from a large selection of intriguing topics with which to hone their skills in First Year Seminar. To maximize student success, a one-credit transition to college course, Introduction to RIC, is required of all first year students during their first semester (RIC 100). Connections courses, taken later in one's program, again use a topical approach to strengthen academic skills. Writing in each discipline purposefully and explicitly develops student writing appropriate to the style and context of the individual discipline.

Recognizing the vast scope of knowledge available, Distribution courses allow students to choose courses in each area to advance professional goals, enhance personal interests, or explore new areas. One of these courses is a more advanced course that builds upon other General Education courses in science and mathematics to develop skills and understanding at a higher level.

Rhode Island College graduates also demonstrate knowledge of an additional language, demonstrated through the Second Language Requirement. The following sections provide more detailed information on General Education at the College.

CORE COURSES

COURSES

First Year Seminar (FYS)

FYS 100 is required in the freshman year, with sections on a wide variety of topics. Each section is discussion-based and focused on developing critical thinking, oral communication, research fluency, and written communication. FYS 100 will not be offered in the summer or the early spring sessions. Students who enter the college as transfer students are not considered first-year students and are exempt from this requirement. Courses are limited to twenty students

FYS 100	First Year Seminar	4	F, Sp

First Year Writing (FYW)

FYW 100 (or FYW 100P) is required in freshman year. Either course introduces students to college-level writing and helps them develop the writing skills needed for success in college courses. Successful completion of the course (a final grade of C or better) will also meet the College Writing Requirement. Courses are limited to twenty students for FYW 100 (four credit hours); courses are limited to fifteen students for FYW 100P (six credit hours).

FYW 100	Introduction to Academic Writing	4	F, Sp, Su
FYW 100P	Introduction to Academic Writing PLUS	6	F, Sp

Introduction to RIC

Students learn how to navigate college in general and RIC specifically, including such topics as time management, wellness, college expectations, note-taking, cultural competency, and campus resources.

RIC 100	**Introduction to RIC**	**1**	**F, Sp**

Connections (C)

Courses in the Connections category are upper-level courses on topics that emphasize comparative perspectives, such as across disciplines, across time, and across cultures. Students must complete the FYS 100 (p. **Error! Bookmark not defined.**~~259~~) and FYW 100 (p. **Error! Bookmark not defined.**~~259~~)/FYW 100P (p. **Error! Bookmark not defined.**~~259~~)/FYW 100H courses and must have earned at least 45 college credits before taking a Connections course. Connections courses cannot be included in any major or minor program.

AFRI 262	Cultural Issues in Africana Studies	4	F, Sp, Su
ANTH 262	Indigenous Rights and the Global Environment	4	F, Sp
ANTH 265	Anthropological Perspectives on Childhood	4	F, Sp
ANTH 266	Anthropological and Indigenous Perspectives on Place	4	F, Sp
ART 261	Art and Money	4	Sp
ART 262	Encounters with Global Arts	4	F
BIOL 261	The World's Forests	4	F (even years)
COMM 261	Issues in Free Speech	4	Annually
COMM 262	Dialect: What We Speak	4	As needed
COMM 263	East Asian Media and Popular Culture	4	Sp, Su
ENGL 261	Arctic Encounters	4	As needed
ENGL 262	Women, Crime, and Representation	4	As needed
ENGL 263	Zen East and West	4	Sp (alternate years)
ENGL 265	Women's Stories across Cultures	4	As needed
ENGL 266	Food Matters: The Rhetoric of Eating	4	Sp (alternate years)
ENGL 267	Books that Changed American Culture	4	Alternate years
FILM 262	Cross-Cultural Projections: Exploring Cinematic Representation	4	As needed
GEND 261	Resisting Authority: Girls of Fictional Futures	4	Sp (alternate years)
GEND 262	Lights, Camera, Gender!: Gender in Film	4	F
GED 262	Native American Narratives	4	F, Sp
GEOG 261	Globalization, Cities and Sustainability	4	Sp
HIST 263	Christianity	4	F, Sp
HIST 267	Europe and Beyond: Historical Reminiscences	4	Annually

RHODE ISLAND COLLEGE GENERAL EDUCATION DISTRIBUTION COURSE REQUEST

USE THIS FORM FOR ANY DISTRIBUTION COURSE THAT IS TO BE INCLUDED IN THE GENERAL EDUCATION PROGRAM. IF THE COURSE IS NEW OR REVISED, ATTACH THE APPROPRIATE UNDERGRADUATE CURRICULUM COMMITTEE FORMS.
(Available at http://www.ric.edu/curriculum_committee/Pages/Forms-and-Information.aspx)

Date of Submission:	October 22, 2018		
Proposing Department or Program:	School Psychology Program, CEP Department		
Chair/contact:	Jenlyn Furey (School Psychology program director) John Eagle (CEP department chair)		
Department/Program Code (e.g., ENGL, PHYS, AFRI):	CEP	**Course number:**	215
Catalog title: *(Remember the UCC 6-word limit.)*	Introduction to Educational Psychology		
Prerequisites:	None		
Credits: *(General Education courses are four credits)*	4		
Category in General Education: Distribution *(General Education outcomes that must be formally addressed and assessed are noted for each category.* ■Social and Behavioral Sciences (**CCT**, **CK**, **ER**, **SL**)			
How often will this course be offered?	Fall, Spring, and Summer, Every Year		
Number and frequency of sections to be offered (students/semester or /year)?	Five sections offered in the Fall and Spring semesters (Maximum of 30 students per class). One section offered in Summer Session 1 (Maximum of 30 students).		

Courses in the distribution are content-based and students are expected to learn the material and demonstrate competence in a manner appropriate to the discipline.

Append a syllabus or two-level topical outline. We are interested in the content and pedagogy of the course. Include the description, requirements, schedule, and topics but omit details on attendance policy, academic integrity, disabilities, etc. *If UCC action is required, include the syllabus with the UCC form; an additional copy is not needed.*

In the table below, explain briefly how this course will meet the General Education Outcomes for its category as indicated above. Describe the kinds of assignments in which the assigned outcomes will be assessed.

Learning Outcomes
http://www.ric.edu/generaleducation/outcomes.php
Written Communication (**WC**)
Critical and Creative Thinking (**CCT**)
Research Fluency (**RF**)
Oral Communication (**OC**)
Collaborative Work (**CW**)
Arts (**A)**
Civic Knowledge (**CK**)
Ethical Reasoning (**ER**)
Global Understanding (**GU**)
Quantitative Literacy (**QL**)
Scientific Literacy (**SL**)

The form is a Word table. The boxes will expand to include whatever text is needed. Rows that do not apply to the course being proposed may be deleted.

General Education Outcome:	**Assignments or Activities:**
Critical and Creative Thinking	**Activities** **Class Readings and Whole/Small Group Discussions** will require students to engage in critical thinking across many topics. Examples include: • **Research Methods:** Which methods are most compelling and why? • **Research in Educational Psychology**: How can research findings be implemented in real-world settings? • **Theories of Motivation, Cognitive, Personal, Social, and Moral Development**: Analyze and critically question various theories. • **Human Developmental Differences:** Consider human development and learner differences; critically question assumptions and biases about individuals with disabilities. • **Culture and Diversity:** Consider multiple perspectives by discussing cultural diversity, including socioeconomic status, language, race, ethnicity, sexual orientation, gender identity, and disability status. • **Human Behavior and Personal/Moral Development:** How can schools/educators promote positive behaviors, personal development, moral development, and social emotional development? • **The Learning Environment:** Observe a video of a learning environment and evaluate/critique the classroom environment. • **Assessment:** Interpret and analyze assessments, and critically question the use of educational assessments for various purposes. **Assignments** **Case Study Assignments:** Students review scenarios related to educational psychology and respond to 10 short-answer questions. Questions require students to analyze a classroom situation, the impact of biases, and consider scenarios from multiple perspectives/through the lens of multiple theorists. **Exams:** Each exam includes short case scenarios that require students to demonstrate knowledge of how thinking and learning occurs at various stages of development.

	Teacher Interview Assignment: Students will interview a current teacher with a range of questions, transcribe the interview responses, and write up a critical reflection of each response. This requires the student to question assumptions and conclusions, consider diverse perspectives, and analyze/synthesize information related to topics learned in the course.
Civic Knowledge	**Activities** **Class Discussions/Assigned Readings:** Students will learn about educational laws and policies through an historical and current lens. Topics include the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), No Child Left Behind (NCLB), Every Student Succeeds Act (ESSA), Common Core State Standards (CCSS), RI-CAS, laws and policies regarding mandated reporting of child abuse/neglect, and laws and policies related to supporting students who are English Language Learners (ELLs). Students are encouraged to stay informed about best practices in education, and to actively engage in opportunities to promote best practices in education. **Online Modules with Self-Assessments:** Students will complete an online training module on "Students with Disabilities" which reviews and quizzes students on the history of special education in the United States, and current laws, regulations, and systems related to supporting students with diverse learning needs. Students will also complete a training module which focuses on a public health model of education as well as systemic solutions to problems in education today (e.g., whole-school practices to promote positive academic, social, emotional, and behavioral outcomes). **Assignments** **Case Study Assignments:** Students review scenarios related to educational psychology and respond to 10 short-answer questions. Select questions require students to demonstrate knowledge of educational laws and policies. **Exams:** Each exam includes items focused on educational laws and policies (e.g., IDEA, Section 504, mandated reporting, Common Core State Standards, ESSA, etc.). **Teacher Interview Assignment:** Students will interview a current teacher with a range of questions, transcribe the interview responses, and write up a critical reflection of each response. At least two interview questions must focus on the implementation or consideration of educational laws/policies in the classroom (e.g., IDEA, Section 504, mandated reporting, Common Core State Standards, ESSA, etc.).
Ethical Reasoning	**Activities** **Class Readings and Whole/Small Group Discussions** will require students to engage in ethical reasoning across many topics. Examples include: • **Research Methods:** What are ethical considerations when conducting research with humans? What is the purpose of the IRB? • **Research in Educational Psychology**: Do educators have an ethical responsibility to use "research-based practices"?

	• **Theories of Motivation, Cognitive, Personal, Social, and Moral Development**: Consider how your own values and beliefs align/do not align with each of the major theories reviewed. • **Human Developmental Differences:** Prior to 1975, what was problematic about the treatment of students with disabilities in public schools? What problems still exist in and outside of schools today when it comes to supporting individuals with disabilities? What are the advantages/disadvantages of using labels? • **Culture and Diversity:** Consider issues of inequity faced by many diverse learners (in terms of race, ethnicity, language, disability, sexual orientation, gender identity, etc.), and issues of disproportionality in schools today. • **Human Behavior:** Consider potential ethical concerns related to the role of punishment in teaching and learning. • **The Learning Environment:** Reflect on potential ethical concerns related to classroom management and inclusion. • **Assessment:** Reflect on ethical concerns related to the potential misuse of various assessments. **Point/Counterpoint Whole Group Discussions** will present students with a topic with a point/counterpoint. Many topics require ethical reasoning, along with critical thinking. For example, one topic, "Is Zero Tolerance a Good Idea?" requires students to reflect on their own ethical values and traditions to inform ethical practice across a variety of scenarios in a school setting. **<u>Assignments</u>** **Case Study Assignments:** Students review scenarios related to educational psychology and respond to 10 short-answer questions. Questions require students to engage in ethical reasoning and consideration of diverse perspectives in decision-making. Students will demonstrate knowledge of professional and ethical practice related to educational psychology. **Exams:** Each exam includes short case scenarios that require students to demonstrate knowledge ethical and professional practice related to topics in Educational Psychology (motivation, reinforcement, punishment, supporting diverse learners, assessment practices, mandated reporting, etc.). **Teacher Interview Assignment:** Students will interview a current teacher with a range of questions, transcribe the interview responses, and write up a critical reflection of each response. At least one interview question must relate to ethical reasoning/decision making in a classroom setting.
Scientific Literacy	**<u>Activities</u>** **Class Discussions/Assigned Readings:** Throughout the course, a scientific model of teaching and learning will be emphasized. Key components of this model include research-based instruction/practices, data-based decision-making, data analysis, and a scientific problem-solving approach to teaching. Students will learn about various research designs (descriptive, correlation, experimental, single-subject designs), with the goal of becoming an informed consumer of research/information. Students will also learn about a variety of assessments in education and

	gain skills in assessment literacy (e.g., norm-references vs. criterion referenced tests, concepts such as reliability, validity, bias, interpretation of standard scores, percentiles, etc.). Students will conduct a systematic observation of classroom instruction and use objective video analysis procedures to analyze the learning environment. **<u>Assignments</u>** **Case Study Assignments:** Students review scenarios related to educational psychology and respond to 10 short-answer questions. Select questions require students to demonstrate knowledge of evidence-based practices in education, assessment literacy, and a problem-solving model in educational contexts. **Exams:** Each exam includes items focused on scientific literacy (e.g., data analysis, a scientific problem-solving approach to teaching, etc.). **Teacher Interview Assignment:** Students will interview a current teacher with a range of questions, transcribe the interview responses, and write up a critical reflection of each response. At least two interview questions must focus on the implementation of evidence-based practices, MTSS, data-based decision-making, or data analysis. **Video Observation/Analysis Assignment:** Students will view a 10-minute video of a classroom environment and complete a structured observation form. Students will learn to identify operationally defined behaviors in a learning environment, and count frequency and duration of behaviors (e.g., teacher praise, student responses). Students will then analyze the data they collected and write a descriptive summary of the results.

CEP 215 Introduction to Educational Psychology Syllabus Outline

Topic 1: Introduction to the Field of Educational Psychology
- Topic 1a: What is Educational Psychology?
- Topic 1b: How does Educational Psychology apply to various fields of study?
- Topic 1c: Overview of Topics in Educational Psychology

Topic 2: **Research Methods in Educational Psychology**
- Topic 2a: What Methods do Educational Psychologists Use in their Research?
- Topic 2b: Scientific Literacy in Educational Psychology – Case Examples
- Topic 2c: Research in Educational Psychology: Past and Present

Topic 3: Assessment in Education and Psychology
- Topic 3a: What is Assessment?
- Topic 3b: Basics of Assessment: Measurement, Reliability, Validity, Bias
- Topic 3c: Types of Assessments
- Topic 3d: Critical Thinking and Ethical Reasoning

Topic 4: Human Developmental Differences
- Topic 4a: What are Developmental Differences?
- Topic 4b: Individual Differences and the Law
- Topics 4c: Categories of Disability under IDEA
- Topic 4d: Supporting Students with Disabilities

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- Topic 5a: Economic and Social Class Differences
- Topic 5b: Ethnicity and Race
- Topic 5c: Language Diversity
- Topic 5d: Gender and LGBTQ

Topic 6: Evidence-Based Instructional Practices
- Topic 6a: What Does Research Say About Effective Teaching?
- Topic 6b: Instructional Approaches, Differentiated Instruction
- Topic 6c: Introduction to Video Analysis

Topic 7: Human Behavior
- Topic 7a: What are Behavioral Views of Learning?
- Topic 7b: Pavlov and Classical Conditioning
- Topic 7c: Skinner and Operant Conditioning
- Topic 7d: Introduction to Applied Behavior Analysis (ABA)

Topic 8: Cognitive Development
- Topic 8a: What is Cognitive Development?
- Topic 8b: Piaget's Theory of Cognitive Development
- Topic 8c: Vygotsky's Sociocultural Perspective
- Topic 8d: Bandura's Social Cognitive Theory

Topic 9: Motivation

Topic 9a: What is Motivation?
Topic 9b: Intrinsic and Extrinsic Motivation
Topic 9c: Maslow's Hierarchy of Needs
Topic 9d: Self-Determination, Goal Orientations, and Attributions

Topic 10: **The Learning Environment**

Topic 10a: Classroom or Group Management
Topic 10b: Creating a Positive Learning Environment
Topic 10c: Critical Thinking and Ethical Reasoning related to Behavioral Challenges

Topic 11: Personal and Moral Development

Topic 11a: What is Personal Development? Moral Development?
Topic 11b: Erikson's Theory of Psychosocial Development
Topic 11c: Self-Concept and Self-Esteem
Topic 11d: Kohlberg's Theory of Moral Development

Topic 12: Social Development

Topic 12a: What is Social Development?
Topic 12b: Bronfenbrenner's Bioecological Model
Topic 12c: Baumrind's Parenting Styles
Topic 12d: Peer Relationships, Aggression, Bullying

Revised October 11, 2017

UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT INSTRUCTIONS: PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	**CEP 215 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY**		
Replacing	**CEP 315 EDUCATIONAL PSYCHOLOGY**		
A.2. Proposal type	Course: revision		
A.3. Originator	Jenlyn Furey	Home department	CEP Department
A.4. Context and Rationale	The following revisions to CEP 315 Educational Psychology are proposed: 1. Categorize as a Social and Behavioral Science (SB) General Education Distribution course. 2. Change the credit hours from 3 to 4. 3. Change the course name and number from CEP 315: Educational Psychology to CEP 215: Introduction to Educational Psychology. 4. Remove all prerequisites. 5. Change the course description to reflect the changes and SB category: Revised Course Description: "Students examine introductory topics in Educational Psychology including human development, diversity, motivation, behavior, learning, teaching, and assessment both in and out of school environments." **1. Rationale for CEP 215 as a Social and Behavioral Science Distribution Course:** As stated in the Rhode Island College General Education Program webpage, Distribution courses are intended to "advance professional goals, enhance personal interests, or explore new areas". CEP 215 meets the criteria of a Social and Behavioral Sciences course with an emphasis on critical and creative thinking, civic knowledge, ethical reasoning, and scientific literacy. A rationale for CEP 215 as an SB is provided below: **1a. Currently, no SB courses focus on education or educational psychology.** Rhode Island College currently offers 23 Social and Behavioral Science (SB) General Education Distribution course options (1 Africana Studies, 3 Anthropology, 1 Communication, 1 Economics, 1 Gender Studies, 4 Geography, 4 Political Science, 2 Psychology, and 6 Sociology options). The options that overlap somewhat with Educational Psychology include PSYC 110 Introduction to Psychology, PSYC 215 Social Psychology, and SOC 200 Society and Social Behavior. However, Educational Psychology is a separate field of study and topics covered are not currently offered by any of the SB options. Many other colleges and universities offer an Educational Psychology course as a Social and Behavioral Science General Education or Core Curriculum option. University of Rhode Island offers EDC 312: The Psychology of Learning is a "Social and Behavioral Science" General Education Course. Providence College offers EDU 201 Educational Psychology is a "Social Science Core		

Requirement". Offering CEP 215 as an SB option would benefit students by expanding the distribution course offerings.

1b. CEP 215 will support knowledge and skills that are applicable to all Rhode Island College students – including students who do not intend to pursue a career in education or psychology. A course in educational psychology covers similar content to an introductory course in psychology or sociology (e.g., human development, principles of human behavior, and social behavior); however, the content focuses on the implications of psychology within educational settings (children, parents, teachers) rather than clinical settings (children, parents). Human learning occurs outside of classroom contexts on a day-to-day basis. Understanding human behavior, development, motivation, learning, and understanding differences (including culture, language, disability, etc.), not only prepares RIC students to be successful in the workplace, but also to think critically and engage effectively as citizens. Academic content in this course is applicable to all fields of study, including nursing (behavioral health) and business (human behavior and motivation). Further, students will benefit from a greater understanding of their own learning experiences. This will increase knowledge of their own strategies for learning academic content throughout their college experience and life. With knowledge about best practices in learning and behavior, students will be better prepared to think critically about educational policies that affect communities and increase civic engagement. Many students are parents/caregivers, or will be caregivers in the future, and a course that focuses on human development, learner differences, motivation, behavior, and assessment will help caregivers to support positive educational outcomes in communities.

1c. Rhode Island College students who wish to pursue a career or major related to Educational Psychology will benefit from having CEP 215 as a General Education option. The content in CEP 215 provides an excellent foundation for future coursework in Psychology, School Psychology, School Counseling, School Social Work, Educational Administration, Educational Policy, Teaching, and other related fields. The current version of the proposed course, CEP 315, is rarely completed by RIC students outside of the Feinstein School of Education and Human Development (FSEHD), in part, because CEP 315 does not fulfill General Education requirements and it is not a required course outside of FSEHD. CEP 215 is taught by faculty in the Counseling, Educational Leadership, and School Psychology (CEP) Department who have expertise in Psychology, Education, and related fields (School Psychology, Counseling, School Counseling). CEP 215/315 is currently the only CEP course offered at the undergraduate level. Offering CEP 215 as an SB will increase student exposure to related fields and graduate programs offered at Rhode Island College.

1d. Many FSEHD programs will benefit from CEP 215 fulfilling the SB requirement. Changing CEP 215 to a SB General Education course will positively impact the FSEHD programs listed below by providing an alternate course option for completing the SB General Education requirement:

1. Art Education B.S.
2. Art Education B.F.A.
3. Music in Music Education B.M.
4. Physical Education B.S.

5. Health Education B.S.
6. Secondary Education B.A., Major: Mathematics, English, Biology, Chemistry, Physics, General Science
7. Technology Education B.S., Concentration: Teaching
8. World Languages Education B.A., Teaching Concentrations: French, Portuguese, Spanish

Additionally, aligning the course with SB General Education outcomes will benefit FSEHD students because there is a growing need for future educators to engage in critical and creative thinking, ethical reasoning, scientific literacy, and to demonstrate civic knowledge. FSEHD students will also benefit from connecting with and learning from non-FSEHD students enrolled in the course.

2. Rationale for Moving from 3 Credits to 4 Credits

Course content will be added or emphasized to align with SB outcomes with the additional credit (by moving from 3 credits to 4 credits). More time is needed to adequately examine the topics outlined in the syllabus, and to pace the content appropriately for students a 200-level course. Previously, CEP 315 was already a 4-credit course but was reduced to 3 credit hours. Since then the department has continually recommended returning to a 4 credit hour structure to provide enough time to cover essential content. With an additional credit, CEP 215 includes or emphasizes content that meets the General Education Learning Outcomes related to the Social and Behavioral Sciences (SB) category: Critical and Creative Thinking, Civic Knowledge, Ethical Reasoning, and Scientific Literacy. Additionally, a video observation/analysis assignment was added with the additional credit (this assignment aligns well with the Scientific Literacy SB learner outcome).

3-5. Rationale for Changing the Course Name, Number, Description, and Prerequisites:

The course name, number, and description have been changed to more accurately describe the content and scope of the revised course. The course name will change to Introduction to Educational Psychology (instead of Educational Psychology). The course number will change from 315 to 215. The redesigned course content is considered introductory and it will provide students with foundational knowledge. This change will benefit RIC students because they will be able to complete CEP 215 during their initial years at the college, rather than waiting until their junior or senior year. CEP 215 will provide a foundation for more advanced level work. To encourage students to take this course early in their college studies, no prerequisites will be required.

Additional Notes for Records:

Students cannot have credit for both CEP 215 and CEP 315. The following courses currently list CEP 315 as a prerequisite:

1. CTE 300 - Methods of Teaching Career and Technical Education (4)
2. CTE 302 - Curriculum Construction in Career and Technical
3. Education (3)
4. ECED 303 - Creating an Early Childhood Learning Community (3)
5. *ELED 302 - Teaching All Learners: Foundations and Strategies (4)

	6. MLED 310 - Teaching Early Adolescents (3) Note: *ELED 302 requires concurrent enrollment in CEP 315. Note: *TECH 421 references the course and needs updating in the catalog. The college catalog will list "CEP 215 or CEP 315" for courses that use CEP 315 as a prerequisite. This change is necessary so that students who have completed CEP 315 are not locked out from subsequent courses by Records.
A.5. Student impact	**Impact on all RIC Students** As described in section A.4, part 1b, categorizing CEP 215 as an SB course will positively impact all RIC students by giving them another option to fulfill the Social and Behavioral Sciences (SB) General Education requirement. Concepts in CEP 215 are applicable to many areas of study, and the course should not be limited to FSEHD students. As described in section A.4 part 1c, RIC students who are interested in education, psychology, teaching, learning, school psychology, and related fields will have a new General Education course option to consider. No negative outcomes are anticipated for non-FSEHD students. **Impact on FSEHD Students:** As described in section A.4 section 1d, students from many FSEHD programs will benefit from CEP 215 being an SB course. As the FSEHD transitions to 4 credit courses, programs strive to meet the training needs of students while keeping the total number of credit hours closer to the 120 limit. Changing the credit hours from 3 to 4 will temporarily impact the catalog listing of total credit hours for all initial FSEHD programs. However, at the time CEP 215 will be initially offered (Fall 2019) all undergraduate FSEHD impacted by the increase in credit hours will have undergone redesign to accommodate the increase. Changing the course from 300-level to 200-level and eliminating prerequisites positively impacts students by providing students with an earlier introduction to the fields of psychology and education. Students who are interested in pursuing careers related these fields would especially benefit from having early access to this course. By introducing content earlier, FSEHD students benefit from improved foundational knowledge that will inform a deeper analysis of content in subsequent FSEHD coursework.
A.6. Impact on other programs	**Impact on all RIC Programs:** Changing CEP 215 to General Education course may impact all undergraduate programs at RIC by providing another Social and Behavioral Sciences (SB) option. Adding CEP 215 provides a new SB option for advisors to suggest to students, particularly those who are interested in fields related to psychology and education. Currently, there are no SB course offerings that focus explicitly on the psychology of education, teaching, or learning. Adding another SB option could potentially result in lower enrollment in other 200-level SB courses. However, as stated in the RIC General Education webpage,

Distribution courses are intended to "advance professional goals, enhance personal interests, or explore new areas." Adding any new SB course would lower enrollment in other courses, but the tradeoff is being able to offer new and valuable content to RIC students.

Impact on the Psychology Department

The department most likely to be affected by CEP 215 as an SB is the Psychology Department, due to the overlap between Psychology and Educational Psychology. Students interested in Educational Psychology and related fields may choose CEP 215 rather than the PSYC 110 or PSYC 215 options. CEP 215 offers unique and valuable content that may be a better fit for some students.

CEP 215 and PSYC 110: Introduction to Psychology

The content of CEP 215 is more specialized than PSYC 110, Introduction to Psychology. Introduction to Psychology surveys a very wide range of topics. Some of the content in PSYC 110 is not as emphasized in CEP 215 as PSYC 110 (e.g., Biopsychology, States of Consciousness, Sensation & Perception,). Some of the topics in PSYC 110 overlap with CEP 215 content (e.g., Human Behavior, Learning, Lifespan Development, Motivation & Emotion). This is to be expected, as PSYC 110 introduces the entire field of Psychology, including Educational Psychology. Similarly, PSYC 110 introduces the field of Social Psychology – and Social Psychology is also offered as an SB course option.

CEP 215 and PSYC 215: Social Psychology

There is also some overlap between the content of CEP 215 and PSYC 215 Social Psychology. However, Educational Psychology and Social Psychology are separate fields of study within the broader field of Psychology. Both courses include content on Methods, Cultures, Stereotypes, Prejudice, and Discrimination, and Law – but CEP 215 largely focuses on these concepts within educational settings (e.g., methods in Educational Psychology, laws and policies related to education, etc.). Many of the major topics in PSYC 215 are not highly emphasized in CEP 215 (e.g., Social Cognition, Social Attribution, Persuasion, Relationships & Attraction, Groups & Aggression, Altruism & Cooperation, etc.). Similarly, many major topics in CEP 215 are not emphasized in PSYC 215 (e.g., Research Methods in Educational Psychology, Educational Law/Policies, Supporting Diverse Students and Students with Disabilities, Behavioral Views of Learning, Theories of Cognitive/Personal/Moral Development, Motivation in Teaching and Learning, Assessment in Education, etc.).

Impact on the CEP Department

The Counseling, Educational Leadership, and School Psychology (CEP) department may potentially benefit from CEP 215 as an SB. Offering CEP 215 as an SB will expand the range of students completing the course and thus provide exposure to the departments School Psychology and Counseling graduate programs. Currently, most students completing CEP 315 are pre-service teachers in FSEHD programs, even though the content of Educational Psychology is widely applicable to non-teachers. Undergraduate RIC students often contact CEP graduate faculty to inquire about undergraduate level coursework recommended prior to graduate training in School Psychology and Counseling. CEP faculty often recommend coursework in Educational

	Psychology in preparation for graduate work; however, many non-FSEHD students are discouraged to learn that course credits would not apply to their major. Offering CEP 215 as an SB will expand the connections between the CEP Department faculty and Rhode Island College students. **Impact on FSEHD Programs:** Changing CEP 215 to a SB General Education course will positively impact the 14 FSEHD programs listed in section A.4 by providing an alternate course for completing their SB requirement. Changing the credit hour from 3 to 4 will temporarily impact the catalog listing of total credit hours for all most FSEHD programs. However, at the time CEP 215 will be initiated (Fall 2019) all undergraduate FSEHD impacted by the increase in credit hours will have undergone redesign to accommodate the increase.	
A.7. Resource impact	*Faculty PT & FT*:	None
	Library:	None
	Technology	None
	Facilities:	None
A.8. Semester effective	Fall, 2019	A.9. Rationale if sooner than next Fall
A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.		

B. NEW OR REVISED COURSES **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

	OLD (FOR REVISIONS ONLY) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply)	NEW Examples are provided for guidance, delete the ones that do not apply
B.1. Course prefix and number	CEP 315	CEP 215
B.2. Cross listing number if any		
B.3. Course title	Educational Psychology	Introduction to Educational Psychology
B.4. Course description	Learner-centered psychological principles and research findings are analyzed. Emphasis is on the characteristics of the learner and the nature of developmentally responsive pedagogy.	Students examine introductory topics in Educational Psychology including human development, diversity, motivation, behavior, learning, teaching, and assessment both in and out of school environments.
B.5. Prerequisite(s)	Admission to a teacher education program or consent of department chair.	No prerequisites
B.6. Offered		
B.7. Contact hours	3	4
B.8. Credit hours	3	4
B.9. Justify differences if any		
B.10. Grading system		
B.11. Instructional methods		
B.12.Categories	Required for major in some FSEHD programs	Required for major in some FSEHD programs, and offered as a General Education SB Distribution course for all RIC students.
B.13. Is this an Honors course?		
B.14. General Education N.B. Connections must include at least 50% Standard Classroom instruction.	NO	YES category: SB
B.15. How will student performance be evaluated?	Attendance, Class participation, Exams, Papers, Interviews	Attendance, Class participation, Exams, Papers, Interviews, Video Observation/Analysis
B.16. Redundancy statement		
B. 17. Other changes, if any		

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
1. Demonstrate *scientific literacy*, *critical thinking*, and *ethical reasoning* related to **research methods in Educational Psychology** (e.g., a scientific, problem-solving approach to learning and teaching, data-based decision-making, understanding research designs, etc.).	**SB**: Scientific Literacy, Critical Thinking, & Ethical Reasoning **FSEHD:** 1, 2, 3, 4 **RIPTS:** 1, 3, 4, 5, 6, 9 **RI Initiatives:** MTSS, SEL, Bullying and School Violence, Personalized Learning,	Exams, Case Studies, Teacher Interview Assignment, and Participation
2. Demonstrate *critical thinking* and *ethical reasoning* related to **theories of cognitive, personal, emotional, and moral development** (e.g., Piaget, Vygotsky, Erikson, Bronfenbrenner, Kohlberg, etc.).	**SB**: Critical Thinking, Ethical Reasoning **FSEHD**: 1, 2, 3, 4 **RIPTS:** 1, 3, 4, 5, 6 **RI Initiatives:** SEL, Bullying and School Violence, Personalized Learning	Exams, Case Studies, Participation
3. Demonstrate *critical thinking*, *ethical reasoning* and *civic knowledge* related to **learner differences, culture, and diversity** (e.g., differences in language, race, ethnicity, socioeconomic status, sexual orientation, gender identity, disability status; understand special education law/categories, etc.).	**SB**: Critical Thinking, Ethical Reasoning & Civic Knowledge **FSEHD**: 1, 2, 3, 4 **RIPTS**: 1, 3, 4, 5, 6, 10, 11 **RI Initiatives**: IDEA, ESSA, SEL, Bullying and School Violence, Special Population Initiatives, English Learner Programs, WIDA English Language	Exams, Case Studies, Teacher Interview, Participation via Blackboard Students with Disabilities Online Module.

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
	Development Standards	
4. Demonstrate *critical thinking*, *ethical reasoning* and *scientific literacy* related to behavioral, cognitive, and social cognitive views of **learning and motivation** (e.g., Pavlov, Skinner, Watson, Bandura, Maslow, etc.).	**SB**: Critical Thinking, Ethical Reasoning, Scientific Literacy **FSEHD:** 1, 2, 3, 4 **RIPTS**: 1, 3, 4, 5, 6 **RI Initiatives**: SEL, Personalized Learning, Bullying and School Violence	Exams, Case Studies, Teacher Interview, Participation
5. Demonstrate *critical thinking*, *ethical reasoning* and *scientific literacy,* related to **instruction** and **classroom/group behavioral management.**	**SB**: Critical Thinking, Ethical Reasoning, Scientific Literacy **FSEHD:** 1, 2, 3, 4 **RIPTS:** 1, 3, 4, 5, 6, 9, 11 **RI Initiatives:** MTSS, IDEA, ESSA, SEL	Video Observation/Analysis Assignment, Case studies, Exams, Teacher Interview Assignment.
2. Demonstrate *critical thinking*, *civic knowledge*, *ethical reasoning,* and *scientific literacy* related to various **assessments used in educational settings** (e.g., understanding historical and current issues related to cognitive, academic, social/emotional assessments, understanding basic issues in assessment such as reliability, validity, test bias, etc.).	**SB**: Critical Thinking & Scientific Literacy **FSEHD**: 1, 2, 3, 4 **RIPTS**: 1, 3, 4, 5, 6, 9 **RI Initiatives**: MTSS, SEL, Personalized Learning, Comprehensive Assessment System, RI-CAS	Exams, Case Studies, Teacher Interview Assignment.

B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**

Topic 1: Introduction to the Field of Educational Psychology
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B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**

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- Topic 9c: Maslow's Hierarchy of Needs
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Topic 12: Social Development
- Topic 12a: What is Social Development?
- Topic 12b: Bronfenbrenner's Bioecological Model
- Topic 12c: Baumrind's Parenting Styles
- Topic 12d: Peer Relationships, Aggression, Bullying

D. SIGNATURES

- Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
- Proposals that do not have appropriate approval signatures will not be considered.
- Type in name of person signing and their position/affiliation.
- Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

D.1. APPROVALS: REQUIRED FROM PROGRAMS/DEPARTMENTS/DEANS WHO ORIGINATE THE PROPOSAL. MAY INCLUDE MULTIPLE DEPARTMENTS, E.G., FOR JOINT/INTERDISCIPLINARY PRPOSALS.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Jenlyn Furey	Program Director, School Psychology Program (CEP Department)		
John Eagle	Chair, Counseling, Educational Leadership, and School Psychology Department (CEP)		
Carolyn Obel-Omia	Chair, Elementary Education Department		
Robin Auld	Chair, Health and Physical Education Department		
Lesley Bogad	Chair, Educational Studies Department		
Ying Hui	Chair, Special Education Department		
Douglas Bosch	Chair, Art Department		
Ian Greitzer	Chair, Music, Theatre, and Dance Department		
Julie Horwitz Gerri August	Co-Deans, Feinstein School of Education and Human Development		
Earl Simson	Dean, Faculty of Arts and Sciences		
Jeffrey Mello	Dean, School of Business		
Debra Servello	Interim Dean, School of Nursing		
Jayashree Nimmagadda	Interim Dean, School of Social Work		
James G. Magyar	Chair, Committee on General Education (COGE)		

D.2. ACKNOWLEDGEMENTS: REQUIRED FROM OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

NAME	POSITION/AFFILIATION	SIGNATURE	DATE

Rhode Island College General Education
Connections Course Proposal

Proposing Department or Program: Environmental Studies

Chair/contact: Mary Baker

DEPT/PROG CODE: ENST *Course number:* **261**

Catalog title: Climate Change and YOU

Catalog Description: Students will explore the historical background, economic implications, scientific evidence, and societal repercussions of climate change to evaluate how climate change affects life now and in the future.

Prerequisites: Completion of FYS, FYW and at least 45 credits

Credits: **4**.

*Connections Learning Outcomes: Written Communication (**WC**), Critical and Creative Thinking (**CCT**), Research Fluency (**RF**), Oral Communication (**OC**), and Collaborative Work (**CW**)*

Explain briefly how this course meets the description for a Connections course, utilizing a comparative approach–such as across disciplines, across time, across cultures–on a particular topic or idea. Also briefly describe the kind(s) of required project(s) that ask students to make such connections.

Written Communication (WC): There are several written assignments planned for this course. Each assignment will address a distinct style of writing, and will be used to evaluate the students' written communication skills, and their comprehension of key topics. There will be bi-monthly (n=6) out-of-class *Journal* assignments, wherein students will evaluate opposing sides of a topic that is associated with course content and integrates at least two disciplines under the climate change umbrella (e.g. economics/unemployment in Appalachia and climate change denial as a human behavior). This assignment encourages students to examine arguments in contemporary (2017 – present) print media, and discuss the validity of the arguments. They also will have to consider opinions and arguments that may be counter to their (the students') inherent world view, which will challenge them to critically evaluate arguments counter to their own beliefs. Journal article selection will be conducted by the students, but sources must be considered reputable sources i.e., media outlets with a strong record of validity (e.g., the New York Times), academic magazines and journals (e.g., Science and Nature Magazines).

There will also be a semester long formal paper, students will select a topic associated with climate change that is currently being debated politically, and asked to examine the origins of the issue, the many stances present in the media (both verifiable and potentially state-run outlets operating in the USA e.g., Russian Times), and why it is an important topic both politically and globally. Students have the freedom to examine issues that are local, to global in scale. Students will be given peer and instructor feedback as they move through the process of researching, outlining and drafting their paper.

Text book: Mann, M. E. and Kump L. R., 2015. Dire Predictions: Understanding Climate Change. 2nd Ed. DK Publishing. NY, NY, USA.

From publisher: *"Explore global warming with graphics, illustrations, and charts that separate climate change fact from fiction, presenting the truth about global warming in a way that's both accurate and easy to understand. Respected climate scientists Michael E. Mann and Lee R. Kump address important questions about global warming and climate change, diving into the information documented by the IPCC (Intergovernmental Panel on Climate Change) and breaking*

it down into clear graphics that explain complex climate questions in simple illustrations that present the truth of the global warming problem clearly. These experts take scientific findings about climate change and global warming and use analogies, striking images, and understandable graphics to make the global warming question clear to both skeptics and scientists. Dire Predictions shows the evidence and the causes that respected scientists have documented in IPCC findings and climate change studies — this powerful, illustrated book is updated with the latest IPCC information and is a must-read for anyone interested in understanding global warming and climate change and in joining the debate over the best way to combat global warming."

Critical and Creative Thinking (CCT): Students will be encouraged think creatively and critically in this course, particularly when examining *when, where and how* climate change affects various facets of human life and lifestyle, and the environment. To achieve this, students will be exposed to range of media (print, audio, video) that is designed to show the breadth (e.g., how it relates to social issues) and depth (e.g. the basic chemistry of the environment) of issues associated with climate change. In using creative and thoughtful media, a highly data-visual primary text (Dire Predictions) to drive inquiry based discussions/debates, I aim to provide a *spark* for students' independent creativity.

As an interdisciplinary problem that is sometimes refuted (climate change denial is a topic that we will explore early on, and may be a theme of interest for student research), anthropogenic climate change requires that we think critically of how we live our lives, and come up with creative ways to minimize our carbon footprint across scales (personally, societally, globally etc.). During the semester we will build a comprehensive understanding of climate change by critically evaluating the following IPCC report summaries: (1) The basics, (2) Future projections (3) The impacts (4) Vulnerability and adaptation (5) Solutions, and integrating resources from the press to explore and challenge emerging notions and arguments (e.g. climate change as a hoax).

Research Fluency (RF): One class meeting will be dedicated to touring the libraries resources, which may not be familiar to students, at this time students will learn about the resources there, and begin a formal background research (e.g. literature review) to supplement their formal papers and their oral presentations. By the end of this visit they should have a preliminary annotated bibliography for their research paper (assignment). During follow-up research trips, students will explore both the academic literature to contextualize the debate topic that they have selected, and also the popular press to extract articles that present the existing range of positions (both explicit, and implicit both with evidence used for inference) on this topic. They should supply (1) comprehensive background on the historical context of the issue, when it emerged, and its major players (2) content that presents the issues at hand, (3) the current state of opinions/arguments that make their topic an issue that warrants attention by politicians, academics (e.g. scientists, economists), the news media, and the general public (4) any works that aim to elucidate truth from fiction regarding statements being made by political groups or figures. Students will supply a bibliography shortly after selecting their topic to ensure that they can find at least 3-4 strong references to satisfy these subject areas.

Oral Communication (OC): Students will use a Power Point style presentation to provide a cogent and organized summary of their research paper to the classroom community. Presentations will be evaluated on the quality of their content, organization, clarity, and effectiveness highlighting the arguments (sides/positions) presented in their paper. Students will be expected to engage the presenter by respectfully asking questions related to the presentation. Each student will have approximately 10 minutes to present during the last week of class meetings. In addition, we will hold discussions and mock debates based on articles selected by students as a part of their journal assignments. Early in the semester, students will sign up to lead a debate and provide their contrasting articles one week in advance of their predetermined debate, the lead will introduce the articles and the class will be split into pro/con sides before the debate. The random assignment may challenge students to defend a point that they may not support, which may encourage them to critically analyze their personal stance and see the depth of issues related to climate change.

Collaborative Work (CW): Students will work as peer-reviewers as they select topics, provide bibliographies, outlines and drafts of their papers. They will also work together as "teams" during mock debates.

For each of the following major General Education program outcomes, identify potential projects, assignments or activities that will 1) engage students actively in the learning process and 2) teach a specified academic skill through the exploration of content.

General Education Outcome:	**Assignments or Activities:**
Critical and Creative Thinking	(1) Journaling comparing/contrasting viewpoints (2) Debate discussion (3) Class discussion of current events (4) Use IPCC data to construct knowledge and make connections across disciplines
Written Communication	(1) Journaling comparing/contrasting viewpoints (2) Term paper
Research Fluency	(1) Research associated with journal articles/discussion/debate and term papers
Oral Communication	(1) Presentation of term paper, 10 mins to class and Q&A (2) Debate discussions
Collaborative Work	(1) Group debates (2) Class discussions (3) Peer review of term paper sections (topic summary, annotated works cited, outlines, paper drafts)

In order for the College to plan for our students, please indicate how often the course will be offered, and for how many sections each year.

Once per year in Fall and possibly Summer

Include a syllabus that meets the Undergraduate Curriculum Committee standards in the proper place in the UCC form.

UNDERGRADUATE CURRICULUM COMMITTEE (UCC)
PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT INSTRUCTIONS: PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	**ENVIRONMENTAL STUDIES**		
Replacing	**N/A**		
A.2. Proposal type	**Course: creation**		
A.3. Originator	**Daniel Hewins**	Home department	**Biology**
A.4. Context and Rationale	**This Connections course will fulfill the requirement for a Connections course by providing a comprehensive study of the validity of anthropogenic climate change and how it transcends the basic science by affecting art, business/economics, society, and politics. The course utilizes creative and critical thinking (i.e. journals and discussions), collaborative work and discussions (i.e. debates), written communication (i.e. papers), oral presentations.**		
A.5. Student impact	**The pros of offering this course: it will be a high quality and timely course associated with issues facing the current generation of student. This will be the only connections course on climate change. This course will add diversity in Connections offerings.**		
A.6. Impact on other programs	**None.**		
A.7. Resource impact	*Faculty PT & FT*:	**D. Hewins will teach this course**	
	Library:	**The library currently has access to a wide range of relevant resources including JSTOR and films etc. to supplement our courses.**	
	Technology	**No known impact**	
	Facilities:	**No known impact**	
A.8. Semester effective	**Fall 2019**	A.9. Rationale if sooner than next Fall	**NA**

A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.

B. NEW OR REVISED COURSES **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

		NEW Examples are provided for guidance, delete the ones that do not apply
B.1. Course prefix and number		**ENST 261**
B.2. Cross listing number if any		**N/A**
B.3. Course title		Climate Change and YOU
B.4. Course description		Students will explore the historical, economic implications, scientific evidence, and societal repercussions of climate change to evaluate how climate change affects life now and in the future.
B.5. Prerequisite(s)	Completion of FYS, FYW and at least 45 credits	**FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits**
B.6. Offered		**Fall** | **Summer I** |
B.7. Contact hours		**4**
B.8. Credit hours		**4**
B.9. Justify differences if any		
B.10. Grading system		**Letter grade**
B.11. Instructional methods		| **Lecture** | **Seminar**
B.12.Categories		**Required for major/minor** | **Restricted elective for major/minor** | **Free elective** | **Required for Certification**
B.13. Is this an Honors course?		**NO**
B.14. General Education N.B. Connections must include at least 50% Standard Classroom instruction.		**YES** **category: CORE, Connections**
B.15. How will student performance be evaluated?		**Attendance** | **Class participation** | **Presentations** | **Papers** | **Class Work** | **Interviews** | | **Projects** |
B.16. Redundancy statement		**None, there are no Connections courses on this topic**
B. 17. Other changes, if any		

B.18. **Course learning outcomes: List each one in a separate row**	**Professional Org.Standard(s), if relevant**	**How will each outcome be measured?**
Oral communication		Discussions: We will have frequent discussions including debate style where students are asked to take sides on a particular issue and argue for that side. In some instances, students may be challenged to take a side that they do not agree with, which is intended to help them either strengthen their inherent position, or it

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
		may help them better understand why and how others hold fast to their own positions/beliefs. Presentation: Students will give a short oral presentation at the end of the semester summarizing their term-paper research. This will be in the format of a 10-15minute academic seminar with time for a brief round of audience Q&A. Discussions and presentation
Research fluency		Throughout the semester we will conduct research in order to provide resources for in class discussions and debates, and students will be required to cite primary and secondary sources in their term paper and final presentations. Climate change is a contemporary issue, and there are new primary and secondary sources published on a daily basis, therefore I will spend time with students going over the methods that I use to survey this fast-paced literature and find resources that I use in my courses and research, and everyday life to better understand the dynamic issues associated with climate change.
Collaborative work		Students will work in teams during debates and discussions to develop strong arguments for their argument. They will also work together to peer-review each-others written work in a constructive manner. I (D. Hewins) am currently enrolled to take "The How to of Peer Review" through the FCTL in the coming weeks, and will utilize what I learn in that course to support the peer review process.
Written communication		Students will frequently research current events of climate change to "Journal" and inform their worldview. I will read and respond to journals often times with questions with the aim of helping students develop a deeper understanding of the multidisciplinary nature of climate change. Students will also write a 10-page term paper using their research on a multidisciplinary aspect of climate change (e.g. climate change, food security and age/gender equity in food distribution). We will use a peer review model to guide students toward a final draft of their paper. We will also use the campus writing center as a resource to help students enhance their writing through the semester.
Creative and critical thinking		Journaling comparing/contrasting viewpoints, Debate discussion, Class discussion of current

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
		events, and using IPCC data to construct meaning from quantitative information

B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**

Required Text: Mann, M. E. and Kump L. R., 2015. Dire Predictions: Understanding Climate Change. 2nd Ed. DK Publishing. NY, NY, USA.

1 Syllabus, introduction
The impacts of humans on climate

2 1 **Discussion** NASA articles on the physical science of climate change – how do we 'teach' climate change
2 Is the globe really warming?

3 1 Is it really getting hotter? Science and Politics
(TED Talk – How to remove CO_2 from the atmosphere)
2 How do we forecast climate change?

4 1 What are the impacts of climate change? (350.ORG visual resource)
2 Where are we feeling the impact?

5 1 How does climate change influence War?
Case Study/Film Study
2 Does climate change impact human health?

6 1 Vulnerability to climate change
Current events articles on Economics of Climate Change
2 Economics Debate: what should countries do?

7 1 Science of Solutions
2 Science of Solutions (Cont)

8 1 What can you do to resolve climate change?
2 What are the ethics of climate change?

9 1 Current Social Justice Projects in New England
2 Current Social Justuce Projects Globally

10 1 Presentation guidelines and peer discussion
2 Climate Change and Art

11 1 Current Federal Government Stance on Climate Change
2 Campus Sustainability Update

12 1 Climate change locally in New England – Science and Tech.
Farming Wind, Re-greening Urban Areas, and Solar on Donovan
2 Climate change locally in New England – Economics
City Planning, Dunkin' Donuts Cups, Plastic Straws and the Narragansett Bay

13/14 Student presentations

D. SIGNATURES

- Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
- Proposals that do not have appropriate approval signatures will not be considered.
- Type in name of person signing and their position/affiliation.
- Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

D.1. APPROVALS: REQUIRED FROM PROGRAMS/DEPARTMENTS/DEANS WHO ORIGINATE THE PROPOSAL. MAY INCLUDE MULTIPLE DEPARTMENTS, E.G., FOR JOINT/INTERDISCIPLINARY PRPOSALS.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Earl Simson	Dean of FAS		
Mary Baker	Program Director of ENST		
Gerri August or Julie Horwitz	Dean of Feinstein School of Education and Human Development		
Jenifer Giroux	Dean of Professional Studies and Continuing Education		
Jeffrey Mello	Dean of School of Business		
Debra Servello	Dean of School of Nursing		
Jayashree Nimmagadda	Dean of School of Social Work		

Rhode Island College General Education
Connections Course Proposal

Proposing Department or Program: Sociology

Chair/contact: Chair: Mikaila Arthur Contact: Carse Ramos

DEPT/PROG CODE (e.g., ENGL, PHYS, AFRI) **SOC** *Course number:* ***(268)***

Catalog title: Genocide, Atrocity, and Prevention

Catalog Description:

This course uses case studies to explore the premise that genocides and other mass atrocities are processes and applies this framing to open critical space for discussions about prevention.

Prerequisites: Completion of FYS, FYW and at least 45 credits

Credits: **4**.

*Connections Learning Outcomes: Written Communication (**WC**), Critical and Creative Thinking (**CCT**), Research Fluency (**RF**), Oral Communication (**OC**), and Collaborative Work (**CW**)*

Explain briefly how this course meets the description for a Connections course, utilizing a comparative approach–such as across disciplines, across time, across cultures–on a particular topic or idea. Also briefly describe the kind(s) of required project(s) that ask students to make such connections.

The themes addressed in this course—genocide studies, transitional justice, prevention, and victimhood—are inherently multidisciplinary, incorporating elements of sociology, anthropology, law, social psychology, and political science. The course will also make use of a number of case studies through which to better understand the processes through which genocides and other mass atrocities occur and the mechanisms put into place to deal with their aftermath. The class will primarily focus on Rwanda, Bosnia, South Africa, and Uganda; the Holocaust and Northern Ireland will also be covered, though to a lesser extent. Students will have an opportunity to explore relevant themes in other geographic contexts in their final papers. Focused assignments will ask students to work across disciplines and geographies to design a transitional justice policy and explore intervention options through a National Security Council simulation.

For each of the following major General Education program outcomes, identify potential projects, assignments or activities that will 1) engage students actively in the learning process and 2) teach a specified academic skill through the exploration of content.

General Education Outcome:	**Assignments or Activities:**
Critical and Creative Thinking	Students will be asked to think critically about the cycles of violence inherent in processes of genocide and mass atrocity. Emphasis will be placed on individual and collective reflection on films, readings, oral histories, testimonies, policies, assistance programs, and memorialization schemes. Students will also develop a critical lens through which to understand and analyze current events. Simulation and programmatic design activities will require students to explore, critique, and navigate several imperfect options in order to make concrete policy proposals. Both of these exercises require not only creativity but also in-depth thinking through the implications that any given choice may have.
Written Communication	Students will write a series of reflection papers to help them digest and analyze course material. This type of informal writing is well-suited for such heavy and complex subject matter, as it provides space to process, think critically, and reflect. Feedback will be given on reflection papers, both in terms of developing questions and critical thinking skills, and on articulating these in written form. Students will be expected to incorporate feedback into future reflection papers and, to a lesser extent, into their final assignments. For the final, students will have the choice of writing a formal research paper (~8-10 pages) or designing a transitional justice scheme to address a hypothetical case of genocide. Both of these assignments are intended to improve formal written communication. Students choosing the first option will submit a short abstract and short research proposal on each of which the instructor will give feedback. Students choosing the second option will work with the instructor and one of their peers to write a highly-structured policy proposal. Samples of these will be discussed and critiqued in class.
Research Fluency	The course will help to develop research fluency in multiple ways: • Students will be exposed to a wide range of research relating genocide, mass atrocities, prevention, and transitional justice that spans several disciplines. • Each student pair will be required to conduct research on a number of fronts in preparation for the simulation activity, including, but not limited to: the National Security Council, their own roles, the situation in Sudan (or whichever country is used in a given year) and surrounding countries, and similar contexts in which intervention occurred or did not. Selections from sample simulations will be viewed in class, and a portion of one class session will be spent collectively brainstorming questions and sources for research. • Both options for the final will involve individual or pair-wise meetings with the instructor to discuss questions, methodology, and potential sources and to develop a research strategy appropriate to their particular topic.
Oral Communication	The course will work to develop various types of oral communication. • Active participation in class will be encouraged through discussion questions and small group sessions. • About halfway through the semester, students will participate in a mock National Security Council session, performing assigned roles. While the professor will oversee the session, students are expected to take the lead and present and argue for their positions. In preparation for this activity, students will watch and comment on selections of other similar simulations. Students

	will be practice their oral communication skills with their assigned partner, and the instructor will give feedback on their performance and oral communication skills. This will hopefully be implemented in the final presentation. • At the end of the course, students will give an in-class presentation on either their paper topic or policy proposals. Feedback will be given on various aspects of the presentations and the latter will be marked on content and according to a rubric designed to focus on improving presentation skills.
Collaborative Work	There will be multiple opportunities for collaborative work throughout the semester. • Most class sessions will dedicate time to small group discussions which will sometimes be complemented by short activities. • More formally, students will work in teams to prepare for their roles and participate in the NSC simulation. • Finally, students choosing to design a transitional justice initiative for the final project have the option to work in pairs.

In order for the College to plan for our students, please indicate how often the course will be offered, and for how many sections each year.
Annually, 1 section per year

Include a syllabus that meets the Undergraduate Curriculum Committee standards in the proper place in the UCC form.

UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT INSTRUCTIONS: PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	**Genocide, Atrocity, and Prevention**		
A.2. Proposal type	**Course: creation**		
A.3. Originator	**Carse Ramos**	Home department	**Sociology**
A.4. Context and Rationale	**This course is a reincarnation of a previous Connections course on The Holocaust and Genocide run through the School of Education. The course stopped when Professor Steiglitz retired; prior to that, it ran nearly every semester with healthy attendance. In addition to its contribution to the General Education curriculum, the course will complement other Sociology offerings.** **The faculty member teaching this course is a genocide scholar with a background in law and sociology. Her previous work focused on transitional justice and mass atrocity prevention in Rwanda, Uganda, and Bosnia, and she will bring her field experience and interdisciplinary training into the classroom to provide a variety of perspectives on these issues and situate them into concrete case studies.**		
A.5. Student impact	**Students will come away with an understanding of the cyclical and progressive nature of genocides and other mass atrocities, learning about the relevant legal and sociological framings and being asked to apply these concretely to case studies.**		
A.6. Impact on other programs	**None**		
A.7. Resource impact	*Faculty PT & FT*:	**Taught by current faculty member as part of course load**	
	Library:	**N/A**	
	Technology	**N/A**	
	Facilities:	**N/A**	
A.8. Semester effective	**Fall 2019**	A.9. Rationale if sooner than next Fall	**N/A**

A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.

B. NEW OR REVISED COURSES **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

	OLD (FOR REVISIONS ONLY) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply)	NEW Examples are provided for guidance, delete the ones that do not apply
B.1. Course prefix and number		**SOC 268**
B.2. Cross listing number if any		
B.3. Course title		**Genocide, Atrocity, and Prevention**
B.4. Course description		**This course uses case studies to explore the premise that genocides and other mass atrocities are processes and applies this framing to open critical space for discussions about prevention.**
B.5. Prerequisite(s)		**Completion of FYS, FYW, and at least 45 credits; Connections courses may not be used as part of a major or minor.**
B.6. Offered		**Annually**
B.7. Contact hours		**4**
B.8. Credit hours		**4**
B.9. Justify differences if any		
B.10. Grading system		**Letter grade**
B.11. Instructional methods		**Lecture | Seminar | Small group**
B.12.Categories		**Free elective**
B.13. Is this an Honors course?		**NO**
B.14. General Education N.B. Connections must include at least 50% Standard Classroom instruction.		**YES** **Category: Connections**
B.15. How will student performance be evaluated?		**Class participation | Presentations | Papers | Class Work | Quizzes | Projects**
B.16. Redundancy statement		**This course is a modified reincarnation of a GED connections course previously offered on The Holocaust and Genocide**
B. 17. Other changes, if any		

B.18. **Course learning outcomes: List each one in a separate row**	**Professional Org.Standard(s), if relevant**	**How will each outcome be measured?**
Critical and Creative Thinking		**Students' critical and creative thinking skills will be assessed through class discussion, the formal and informal written assignments they prepare for class (e.g., reflection papers and final project), and through their participation in the simulation.**

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
Written Communication		**Students' written communication skills will be measured through a series of informal reflection papers and a formal paper or proposal.**
Research Fluency		**As discussed in more detail above, students will improve their research fluency through preparation for their simulation roles and through the final paper or policy proposal. Research fluency will be assessed by their level of preparation for and performance in the former and through the written submission of the latter.**
Oral Communication		**Students' oral communication skills (and the development of these skills) will be assessed through regular class participation and a presentation at the end of the semester on their respective final papers or policies.**
Collaborative Work		**Students will develop their collaborative skills through in-class discussions, small conversation groups, and group activities. They will also collaborate with one partner to prepare for and participate in our class simulation. Students choosing the policy proposal option for the final also have the option of collaborating with one other student.** **Collaboration skills will be assessed through work submitted in the small group activities, successful participation in the simulation, and a peer-evaluation for the final project and presentation.**

B.19. Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline

1) **Introduction**
   a) Course introduction
   b) Introduction to mass atrocities and prevention

2) **Legal aspects of atrocity prevention**
   a) Basic primer on international law
   b) Overview of relevant provisions within international criminal, humanitarian, and human rights law

3) **Conceptions of genocide**
   a) Legal and sociological conceptualizations
   b) Lemkin and the evolution of thinking on genocide
   c) Debates and developments
   d) Genocide as a process
   e) Genocide by attrition (Sudan)

B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**

4) Early indicators and prevention entry points
- a) Lessons from the Holocaust
- b) Introduction to the Rwandan genocide

5) Ideas of intervention
- a) Rwanda as a case of failed intervention
- b) *Ghosts of Rwanda*
- c) South Sudan intervention simulation

6) 'Post-conflict' (re)conciliation and cycles of violence
- a) What is reconciliation?
- b) Addressing victimhood - who, what, and how?
- c) "Dealing with the past" – Introduction to transitional justice
- d) Conceptualizing TJ as preventative

7) Retribution, resolution, and/or reparation in Uganda
- a) Domestic and international courts
- b) "Traditional" mechanisms
- c) Types of reparations
- d) What justice and for whom?

8) Truth and justice in Bosnia and beyond
- a) Truth-seeking mechanisms under TJ
- b) Forensic justice
- c) Does truth always bring closure?
- d) Must truth and justice coexist? Are they even compatible?

9) Memory, Memorials and Memorialization
- a) Memorial wars in Bosnia
- b) The Rwandan memory industry
- c) Ugandan memorial controversies
- d) Local memories versus national narratives

10) Perpetrators
- a) Why do people commit mass atrocities?
- b) Why do people allow atrocities to be committed?
- c) Do we believe that individuals were "just following orders"?
- d) *Ordinary Men* and *Becoming Evil*
- e) Are we all potential perpetrators?

D. SIGNATURES

- Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
- Proposals that do not have appropriate approval signatures will not be considered.
- Type in name of person signing and their position/affiliation.
- Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

D.1. APPROVALS: REQUIRED FROM PROGRAMS/DEPARTMENTS/DEANS WHO ORIGINATE THE PROPOSAL. MAY INCLUDE MULTIPLE DEPARTMENTS, E.G., FOR JOINT/INTERDISCIPLINARY PRPOSALS.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Mikaila Arthur	Chair of Sociology		
Earl Simson	Dean of Arts & Sciences		
Gerri August/Julie Horwitz	Co-Dean of FSEHD		
Debra Servello	Dean of Nursing		
Jeffrey Mello	Dean of Business		
Jayashree Nimmagadda	Dean of Social Work		
James G. Magyar	Chair, Committee on General Education		Tab to add rows

D.2. ACKNOWLEDGEMENTS: REQUIRED FROM OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
			Tab to add rows

Rhode Island College
SOC 268 – Genocide, Atrocity, and Prevention
Fall 2018

Instructor: Carse Ramos

cramos@ric.edu (preferred)
(401) 456-8735
Office: Gaige Hall 352

COURSE DESCRIPTION

This course is rooted in the premise that genocides and other mass atrocities are processes, rather than stand-alone events and that this framing opens up critical space for discussion about prevention. Using Rwanda and Bosnia as case studies, we will begin by exploring and problematizing various legal, sociological, social psychological, and political instruments and frameworks used to explain and address mass atrocities. We will also discuss and deconstruct some of the indicators proposed to assess risk, such as propaganda and hate speech. Following Barbara Harff and Ted Gurr's claim that the number one predictor of a future genocide is a previous one, we will look not only at the cycles of events leading up to mass atrocities, but focus primarily on the aftermath: the mechanisms put in place afterwards to restore order and promote 're'concilation, such as courts, truth-telling bodies, and memorial projects and the treatment of victims. Throughout the course, we will consistently come back to questions involving victims, inquiring into such issues as who counts as a victim and how these designations are made; why recognition is important, and the implications of non-recognition; and the types of material and symbolic redress is available.

COURSE FORMAT

This course meets twice a week in person. While I will lecture, the class will operate more as a seminar course and will be a combination of discussions, group projects and activities, and online assignments. In order to do well, you must read all required materials and participate *actively*. While it is anticipated that you will develop a basic vocabulary relevant to the course, the aim is not to memorize terms or numbers but rather to develop a critical lens to apply to the course material and, hopefully, going forward. To this end, you will also be expected to bring in material from outside the classroom. This includes current events and your own experiences. In-class activities and writing assignments throughout the course are designed to challenge you to re-think the world around you and develop your own critical voice.

REQUIRED MATERIALS

There is no assigned textbook for this class. The requisite readings and materials for each class will be posted on Blackboard.

Examples of readings include, but are not limited to:

- Binetti, Ashley. "Reparations: More than Monetary Compensation"
- Cawley, Ashley and Stephanie Wolfe. "In the Shadow of Genocide: Memory, Justice and Transformation"
- Convention on the Prevention and Punishment of the Crime of Genocide
- de Greiff, Pablo. "The Duty to Remember."
- Duthie, Roger and Paul Seils (eds). *Justice Mosaics: How Context Shapes Transitional Justice in Fractured Societies* (selections)
- Fein, Helen. *Genocide: A Sociological Perspective* (selections)
- Fujii, Lee Ann. *Killing Neighbors: Webs of Violence in Rwanda* (selections)
- Harff, Barbara and Ted Gurr. "Systematic Early Warning of Humanitarian Emergencies"
- Hatzfeld, Jean. *Machete Season* (selections)
- Hayner, Priscilla. *Unspeakable Truths* (selections)
- Hinton, Alexander. "Toward an Anthropology of Transitional Justice"
- International Center for Transitional Justice. "What is Transitional Justice?"
- Minow, Martha. *Between Vengeance and Forgiveness* (selections)
- Rieff, David. "The Cult of Memory: When History Does More Harm than Good."
- Rosenberg, Sheri. "Genocide is a Process, Not an Event."
- Rosenberg, Sheri, Tibi Galis, and Alex Zucker (eds.). *Reconstructing Atrocity Prevention* (selections)
- Shaw, Martin. *Genocide* (selections)
- Stanton, Gregory. "10 Stages of Genocide"
- Uganda's National Transitional Justice Policy and associated reports
- Wagner, Sarah. *To Know Where He Lies* (selections)
- Waller, James. *Becoming Evil* (selections)

COURSE POLICIES

Academic Integrity

All work in this course should be your own and students enrolling are held to the highest standards of academic integrity. Rhode Island College's guidelines on academic honesty found here: http://ric.libguides.com/integrity. Anyone violating these rules will receive a '0' on the assignment in question and risk failing the course. At my discretion, you may also be reported for disciplinary action. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing written work, including your own;
- Using text or ideas without proper attribution;
- Turning in the same work for multiple classes
- Working together with another student or obtaining outside assistance on an assignment.

In my experience, plagiarism is often – although not always – unintentional and due to missing, incomplete, or improper attribution. If you are unsure how (or what) to cite properly, please do not hesitate to come see me or work with the Writing Center.

Assignment Submission

Unless otherwise specified, all assignments should be uploaded to our class website on or before their due dates. Please do not email them to me unless you encounter technical difficulties, in which case you should notify me as soon as possible. Please paginate and make sure to include your name, date, course number, and assignment name in header on each page. I understand that for many of you, writing papers may cause anxiety. This is normal, and it is a skill that develops with time. It is also one of the primary reasons for my assigning so many written assignments and so soon – so that you can become a better and more confident writer. I also encourage you to come see me early and often with any questions and to make use of the assistance offered by the Writing Center, listed in the resources section of this syllabus.

Blackboard

Course readings and assignments will be posted to Blackboard and it is your responsibility to check frequently for updates. All online activities will also be conducted via this platform. If you have issues accessing the system or any of the files, please reach out to me or to the IT department so that the problem can be remedied right away.

Classroom Etiquette

In this course we will be grappling with a number of sensitive and sometimes controversial issues. Some students in class may also have personal or family connections to the topics we are discussing. My goal is to create a safe space for discussion, debate and respectful disagreement. You are encouraged to voice your opinion in class, while respecting the perspectives of others. We are here to discuss, understand, analyze, and contribute to others' points of view – we are dealing with issues for which there are frequently no 'right' answers. Done properly and respectfully, this sort of debate is a key tool for understanding issues more deeply and coming up with possibilities for moving forward. Obviously, no name-calling, disrespectful language, or personal attacks will be tolerated.

Communication

Communication with me will take place primarily over email and in one-on-one meetings. I will frequently email you regarding the class, and it is assumed that you receive these messages. You are responsible for checking your RIC email account at least daily. On my part, I will do my best to answer any questions and requests within 24 hours, though weekends may take longer.

I encourage you to come see me to discuss any issues you are having with the class – or any other classes – or anything at all! Please always feel free to email and we will find a time that works for a meeting.

Extensions, Absences, and Attendance

In order to do well, you need to be present – physically and mentally – in class. That said, I am aware that this course is not the only obligation or priority you have in your life. To that end, whether or not you come to class is up to you; I do not have a strict attendance policy. If you do miss class, however, you are responsible for making up the material and getting notes from a classmate. I will not provide notes to students except in specific, extraordinary circumstances. You must also be prepared for whatever we will be doing in the next class. Also, if you miss an in-class activity without a university-excused absence or doctor's note, you will lose points for that day. Finally, bear in mind that in addition to potentially lowering your participation grade, a large number of absences decreases both your exposure to the concepts and materials that we are learning and, subsequently, the likelihood of doing well in the course.

Again, I encourage you to come see me as often as you like, and I will do everything in my power to assist you in digesting whatever we are learning. I also invite you to talk to me about any challenges you are confronting – again, the sooner we can discuss a problem, the more options we have to navigate them and come up with a workable arrangement. I also respect your privacy, of course, but would encourage you then to reach out, if not to me, to whichever service on campus would be most appropriate.

Technology in the Classroom

All laptops and tablets should be used for classroom-related purposes only. Please turn off mobile phones before class begins. Bear in mind, our aim is to understand and apply concepts, not memorize, and taking notes by hand assists in internalization, as you have to make choices up front as to what is worth writing down and what is not. To that end, I highly encourage you to use a notebook instead, but it is not strictly required. Should the use of personal technology for non-classroom related matters become excessive and distracting, you may lose participation points.

If there are extenuating circumstances (e.g., illness of a family member or childcare arrangements) that require you to be available during a particular session, please let me know at the beginning of class.

STUDENTS WITH DISABILITIES

If you have a disability that might interfere with your ability to perform in this course, it is your responsibility to come and speak with me as early as possible in the semester so that we can develop a plan together. All reasonable accommodations will be made. Students with disabilities should be sure that they are registered with Disability Services in order to ensure access to the full range of services available at Rhode Island College. Information about these services and about registration is available at http://www.ric.edu/disabilityservices/.

LEARNING FOR LIFE*

Learning for Life (L4L) provides support for RIC students in all aspects of college life. Learning for Life provides students with links to a wide range of services, supports, and opportunities that are in place to both fortify them for college success and remove challenges or obstacles that prevent education from remaining a priority in their lives. By connecting students with academic, social, life-skill, financial, and career related support, L4L helps them navigate a direct course to college completion. If you are struggling with a personal, financial, or academic problem and need help, L4L can help.

They are located at Adams Library, Level 1, Mall area and open for walk-ins 8:30-4:30 during the academic year and 8-4 during the summer.

You can also reach L4L staff members at 456-6320 by email to L4Linfo@ric.edu. More information is also available on the L4L website: www.ric.edu/learningforlife

*from their old website with modification

OTHER RESOURCES

Writing Center: http://www.ric.edu/writingcenter/
OASIS (academic support, time management, ESL, etc.): http://www.ric.edu/oasis
Counseling Center (confidential & free services): http://www.ric.edu/counselingctr/

Finally, I look forward to a productive, challenging, and fun semester!

COURSE ASSESSMENT

Participation	15%
Reading Quizzes	10%
Reflection Portfolio	35%
Intervention Simulation	15%
Term Paper/Project and Presentation	25%
TOTAL	**100%**

Participation (15%)
Students are expected to come prepared to classes and to *actively* participate. The interdisciplinary arena in which mass atrocity and prevention are located is best navigated as a collaborative exercise, I expect you to contribute to class discussions. As a rule of thumb, you should come prepared with at least two relevant questions or comments per class and be prepared to engage with those of your peers. Take advantage of your reflection entries (discussed below) to help with your preparation and enhance participation. In addition to discussions, we will have a number of in-class activities, and if you miss these, your participation grade will go down. If speaking in class makes you intensely uncomfortable, please come see me to make alternate arrangements so that your participation does not suffer. I can suggest a number of alternatives, but it is up to you to initiate this.

Reading Quizzes (10%)
Throughout the term, a number of reading quizzes will be posted to Blackboard. These will be due on the day before the corresponding class. Quizzes will not be accepted late.

Reflection Portfolio (35%, 7 entries at 5% each)
Throughout the course of the semester, you are required to keep a weekly reflection journal through which you will engage with the readings, films, class discussions, any other materials or activities. You can approach your writing in a number of ways from reflecting back on everything we have covered for the week to engaging with a small point that catches your interest in one of the readings. These entries should not be summaries of the readings or classes – I have done the reading and been in class! Rather, I am looking for your own thoughts, syntheses, questions, and critiques. Sometimes I may provide questions for you to engage with directly. Unless otherwise stated, these are optional and intended only to guide your thinking. While you are free bring in outside sources and encouraged to make connections between themes in your other courses, each reflection must be grounded in our course and whatever we are covering in a given week. **Each entry should be roughly 700 words.**

In addition to your weekly entries, there will be two additional reflections on intervention and victimhood, respectively. Each will be guided by a set of questions or hypothetical scenarios and due one week after we cover the relevant material.

Intervention Simulation (15%)
For this exercise, we will decide whether or not to intervene in a hypothetical ongoing crisis. You will each be assigned a specific role and provided instructions accordingly.

Final Paper and Presentation (25%)

For your final paper, you have two options:

1. Creating a TJ scheme. Based on a hypothetical and guidelines, which I will provide, you will either work alone or in pairs to propose a transitional justice policy to 'deal with the past' and address the needs of victims.

2. Research paper with proposal. You will write a paper on a topic of your own choosing related to course themes. A brief proposal is due by **XX** and we will have brief meetings to discuss your topics on **XX**.

More information and explicit guidelines for both will be given later in the semester, and you must let me know which you plan to do by **XX**. Regardless of the option chosen, papers should be 2,000-2,500 words *per person*.

During our final meeting, each individual or group will make a presentation on their respective projects. This will be discussed in more detail later in the semester and guidelines will be provided on Blackboard.

COURSE OUTLINE

1. Introduction

Course Introduction
Introduction to Mass Atrocities and Prevention

2. Legal Aspects of Atrocity Prevention

Basic primer on International Law
Overview of relevant areas and provisions within international law
Movie: *Watchers of the Sky*

3. Conceptions of Genocide – Debates and Development
Legal and sociological conceptualizations
Lemkin and the evolution of thinking on genocide
Debates and developments
Genocide as a process
Genocide by attrition (Sudan)

4. Early Indicators and Prevention Entry Points
Lessons from the Holocaust
Introduction to the Rwandan genocide

5. Ideas of Intervention
Rwanda as a case of failed intervention
Movie: *Ghosts of Rwanda*

6. Simulation Activity

7. 'Post-Conflict' (Re)conciliation and Cycles of Violence

What is reconciliation?
Addressing victimhood - who, what, and how?
"Dealing with the past"
Introduction to Transitional Justice
Conceptualizing TJ as preventative

8. Retribution, Resolution, and/or Reparation

Domestic and international courts
"Traditional" mechanisms
Types of reparations
What justice and for whom?

Movie: *My Neighbor, My Killer (selections)*

9. Truth and Justice in Bosnia and Beyond

Truth-seeking mechanisms under TJ
Forensic justice
Does truth always bring closure?
Must truth and justice coexist? Are they even compatible?

Movies: *Adil* and *TBD*

10. Memory, Memorials and Memorialization

Memorial wars in Bosnia
The Rwandan memory industry
Ugandan memorial controversies
Local memories versus national narrative

11. Perpetrators

Why do people commit mass atrocities?
Why do people allow atrocities to be committed?
Do we believe that individuals were "just following orders"?
Ordinary Men and *Becoming Evil*
Are we all potential perpetrators?

12. Presentations

And that's all, folks. Have a great break!

RHODE ISLAND COLLEGE GENERAL EDUCATION DISTRIBUTION COURSE REQUEST

USE THIS FORM FOR ANY DISTRIBUTION COURSE THAT IS TO BE INCLUDED IN THE GENERAL EDUCATION PROGRAM. IF THE COURSE IS NEW OR REVISED, ATTACH THE APPROPRIATE UNDERGRADUATE CURRICULUM COMMITTEE FORMS.
(Available at http://www.ric.edu/curriculum_committee/Pages/Forms-and-Information.aspx)

Date of Submission:	2/18/2019		
Proposing Department or Program:	**History**		
Chair/contact:	**David Espinosa/April Kiser**		
Department/Program Code (e.g., ENGL, PHYS, AFRI):	**HIST**	**Course number:**	**108**
Catalog title: *(Remember the UCC 6-word limit.)*	**History of Science and Medicine**		
Prerequisites:	**None**		
Credits: *(General Education courses are four credits)*	**4**		

Category in General Education: Distribution *(General Education outcomes that must be formally addressed and assessed are noted for each category.*

☐Mathematics (**CCT**, **QL**)
☐Natural Science (lab required) (**CCT**, **ER**, **QL**, **SL**)
☐Advanced Quantitative/Scientific Reasoning (**CCT**, **QL**, **SL**)
X History (**CCT, RF**, **CK**, **ER**, **GU**)
☐Literature (**CCT**, **WC**)
☐Social and Behavioral Sciences (**CCT**, **CK**, **ER**, **SL**)
☐Arts – Visual and Performing (**CCT**, **A**)

How often will this course be offered?	**Annually**
Number and frequency of sections to be offered (students/semester or /year)?	**One section per semester**

Courses in the distribution are content-based and students are expected to learn the material and demonstrate competence in a manner appropriate to the discipline.

Append a syllabus or two-level topical outline. We are interested in the content and pedagogy of the course. Include the description, requirements, schedule, and topics but omit details on attendance policy, academic integrity, disabilities, etc. *If UCC action is required, include the syllabus with the UCC form; an additional copy is not needed.*

Learning Outcomes
http://www.ric.edu/generaleducation/outcomes.php
Written Communication (**WC**)
Critical and Creative Thinking (**CCT**)
Research Fluency (**RF**)
Oral Communication (**OC**)
Collaborative Work (**CW**)
Arts (**A)**
Civic Knowledge (**CK**)
Ethical Reasoning (**ER**)
Global Understanding (**GU**)
Quantitative Literacy (**QL**)
Scientific Literacy (**SL**)

In the table below, explain briefly how this course will meet the General Education Outcomes for its category as indicated above. Describe the kinds of assignments in which the assigned outcomes will be assessed.

The form is a Word table. The boxes will expand to include whatever text is needed. Rows that do not apply to the course being proposed may be deleted.

General Education Outcome:	**Assignments or Activities:**
Written Communication	Students will learn how to write about history by reading and discussing models from sources such as academic journals and historical monographs. In addition, they will learn methods of writing history from historical evidence in sources from the period. **Primary Document Journal and Class Assignments (Informal Primary Document Analysis):** Students will practice writing about primary documents informally in class and at home with journal writing assignments. **Exams** 2 exams will include multiple essay questions ***Reacting to the Past (*Formal Paper #1)**: This writing assignment requires students to analyze primary sources that persuade other students of their position within the activity. They will also incorporate ideas from monographs to build historical context. Students will be encouraged to write at least one draft before completing the final product. **Formal Paper #2**: Paper #2 requires students to analyze the interpretations and evidence of historical monographs and academic articles. This assignment will ask students to make connections or observe contrasts between multiple assigned readings.
Critical and Creative Thinking	**Classroom Assignments (Informal Primary Document Analysis) and Primary Document Journal:** Students will participation in primary document interpretations of content, purpose, authors' intentions, perspectives, and cultural values. They

	will compare and contrast them with those from other times and places, including their own. ***Reacting to the Past* (Formal Paper #1)**: Writing assignment will require students to persuade classmates of a specific position using multiple sources of primary document evidence in addition to historical monographs about the historical context. The students must also consider alternative perspectives as they prepare to counter their critics. **Formal Paper #2**: This formal paper requires students to identify and examine defining elements of scientific thought and practice, make connections and contrasts to cultural, social, political and economic contexts. They will analyze multiple academic articles and chapters from historical monographs in order to do so.
Research Fluency	***Reacting to the Past* (Paper and Presentation):** Students research details for their roles and the historical context for this game set in the past. Research will be necessary for the paper (paper 1 for the course) and for playing the assigned role in the classroom.
Collaborative Work	***Reacting to the Past* (Presentation):** Students take on roles for this multi-part game played in the classroom. The game includes multiple opportunities for students to work with each other and the classroom sessions are interactive. The game includes student presentations, unscripted exchanges and discussions.
Civic Knowledge	**Classroom Assignments (Informal Primary Document Analysis) & Primary Document Journal, Formal Paper #2, Exams** Students will reflect on connections between society, science and medicine, and consider the ways science and medicine shape actions in society and environment. ***Reacting to the Past* (Paper #1)** The game requires thinking through complex problems and considering the implications of ideas and actions on the environment in which we live.
Ethical Reasoning	**Classroom Assignments (Informal Primary Document Analysis), Primary Document Journal, Paper #2, Exams** Examples of ethical practices and dilemmas relating to science and medicine offer insight into the process of determining ethical practices and opportunities for students to reflect on their own ethics. ***Reacting to the Past* (Paper #1)**

	The historical roles put students in the shoes of historical figures and transport them to different historical contexts, encouraging them to consider ethical issues from multiple perspectives.
Global Understanding	**Classroom Assignments (Informal Primary Document Analysis) & Primary Document Journals:** Examples drawn from different historical and geographical contexts facilitate comparisons of cultural, social, political and economic interactions with science and medicine across time and place. **Formal Paper #2**: This assignment requires comparisons between different times, cultures and societies.

Revised October 11, 2017

UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT INSTRUCTIONS: PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course	**HIST 108: HISTORY OF SCIENCE AND MEDICINE**		
Replacing			
A.2. Proposal type	**Course: creation**		
A.3. Originator	**April Kiser**	Home department	**History**
A.4. Context and Rationale	HIST 108's topic of science and medicine will appeal to the interests and needs of many RIC students. The creation of HIST 108 responds to Feinstein School's request for a history general education course in the history of science and medicine that serves the science education students and my teaching specialization in the topic. This topic will also attract students in the School of Nursing, health and science majors. The course offers the opportunity to acquire familiarity with the critical thinking skills present in history while gaining a greater appreciation of the historical roots of their professional fields of study. The topic fits with the History department's development of courses focused on compelling topics that encourage engaged encounters with the sources and skills utilized in the study of the past.		
A.5. Student impact	Students of science education in Feinstein School will benefit from a history general education course that connects to their interests as well as to their needs to contextualize science in history. Students with majors in the sciences, health sciences and nursing will also have the opportunity to learn about historical subjects and practices through examples they are professionally pursuing and often passionate about, helping them to connect to a different discipline—history—in a way that is personally meaningful and compelling. Similarly, it will expose history and other non-science majors to the study of science and ideally stir their interest in further investigation of science and medicine.		
A.6. Impact on other programs	HIST 108 will have a positive impact because students will have another history general education option. This option will attract students interested in science and health fields, important and vibrant fields of study at RIC.		
A.7. Resource impact	*Faculty PT & FT*:	**None**	
	Library:	**None**	
	Technology	**None**	
	Facilities:	**None**	
A.8. Semester effective	**Fall 2019**	A.9. Rationale if sooner than next Fall	

A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.

B. NEW OR REVISED COURSES **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

	OLD (FOR REVISIONS ONLY) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply)	NEW Examples are provided for guidance, delete the ones that do not apply
B.1. Course prefix and number		**HIST 108**
B.2. Cross listing number if any		
B.3. Course title		**History of Science and Medicine**
B.4. Course description		Examines the ideas and practices that define science and medicine, and their relationships with society and culture, using examples from a variety of historical contexts
B.5. Prerequisite(s)		**None**
B.6. Offered		**Fall | Spring | Summer | Annually**
B.7. Contact hours		**4**
B.8. Credit hours		**4**
B.9. Justify differences if any		
B.10. Grading system		**Letter grade**
B.11. Instructional methods		**| Lecture | Small group |Distance Learning | Hybrid**
B.12.Categories	**Required for major/minor |Restricted elective for major/minor | Free elective | Required for Certification**	**Free elective**
B.13. Is this an Honors course?		**NO**
B.14. General Education N.B. Connections must include at least 50% Standard Classroom instruction.		**YES** **category: History Distribution**
B.15. How will student performance be evaluated?		**Attendance | Class participation | Exams | Presentations | Papers | Class Work | Quizzes |**
B.16. Redundancy statement		
B. 17. Other changes, if any		

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
Written Communication		Classroom Assignments • informal written analysis of primary documents completed individually and in groups Reacting to the Past Formal Paper #1 • written assignment based on historical sources that may take multiple forms, persuasive pieces meant to complement classroom interactions Formal Writing Paper #2 • formal paper examining defining elements of scientific and thought and practice Primary Document Journal • informal writing that stimulates thinking and making connections between readings Exams • writing intensive
Critical and Creative Thinking		Classroom Assignments (informal primary document analysis) • interpretation of content, purpose, authors' intentions and perspectives, cultural values; students will compare and contrast with those from other times and places as well as their own Reacting to the Past Formal Paper #1 • persuasive writing that will require students to persuade classmates using multiple sources of evidence and prepare to counter critics and deal with other perspectives Formal Writing Paper #2 • formal paper identifying and examining defining elements of scientific thought and practice, making connections and contrasts to cultural, social, political and economic contexts Primary Document Journal • practice interpreting primary documents, including analysis of ideas, perspectives, purposes, cultural assumptions Exams

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
		writing intensive exams require students to analyze ideas, practices and debates in science and medicine as well as make connections to historical context
Research Fluency		Reacting to the Past • Student writing and presentations require research preparation
Collaborative Work		Reacting to the Past • Student presentations, unscripted exchanges and discussions
Civic Knowledge		Classroom Assignments (informal primary document analysis) & Primary Document Journal, Formal Paper #2, Exams • Reflect on connections between society, science and medicine; consider the ways science and medicine shape actions in society and environment Reacting to the Past Formal Paper #1 • Game requires thinking through complex problems and considering the implications of ideas and actions on the environment in which we live
Ethical Reasoning		Classroom Assignments (informal primary document analysis), Primary Document Journal, Formal Writing Paper #2, Exams • Examples of ethical practices and dilemmas relating to science and medicine offer insight into the process of determining ethical practices and opportunities for students to reflect on their own ethics Reacting to the Past Formal Paper #1 • The role playing activities put students in the shoes of historical figures and transport them to different historical contexts encouraging them to consider ethical issues from multiple perspectives
Global Understanding		Classroom Assignments (informal primary document analysis), Primary Document Journal,

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
		Formal Writing Paper #2, Exams • Examples drawn from different historical and geographical contexts facilitate comparisons of cultural, social, political and economic interactions with science and medicine across time and place

B.19. Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline

Schedule of Topics

Unit 1: Knowledge in the Ancient World: Rational and Temple Medicine in Ancient Greece

This unit will consider the roots of science in ancient philosophy and medicine. For a case study, we will consider the tensions between Greek temple medicine that relied in part on supernatural remedies and the empirical practices of the Hippocratic authors and the practical overlap between the two.

Reading:
* Historical context- Henry, A Short History
* Primary Sources- Selections from Hippocratic texts, Aristotle selections

Unit 2: Medieval Civilization & Learning: Translation and Innovation in Islamic Civilization and the Transmission to Medieval Europe

This unit will address the important role of medieval Islamic scholars in developing ancient science and mathematics. We will look at the factors in Islamic civilization that encourage science and math as well as religious and philosophical debates the challenged their implementation. For case studies, we will consider Ibn Sina and Ibn Rusd and their critics.

Reading:

* Historical context- Henry, A Short History, Howard R. Turner, Science in Medieval Islam: An Illustrated Introduction (University of Texas, 1997) selection or George Saliba, Islamic Science and the Making of the European Renaissance (MIT Press, 2007) selections

Primary Sources: Ibn Sina selections; Ibn Rushd selections

Unit 3: Renaissance Practices: The Revival of Magic: Knowing and Doing in Renaissance Europe

This unit will consider the revival of interest in magic that occurred as part of the Renaissance. For case studies, we will look at the rise in how-to-books that combined practical skills of craftsmen with the knowledge of the philosopher. We will also consider the critics and defenders of natural magic at the time.

Reading:

Historical context- Henry, A Short History, William Eamon, The Professor of Secrets: Mystery, Magic and Alchemy in Renaissance Italy (National Geographic, 2010) selections

B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**

* Primary Sources: Renaissance Books of Secrets, selections

Unit 4: Scientific Revolution: Galileo & Science in Context- Religion & the Court

In this unit, we will look at the ways science is dependent on social support, social interactions of thinkers and the exchange of information. We will get a look at the debate around new instruments, like the telescope and new ideas, such as heliocentrism. We will also use this episode to consider the debate about the relationship between science and religion.

Reading:

* Historical context- Henry, A Short History

* **Reacting to the Past: Trial of Galileo (Historical context & primary sources) or Jacob, The Scientific Revolution: A Brief History with Documents** (I will select only 1 Reacting to the Past per semester, and one History with Documents, to complement the first selection)

* Primary Sources: Jacob, The Scientific Revolution sourcebook selections

Unit 5: Charles Darwin's New Vision of Nature

In this unit, we will consider the way Darwin's theory of evolution built on earlier theories of nature and the scientific debate his views generated. Through this case study, we will appreciate the importance of scientific networks and the influence of a rapidly changing society on science. We can also consider the philosophical and religious challenges to Darwinian evolution.

Reading:

* Historical Context: Henry, A Short History, Janet Browne, Charles Darwin: The Power of Place (Princeton University Press, 2003)

* **Reacting to the Past: Charles Darwin, the Copley Medal and the Rise of Naturalism, 1861-64 or Sandra Herbert, Charles Darwin and the Question of Evolution: A Brief History with Documents** (The Bedford Series in History and Culture 2011) (I will select only 1 Reacting to the Past per semester, and one History with Documents, to complement the first selection)

* Primary Sources: selections from Darwin's writings, "Darwin Correspondence Project" https://www.darwinproject.ac.uk/learning/universities/letters-primary-source

Unit 6: Germs & Pain: New Approaches to the Human Body in the 19th & 20th Centuries

In this unit, we will examine debate over the cause of contagious disease and the debates about pain and pain treatment. Both changes contributed to the revolutionary expansion of surgery in the 20th century. John Snow—with his experiments in anesthesia and his rigorous work to understand the cause of cholera outbreaks—makes an interesting case study for both.

Reading:

* Historical context: Roy Porter, Blood and Guts: A Short History of Medicine (Norton, 2004) selection

* Primary Sources: John Snow & the broad street pump, anesthesia descriptions, early x-ray images

* Susan K. Kent, The Influenza Pandemic of 1918-1919: A Brief History with Documents (The Bedford Series in History and Culture 2013)

Unit 7: The Age of the Atom: Conceptualizing Energy & Matter

B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**

This unit will introduce students to the debate about the nature of the universe as physics zoomed in on the atom to reimagine the relationship between matter and energy. The early work on the atom illuminates fundamental discussions about the nature of the universe.

Reading:

* Historical context- Henry, A Short History

* Primary sources, Einstein, Bohr, Heisenberg selections

Unit 8: The Structure of DNA: Rethinking Bodies & Biology

This unit will consider how inheritance and genetics changed the study of biology and medicine. For a case study, we will look at the debate unleashed in the 1970s about the potential dangers and ethical concerns about recombinant DNA.

Reading:

* Historical context- James Schwartz, In pursuit of the gene: from Darwin to DNA (Harvard University Press, 2008) selection or Siddhartha Mukherjee, The Gene: An Intimate History (Scribner, 2016)

Unit 9: Climate Change: Intersections between science, politics, and consumption

This unit will give us a glimpse into the intersections between science and politics and we can consider ways to navigate the tricky relationship when scientific knowledge becomes political.Reading:

* Historical context- Spencer R. Weart, The Discovery of Global Warming: Revised and Expanded Edition (New Histories of Science, Technology, and Medicine) (Harvard University Press, 2008) selection

D. SIGNATURES

- Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
- Proposals that do not have appropriate approval signatures will not be considered.
- Type in name of person signing and their position/affiliation.

- Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

D.1. APPROVALS: REQUIRED FROM PROGRAMS/DEPARTMENTS/DEANS WHO ORIGINATE THE PROPOSAL. MAY INCLUDE MULTIPLE DEPARTMENTS, E.G., FOR JOINT/INTERDISCIPLINARY PRPOSALS.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Earl Simson	Dean of FAS		
James Magyar	Chair of COGE		
David Espinosa	Chair of History		

D.2. ACKNOWLEDGEMENTS: REQUIRED FROM OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
			Tab to add rows

Rhode Island College General Education
Connections Course Proposal

Proposing Department or Program: ***History***

Chair/contact: ***David Espinosa***

*DEPT/PROG CODE (**HIST**:**274)***

Catalog title: ***History of the Dominican Republic***

Catalog Description:
History of the Dominican Republic from Columbus to the Trujillo Era analyzed from a cross-cultural perspective.

Prerequisites: Completion of FYS, FYW and at least 45 credits

Credits: **4**.

*Connections Learning Outcomes: Written Communication (**WC**), Critical and Creative Thinking (**CCT**), Research Fluency (**RF**), Oral Communication (**OC**), and Collaborative Work (**CW**)*

Explain briefly how this course meets the description for a Connections course, utilizing a comparative approach–such as across disciplines, across time, across cultures–on a particular topic or idea. Also briefly describe the kind(s) of required project(s) that ask students to make such connections.

HIST 274: "The History of the Dominican Republic" is a general education course that satisfies the Connections requirement. It is a 200 level General Education course that emphasizes a comparative perspective across time and multiple historical and cultural perspectives of the Dominican Republic's multi-ethnic/multi-racial society. The Dominican Republic's unique geography has meant that its history has been intertwined with that of the Haitian Republic, with which it shares the island of Hispaniola. The relationship between the Dominican Republic and Haiti has often been characterized by violence and oppression, from the Haitian occupation of the 1800s to the massacre of Haitians in the Dominican Republic in 1937 to the ill-treatment of Haitian immigrants and Dominicans of Haitian ancestry in modern day Dominican Republic. This course emphasizes how the Dominican Republic's elite has used a racist anti-Haitian narrative to create its vision of a Dominican national identity and the consequences that this has had on the development of Dominican society. Historical issues that are addressed in this course include the impact of European colonization on the Taino population of the island of Hispaniola and the establishment of colonial Santo Domingo, the introduction of African slaves and plantation agriculture, the marginalization of colonial Santo Domingo and the creation of French-controlled Saint-Domingue, the Haitian Revolution and its impact on Spanish controlled Santo Domingo, the Haitian occupation of the Dominican Republic in the 1800s and subsequent attempts to retake that nation, the rise of foreign-controlled agribusiness in the Dominican Republic and the rise of the "Cocolo" immigrant worker population, the US military occupation of the Dominican Republic and Dominican resistance, the Rafael Trujillo dictatorship and the 1937 Haitian Massacre, the 1965 US Occupation of the Dominican Republic and the rise of neo-Trujilloism. On matters of culture and popular entertainment HIST 274 analyzes the development of the Dominican Republic's folk-Catholicism and rise of Protestant communities, the shaping of the Dominican Republic's national identity by social Darwinist intellectuals during the 20th century, the role of African and European culture is forming Dominican dance, music and cuisine, and how Cuban immigrants, Cocolo sugar cane workers, the Negro Baseball League, and MLB baseball academies have contributed to the prominent role that the Dominican Republic occupies today in professional baseball. The goals of the course will be achieved through the reading, analysis and in class discussion of a wide variety of primary and secondary historical documents and two historical monographs, as well as by student oral presentations, formal writing assignments, lectures, and examinations.

For each of the following major General Education program outcomes, identify potential projects, assignments or activities that will 1) engage students actively in the learning process and 2) teach a specified academic skill through the exploration of content.

General Education Outcome:	**Assignments or Activities:**
Critical and Creative Thinking	**Informal Primary Document Assignments**: • Students, working in small groups, will analyze historical primary documents that have been assigned to them by answering primary document study questions. **Primary Document Discussion**: • Students will present their answers to the assigned primary documents and will engage in general discussion concerning the materials. **Small Group Collaborative PowerPoint Presentation**: • Working in three-person teams students will create 10-12 minute long PowerPoint presentations on an historical topic in Dominican history using academically vetted sources. Students will include a work cited page/slide. **Précis Assignments**: • Students will write a précis/synopsis on each of the two assigned monographs identifying the author's research question/questions, their thesis and supporting argument/evidence.
Written Communication	**Informal Primary Document Assignments**: • Students, working in small groups, will analyze historical primary documents that have been assigned to them by answering primary document study questions in writing and submitting the answers to the instructor. **Small Group Collaborative PowerPoint Presentation**: • Working in three-person teams students will create 10-12-minute-long PowerPoint presentations on an historical topic in Dominican history using scholarly sources. These PowerPoints will include both written text and appropriate images. Students will include a work cited page/slide. **Précis Assignments**: • Students will write a précis/synopsis on each of the two assigned monographs identifying the author's research question/questions, their thesis and supporting argument/evidence. **Midterm Exam**: • The midterm will consist of multiple essay questions. **Final Exam**: • The Final Exam will consist of multiple essay questions.
Research Fluency	**Small Group Collaborative PowerPoint Presentation**: • Working in three-person teams students will create 10-12-minute-long PowerPoint presentations on an historical topic in Dominican history using scholarly sources. These PowerPoints will include both written text and appropriate images. Students will include a work cited page/slide.

Oral Communication	I**n-class primary document discussion**: • Students, working in small groups, will analyze historical primary documents that have been assigned to them by answering primary document study questions. The results of this small group discussion will be reported to the students in the other small groups for additional discussion. **In-class current events discussion:** • Students will present on current events involving the Dominican Republic or Haiti as part of their participation grade.
Collaborative Work	**Small Group Collaborative PowerPoint Presentations**: • Working in three-person teams students will create 10-12-minute-long PowerPoint presentations on an historical topic in Dominican history using scholarly sources. These PowerPoints will include both written text and appropriate images. Students will include a work cited page/slide. Team members will do peer reviews on each other and submit these peer reviews to the instructor. **Small group primary document study groups**: • Students, working in small groups, will analyze historical primary documents that have been assigned to them by answering primary document study questions in writing and submitting the answers to the instructor.

In order for the College to plan for our students, please indicate how often the course will be offered, and for how many sections each year.

Include a syllabus that meets the Undergraduate Curriculum Committee standards in the proper place in the UCC form.

Frequency:
One section of HIST 274 will be offered in the Fall and Spring or as needed.

Syllabus:
Please review the attached document.

UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT INSTRUCTIONS: PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	**HIST 274: HISTORY OF THE DOMINICAN REPUBLIC**		
Replacing			
A.2. Proposal type	**Course: (Creation)**		
A.3. Originator	**David Espinosa**	Home department	**History**
A.4. Context and Rationale	**HIST 274 is a general education Connections course that addresses the need of Rhode Island College's growing Dominican-American student body population for a history course that specifically addresses the history of the Dominican Republic. My HIST 105 students, many of whom are Dominican-American, have long expressed to me an interest in such a Connections course and I believe that it would also appeal to Haitian-American students, students interested in Latin American history, and students interested in the history of the African diaspora. The Department of History is dedicated to serving the needs of our students and in particular our growing population of students of color and demonstrate to them the contributions that our discipline can make in strengthening their critical thinking, critical reading, and written communication skills and in developing a body of knowledge that can serve both academic goals and personal self-growth.**		
A.5. Student impact	**The impact will be positive. Teaching HIST 105 Latin America in the World since 2012 has demonstrated the great need to create a 200 level history Connections course that focuses on the history of the Dominican Republic. HIST 274 seeks to address the interests of Rhode Island College's growing Dominican American student body. It will also be of interest to Haitian-Americans and to students interested in Latin American history and the history of the African diaspora in the Americas.**		
A.6. Impact on other programs	**None**		
A.7. Resource impact	*Faculty PT & FT*:	**None**	
	Library:	**None**	
	Technology	**None**	
	Facilities:	**None**	
A.8. Semester effective	**Fall 2019**	A.9. Rationale if sooner than next Fall	

A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.

B. NEW OR REVISED COURSES **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

	OLD (FOR REVISIONS ONLY) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply)	NEW Examples are provided for guidance, delete the ones that do not apply
B.1. Course prefix and number		**HIST 274**
B.2. Cross listing number if any		
B.3. Course title		**History of the Dominican Republic**
B.4. Course description		
B.5. Prerequisite(s)		**FYS & FYW and at least 45 credits total**
B.6. Offered	**Fall | Spring | Summer | Even years | Odd years | Annually Alternate Years | As needed**	**Fall | Spring | Annually**
B.7. Contact hours		**4**
B.8. Credit hours		**4**
B.9. Justify differences if any		
B.10. Grading system	**Letter grade | Pass/Fail | CR/NCR**	**Letter grade**
B.11. Instructional methods	**Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio | Distance Learning**	**| Lecture |Small group | Hybrid**
B.12.Categories	**Required for major/minor |Restricted elective for major/minor | Free elective | Required for Certification**	**Free elective**
B.13. Is this an Honors course?	**YES | NO**	**NO**
B.14. General Education N.B. Connections must include at least 50% Standard Classroom instruction.	**YES | NO | category:**	**YES category: Connections**
B.15. How will student performance be evaluated?	**Attendance | Class participation | Exams | Presentations | Papers | Class Work | Interviews | Quizzes | Performance Protocols | Projects | | Reports of outside supervisor**	**Attendance | Class participation | Exams | Presentations | Papers | Class Work | Quizzes | Projects|**
B.16. Redundancy statement		
B. 17. Other changes, if any		

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
Critical and Creative Thinking	N.A.	**Informal Primary Document Assignments**: • Students, working in small groups, will analyze historical primary documents that have been assigned to them by answering primary document study questions. **Primary Document Discussion**: • Students will present their answers to the assigned primary documents and will engage in general discussion concerning the materials. **Small Group Collaborative PowerPoint Presentation**: • Working in three-person teams students will create 10-12 minute long PowerPoint presentations on an historical topic in Dominican history using academically vetted sources. Students will include a work cited page/slide. **Précis Assignments**: • Students will write a précis/synopsis on each of the two assigned monographs identifying the author's research question/questions, their thesis and supporting argument/evidence.
Written Communication	N.A.	**Informal Primary Document Assignments**: • Students, working in small groups, will analyze historical primary documents that have been assigned to them by answering primary document study questions in writing and submitting the answers to the instructor. **Small Group Collaborative PowerPoint Presentation**: • Working in three-person teams students will create 10-12-minute-long PowerPoint presentations on an historical topic in Dominican history using scholarly sources. These PowerPoints will include both written text and appropriate images. Students will include a work cited page/slide. **Précis Assignments**: • Students will write a précis/synopsis on each of the two assigned monographs identifying the author's research question/questions, their thesis and supporting argument/evidence. **Midterm Exam**: • The midterm will consist of multiple essay questions. **Final Exam**: • The Final Exam will consist of multiple essay questions.
Research Fluency	N.A.	**Small Group Collaborative PowerPoint Presentation**: • Working in three-person teams students will create 10-12-minute-long PowerPoint presentations on an historical topic in Dominican history using scholarly sources. These PowerPoints will include both written text and appropriate images. Students will include a work cited page/slide.

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
Oral Communication	N.A.	**Informal Primary Document Assignments**: • Students, working in small groups, will analyze historical primary documents that have been assigned to them by answering primary document study questions in writing and submitting the answers to the instructor. **In-class current events discussion:** • Students will present on current events involving the Dominican Republic or Haiti as part of their participation grade
Collaborative Work	N.A.	**Small Group Collaborative PowerPoint Presentations**: • Working in three-person teams students will create 10-12-minute-long PowerPoint presentations on an historical topic in Dominican history using scholarly sources. These PowerPoints will include both written text and appropriate images. Students will include a work cited page/slide. Team members will do peer reviews on each other and submit these peer reviews to the instructor. **Small group primary document study groups**: • Students, working in small groups, will analyze historical primary documents that have been assigned to them by answering primary document study questions in writing and submitting the answers to the instructor.

B.19. Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline

Unit 1: Taínos & the Conquest of Hispaniola

Textbook:
Pons, pp.13-37
Documents Reader:
"*The People Who Greeted Columbus*"; "*I have found many islands…*", "*Founding Santo Domingo*"; "*The Indian Monarchs*"; "A Colony of Exploitation: *From Bartolome de las Casas' Account*", "The Sermons of Father Montesinos"

Unit 2: Colonial Santo Domingo: Society & Economy

Textbook:
Pons, pp. 37-89
Documents Reader:
"A Fleeting Sugar Boom: *From Fernando de Oviedo's History*"; "*The Devastation of the Colony: Osorio's Instructions*", "A Foreign Portrait of a Poor Colony: *From the History of Hispaniola by Pierre-Francois Xavier de Charlevoix*", "A Local Portrait of a Poor Colony: *Antonio Sanchez Valverde's Appeal of 1785*"

Unit 3: Spanish Santo Domingo & the Saint-Domingue Revolution

Textbook:
Pons, pp. 91-116
Documents Reader:
"The Boca Gigua Revolt"; "Toussaint's Conquest" "Jean-Jacques Dessalines Attacks: *From the Memoirs of a French Military Officer…"*
Read*:*
Read: Graham T. Nessler, *An Islandwide Struggle for Freedom* (Start)

B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**

Unit 4: Santo Domingo under Haitian Rule

Textbook:
Pons, pp.117-141
Documents Reader
"The Haitian Annexation: *Republic of Haiti-Proclamation to the People. Jean-Pierre Boyer, President of Haiti*"; "*Hayti and San Domingo*"; "A Declaration of Independence: *Manifestation of the Communities of the Eastern Part of the Island….*"; "*The Sword and the Crucifix: Church-State Relations and Nationality in the Nineteenth-Century Dominican Republic"*

Read: Graham T. Nessler, *An Islandwide Struggle for Freedom* (Finish)

Unit 5: Dominican Independence, Spanish Recolonization, and the Restoration.

Textbook:
Pons, pp. 143-218; 265-278
Documents Reader:
"Spanish Colony for a Third Time: *Santana's Proclamation of March 18, 1861*", "The Restoration of the Republic: *Act of Independence of the Restoration*", "The Restoration War: *From Gregorio Luperón's Autobiographical Notes*", "*Spanish Recolonization: A Postmortem*";" Ulises Heureaux: The Ultimate Caudillo: *Two Letters by Ulises Heureaux*", "A Nation for Sale: *Letter by Ulises Heureaux to Charles I. Wells, Paris*"

Unit 6: The Dominican Republic under the US Occupation (1916-1924)

Textbook:
Pons, pp. 279-339
Documents Reader:
"The US Intervenes"; "The Loss of Economic Sovereignty: *Convention Between the USA and the Dominican Republic…"*; "*American Sugar Kingdom*"; "The United States Lands the Marines: *Proclamation*"; "*The 'Water Torture' and other Abuses*"; "A Dominican's Assessment of the U.S. Military Occupation: *Letter by Monsignor Adolfo R. Nouel, Archbishop of Santo Domingo, to US Minister William W. Russell"*

Unit 7: Rafael Trujillo's Dominican Republic

Textbook:
Pons, pp. 341-380
Documents Reader:
"*1937 Massacre*"; *"The Haitian Massacre: Eyewitnesses"*; "*Trujillo Era*"; *Trujillo's Fortune*"; "*Ideological Justifications*"; "*That Generous General*"; "*A Diplomat's Diagnosis of the Dictator*"

Read: Diederich, *Trujillo: The Death of the Dictator* (Start)

Unit 8: The 1965 US Invasion of the Dominican Republic and its Aftermath

Textbook:
Pons, pp. 381-404
Documents Reader:
"Balaguer Tries to Hold On: *Balaguer's Speech to the United Nations of October 2, 1961*"; "The People Take to the Street: *José Peña Gómez's Radio Broadcast*"; "Another US Intervention: *Statement by President Johnson, May 2, 1965*"; Balaguer's Twelve Years: *The Apogee of the Dirty War…*"; "*Why Not, Dr. Balaguer?"*

Read: Diederich, *Trujillo: The Death of the Dictator*

Unit 9: Religion, Culture, and Identity in the Dominican Republic

Documents Reader:
"*Diasporal Dimensions of Dominican Folk Religion and Music*"; *The Tribulations of Blackness: Stages in Dominican Racial Identity"; Vodú of the Dominican Republic Devotion to "La Veintiuna Division"*

Unit 10: Contemporary Dominican Society

Textbook:
Pons, pp. 423-479
Documents Reader:
"*Dominicans of Haitian descent turned into 'ghost citizens', says Amnesty*"; "*Dominican Baseball Sweatshop System*"; "*MLB Scouts Scandal*"

D. SIGNATURES

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- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
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D.1. APPROVALS: REQUIRED FROM PROGRAMS/DEPARTMENTS/DEANS WHO ORIGINATE THE PROPOSAL. MAY INCLUDE MULTIPLE DEPARTMENTS, E.G., FOR JOINT/INTERDISCIPLINARY PRPOSALS.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Earl Simson	Dean of the Faculty of Arts & Sciences		
James G. Magyar	Chair, Committee on General Education		Tab to add rows
David Espinosa	Chair of History		

D.2. ACKNOWLEDGEMENTS: REQUIRED FROM OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
			Tab to add rows

History 274: History of the Dominican Republic

Prof. David Espinosa
Office: Craig-Lee 443
E-mail: despinosa@ric.edu

Rhode Island College
Phone: 456-8039
Office Hrs.: Tu, Th 1-1:50 pm

Course Description

HIST 274 is a Connections courses that focuses on the history of the Dominican Republic from the arrival of Christopher Columbus in 1492 to the brutal dictatorship of Rafael Trujillo in the 20th century, while also examining the history of Caribbean basin nations of Cuba and Haiti and its interactions with the Dominican Republic It will analyze how Native American, African, and European peoples came together to create new societies and the impact that slavery, imperialism, and global economic forces have made on the Dominican Republic and how its people of these countries have responded to these challenges. Analyzing the contested issue of identity in this multi-ethnic, multi-racial society is central to this course. Historical topics that will be analyzed will include: the Spanish Conquest of the islands of Hispaniola the creation of African slave based plantation agriculture, the emergence of French-controlled Saint-Domingue, the Haitian Revolution of 1791-1804 and its impact on the remaining population of the island of Hispaniola, , the Haitian military occupation of Spanish-controlled Hispaniola and the independence of the Dominican Republic, the Cuban wars of independence and its impact on the Dominican Republic, the Dominican Republic under US military occupation, the Trujillo dictatorship , the impact of the Cuban Revolution on the Dominican Republic, the 1965 US invasion of the Dominican Republic, the Balaguer regime, and contemporary Dominican society.

Cross Cultural Historical Themes & Topics Analyzed

HIST 274 historically analyzes the cross-cultural aspects of Dominican society

- **Immigration /Emigration/ The African Slave Trade**: The Dominican Republic is a multi-ethnic/multiracial society. HIST 274 analyzes how European colonization devastated the native Taino population, and how the African slave trade contributed to the creation of today's Dominican population. The issue of Haitian immigration to the Dominican Republic will also be a major focus of study, as well as the impact of Afro-Caribbean immigration from English colonies in the Caribbean

- **Slavery/Forced Labor Systems**: The role of forced labor systems involving African slaves and Native Americans will be analyzed will be heavily analyzed in this course.

- **Imperialism**: The impact of Spanish, French, US and Haitian imperialism on the development of Dominican society is a major theme in HIST 274.

- **Religious Interactions**: HIST 274 analyzes how African and European religious practices came together to create the Dominican Republic's syncretic religious traditions. The growth of Protestantism thanks to the immigration of English-speaking Afro-Caribbean people is another major focus of this class.

General Education Outcomes Addressed

The General Education outcomes directly addressed in H 274 include the following:

- **Written Communication:** The outcome of written communication will be by satisfied by the teaching of different forms of historical writing by the instructor and thereafter writing exercises completed by students whereby the students will demonstrate their degree of mastery of these different forms of historical writing. These forms of historical writing will include the writing of a précis and a short historical essay incorporating the

analysis of primary documents. Students will be strongly encouraged to submit drafts of their papers and to resubmit revised versions of previously graded and commented upon writing assignments.

- **Critical and Creative Thinking:** through developing a capacity to compare and contrast historical developments from multiple perspectives while recognizing that the possibility of bias is a constant companion in the process of historical interpretation. The analysis of primary and secondary documents will promote critical and creative thinking skills, along with the formal assignments and the exams, and the small group presentation teams.
- **Oral Communication:** This outcome will be developed through the promotion of vigorous in-class discussion and analysis of primary documents and the other readings. Oral communication will also be achieved in the PowerPoint presentations that will be delivered three-person teams on an assigned topic in Dominican history.
- **Global Understanding**: Gaining an understanding from a global perspective of world-wide social, historical, political, religious, economic, and cultural conditions that shape individuals, groups, and nations and the relationships among them across time. This will be accomplished by the assigned readings and primary documents and the in-class discussion that these will generate. This outcome will also be promoted in the formal writing assignments and the exam, and the Reading Circles. The Global Perspective Outcome will also be promoted in the Latin American films that will be shown in class and those that will be available for students for viewing as extra credit assignments.
- **Collaborative Work:** Students will work in three-person teams in order to create a PowerPoint presentation on a topic relating to the history of the Dominican Republic. These groups will share their projects with the class in a graded oral presentation.
- **Research Fluency:** Research fluency is addressed in H 274 by the Formal Writing Assignments (précis, history essay) as well as the historiographical exercises and discussions that will take place at the beginning of the semester and reinforced throughout the term.

Course Organization

Classes will consist of lectures, student reading circles, student reports on assigned primary documents and monographs, and the discussion of the reading materials. As a 200-level course student participation in class discussion is mandatory and will strongly affect a student's final course grade.

Class Expectations

As in any history course at Rhode Island College, it is expected that the students will come prepared and ready to actively participate in class. It matters little whether you are "right" or "wrong" in your comments, but it is important that your opinions reflect a thorough and thoughtful consideration of the assigned material. The instructor will provide historical background to the day's topic, but this course is based fundamentally on the examination of primary documents. Students must bring the assigned documents and/or monographs to class on the appropriate days as indicated by the syllabus. Students will treat each other with respect at all times.

Précis Formal Writing Assignments

Students will write a 4-5-page précis on the assigned monographs following the specified format.

Informal Writing Assignments

A major component of HIST 274 is the analysis of primary documents and the in-class discussion of these materials. Students will work in small in-class groups on these materials. Students will peer review each member of the primary document discussion's participation/

Small Group Presentation: Collaborative Work

Students in all General Education Connections courses are required to participate in a collaborative project as a member of a small group. In H 274 students will group themselves into three- person teams and present on a topic relating to Dominican history. In addition to grading done by the instructor the members of these presentation groups will engage in peer review of each members contributions to the project.

History 274: History of the Dominican Republic

Attendance

Student attendance will be recorded every session and unauthorized absences will negatively impact the student's final course grade. Students can have up to three excused absences without their grade being affected. After the three absence limit students will have their final course grade reduced half a grade per absence.

Examinations

There will be two exams: a mid-term and a final exam. The exams will consist of short answer identifications and analytical essays. I will provide more information on these exams as they are assigned.

Grading

Midterm Exam	10%
Final Exam	10%
Précis #1	15%
Précis #2	15%
Informal Primary Document Assignments	20%
Participation/Current Events	10%
Group Presentations	10%

Texts

Frank Moya Pons, *The Dominican Republic: A National History 3rd Edition* (Princeton: Markus Wiener, 2010)

Graham T. Nessler, *An Islandwide Struggle for Freedom: Revolution, Emancipation, and Reenslavement in Hispaniola, 1789-1809* (Chapel Hill: University of North Carolina Press, 2016)

Bernard Diederich, *Trujillo: The Death of the Dictator* **(**Princeton**:** Markus Wiener, 2003)

Hist 274 Primary Document Reader (on *Blackboard*) [1]

Informal Writing Assignments

The informal writing assignments consist of analytical document questions on the assigned primary documents and selected unit PowerPoint study questions.

Attendance

Student attendance will be recorded every session that the class meets on campus and unauthorized absences will negatively impact the student's final course grade. As a hybrid class it is especially important that the students on those occasions that the class meets on campus. Students can have up to three excused absences without their grade being affected. After the three-absence limit students will have their final course grade reduced half a grade per absence.

Examinations

There will be two exams: a mid-term and a final exam. I will provide more information on these exams as they are assigned.

[1] Containing primary documents from:

- Ernesto Sagas and Orlando Inoa, eds. *The Dominican People: A Documentary Reader,* (Princeton: Markus Weiner Publishers, 2003)
- Eric Paul Roorda & Lauren H. Derby, eds. *The Dominican Republic Reader: History, Culture, Politics,* (Duke University Press, 2014)
- Nicola Foote, *The Caribbean History Reader* (New York: Routledge University Press, 2013)
- Laurent Dubois and John D. Garrigus, *Slave Revolution in the Caribbean: 1789-1804* (Boston: Bedford/St. Martins, 2006)

History 274: History of the Dominican Republic

Course Requirements

Midterm Exam	10%
Final Exam	15%
Book Reports	30%
On-line Unit Quizzes	10%
Informal Writing Assignments	20%

Schedule of Readings

Introduction

Unit 1: Taínos & the Conquest of Hispaniola

Textbook:
Pons, pp.13-37
Documents Reader:
"*The People Who Greeted Columbus*"; "*I have found many islands…*", "*Founding Santo Domingo*"; "*The Indian Monarchs*"; "A Colony of Exploitation: *From Bartolome de las Casas' Account*", "The Sermons of Father Montesinos"

Unit 2: Colonial Santo Domingo: Society & Economy

Textbook:
Pons, pp. 37-89
Documents Reader:
"A Fleeting Sugar Boom: *From Fernando de Oviedo's History*"; "*The Devastation of the Colony: Osorio's Instructions*", "A Foreign Portrait of a Poor Colony: *From the History of Hispaniola by Pierre-Francois Xavier de Charlevoix*", "A Local Portrait of a Poor Colony: *Antonio Sanchez Valverde's Appeal of 1785*"

Unit 3: Spanish Santo Domingo & the Saint-Domingue Revolution

Textbook:
Pons, pp. 91-116
Documents Reader:
"The Boca Gigua Revolt"; "*Toussaint's Conquest*" *"*Jean-Jacques Dessalines Attacks: *From the Memoirs of a French Military Officer…"*
Read: Graham T. Nessler, *An Islandwide Struggle for Freedom* (Start)

Unit 4: Santo Domingo under Haitian Rule

Textbook:
Pons, pp.117-141
Documents Reader
"The Haitian Annexation: *Republic of Haiti-Proclamation to the People. Jean-Pierre Boyer, President of Haiti*"; "*Hayti and San Domingo*"; "A Declaration of Independence: *Manifestation of the Communities of the Eastern Part of the Island….*"; "*The Sword and the Crucifix: Church-State Relations and Nationality in the Nineteenth-Century Dominican Republic"*
Read: Graham T. Nessler, *An Islandwide Struggle for Freedom* (Finish)

History 274: History of the Dominican Republic

Unit 5: Dominican Independence, Spanish Recolonization, and the Restoration.

Textbook:
Pons, pp. 143-218; 265-278
Documents Reader:
"Spanish Colony for a Third Time: *Santana's Proclamation of March 18, 1861*", "The Restoration of the Republic: *Act of Independence of the Restoration*", "The Restoration War: *From Gregorio Luperón's Autobiographical Notes*", "*Spanish Recolonization: A Postmortem*";" Ulises Heureaux: The Ultimate Caudillo: *Two Letters by Ulises Heureaux*", "A Nation for Sale: *Letter by Ulises Heureaux to Charles I. Wells, Paris*"

Unit 6: The Dominican Republic under the US Occupation (1916-1924)

Textbook:
Pons, pp. 279-339
Documents Reader:
"The US Intervenes"; "The Loss of Economic Sovereignty: *Convention Between the USA and the Dominican Republic…"*; "*American Sugar Kingdom*"; "The United States Lands the Marines: *Proclamation*"; "*The 'Water Torture' and other Abuses*"; "A Dominican's Assessment of the U.S. Military Occupation: *Letter by Monsignor Adolfo R. Nouel, Archbishop of Santo Domingo, to US Minister William W. Russell"*

Unit 7: Rafael Trujillo's Dominican Republic

Textbook:
Pons, pp.341-380
Documents Reader:
"1937 Massacre"; *"The Haitian Massacre: Eyewitnesses"*; "*Trujillo Era*"; *Trujillo's Fortune*"; "*Ideological Justifications*"; "*That Generous General*"; "*A Diplomat's Diagnosis of the Dictator*"
Read: Diederich, *Trujillo: The Death of the Dictator* (Start)

Unit 8: The 1965 US Invasion of the Dominican Republic and its Aftermath

Textbook:
Pons, pp. 381-404
Documents Reader:
"Balaguer Tries to Hold On: *Balaguer's Speech to the United Nations of October 2, 1961*"; "The People Take to the Street: *José Peña Gómez's Radio Broadcast*"; "Another US Intervention: *Statement by President Johnson, May 2, 1965*"; Balaguer's Twelve Years: *The Apogee of the Dirty War…*"; "*Why Not, Dr. Balaguer?"*
Read: Diederich, *Trujillo: The Death of the Dictator* (Finish)

Unit 9: Religion, Culture, and Identity in the Dominican Republic

Documents Reader:
"*Diasporal Dimensions of Dominican Folk Religion and Music*"; *The Tribulations of Blackness: Stages in Dominican Racial Identity"; Vodú of the Dominican Republic Devotion to "La Veintiuna Division"*

Unit 10: Contemporary Dominican Society

Textbook:
Pons, pp.423-479
Documents Reader:
"*Dominicans of Haitian descent turned into 'ghost citizens', says Amnesty*"; "*Dominican Baseball Sweatshop System*"; "*MLB Scouts Scandal*"

RHODE ISLAND COLLEGE GENERAL EDUCATION DISTRIBUTION COURSE REQUEST

USE THIS FORM FOR ANY DISTRIBUTION COURSE THAT IS TO BE INCLUDED IN THE GENERAL EDUCATION PROGRAM. IF THE COURSE IS NEW OR REVISED, ATTACH THE APPROPRIATE UNDERGRADUATE CURRICULUM COMMITTEE FORMS.
(Available at http://www.ric.edu/curriculum_committee/Pages/Forms-and-Information.aspx)

Date of Submission:	3/18/2019		
Proposing Department or Program:	**Ed Studies / Technology Education**		
Chair/contact: Leslie Bogad x8018	**Charlie McLaughlin x8793**		
Department/Program Code (e.g., ENGL, PHYS, AFRI):	**TECH**	**Course number:**	**306**
Catalog title: *(Remember the UCC 6-word limit.)*	**Automation and Control Systems**		
Prerequisites:	Completion of any mathematics or natural science general education distribution, or consent of department chair.		
Credits: *(General Education courses are four credits)*	**4**		

Category in General Education: Distribution *(General Education outcomes that must be formally addressed and assessed are noted for each category.*

☐Mathematics (**CCT**, **QL**)
☐Natural Science (lab required) (**CCT**, **ER**, **QL**, **SL**)
XXAdvanced Quantitative/Scientific Reasoning (**CCT**, **QL**, **SL**)
☐History (**CCT, RF**, **CK**, **ER**, **GU**)
☐Literature (**CCT**, **WC**)
☐Social and Behavioral Sciences (**CCT**, **CK**, **ER**, **SL**)
☐Arts – Visual and Performing (**CCT**, **A**)

How often will this course be offered?	**Annually**
Number and frequency of sections to be offered (students/semester or /year)?	**1section per semester and possible summer session**

Courses in the distribution are content-based and students are expected to learn the material and demonstrate competence in a manner appropriate to the discipline.

Append a syllabus or two-level topical outline. We are interested in the content and pedagogy of the course. Include the description, requirements, schedule, and topics but omit details on attendance policy, academic integrity, disabilities, etc. *If UCC action is required, include the syllabus with the UCC form; an additional copy is not needed.*

Learning Outcomes
http://www.ric.edu/generaleducation/outcomes.php
Written Communication (**WC**)
Critical and Creative Thinking (**CCT**)
Research Fluency (**RF**)
Oral Communication (**OC**)
Collaborative Work (**CW**)
Arts (**A)**
Civic Knowledge (**CK**)
Ethical Reasoning (**ER**)
Global Understanding (**GU**)
Quantitative Literacy (**QL**)
Scientific Literacy (**SL**)

In the table below, explain briefly how this course will meet the General Education Outcomes for its category as indicated above. Describe the kinds of assignments in which the assigned outcomes will be assessed.

The form is a Word table. The boxes will expand to include whatever text is needed. Rows that do not apply to the course being proposed may be deleted.

General Education Outcome:	**Assignments or Activities:**	
Written Communication	Students will have numerous opportunities to express themselves in writing activities. Their review papers will be discussed in class (seminar style) with each student selecting a topic of their own choice – they write about and present their topic to the class.	**Assessment:** • Design sheets and design journals will be used for students to record their ideas and technical solutions; • Two technology review papers will also generate ideas and discussion about topics related to technology innovation, and design processes; • A presentation that accompanies a final paper promotes communication among the students
Critical and Creative Thinking	Students will engage in activities that require them to perform hands on tasks. They will: 1) design, make, test and assess solutions for technological problems requiring the use of design software or programming software; 2) create programming for the development of products and systems for several automation systems;	**Assessment:** • Design Portfolio (Sketches, Final drawings) • Prototype – CNC artifact, Pneumatic system, robotics programming, Design for 3D printed prototype. • Individual and team presentations • Class participation

	3) interpret and report on information related to technological design and innovation.	
Oral Communication		
Collaborative Work	Group work will be an essential part of this class. Students will work in collaborative groups to create solutions to scenarios posed in class. Additionally, student teams will present the results of their work to the other members of the class. The automation programming exercises for CNC, Robotics, and Laser cutting will be team oriented, so that students can work together to create solutions to the design challenges.	**Assessment:** • Design Portfolio (Sketches, Final drawings) • Individual and team presentations • Class participation
Quantitative Literacy	Students will demonstrate the ability to plan, design and develop prototypes and other solutions to technological problems that can be solved by appropriate mathematical methods using precision	**Assessment:** • Faro Precision Measurement arm activity; • Planning and designing with design and programming software Prototyping – CNC artifact, Pneumatic system, robotics
Scientific Literacy	Students will use methods and processes of science such as observation, measuring, classifying, inferring, recording and analyzing data, communicating using a variety of means such as, writing, speaking, using graphs, tables, and charts, making calculations, and experimenting	**Assessment:** • Materials selection and use paper • Faro Precision Measurement arm activity; • Pneumatics and robotics data sheets, etc. • Planning and designing with design and programming software • Prototyping – CNC artifact, Pneumatic system, robotics • Quizzes and Final Exam

UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT INSTRUCTIONS: PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	**TECH 306 AUTOMATION AND CONTROL SYSTEMS**		
Replacing			
A.2. Proposal type	**Course: revision**		
A.3. Originator	**Charles McLaughlin**	Home department	**Ed Studies/Technology Education**
A.4. Context and Rationale	TECH 306 Automation and Control Systems will serve as a new Advanced Quantitative and Scientific Reasoning course for the General Education Program. This course is designed to introduce students to Automation and Control Systems. It allows students to explore pneumatic power, CNC, and industrial control systems. Applications for controlling devices/and systems will be taught in a lab setting. Robotics programming and precision measurement systems experiences included. The study of automation and control systems will create awareness of the resources and their manipulation to create other efficient technological systems. Activities related to automation and control systems: pneumatics, CNC, 3D printing, and laser cutting/etching will support appropriate problem solving and decision-making opportunities. The directed laboratory experiences emphasize the application of physical laws of science, data acquisition, and data analysis, giving participants an understanding of the basic principles of developing, using, and assessing technological systems.		
A.5. Student impact	This AQSR course option provides students with opportunities to design with and produce artifacts using High Technology while developing technological literacy. This course will double as a program requirement and as an AQSR course; Technology Education and Applied Technology majors can take their General Education AQSR in the Technology Education Program. As an AQSR, this course also would be open to students in other departments, increasing their choices to work with new technology.		
A.6. Impact on other programs	May increase the numbers of other majors who use the Langevin Center and resources of the Technology Education Program.		
A.7. Resource impact	*Faculty PT & FT*:	Minimal impact on Faculty load with 1 section as needed	
	Library:	**NONE**	

	Technology	Ideal to have – But course can be offered without these 1 - VEX Classroom Robotics Kits (12 robots per kit) $3950 3 - REV FIRST GLOBAL Competition Robotics Kits @ $1,600/kit Software upgrades will be required from time-to-time.	
	Facilities:	**NONE**	
A.8. Semester effective	**Fall 2019**	A.9. Rationale if sooner than next Fall	
A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.			

B. NEW OR REVISED COURSES **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

	OLD (FOR REVISIONS ONLY) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply)	NEW Examples are provided for guidance, delete the ones that do not apply
B.1. Course prefix and number	**TECH 306**	**TECH 306**
B.2. Cross listing number if any		
B.3. Course title	**Automation and Control Processes**	**Automation and Control Systems**
B.4. Course description	An exploration of pneumatic, electric, and CNC industrial control and power systems. Applications for controlling devices/and systems will be taught in a lab setting. Robotics programming experiences included.	Students study automation and control systems to create efficient technological systems. Activities include CNC, 3D printing, laser cutting/etching, and pneumatics to support appropriate technological problem solving and decision-making opportunities.
B.5. Prerequisite(s)	TECH 200 and TECH 202	Completion of any mathematics or natural science general education distribution, or consent of department chair.
B.6. Offered	**Fall | Spring**	**Annually**
B.7. Contact hours	**3**	**4**
B.8. Credit hours	**3**	**4**
B.9. Justify differences if any	The extra hour will be used for programming, and design processes in Lab	
B.10. Grading system	**Letter grade**	**Letter grade**

	OLD (FOR REVISIONS ONLY) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply)	NEW Examples are provided for guidance, delete the ones that do not apply
B.11. Instructional methods	**Laboratory | Lecture**	**Laboratory | Lecture | Seminar | Small group | Individual |**
B.12.Categories	**Required for major | Required for Certification**	**Required for major | Free elective | Required for Certification**
B.13. Is this an Honors course?	**NO**	**NO**
B.14. General Education N.B. Connections must include at least 50% Standard Classroom instruction.	**NO |**	**YES** **category: AQSR**
B.15. How will student performance be evaluated?	**Attendance | Class participation | Exams | Presentations | Class Work | Projects |**	**Attendance | Class participation | Exams | Presentations | Papers | Class Work | Quizzes | Projects**
B.16. Redundancy statement	**None**	**None**
B. 17. Other changes, if any		

B.18. **Course learning outcomes: List each one in a separate row**	**Professional Org.Standard(s), if relevant**	**How will each outcome be measured?**
Gen Ed Requirements for ASQR	STL (Standards for Technological Literacy)	
Creative Thinking Students will engage in activities that require them to perform hands on tasks. They will: 1) design, make, test and assess solutions for technological problems requiring the use of design software or programming software; 2) create programming for the development of products and systems for several automation systems; 3) interpret and report on information related to technological design and innovation.	*Standard 8:* Students will develop an understanding of the attributes of design. *Standard 9:* Students will develop an understanding of engineering design. *Standard 19:* Students will develop an understanding of and be able to select and use manufacturing technologies.	**Assessment:** • Design Portfolio (Sketches, Final drawings) • Prototype – CNC artifact, Pneumatic system, robotics programming, Design for 3D printed prototype. • Individual and team presentations • Class participation
Quantitative Literacy Students will demonstrate the ability to plan, design and develop prototypes and other solutions to technological problems that can be solved by appropriate mathematical methods using precision	*Standard 3:* Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.	**Assessment:** • Faro Precision Measurement arm activity; • Planning and designing with design and programming software • Prototyping – CNC artifact, Pneumatic system, robotics

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
measurement equipment and design software.	*Standard 19:* Students will develop an understanding of and be able to select and use manufacturing technologies.	programming, Design for 3D printed prototype. • Quizzes and Final Exam
Scientific Literacy: Students will use methods and processes of science such as observation, measuring, classifying, inferring, recording and analyzing data, communicating using a variety of means such as, writing, speaking, using graphs, tables, and charts, making calculations, and experimenting	*Standard 3*: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study. *Standard 17*: Students will develop an understanding of and be able to select and use information and communication technologies *Standard 19:* Students will develop an understanding of and be able to select and use manufacturing technologies.	**Assessment:** • Materials selection and use paper • Faro Precision Measurement arm activity; • Pneumatics and robotics data sheets, etc. • Planning and designing with design and programming software • Prototyping – CNC artifact, Pneumatic system, robotics • Quizzes and Final Exam
Collaborative Work Group work will be an essential part of this class. Students will work in collaborative groups to create solutions to scenarios posed in class. Additionally, student teams will present the results of their work to the other members of the class. The automation programming exercises for CNC, Robotics, and Laser cutting will be team oriented, so that students can work together to create solutions to the design challenges.	*Standard 6*: Students will develop an understanding of the role of society in the development and use of technology *Standard 13*: Students will develop the abilities to assess the impact of products and systems.	**Assessment:** • Design Portfolio (Sketches, Final drawings) • Individual and team presentations • Class participation

B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**

A. Introduction to Automation and Control Systems

- Measurement and Control
- Types of Control
- Historical significance of Automation and Control
- Applications for Automation and Control
- Methods for solving industrial processing problems
- Inputs/process/output processes for closed & open loop systems

B. Precision Measurement

- Faro Arm - Introduction
- Quality Control
- Sensing (measurement)
- Equipment control
- Creating .STL from Scan
- Feedback

C. Fluid Control Systems

- Lab Safety
- Principles of fluid power
- Fluid power components
- Pneumatics systems
- Measuring fluid power
- Characteristics of flow
- Flow control
- Hybrid Systems
- Feedback Systems

D. Computer Controlled Systems

- Lab Safety
- CNC & Robotic systems
- Computer systems & teach pendants
- Principles of programming
- Operation
- Modeling

E. Additive Manufacturing Systems

- Lab Safety
- 3D Printing
- Polyjet systems -
- Fuse deposition modeling
- Design and prototyping
- CAD & CAM software programming

F. Subtractive Manufacturing Systems

- Lab Safety
- Laser Systems
- Laser cutting & etching
- Techniques – Vector and Raster
- Components of Universal Laser
- Intro to design software (CorelDraw)
- Safety Steps

G. Robotic Systems
- Evolution of Robotic systems
- Types of Robotic systems
- Classification of Robots
- Robot parts
- Degrees of Freedom

H. Robot Programming
- Evolution of programming
- Motion control
- Programming methods
- Program Language

I. Industrial Applications
- Manufacturing processes
- Work Cell
- Work Environment
- Vision systems
  Maintenance

D. SIGNATURES

- Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
- Proposals that do not have appropriate approval signatures will not be considered.
- Type in name of person signing and their position/affiliation.
- Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

D.1. APPROVALS: REQUIRED FROM PROGRAMS/DEPARTMENTS/DEANS WHO ORIGINATE THE PROPOSAL. MAY INCLUDE MULTIPLE DEPARTMENTS, E.G., FOR JOINT/INTERDISCIPLINARY PRPOSALS.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Lesley Bogad	Chair / Educational Studies		
James Magyar	Chair / Committee on General Education		
Earl Simson	Dean / Faculty of Arts and Sciences		Tab to add rows
Gerri August Julie Horwitz	Deans / Feinstein School of Education and Human Development		

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Jeffrey Mello	Dean / School of Management		
Debra Servello	Interim Dean / School of Nursing		
Jayashree Nimmagadda	Dean / School of Social Work		

D.2. ACKNOWLEDGEMENTS: REQUIRED FROM OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
			Tab to add rows

RHODE ISLAND COLLEGE GENERAL EDUCATION DISTRIBUTION COURSE REQUEST

USE THIS FORM FOR ANY DISTRIBUTION COURSE THAT IS TO BE INCLUDED IN THE GENERAL EDUCATION PROGRAM. IF THE COURSE IS NEW OR REVISED, ATTACH THE APPROPRIATE UNDERGRADUATE CURRICULUM COMMITTEE FORMS.
(Available at http://www.ric.edu/curriculum_committee/Pages/Forms-and-Information.aspx)

Date of Submission:	**4/8/19**		
Proposing Department or Program:	**Physical Sciences**		
Chair/contact:	**Sarah Knowlton/Andrea Del Vecchio**		
Department/Program Code (e.g., ENGL, PHYS, AFRI):	**PSCI**	**Course number:**	**204**
Catalog title: *(Remember the UCC 6-word limit.)*	**Understanding the Physical Universe**		
Prerequisites:	**BIOL100, MATH 144**		
Credits: *(General Education courses are four credits)*	**4**		
Category in General Education: Distribution *(General Education outcomes that must be formally addressed and assessed are noted for each category.* ☐Mathematics (**CCT**, **QL**) ☐Natural Science (lab required) (**CCT**, **ER**, **QL**, **SL**) √Advanced Quantitative/Scientific Reasoning (**CCT**, **QL**, **SL**) ☐History (**CCT, RF**, **CK**, **ER**, **GU**) ☐Literature (**CCT**, **WC**) ☐Social and Behavioral Sciences (**CCT**, **CK**, **ER**, **SL**) ☐Arts – Visual and Performing (**CCT**, **A**)			
How often will this course be offered?	**F, Sp, Su**		
Number and frequency of sections to be offered (students/semester or /year)?	**2-3 sections (24 students per section) per year**		

Courses in the distribution are content-based and students are expected to learn the material and demonstrate competence in a manner appropriate to the discipline.

Append a syllabus or two-level topical outline. We are interested in the content and pedagogy of the course. Include the description, requirements, schedule, and topics but omit details on attendance policy, academic integrity, disabilities, etc. *If UCC action is required, include the syllabus with the UCC form; an additional copy is not needed.*

In the table below, explain briefly how this course will meet the General Education Outcomes for its category as indicated above. Describe the kinds of assignments in which the assigned outcomes will be assessed.

Learning Outcomes
http://www.ric.edu/generaleducation/outcomes.php
Written Communication (**WC**)
Critical and Creative Thinking (**CCT**)
Research Fluency (**RF**)
Oral Communication (**OC**)
Collaborative Work (**CW**)
Arts (**A)**
Civic Knowledge (**CK**)
Ethical Reasoning (**ER**)
Global Understanding (**GU**)
Quantitative Literacy (**QL**)
Scientific Literacy (**SL**)

The form is a Word table. The boxes will expand to include whatever text is needed. Rows that do not apply to the course being proposed may be deleted.

General Education Outcome:	**Assignments or Activities:**
Written Communication	
Critical and Creative Thinking	Students often tend to think that science works only in the lab. This course will give them an opportunity to see how physics and chemistry can be applied in the real world, especially to current topics of interest in the Earth and Space Sciences such as climate change and water quality issues. These skills will be assessed in short writing assignments, either as independent assignments or as part of a larger lab report.
Research Fluency	
Oral Communication	
Collaborative Work	
Arts	
Civic Knowledge	
Ethical Reasoning	
Global Understanding	
Quantitative Literacy	Since this is a lab course, students will have the opportunity to participate in lab activities as a regular part of class. In these lab activities, they

	will have to collect, analyze and present data in a variety of ways. Students will also be assessed on quantitative literacy through problems sets and exams.
Scientific Literacy	This course will encourage students to make connections between different scientific ideas and to think about how phenomena or technologies are based on these ideas. This will allow then to better appreciate how science is integral to the world around them. Students will be assessed through lab activities in which they have to recognize and explain what physical principle is in action and how it contributes to the phenomenon they are observing.

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UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT INSTRUCTIONS: PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL

ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	**PSCI 204 UNDERSTANDING THE PHYSICAL UNIVERSE**		
Replacing			
A.2. Proposal type	**Course: creation**		
A.3. Originator	**Andrea Del Vecchio**	Home department	**Physical Sciences**
A.4. Context and Rationale	**The elementary education program has been redesigned and needs a new course in the physical sciences. This course will be an AQSR course with a lab that meets the needs of the new program while fulfilling the General Education requirements. This will allow the inclusion of a physical sciences course while keeping the degree program under 128 credits. Due to a need to cover certain core concepts needed to teach elementary school, some of the content will be similar to the previous course PSCI 103. However, there will be a shift in emphasis to integrate these basic concepts together to understand more complex earth and space science topics.**		
A.5. Student impact	**Elementary education students will learn the physical sciences content necessary for their future teaching.**		
A.6. Impact on other programs	**This will replace the current Physical Sciences course options in the Elementary Education program.**		
A.7. Resource impact	*Faculty PT & FT*:	**None**	
	Library:	**None**	
	Technology	**None**	
	Facilities:	**None**	
A.8. Semester effective	**Fall, 2019**	A.9. Rationale if sooner than next Fall	

A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.

B. NEW OR REVISED COURSES **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

	OLD (FOR REVISIONS ONLY) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply)	NEW Examples are provided for guidance, delete the ones that do not apply
B.1. Course prefix and number		**PSCI 204**
B.2. Cross listing number if any		
B.3. Course title		**Understanding the Physical Universe**
B.4. Course description		Fundamental principles in physical science such as force, energy, cycles and the structure of matter are introduced and used to investigate varied applications and current issues in the physical sciences.
B.5. Prerequisite(s)		**BIOL 100 and MATH 144**
B.6. Offered	**Fall | Spring | Summer | Even years | Odd years | Annually Alternate Years | As needed**	**Fall | Spring | Summer |**
B.7. Contact hours		**5**
B.8. Credit hours		**4**
B.9. Justify differences if any	**THIS IS BOTH A LECTURE AND A LAB COURSE. IT WILL HAVE 3 HOURS OF LECTURE AND 2 HOURS OF LAB PER WEEK.**	
B.10. Grading system	**Letter grade | Pass/Fail | CR/NCR**	**Letter grade**
B.11. Instructional methods	**Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio | Distance Learning**	**| Laboratory | Lecture |**
B.12.Categories	**Required for major/minor | Restricted elective for major/minor | Free elective | Required for Certification**	**Required for major**
B.13. Is this an Honors course?	**YES | NO**	**NO**
B.14. General Education N.B. Connections must include at least 50% Standard Classroom instruction.	**YES | NO | category:**	**YES category: AQSR**
B.15. How will student performance be evaluated?	**Attendance | Class participation | Exams | Presentations | Papers | Class Work | Interviews | Quizzes | Performance Protocols | Projects | | Reports of outside supervisor**	**Attendance | Class participation | Exams | Class Work | Quizzes | Projects |**
B.16. Redundancy statement	**NA**	
B. 17. Other changes, if any		

B.18. **Course learning outcomes: List each one in a separate row**	**Professional Org.Standard(s), if relevant**	**How will each outcome be measured?**

B.18. **Course learning outcomes: List each one in a separate row**	**Professional Org.Standard(s), if relevant**	**How will each outcome be measured?**
1. To make experimental measurements and understand what these measurements represent.		Labs
2. To use the correct units and significant figures when taking measurements.		Problem sets, labs, quizzes, exams
3. To set up and solve problems involving algebraic equations and to develop and understanding of what each variable in the equation represents.		Problem sets, labs, quizzes, exams
4. To analyze and interpret data including constructing data tables, doing calculations, making graphs and interpreting graphs		Problem sets, labs, quizzes, exams, low stakes writing exercises
5. To link laboratory observations to the theoretical concepts.		Problem sets, labs, quizzes, exams, low stakes writing exercises
6. To make observations and understand their significance		Labs, low stakes writing exercises
7. To make predictions and compare predictions to what you observe.		Labs, low stakes writing exercises
8. To construct explanations from data		Problem sets, labs, quizzes, exams, low stakes writing exercises
9. To make connections between different concepts and to put these concepts in context		Problem sets, labs, quizzes, exams, low stakes writing exercises

B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**

I. Principles: Motion, force and Energy

- Position and displacement
- Velocity and Acceleration
- Force and Newton's Laws
- Gravity
- Kinetic and Potential energy
- Conservation of Mechanical Energy
- Thermal expansion
- Specific heat and heat transfer
- Heat transfer mechanisms

II. Principles to Applications: Planetary Motion

- Gravitation and orbital motion
- Seasons
- Phases of the Moon
- Tides

III. Principles: Mechanical Waves

- Wave properties (wavelength, frequency, speed, amplitude, period)
- Properties of medium set the wave speed and source sets frequency
- Interference
- Basic introduction to sound

IV Principles to Applications: Waves in Earth Science

  - Sound in the ocean
  - Seismic waves

V. Principles: Electricity and Electric Circuits

- Electric charge and electric force
- Voltage and current
- Series and parallel circuits
- Ohm's Law applied to simple circuits
- Combining resistors in series or parallel
- Electric power
- Electromagnetic waves

VI. Principles to Applications: Climate and Alternative Energy

- Climate
  - Greenhouse effect
  - Albedo
- Energy generation
  - Conventional energy sources
  - Alternative energy sources

VII. Principles: Chemistry

- Atoms and their component particles
- Periodic table – atomic mass, atomic number, periodicity of properties
- Size and mass of the atom and the number of atoms in a bulk sample
- Atoms to molecules and compounds
- Density
- Chemical reactions
- Acids and bases

VIII. Principles to Applications: Water Quality

- Acidification of bodies of water
  Variation in oxygen level

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D. SIGNATURES

- Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
- Proposals that do not have appropriate approval signatures will not be considered.
- Type in name of person signing and their position/affiliation.
- Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

D.1. APPROVALS: REQUIRED FROM PROGRAMS/DEPARTMENTS/DEANS WHO ORIGINATE THE PROPOSAL. MAY INCLUDE MULTIPLE DEPARTMENTS, E.G., FOR JOINT/INTERDISCIPLINARY PRPOSALS.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Sarah Knowlton	Chair of Physical Sciences		
Carolyn Obel-Omia	Chair of Elementary Education		
Earl Simson	Dean of Arts and Sciences		
Gerri August	Co-Dean of the Feinstein School		
Julie Horowitz	Co-Dean of the Feinstein School		
Jefffrey Mello	Dean of the School of Business		
Debra Servello	Dean of the School of Nursing		
Jayashree Nimmagada	Dean of the School of Social Work		
James Magyar	Chair of COGE		

D.2. ACKNOWLEDGEMENTS: REQUIRED FROM OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
			Tab to add rows

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Rhode Island College General Education

Connections Course Proposal

Proposing Department or Program: **Physical Sciences**

Chair/contact: **Sarah Knowlton (chair) / Paul Tiskus**

DEPT/PROGCODE (e.g., ENGL, PHYS, AFRI) **PSCI** *Course number:* **262**

Catalog title: Connections: **Space: The Final Frontier**

Catalog Description: **The study of the sky is arguably the first science. Rooted in cultural beliefs, the quest for explanation, and future exploration, the study of space is one of the most intriguing areas of scientific research, history, literature, and film.**

*Prerequisites :***Completion of FYS, FYW. AQSR and at least 45 credits. Connections courses may not be used as part of a major or minor.**

*Credits:***4**.

*Connections Learning Outcomes: Written Communication (**WC**), Critical and Creative Thinking (**CCT**), Research Fluency (**RF**), Oral Communication (**OC**), and Collaborative Work (**CW**)*

> Explain briefly how this course meets the description for a Connections course, utilizing a comparative approach–such as across disciplines, across time, across cultures–on a particular topic or idea. Also briefly describe the kind(s) of required project(s) that ask students to make such connections.

The course spans the concept of space through its history, both cultural and scientific, the fascination of space found in literature and film, and the scientific and technological challenges necessary for its exploration. Curiosity about the Earth, the planets and stars has been the driving force behind human progress since prehistoric times. Today, the exploration of the universe has resulted in the application of technologies that impact all of today's societies. Our understanding of the universe remains one of the most inspiring, exciting and fruitful areas of scientific research.

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For each of the following major General Education program outcomes, identify potential projects, assignments or activities that will 1) engage students actively in the learning process and 2) teach a specified academic skill through the exploration of content.

General Education Outcome:	**Assignments or Activities:**
Critical and Creative Thinking	These outcomes will be (explicitly) modeled during class discussions and/or group problem-solving sessions. Key elements of critical thinking include: identifying the question or problem, analyzing evidence and developing arguments, integrating knowledge and demonstrating an awareness of multiple points of view, and drawing conclusions based upon reasons, arguments, and evidence. The assignments require students to come up with creative answers and submit their ideas to a critical scrutiny of the standards of "correct" answer. Students have to interpret the material presented in class and confront it with their own ideas and experiences to match them in the next step with the results obtained through researching the given topic.
Written Communication	Short papers (1 – 2 pages) will be assigned weekly as a response to selected readings or videos.
Research Fluency	Students will have several responsibilities to conduct research on a variety of issues using electronic resources. These may take the form of news articles, journal articles, film or video. Topics will include the history of the theories of space, influences on cultural practice and beliefs, and the science and technology of exploration.
Oral Communication	Critical thinking skills are engaged when listening, reading, thinking and speaking. Students will have multiple opportunities to create, organize and support ideas for various types of oral presentations and discussions where they are to evaluate content, opinions, values, and responses of others. This also includes different styles of presentation utilizing effective delivery techniques in public speaking.
Collaborative Work	The capstone project is a collaborative project for students to understand the mechanism of play of a board game and to examine the content of the game in relation to the content of the course. Students will complete their analysis with additional research and present the design and strategies of the game and compare these to scientific principles related to the game.

Content Rationale

PSCI 262: SPACE: THE FINAL FRONTIER

Weeks 1 & 2
Part I: Historical and Cultural Perspectives of Space

The study of the sky is arguably the first science. People had to make sense of what they saw in the sky and used the sky to make sense of the rest of the world. They studied the movement of celestial objects to help them keep time, to guide them in hunting, navigating and planting, to determine principles of leadership and community, and to predict and explain terrestrial events. Astronomy was essential for regulating the calendar and eventually for navigating and mapmaking. Astronomy was also integral to the cosmology of many ancient cultures. There are hundreds of examples of ancient sites built thousands of years ago all around the world in which people created monuments, temples, tombs and other structures that were aligned with the Sun, Moon or stars. Ice age cave paintings in France show evidence of observations of the Moon. The megalithic stones at Stonehenge in England are aligned with the rising and setting points of the Sun at summer and winter solstice, providing a ritual space that is tied to the solar calendar. Air shafts in Egypt's Great Pyramid tomb are aligned to stars that symbolize key mythological concepts related to death and resurrection. Archaeoastronomy is the study of how people (generally in the past) have observed and understood phenomena in the sky and how this understanding was embedded in their culture. By its nature, archaeoastronomy is interdisciplinary drawing on the fields of cultural anthropology, history of astronomy, art history, epigraphy, religion and more. Interest in the intersections between astronomy and culture is growing, as evidenced by the UNESCO-IAU Astronomy and World Heritage Initiative. Created in 2003, this international initiative aims to "establish a link between science and culture towards recognition of the monuments and sites connected with astronomical observations dispersed throughout all the geographical regions, not only scientific but also the testimonies of traditional community knowledge".

Weeks 3 & 4
Part II: Advent of Science

Tracking the work of Copernicus, Brahe. Kepler and Galileo illustrates an intertwined and complicated story. The early model ascribed to Copernicus as revolutionary work was part of a long line of astronomers and philosophers whose ideas began to expose cracks in the Aristotelian model. Copernicus offered an important new model and a revised set of observational data. Brahe left us a competing model and new observations of motion in the heavens. Kepler's work on elliptical orbits played a key role in moving toward a different conception of the cosmos. In each case, these individuals were part of ongoing dialogs between astronomers, theologians and other scholars. Without substantive use of the telescope, these stories illustrate how focused observation can result in important advances. Copernicus remained sure in the perfect heavenly spheres, Brahe spent a lot of time working on alchemy and Kepler wrote a great deal about astrology. When first summoned by the Roman Inquisition in 1616, Galileo was not questioned but merely warned not to espouse heliocentrism. Also in 1616, the church banned Nicholas Copernicus' book "On the Revolutions of the Celestial Spheres," published in 1543. After a few minor edits, making sure that the sun theory was presented as purely hypothetical, it was allowed again in 1620 with the blessing of the church. This suggests the need to recognize that our understanding of the universe, like theirs, is contextualized in the world as we know it.

Weeks 5 - 7
Part III: Science, Innovation, and Technology
From the early days of space flight, it became apparent that space exploration was an efficient driver for basic science and technology. The new challenges called for new approaches. The cost of launches drove designers to make spacecraft lighter, computers smaller, and with the highest performance and dependability. Solar cells, batteries and fuel cells were driven by space needs and benefitted many applications on Earth. The first satellites, designed to study the space environment and test initial capabilities in Earth orbit contributed critical knowledge for developing space telecommunications, global positioning, and advances in weather forecasting. The early missions also formed the technological basis for advanced space exploration, enabling the first robotic and human missions to the Moon, as well as highly capable planetary spacecraft and crewed space stations in orbit. Knowledge, coupled with ingenuity, provides people around the globe with solutions as well as useful products and services. Knowledge acquired from space exploration has also introduced new perspectives on our individual and collective place in the Universe.

Weeks 8 - 10
Part IV: Space and Popular Culture
Why is it that people talk of "Martians", rather than, say, Saturnians or Jovians, when discussing the topic of extraterrestrial life? Popular culture and the public's fascination in the form of literature, and then later radio and film, began in the late 19th century when, in 1877, astronomer Giovanni Sciaparelli reported observations of large canali (meaning "channels") on Mars. In 1897, H. G. Wells' The War of the Worlds was the first major work to explore the concept of the "extraterrestrial invader" and exerted a considerable influence on the public psyche. A few years later, even astronomers such as Percival Lowell seriously advanced the possibility of advanced lifeforms as described in his book Mars as the Abode of Life (1910). Consequently, Mars began to take a special place in popular culture around the turn of the 20th century which has continued to this day. In this section of the course, we will examine how space, its exploration and life-forms represented in literature, radio and film and how space has inspired human imagination.

Weeks 11 & 12
Part V: Space: Are we alone?
In the past few decades we have discovered many thousands of confirmed planets around other stars, with many thousand more candidate systems awaiting confirmation. We are starting to find planets that appear to be the size of Earth, and in regions around their parent stars where we might expect to find liquid water on such planets. This raises the possibility of other habitable planets in our universe from the realm of science fiction to the level of a question that can be addressed scientifically, the answer to which has potentially revolutionary implications for our species.

Weeks 13 & 14
Capstone Experience
Board games present an opportunity to develop critical thinking and cognitive skills as players plot their next move or work out a gameplay strategy. Recently, the popularity of science-based board games have been marketed that aim at teaching scientific concepts, so much that the journal Nature recently devoted an entire feature to the topic. This capstone project deals broadly with games as a unique kind of

medium, like poetry, opera, or theater. In particular, we will focus on how selected games use themes examined in the course and turn them into a mechanism that can be experienced by players. Students will write a thoughtful, convincing analysis of each of the board games in how well they represent the themes presented in the course and how the construction and play presents an accurate or flawed procedural translation of the theme. The written evaluation of the game should cover the following:

- Briefly identify the game and its subject. What is the game about?
- How does it play? How do its mechanics contribute to its representational qualities?
- Do they succeed? Fail? How so? Describe one or two of these successes/failures from a design perspective in representing the theme. Avoid general claims about the overall quality of the game, focusing instead on how and how well it represents the content and major themes of the course. In our class discussions, we have read about the topics we have covered in some detail, so cite such materials as evidence where appropriate. Conducting outside research to support your claims is to be expected.

For example, a planetary scientist at the University of Arizona who designed a project to retrieve asteroid samples, combined the science with a board game by creating "Xtronaut: The Game of Solar System Exploration." The game is based on real planetary missions which also contains elements of politics and strategy that are inspired by the real-life situations that space missions face such as project cancellations, audits, and government shutdowns.

In the game "Terraforming Mars", players take the role of corporations working together to terraform the planet by raising the temperature and creating oxygen, water, and plant and animal life. Players compete to earn the most victory points, which are measured by their contribution to terraforming, as well as building human infrastructure. Players accomplish these goals by collecting income and resources which allow them to play different cards, which represent either buildings or events, which then increase their income or resources or directly contribute to terraforming the planet or building infrastructure.

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UNDERGRADUATE CURRICULUM COMMITTEE (UCC)
PROPOSAL FORM

A.1. Course	**Physical Science 262: Space: The Final Frontier**		
A.2. Proposal type	**Course Creation**		
A.3. Originator	**Paul Tiskus**	Home department	**Educational Studies/Physical Sciences**
A.4. Context and Rationale	**Approve course: Physical Science 262: Space: The Final Frontier as a Connections course in General Education.** **Currently there is one Connections course in the natural sciences (BIOL 262: The Worlds Forests). The addition of PSCI 262 provides students the opportunity to explore the cultural impacts on the imagination of space, the science and technological discoveries in the past and future, and how space has fueled science fiction literature, film, and in popular culture.**		
A.5. Student impact	**Provides a Connections course in the physical sciences.**		
A.6. Impact on other programs	**None**		
A.7. Resource impact	*Faculty PT & FT*:	**None**	
	Library:	**None**	
	Technology	**None**	
	Facilities:	**None**	
A.8. Semester effective	**Spring, 2020**		

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B. NEW OR REVISED COURSES **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

	New Examples are provided for guidance, delete the ones that do not apply
B.1. Course prefix and number	**PSCI 262**
B.2. Cross listing number if any	
B.3. Course title	**Space: The Final Frontier**
B.4. Course description	**Students explore the cultural impacts on the imagination of space, the science and technological discoveries for space science, and how space has fueled science fiction literature, film, and popular culture.**
B.5. Prerequisite(s)	**FYW, FYS, AQSR and 45 credits**
B.6. Offered	**Fall | Spring | Summer |**
B.7. Contact hours	**4 hrs/wk**
B.8. Credit hours	**4**
B.10. Grading system	**Letter grade**
B.11. Instructional methods	**Lecture | Small group | Individual |**
B.12.Categories	**Free elective**
B.13. Is this an Honors course?	**No**
B.14. General Education N.B. Connections must include at least 50% Standard Classroom instruction.	**Yes: Connections**
B.15. How will student performance be evaluated?	**Attendance | Class participation | Exams | Presentations | Papers |** **Class Work | Quizzes | | Projects |**

B.18. **Course learning outcomes:**	**How will each outcome be measured?**
Examine key events in the development of science and recognize that s science is an evolving body of knowledge.	Short response papers (1 – 2 pages) to selected readings. These will be assigned on a weekly basis.
Recognize the social and philosophical implications of scientific discoveries and examine the potential of science and technology to address problems of the contemporary world.	Individual students will provide a short presentation (15 – 20 min) of a current event or issue about space exploration.
Examine the cultural and historical origins of the theories of space and how our knowledge of space influences society.	Short response papers (1 – 2 pages) to selected readings.

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B.18. **Course learning outcomes:**	**How will each outcome be measured?**
Examine the astronomical observations of the prehistoric cultures and how myth and science are elements of past and present cultures.	Student groups will select a past culture, myth, or object as an artifact illustrating its significance in understanding our universe and present to the class the results of their research.
Examine the evolution of human space exploration and progress of science, technology, and innovation.	Quiz or other formal assessment.

B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**

I. The Concept of Space in Antiquity
- A. Creation Stories
- B. Monoliths & megaliths
- C. Time keeping: Sundials and calendars
- D. Astronomy vs Astrology
- E. Cultural interpretations of space and time
- F. Hellenistic influences in astronomy

II. Rise of Modern Science
- A. From Ptolemy to Copernicus
- B. Brahe & Kepler: Observations to a mathematical model
- C. Galileo: Astronomy on trial
- D. Newton: Gravity and planetary mechanics
- E. The Big Bang and the expanding universe

III. Science, Innovation, & Technology
- A. It's Rocket Science! Mercury to the Space Shuttle and SpaceX
- B. Technology exploring space: Satellites, communication, and the human factor
- C. Conducting science and living in microgravity
- D. What are the challenges for future innovation?

IV: Space and Popular Culture
- A. Percival Lowell, H.G. Wells and Orson Wells: The Martian mythology
- B. The benevolent alien and the terrorist: Depiction of aliens in film and text.
- C. Science fiction to science fact

V. Are We Alone?
- A. Voyager, Kepler, Casinni: Recent discoveries from satellites within our solar system
- B. The Search for ET: Search and identification of signals
- C. Terraforming Mars: Have we learned our lesson on Earth?
- D. Exoplanets and the Drake Equation

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D.1. Approvals:

Name	Position/affiliation	Signature	Date
James Magyar	Chair, COGE		
Sarah Knowlton	Chair of Physical Sciences		
Earl Simson	Dean of Arts & Sciences		

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GENERAL EDUCATION

Chair of the Committee on General Education
James Magyar

General Information

The General Education Program is designed to provide students in all academic majors and professional programs with the knowledge and skills of a college-educated citizen. General Education approaches eleven learning outcomes through three core courses, seven distribution areas, a second language requirement, and writing in each of the disciplines. In the first year, First Year Writing provides a starting point for writing at all levels throughout the curriculum. Also in the first year, students choose from a large selection of intriguing topics with which to hone their skills in First Year Seminar. Connections courses, taken later in one's program, again use a topical approach to strengthen academic skills. Writing in each discipline purposefully and explicitly develops student writing appropriate to the style and context of the individual discipline.

Recognizing the vast scope of knowledge available, Distribution courses allow students to choose courses in each area to advance professional goals, enhance personal interests, or explore new areas. One of these courses is a more advanced course that builds upon other General Education courses in science and mathematics to develop skills and understanding at a higher level.

Rhode Island College graduates also demonstrate knowledge of an additional language, demonstrated through the Second Language Requirement. The following sections provide more detailed information on General Education at the College.

CORE COURSES

COURSES

First Year Seminar (FYS)

FYS 100 is required in the freshman year, with sections on a wide variety of topics. Each section is discussion-based and focused on developing critical thinking, oral communication, research fluency, and written communication. FYS 100 will not be offered in the summer or the early spring sessions. Students who enter the college as transfer students are not considered first-year students and are exempt from this requirement. Courses are limited to twenty students

FYS 100	First Year Seminar	4	F, Sp

First Year Writing (FYW)

FYW 100 (or FYW 100P) is required in freshman year. Either course introduces students to college-level writing and helps them develop the writing skills needed for success in college courses. Successful completion of the course (a final grade of C or better) will also meet the College Writing Requirement. Courses are limited to twenty students for FYW 100 (four credit hours); courses are limited to fifteen students for FYW 100P (six credit hours).

FYW 100	Introduction to Academic Writing	4	F, Sp, Su
FYW 100P	Introduction to Academic Writing PLUS	6	F, Sp

Connections (C)

Courses in the Connections category are upper-level courses on topics that emphasize comparative perspectives, such as across disciplines, across time, and across cultures. Students must complete the FYS 100 (p. **Error! Bookmark not defined.**) and FYW 100 (p. **Error! Bookmark not defined.**)/FYW 100P (p. **Error! Bookmark not defined.**)/FYW 100H courses and must have earned at least 45 college credits before taking a Connections course. Connections courses cannot be included in any major or minor program.

AFRI 262	Cultural Issues in Africana Studies	4	F, Sp, Su
ANTH 262	Indigenous Rights and the Global Environment	4	F, Sp
ANTH 265	Anthropological Perspectives on Childhood	4	F, Sp
ANTH 266	Anthropological and Indigenous Perspectives on Place	4	F, Sp
ART 261	Art and Money	4	Sp
ART 262	Encounters with Global Arts	4	F
BIOL 261	The World's Forests	4	F (even years)
COMM 261	Issues in Free Speech	4	Annually
COMM 262	Dialect: What We Speak	4	As needed

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COMM 263	East Asian Media and Popular Culture	4	Sp, Su
ENGL 261	Arctic Encounters	4	As needed
ENGL 262	Women, Crime, and Representation	4	As needed
ENGL 263	Zen East and West	4	Sp (alternate years)
ENGL 265	Women's Stories across Cultures	4	As needed
ENGL 266	Food Matters: The Rhetoric of Eating	4	Sp (alternate years)
ENGL 267	Books that Changed American Culture	4	Alternate years
FILM 262	Cross-Cultural Projections: Exploring Cinematic Representation	4	As needed
GEND 261	Resisting Authority: Girls of Fictional Futures	4	Sp (alternate years)
GEND 262	Lights, Camera, Gender!: Gender in Film	4	F
GED 262	Native American Narratives	4	F, Sp
GEOG 261	Globalization, Cities and Sustainability	4	Sp
HIST 263	Christianity	4	F, Sp
HIST 267	Europe and Beyond: Historical Reminiscences	4	Annually
HIST 268	Civil Rights and National Liberation Movements	4	Annually
HIST 269	Jazz and Civil Rights: Freedom Sounds	4	F, Sp, Su
HIST 272	Globalization, 15th Century to the Present	4	F, Sp, Su
HIST 273	Latin America and Globalization, 1492-Present	4	Annually
HIST 275	Russia from Beginning to End	4	F, Sp
MUS 261	Music and Multimedia	4	As needed
NURS 262	Substance Abuse as a Global Issue	4	F
NURS 264	Status of the World's Children	4	F, Sp, Su
NURS 266	Health and Cultural Diversity	4	F, Sp
PHIL 262	Freedom and Responsibility	4	F, Sp, Su
PHIL 263	The Idea of God	4	F, Sp, Su
PHIL 265	Philosophical Issues of Gender and Sex	4	F, Sp
PHIL 266	Asian Philosophies: Theory and Practice	4	F, Sp
POL 262	Power and Community	4	F, Sp, Su
POL 266	Investing in the Global Economy	4	F, Sp, Su
POL 267	Immigration, Citizenship, and National Identity	4	Annually
PSCI 262	**Space: The Final Frontier**	**4**	**F, Sp, Su**
SOC 262	Sociology of Money	4	F, Sp, Su
SOC 264	Sex and Power: Global Gender Inequality	4	F, Sp
SOC 267	Comparative Perspectives on Higher Education	4	Even years
SUST 261	Exploring Nature Through Art, Science, Technology	4	F, Sp
THTR 261	Contemporary Black Theatre: Cultural Perspectives	4	Annually

For UCC use only

Document ID #:

Date Received:

RHODE ISLAND COLLEGE GENERAL EDUCATION DISTRIBUTION COURSE REQUEST

USE THIS FORM FOR ANY DISTRIBUTION COURSE THAT IS TO BE INCLUDED IN THE GENERAL EDUCATION PROGRAM. IF THE COURSE IS NEW OR REVISED, ATTACH THE APPROPRIATE UNDERGRADUATE CURRICULUM COMMITTEE FORMS.
(Available at http://www.ric.edu/curriculum_committee/Pages/Forms-and-Information.aspx)

Date of Submission:	28 February 2019		
Proposing Department or Program:	**Anthropology**		
Chair/contact:	**Praveena Gullapalli/pgullapalli@ric.edu**		
Department/Program Code (e.g., ENGL, PHYS, AFRI):	**ANTH**	**Course number:**	**237**
Catalog title: *(Remember the UCC 6-word limit.)*	**Measuring Inequality, Analyzing Injustice**		
Prerequisites:	**Completion of any Mathematics General Education distribution course**		
Credits: *(General Education courses are four credits)*	**4**		

Category in General Education: Distribution *(General Education outcomes that must be formally addressed and assessed are noted for each category.*

☐Mathematics (**CCT**, **QL**)
☐Natural Science (lab required) (**CCT**, **ER**, **QL**, **SL**)
❖Advanced Quantitative/Scientific Reasoning (**CCT**, **QL**, **SL**)
☐History (**CCT, RF**, **CK**, **ER**, **GU**)
☐Literature (**CCT**, **WC**)
☐Social and Behavioral Sciences (**CCT**, **CK**, **ER**, **SL**)
☐Arts – Visual and Performing (**CCT**, **A**)

How often will this course be offered?	**Annually**
Number and frequency of sections to be offered (students/semester or /year)?	**1-2 sections per year**

Courses in the distribution are content-based and students are expected to learn the material and demonstrate competence in a manner appropriate to the discipline.

Append a syllabus or two-level topical outline. We are interested in the content and pedagogy of the course. Include the description, requirements, schedule, and topics but omit details on attendance policy, academic integrity, disabilities, etc. *If UCC action is required, include the syllabus with the UCC form; an additional copy is not needed.*

Learning Outcomes
http://www.ric.edu/generaleducation/outcomes.php
Written Communication (**WC**)
Critical and Creative Thinking (**CCT**)
Research Fluency (**RF**)
Oral Communication (**OC**)
Collaborative Work (**CW**)
Arts (**A)**
Civic Knowledge (**CK**)
Ethical Reasoning (**ER**)
Global Understanding (**GU**)
Quantitative Literacy (**QL**)
Scientific Literacy (**SL**)

In the table below, explain briefly how this course will meet the General Education Outcomes for its category as indicated above. Describe the kinds of assignments in which the assigned outcomes will be assessed.

The form is a Word table. The boxes will expand to include whatever text is needed. Rows that do not apply to the course being proposed may be deleted.

General Education Outcome:	**Assignments or Activities:**
Critical and Creative Thinking	A creative and critical analysis of quantitative data is necessary to better understand a wide-range of conditions of injustice and inequality. Students will learn how anthropologists use and analyze various data pertaining to the lived experiences of people to discern and understand inequalities. They also explore the limitations of these datasets. Upon completion of the course, students will have identified, measured, and analyzed quantitative data and learned how anthropologists interpret the benefits and shortcomings of quantitative methods. For example, students will learn about the relationship between quantitative and qualitative methods in anthropological research, and how exploring this relationship builds stronger critical and creative thinking skills, and the ability to express complex thought through both conventional academic and creative means. For example, one of the first assignments in this course requires students apply critical and creative thinking through the 'coding' (*assigning value or importance*) and analysis of assigned values (*contextualizing and discussing*) to produce novel or new research outcomes. Students may choose their own data set, such as the results from the national census or to collect new data through a small-scale survey. Students will be trained in several different methods for coding (i.e., through highlighting key words or terms or through counting rates of occurrence on an excel worksheet), as well as different methods for analyzing your data (e.g., thematic elements, Critical Discourse Analysis, etc.). For this project students will turn in the data set they used along with a 3-5 paper that 1) discusses the data set (i.e., What is it? Where did it come from? Why is it important?); 2) Methodological approach (i.e., What did you do? Why?); and 3) results from applying this approach to the data (i.e., What did you learn? What came up? Next Steps?). This project is not about creating *generalizable* or *statistically-significant* outcomes but rather is to explore—on a small scale—how all data undergoes interpretation.

Quantitative Literacy	In both course readings and during in-class exercises students will be provided with quantitative data sets related to the topic under discussion. The presentation of data will vary based on size, format, and context. Students will be trained in how to interpret and construct data presentation styles, including tables, graphs and other commonly used figures. Students will also be trained in and provided with access to software (e.g. SPSS, Excel) in which to structure, input, and code a data set. Readings will specifically address the kinds of terms and concepts used in the measurement of data and materials used in collecting, housing, analyzing, and discussing data. Readings will include articles, reports, and book chapters that discuss how to interpret, analyze, and create the numbers or text that gets displayed in charts and graphs. Students will also be provided with example 'code books' (what variables have been assigned what values) of which are used in extremely large data sets and usually housed in software such as SPSS and STATA. In-class assignments will be used over multiple classes in which students, meeting as a whole class or in small groups, will be presented with data sets created as examples or from the readings and asked to explain what information can be gained from them and what is missing. The outcome of these in-class assignments provide the basis for discussions on 1) how sampling strategies are used and why; 2) how and what data is used to characterize the social and economic dimensions of a population; 3) methods used to determine indicators of inequality; 4) how to analyze and interpret regionally-specifically socio-economic data (e.g., income, occupation, housing, education, etc.) as it applied to lived experience; and 5) how to analyze and interpret data used at the global scale (e.g., economic development reports, World Bank and International Monetary Fund reports.
Scientific Literacy	In this course students will learn key concepts used by anthropologists and other social scientists to discuss data as well as develop an understanding of the practices and processes involved in collecting data that measures human experience through 1) course readings, 2) in-class assignments and, 3) final reports For example, some course readings, such as the public health report analyzing the high mortality rates of African-American infants produced by American statistician Frederick Hoffman in 1896, highlight how racist frameworks were/are justified through selective interpretation of data. In-class exercises will be used to demonstrate concepts often defined or discussed in the readings. For example during the week exploring 'Global Health, Inequalities, and the Metrics of Disease Burdens' one of the in-class activities includes identifying how existing reports produced by the World Health Organization define 'health' and whether this definition is truly a global one. During the second and third week of the course, we conduct an in-class exercise on identifying the best methods used to collect, code, and analyze data in 3 different scenarios: a local needs assessment in a town of 1,000, a survey of a community of 5 million and a sample size of 5. This assignment allows students to apply and better understand how the kinds of methods used often rely heavily on the question being asked and the size of the population.

	The report analysis assignment explores the strengths and weaknesses of methods and data used to build our knowledge of the complexities of a particular topic of inequality and injustice. For this paper students must pick a topic related to how social condition is counted, including but not limited to: measuring racial, class, geographic, sexual or environmental conditions, rates and quality of healthcare or housing, gender and sexual minority metrics. Students will identify the methods used to generate the categories discussed, a discussion of a data set collected on this topic, a discussion of how the data was analyzed and an analysis of the results.

Anthropology 237:
Measuring Injustice, Analyzing Inequality
(Sample Syllabus)

Course description:
In this course we investigate the lived experiences of people in order to explore and understand the nature of inequality. We focus on data collected by anthropologists and other social scientists as well as by various local, national and international organizations. Specifically, we consider and discuss the strengths and weaknesses of quantitative data sets, as well as the various methods used to collect, measure, and analyze inequalities and injustices. Because quantitative reasoning and data influence how laws, policies, and interventions are created on a wide range of social, cultural, medical, and environmental issues, exploring questions about data collection, analysis, and application help us better understand the structures and systems of inequality and injustice that impact our lives and the lives of people all over the world. The books, reports, articles, and films used in this course all explore key dimensions and dynamics of inequality and injustice, across a vast array of topics including education, health, income, human rights, environmental risk, gender and sexuality, and occupational safety. Finally, the course will also address how strategies of quantitative reasoning can be applied to local and global contexts.

This course meets the AQSR General Education requirement. The pre-requisite is the completion of any Math distribution course.

Course method:
In this class, we will be building on the mathematical principles that you've already learned in your General Education class. Specifically, we learn how scientific and quantitative methods and reasoning are used and analyzed by anthropologists to ask and answer a series of specific questions. We will be drawing on many different scientific disciplines, from economics to epidemiology, to critically analyze data to explore inequality and to sharpen our understandings of inequality and therefore systems of injustice in our society.

This course is structured as an anthropological investigation of how the data can tell us a great deal about social inequalities and injustices. Using information provided, you will learn about relevant techniques used to study the inequality and injustice experienced by communities. You will be provided with a diverse and varied selection of theoretically-anchored and ethnographically-based materials, including conventional anthropological texts (such as ethnographic case studies that integrate quantitative data), Governmental and Non-Governmental reports (such as those released by the US Environmental Protection Agency (EPA), World Bank, and the US 'President's Emergency Plan for AIDS Relief' (more commonly referred to as PEPFAR), and community-based reports (such as regionally produced 'needs assessments'). Using these materials we will identify: 1) methods used to collect the data (e.g., survey, participant-observation, non-directive interviewing); and 2) how data was measured (e.g., number of participants, categories used, data analysis software), coded (e.g., variables assigned or emerging from a question, answer or theme), and analyzed (e.g., through software). Upon completion of the course, you will have identified, measured, and analyzed quantitative data and how anthropologists interpret the benefits and shortcomings of quantitative methods. For example, students will learn about the relationship between quantitative and qualitative methods in anthropological research, and how exploring this relationship builds stronger critical and creative

thinking skills, and the ability to express complex thought through both conventional academic and creative means.

Grading:
The grade for this class will be based on:

Attendance and participation	100 points
Final paper	100 points
In-class data analysis exercises	50 points (10@5 points each)
Report Analysis Paper	100 points (4@25 points each)
Collaborative Report Analysis	50 points
Exams	100 points (2@50 points each)
Total Possible Points:	**500 Points**

Assignments (examples):

In-Class Exercises: Students will engage in various in-class exercises intended to build on their data analysis and interpretation skills. The topical foci of these exercises will vary week-to-week, but all will involve the students working in groups to "make sense" of a particular data set on a selected topic of inequality and injustice. Each in-class exercise will involve the development of a group report and short presentation to the class involving data analysis, interpretations, and reflection on the strengths and weaknesses of quantitative reasoning as it applies to the study of the selected topic.

Report Analysis Papers: Throughout the semester, students will complete four "Report Analysis Papers." For this assignment, each student will be provided with an official local, state, federal, or international document that reports on quantitative data related to a selected social, health, or environmental topic. These papers (1,000 words) will include the following components: 1) A short description of the report focus and findings, 2) An analysis of the methods used to generate the data used in the report, and 3) A discussion of the strengths and weakness of the methods and data used in the report to build scientific knowledge and understanding of the selected topic.

Final Paper: Students will research write up a final paper on a selected topic on inequality and injustice. The paper will provide students the opportunity to further explore a reading or topic discussed in the course that catches their interest. The paper is intended to measure the students' ability to critically analyze and interpret a key debate in the study of inequality and injustice by drawing on available data and analyzing the strengths and weaknesses of these data for knowing the complexities of a particular topic of inequality and injustice. The students will work closely with the instructor to select their research topic and find relevant literature and data on their topic.

Possible texts (selected chapters/readings from):

Nader, Laura (1996) *Naked Science: Anthropological Inquiry into Boundaries, Power, and Knowledge.* New York: Routledge.
Gould, Stephen Jay (1996) *The Mismeasure of Man.* New York: Norton.
Foster, John Bellamy and Fred Magdoff (2009) *The Great Financial Crisis: Causes and Consequences.* New York: Monthly Review Press.
Farmer, Paul (1999) *Infections and Inequality: The Modern Plagues.* Berkeley: University of California Press.
Adams, Vincanne, Ed. (2016) *Metrics: What Counts in Global Health.* Durham: Duke University Press.
Cookson, Tara Patricia (2018). *Unjust Conditions: Women's Work and the Hidden Cost of Cash Transfer Programs*. University of California Press.
Moeller, Kathryn (2018) *The Gender Effect: Capitalism, Feminism, and the Corporate Politics of Development*. University of California Press.
Crane, Johanna (2013). *Scrambling for Africa: AIDS, Expertise, and the Rise of American Global Health Science*. Ithaca, NY: Cornell University Press.
Jasanoff, Sheila, Ed. (2011) *Reframing Rights.* Cambridge, MA: MIT Press.
Bell, Karen (2014) *Achieving Environmental Justice: A Cross-National Analysis.* UK: Policy Press.
Picketty, Thomas (2014) *Capital in the Twenty-First Century.* Cambridge, MA: Harvard University Press.
Ascher, William , Toddi Steelman, and Robert Healy (2010) *Knowledge and Environmental Policy: Re-Imaging the Boundaries of Science and Politics.* Cambridge, MA: MIT Press.
Davis, Mike (2006) *Planet of slums*. London & New York: Verso.
Brown, Peter J. and Svea Closser (2018) *Foundations of Global Health: An Interdisciplinary Reader*. University of Oxford Press.

Possible Weekly Topics (all of these cannot be covered in a semester; class time will also be dedicated to students working on their analyses and in other individual and group work):

Week I
Overview of Scientific and Quantitative Reasoning
- -What is scientific reasoning?
- -What is the role of quantification in society?
- -Systems of knowledge and knowing
- -Social science approaches to epistemology

Week II
Ethics and Social Science Research on Inequality
- -What do the social sciences know about inequality?
- -What social science disciplines investigate inequality and injustice?
- -U.S. Census Data Analysis

Week III
Anthropology, Coding, and Quantification

-How do anthropologists work with quantitative methods?
-What data do anthropologists draw on to study inequality and injustice?
-Approaches to selection and sampling in anthropological research
-Survey methodologies in cultural anthropology
-Quantitative data analysis methods in anthropology (SPSS)

Week IV
Basic Methods of Medical Anthropology and Public Health Sciences

-How do medical anthropologists study inequalities in health, disease, and illness?
-What data do medical anthropologists analyze to study these inequalities?
-How do we interpret epidemiological sciences and use public health data?
-National Epidemiological Health Survey Methodology

Week V
Global Health, Inequalities, and the Metrics of Disease Burdens

-Analyzing Disability Adjusted Life Years (DALY), prevalence, and incidence rates
-Risk analysis methods
-Big Data, Global Health, and HIV/AIDS data analysis
-World Health Organization data analysis
-Funding Global Health Research and Health Interventions (PEPFAR, The Global Fund, and the Bill and Melinda Gates Foundation)

Week VI
Economics, Education, and Tax Inequality

-How does quantification fuel economic reasoning and planning?
-How do economic development agencies use statistics and survey data?
-Economic indicators analysis and interpretation
-World Bank and International Monetary Fund report analysis
-What are socio-economic indicators?
-How is income measured and analyzed?
-How are taxes structured and reasoned?

Week VII
Race, Nation and Inequality

-How is race measured? By what standards?
-How is where we are from impact the data collected about us?
-Citizenship, border/boundaries, war/conflict areas

Week VIII
Mapping as a Method for Analyzing Inequality

-How is housing measured and analyzed?
-How do socio-economic indicators relate to housing patterns?
-What do eviction rates tell us about inequality in our society?
-Providence Housing Authority exercise and analysis

Week IX
Indicator Analysis in Environmental Justice

-How is environmental justice measured?
-Environmental Justice Indicators Framework
-Evidence-based decision-making in environmental policy

Week X
Climate Science and Measurement in the Anthropocene

-Climate change data, planetary sciences, and environmental policy
-Big data, scientific consensus, and Anthropocene data
-International Panel on Climate Change (IPCC) and U.S. National Climate Assessment report analysis

Week XI
Inequalities in Gender and Sex

-How are gender-based inequalities measured?
-How is survey data used to influence rights at the intersection of sex and gender?
-What are "ghost statistics"?
-How is gender-based empowerment measured and by who?

Week XII
Inequalities are Embodied

-How do we measure 'ability' and 'disability'?
- How are 'normal' bodies constructed and measured?
-What gets counted as disability?
-Who and what standards determine disability classification?
-Analyze and interpret various disabilities policies

Week XIII
Quantification and Community Advocacy

-Community asset methods
-Determining community values
-Analyzing indicators of community advocacy success

Week IV
Course Reflection and Review

-Student project presentations
-Course reflection and overview

UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT INSTRUCTIONS: PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	**ANTHROPOLOGY 237** **MEASURING INJUSTICE, ANALYZING INEQUALITY**		
A.2. Proposal type	**Course: creation**		
A.3. Originators	**Peter Little, Elizabeth Pfeiffer, Elijah Edelman**	Home department	**Anthropology**
A.4. Context and Rationale	**There are a limited number of AQSR courses that do not require students to have fulfilled specific math General Education distribution requirements. This course is open to students who have taken any GenEd math distribution course and therefore serves a population who might not be able to take other AQSR courses. In addition, within the Anthropology Department, Measuring Injustice, Analyzing Inequality provides majors with a course that specifically addresses a wide-range of (often intersecting and overlapping) social injustices and inequalities while also adding to courses that teach anthropological methodologies. The approach taken in this course to understanding various identities (as intersecting social realities) better reflects the current state of the discipline. While not all majors might be interested in this class, being able to offer it as a General Education AQSR and as a course within the major allows the department to serve both groups of students.**		
A.5. Student impact	**This course will be another option for students who have taken any math course to fulfill their AQSR requirement. The nature of the prerequisite makes this course accessible to all students. It also provides another anthropology course for Anthropology majors.**		
A.6. Impact on other programs	**There is no impact on other programs.**		
A.7. Resource impact	*Faculty PT & FT*:	**None, current Anthropology faculty will teach this course.**	
	Library:	**None, existing resources are sufficient.**	
	Technology	**None, existing resources are sufficient.**	
	Facilities:	**None, existing resources are sufficient.**	
A.8. Semester effective	**Spring 2020**	A.9. Rationale if sooner than next Fall	

A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.

B. NEW OR REVISED COURSES **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

	OLD (FOR REVISIONS ONLY) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply)	NEW Examples are provided for guidance, delete the ones that do not apply
B.1. Course prefix and number		**ANTH 237**
B.2. Cross listing number if any		
B.3. Course title		**Measuring Inequality, Analyzing Injustice**
B.4. Course description		Anthropologists use a variety of methods to characterize the lived experiences of people. Students learn about these methods and how they can be analyzed to understand inequality and injustice.
B.5. Prerequisite(s)		**Completion of any Math General Education course**
B.6. Offered		**Annually**
B.7. Contact hours		**4**
B.8. Credit hours		**4**
B.9. Justify differences if any		
B.10. Grading system		**Letter grade**
B.11. Instructional methods		**| Lecture |Small group | discussion**
B.12.Categories		**Free elective** **Restricted elective for Anthropology**
B.13. Is this an Honors course?		**NO**
B.14. General Education N.B. Connections must include at least 50% Standard Classroom instruction.		**YES** **category: AQSR**
B.15. How will student performance be evaluated?		**Attendance | Class participation | Exams | Papers | Projects |**
B.16. Redundancy statement		**N/A**
B. 17. Other changes, if any		

B.18. **Course learning outcomes: List each one in a separate row**	**Professional Org.Standard(s), if relevant**	**How will each outcome be measured?**

Critical and Creative Thinking		A creative and critical analysis of quantitative data is necessary to better understand a wide-range of conditions of injustice and inequality. Students will learn how anthropologists use and analyze various data pertaining to the lived experiences of people to discern and understand inequalities. They also explore the limitations of these datasets. Upon completion of the course, students will have identified, measured, and analyzed quantitative data and learned how anthropologists interpret the benefits and shortcomings of quantitative methods. For example, students will learn about the relationship between quantitative and qualitative methods in anthropological research, and how exploring this relationship builds stronger critical and creative thinking skills, and the ability to express complex thought through both conventional academic and creative means. For example, one of the first assignments in this course requires students apply critical and creative thinking through the 'coding' (*assigning value or importance*) and analysis of assigned values (*contextualizing and discussing*) to produce novel or new research outcomes. Students may choose their own data set, such as the results from the national census or to collect new data through a small-scale survey. Students will be trained in several different methods for coding (i.e., through highlighting key words or terms or through counting rates of occurrence on an excel worksheet), as well as different methods for analyzing your data (e.g., thematic elements, Critical Discourse Analysis, etc.). For this project students will turn in the data set they used along with a 3-5 paper that 1) discusses the data set (i.e., What is it? Where did it come from? Why is it important?); 2) Methodological approach (i.e., What did you do? Why?); and 3) results from applying this approach to the data (i.e., What did you learn? What came up? Next Steps?). This project is not about creating *generalizable* or *statistically-significant* outcomes but rather is

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
		to explore—on a small scale—how all data undergoes interpretation.
Quantitative Literacy		In both course readings and during in-class exercises students will be provided with quantitative data sets related to the topic under discussion. The presentation of data will vary based on size, format, and context. Students will be trained in how to interpret and construct data presentation styles, including tables, graphs and other commonly used figures. Students will also be trained in and provided with access to software (e.g. SPSS, Excel) in which to structure, input, and code a data set. Readings will specifically address the kinds of terms and concepts used in the measurement of data and materials used in collecting, housing, analyzing, and discussing data. Readings will include articles, reports, and book chapters that discuss how to interpret, analyze, and create the numbers or text that gets displayed in charts and graphs. Students will also be provided with example 'code books' (what variables have been assigned what values) of which are used in extremely large data sets and usually housed in software such as SPSS and STATA. In-class assignments will be used over multiple classes in which students, meeting as a whole class or in small groups, will be presented with data sets created as examples or from the readings and asked to explain what information can be gained from them and what is missing. The outcome of these in-class assignments provide the basis for discussions on 1) how sampling strategies are used and why; 2) how and what data is used to characterize the social and economic dimensions of a population; 3) methods used to determine indicators of inequality; 4) how to analyze and interpret regionally-specifically socio-economic data (e.g., income, occupation, housing, education, etc.) as it applied to lived experience; and 5) how to analyze and interpret data used at the global

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
		scale (e.g., economic development reports, World Bank and International Monetary Fund reports.
Scientific Literacy		In this course students will learn key concepts used by anthropologists and other social scientists to discuss data as well as develop an understanding of the practices and processes involved in collecting data that measures human experience through 1) course readings, 2) in-class assignments and, 3) final reports For example, some course readings, such as the public health report analyzing the high mortality rates of African-American infants produced by American statistician Frederick Hoffman in 1896, highlight how racist frameworks were/are justified through selective interpretation of data. In-class exercises will be used to demonstrate concepts often defined or discussed in the readings. For example during the week exploring 'Global Health, Inequalities, and the Metrics of Disease Burdens' one of the in-class activities includes identifying how existing reports produced by the World Health Organization define 'health' and whether this definition is truly a global one. During the second and third week of the course, we conduct an in-class exercise on identifying the best methods used to collect, code, and analyze data in 3 different scenarios: a local needs assessment in a town of 1,000, a survey of a community of 5 million and a sample size of 5. This assignment allows students to apply and better understand how the kinds of methods used often rely heavily on the question being asked and the size of the population. The report analysis assignment explores the strengths and weaknesses of methods and data used to build our knowledge of the complexities of a particular topic of inequality and injustice. For this paper students must pick a topic related to how social condition is

B.18. Course learning outcomes: List each one in a separate row	Professional Org.Standard(s), if relevant	How will each outcome be measured?
		counted, including but not limited to: measuring racial, class, geographic, sexual or environmental conditions, rates and quality of healthcare or housing, gender and sexual minority metrics. Students will identify the methods used to generate the categories discussed, a discussion of a data set collected on this topic, a discussion of how the data was analyzed and an analysis of the results.

B.19. Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline

Possible texts (chapters/readings excerpted):

Nader, Laura (1996) *Naked Science: Anthropological Inquiry into Boundaries, Power, and Knowledge.* New York: Routledge.
Gould, Stephen Jay (1996) *The Mismeasure of Man.* New York: Norton.
Foster, John Bellamy and Fred Magdoff (2009) *The Great Financial Crisis: Causes and Consequences.* New York: Monthly Review Press.
Farmer, Paul (1999) *Infections and Inequality: The Modern Plagues.* Berkeley: University of California Press.
Adams, Vincanne, Ed. (2016) *Metrics: What Counts in Global Health.* Durham: Duke University Press.
Cookson, Tara Patricia (2018). *Unjust Conditions: Women's Work and the Hidden Cost of Cash Transfer Programs*. University of California Press.
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Crane, Johanna (2013). *Scrambling for Africa: AIDS, Expertise, and the Rise of American Global Health Science*. Ithaca, NY: Cornell University Press.
Jasanoff, Sheila, Ed. (2011) *Reframing Rights.* Cambridge, MA: MIT Press.
Bell, Karen (2014) *Achieving Environmental Justice: A Cross-National Analysis.* UK: Policy Press.
Picketty, Thomas (2014) *Capital in the Twenty-First Century.* Cambridge, MA: Harvard University Press.
Ascher, William , Toddi Steelman, and Robert Healy (2010) *Knowledge and Environmental Policy: Re-Imaging the Boundaries of Science and Politics.* Cambridge, MA: MIT Press.
Davis, Mike (2006) *Planet of slums*. London & New York: Verso.
Brown, Peter J. and Svea Closser (2018) *Foundations of Global Health: An Interdisciplinary Reader*. University of Oxford Press.

Possible Weekly Topics (all of these cannot be covered in a semester; class time will also be dedicated to students working on their analyses and in other individual and group work):

Week I
Overview of Scientific and Quantitative Reasoning
-What is scientific reasoning?
-What is the role of quantification in society?
-Systems of knowledge and knowing
-Social science approaches to epistemology

B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**

Week II
Ethics and Social Science Research on Inequality
-What do the social sciences know about inequality?
-What social science disciplines investigate inequality and injustice?
-U.S. Census Data Analysis

Week III
Anthropology, Coding, and Quantification
-How do anthropologists work with quantitative methods?
-What data do anthropologists draw on to study inequality and injustice?
-Approaches to selection and sampling in anthropological research
-Survey methodologies in cultural anthropology
-Quantitative data analysis methods in anthropology (SPSS)

Week IV
Basic Methods of Medical Anthropology and Public Health Sciences
-How do medical anthropologists study inequalities in health, disease, and illness?
-What data do medical anthropologists analyze to study these inequalities?
-How do we interpret epidemiological sciences and use public health data?
-National Epidemiological Health Survey Methodology

Week V
Global Health, Inequalities, and the Metrics of Disease Burdens
-Analyzing Disability Adjusted Life Years (DALY), prevalence, and incidence rates
-Risk analysis methods
-Big Data, Global Health, and HIV/AIDS data analysis
-World Health Organization data analysis
-Funding Global Health Research and Health Interventions (PEPFAR, The Global Fund, and the Bill and Melinda Gates Foundation)

Week VI
Economics, Education, and Tax Inequality
-How does quantification fuel economic reasoning and planning?
-How do economic development agencies use statistics and survey data?
-Economic indicators analysis and interpretation
-World Bank and International Monetary Fund report analysis
-What are socio-economic indicators?
-How is income measured and analyzed?
-How are taxes structured and reasoned?

Week VII
Race, Nation and Inequality
-How is race measured? By what standards?
-How is where we are from impact the data collected about us?
-Citizenship, border/boundaries, war/conflict areas

Week VIII

B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**

Mapping as a Method for Analyzing Inequality
- -How is housing measured and analyzed?
- -How do socio-economic indicators relate to housing patterns?
- -What do eviction rates tell us about inequality in our society?
- -Providence Housing Authority exercise and analysis

Week IX
Indicator Analysis in Environmental Justice
- -How is environmental justice measured?
- -Environmental Justice Indicators Framework
- -Evidence-based decision-making in environmental policy

Week X
Climate Science and Measurement in the Anthropocene
- -Climate change data, planetary sciences, and environmental policy
- -Big data, scientific consensus, and Anthropocene data
    - -International Panel on Climate Change (IPCC) and U.S. National Climate Assessment report analysis

Week XI
Inequalities in Gender and Sex
- -How are gender-based inequalities measured?
- -How is survey data used to influence rights at the intersection of sex and gender?
- -What are "ghost statistics"?
- -How is gender-based empowerment measured and by who?

Week XII
Inequalities are Embodied
- -How do we measure 'ability' and 'disability'?
- - How are 'normal' bodies constructed and measured?
- -What gets counted as disability?
    - -Who and what standards determine disability classification?
- -Analyze and interpret various disabilities policies

Week XIII
Quantification and Community Advocacy
- -Community asset methods
- -Determining community values
- -Analyzing indicators of community advocacy success

Week IV
Course Reflection and Review
- -Student project presentations
- -Course reflection and overview

D. SIGNATURES

- Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
- Proposals that do not have appropriate approval signatures will not be considered.
- Type in name of person signing and their position/affiliation.
- Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

D.1. APPROVALS: REQUIRED FROM PROGRAMS/DEPARTMENTS/DEANS WHO ORIGINATE THE PROPOSAL. MAY INCLUDE MULTIPLE DEPARTMENTS, E.G., FOR JOINT/INTERDISCIPLINARY PRPOSALS.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Praveena Gullapalli	Chair, Anthropology		
Earl Simson	Dean, FAS		
Gerri August/Julie Horwitz	Co-Deans, FSEHD		
Jeffrey Mello	Dean, School of Business		
Debra Servello	Interim Dean, School of Nursing		
Jayashree Nimmagadda	Interim Dean, School of Social Work		
James G. Magyar	Chair, COGE		

D.2. ACKNOWLEDGEMENTS: REQUIRED FROM OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
			Tab to add rows

UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT INSTRUCTIONS: PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	**LIST BIOL 112 AS A NATURAL SCIENCE**		
A.2. Proposal type	**Course: revision**		
A.3. Originator	**J. Magyar**	Home department	**COGE**
A.4. Context and Rationale	**BIOL 112 was not considered as an NS course because it has a prerequisite of the NS course BIOL 111. This proposal will allow students who transfer BIOL 1001 from CCRI to receive NS credit.**		
A.5. Student impact	**Students will have a simpler path to on-time graduation.**		
A.6. Impact on other programs	**NA**		
A.7. Resource impact	*Faculty PT & FT*:	**NA**	
	Library:	**NA**	
	Technology	**NA**	
	Facilities:	**NA**	
A.8. Semester effective	**Upon approval**	A.9. Rationale if sooner than next Fall	**Student need**

A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.

D. SIGNATURES

- Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
- Proposals that do not have appropriate approval signatures will not be considered.
- Type in name of person signing and their position/affiliation.
- Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

D.1. APPROVALS: REQUIRED FROM PROGRAMS/DEPARTMENTS/DEANS WHO ORIGINATE THE PROPOSAL. MAY INCLUDE MULTIPLE DEPARTMENTS, E.G., FOR JOINT/INTERDISCIPLINARY PRPOSALS.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Rebeka R. Merson	Chair of Biology		
James G. Magyar	Chair of COGE		
Earl Simson	Dean, FAS		
Julie Horwitz/Gerri August	Co-Deans, FSEHD		
Jeffrey Mello	Dean, School of Business		
Debra Servello	Interim Dean, School of Nursing		
Jayashree Nimmagadda	Interim Dean, School of Social Work		

D.2. ACKNOWLEDGEMENTS: REQUIRED FROM OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
			Tab to add rows

WRITING IN THE DISCIPLINE

SOCIOLOGY DEPARTMENT: INTRODUCTION TO WRITING IN THE DISCIPLINE

The Sociology Department offers two majors:
Sociology and Justice Studies.
(Many students complete both majors.)

The two majors share a common two semester research sequence: Sociology 302 and Sociology 404.

Two additional specific Sociology courses are required for Justice Studies majors. These are: Sociology 207 (Crime and Criminal Justice); and Sociology 309 (Sociology of Delinquency and Crime).

Nine 300-level Sociology courses also meet requirements for Justice Studies majors. These are: Sociology 318, 333, 340, 341, 342, 343, 344, 345, 346.

Below we specify separately for each major the required courses in which students are led to focus on Writing in the Discipline.

JUSTICE STUDIES MAJOR

(New Version) The new checklist for Writing in the Discipline for Justice Studies Majors focuses on two courses, SOC 309, the Sociology of Delinquency and Crime, and JS466, the Senior Seminar in Justice Studies.

SOC 309 Writing in the Discipline:

1. Two six page, or one ten-page, writing assignment AND
2. A combination of medium and high stakes writing assignments
3. At least one assignment focuses on theory integration
4. The writing assignment should have a build-up component
5. The final writing assignment should have an opportunity for revision

JS466 Writing in the Discipline:

Students complete a sustained, semester long project that entails research, a grant proposal, policy paper, or another writing assignment of equal caliber. This high stakes writing project will require a minimum of 20 pages with scaffold progression and opportunities for revision, peer reviewed or instructor reviewed.

This paper will integrate theory, a literature review, a research method, data, data analysis, discussion, and conclusion. Students must demonstrate a review of the relevant literature related to the query/problem/hypothesis to be addressed/tested.

If a research method is not required (grant proposal, policy paper, or similar assignment), students

must demonstrate a practical application of a theoretical concept in great detail and the empirical problem to be solved. They must also demonstrate that this is relevant and supported in the literature. Grant writing projects should include a problem statement, a statement of the specific aim to be achieved, a justification for the relevancy and urgency of such a project, and a budget justification.

The program, project, policy paper, or proposal must include both citations and a bibliography using the style required by the American Sociological Association, or as required by the RFP.

Written Communication Learning Outcome

The Justice Studies major seeks to fulfill the following goals for criminal justice education in a liberal arts context.

1. To provide a foundation for professional development of pre-service and in-service personnel.
2. To orient students toward a systematic perspective of the criminal justice system.
3. To develop a citizenry educated in the problems of crime and in the administration of justice.
4. To develop understanding of the causes of crime and societal responses to it.
5. To emphasize the ethical and moral standards involved in decision-making and criminal justice activities.
6. To prepare future leaders both in the academic and applied setting.
7. To study criminal justice in the context of larger justice issues and with attention to the total environment in which the system operates.
8. To advance knowledge about the design, evolution, operation, and maintenance of justice system.
9. To induce students to think about issues in criminal justice and to develop professional attitudes and patterns of behavior.
10. To establish academic credentials to be emphasized more in the future than experience.
11. To provide an up-to-date understanding of law, human behavior, and social institutions.
12. To develop awareness of the field as a recognized academic discipline.
13. To upgrade the quality of service provided by personnel and criminal justice agencies.
14. To sensitize students to national differences in criminal justice systems. To introduce students to comparative perspectives on justice systems.
15. To emphasize the relevance of literature and research to practice in the field.

To facilitate the goals of the Justice Studies Program, students are expected to access the evidence based scholarly literature relating to criminology and criminal justice and apply it to development of a mock grant proposal that responds to a current criminal justice related Request for Proposals offered by federal or other grant funding agencies. Sociology 302 and 404 enable students to understand the evidence based scholarly research that applies to criminology and criminal justice. Students in Sociology 302 and 404 meet the writing goals specified below (taken from the description above for the Sociology Major). Sociology 309 and Justice Studies 466 enable students to utilize the evidence based research provided in scholarly journals in their written evaluations and in their mock development of criminal justice policies and programs. The role of each course in Justice Studies majors' writing skills improvement is described below.

Writing instruction is explicitly included in course requirements:
Course(s) required for major:

In Sociology 302, our first research methods course, students are given explicit instruction in the disciplinary requirements for research proposals and literature reviews. Students learn to properly document sources, to synthesize the findings of sources into a coherent literature review, and to describe research methods. They integrate a revised draft of their literature review into a research proposal that they work on throughout the semester. In addition, they complete a variety of informal writing exercises designed to give them practice writing about research methods and research findings.

In Sociology 404, students build on their experience in writing a research proposal as they learn to draft full research papers according to disciplinary standards. Students write two research papers, one drawing on qualitative data and one drawing on large-scale quantitative data. In each, they write abstracts, literature reviews, discussions of their methodology, and discussions of their findings. Students also complete informal writing assignments throughout the semester which require them to pose hypotheses, describe data, and summarize research findings.

Old text	**New Text**
In Sociology 309, students are expected to write a 15-page research paper in which they describe the key points of one of the major theories of delinquency and crime and use their discussion to analyze an approved current peer reviewed scholarly article that uses the same theory. Students choose the article in consultation with the instructor. In their analysis students are required to demonstrate the ways in which one or more theories of delinquency and crime shaped the hypotheses and research strategies that led to the empirical evidence on which the article is based. Students must also explain the implications of the empirical results for the theory, indicating whether the findings provide support for the theory, or suggest that it should be revised. Students are referred to the department's Term Paper Guide (see attached) and are required to submit papers using the ASA citation style. In a subsequent assignment, students are required to write a second research page paper (15-20 pages) in which they analyze four peer reviewed scholarly articles chosen by the instructor utilizing the criteria and format described above. In this second assignment students are led to	6. 2 six page or one ten-page writing assignment AND 7. A combination of medium and high stakes writing assignments 8. At least one assignment focuses on theory integration 9. The writing assignment should have a build-up component 10. The final writing assignment should have an opportunity for revision

focus primarily on the researchers' application of theory to the development of the research, and the implications of the research in providing support for or suggesting the need for revision of the theory. Students are also led to discuss the implications of the findings for criminal justice policies and programs.	

Old text	**New Text**
In Justice Studies 466, the capstone course in this major, students have two major writing assignments. In the first, a 20-page research paper, students are led to apply key concepts to analysis of the links among major assigned readings and news analyses of current criminal justice problems and issues. This assignment leads students to explain in detail the theoretical concept under consideration and the empirical problem described. Students must demonstrate how the concept utilized by several authors can be seen empirically in the data provided in their texts and in assigned news discussions of a similar problem or issue. In the second writing assignment for this course, students are expected to find a request for proposals (RFP) in criminal justice issued by a granting agency and respond to it with a proposal for a plausible program of service provision. The program or proposal must be designed for a specific location and time period. It must include: a title page specifying the RFP and funding agency as well as the student's name and date of submission, an abstract, a problem statement, a review of the relevant evidence based research literature, a description of the program, a statement of the specific policy relevant aim to be achieved, a plan for evaluating the program's success, a plan for the sustainability of the pro- gram, a justification of the proposal's urgency, a budget and budget justification page. The proposal is 10-15 pages and must include	Students complete a sustained, semester long project that entails research, a grant proposal, policy paper, or another writing assignment of equal caliber. This high stakes writing project will require a minimum of 20 pages with scaffold progression and opportunities for revision, peer reviewed or instructor reviewed. This paper will integrate theory, a literature review, a research method, data, data analysis, discussion, and conclusion. Students must demonstrate a review of the relevant literature related to the query/problem/hypothesis to be addressed/tested. If a research method is not required (grant proposal, policy paper, or similar assignment), students must demonstrate a practical application of a theoretical concept in great detail and the empirical problem to be solved. They must also demonstrate that this is relevant and supported in the literature. Grant writing projects should include a problem statement, a statement of the specific aim to be achieved, a justification for the relevancy and urgency of such a project, and a budget justification. The program, project, policy paper, or proposal must include both citations and a bibliography using the style required by the American Sociological Association, or as required by the RFP.

both citations and a bibliography (prepared carefully and consistently using the style required by the American Sociological Association or other major professional association and the RFP). This assignment is the culmination of students' development of Writing in the Discipline and is also central to program assessment in Justice Studies as it reflects student achievement in goals 9, 8, 13 and 15 above.	

Statement of the role of writing in the discipline for students

The above courses are required as part of the major and, as such, we focus on writing in the field of jus- tice studies as well as the specific substantive topical areas that it includes. As noted above we also introduce students to scholarly literature and writing in our 300 level courses as well. We see these as a good place to introduce the writing conventions in the discipline. Students are referred to our Term Pa- per Guide (see attached) and are required to submit papers using the ASA citation style. Often our 300 level classes use a combination of "low stakes" and "high stakes" writing assignments daily. In sociology 345, for example, students submit journal writing and discussion board comments ("low stakes"), which they are to do daily. They also submit five formal (4-6 pages) papers due every two weeks. These formal writing assignments are theory driven and use a variety of books on victimization. Students are expected to use citations and references to document their work ("High stakes"). The low stakes assignments are often graded pass/fail, while the formal papers are graded on rubrics that increase with more requirements as the semester progresses.

Desired writing outcomes and Statement about the progressive nature of learning to write in this discipline

Students progress in learning to write in the Justice Program by developing their ability to explain the useof theory in shaping empirical research and the importance of empirical research in evaluating theory.These understandings are developed in Sociology 309, Sociology 302 and Sociology 404 simultaneouslyand are applied to development of the mock grant proposal in Justice Studies 466. Students also developsimilar understandings in the 300 level substantive Sociology courses required in the Justice Studies major,as described above in relation to Sociology 345: Victimology. Throughout their experiences in 300 level Sociology courses and in the capstone course, Justice Studies majors learn that good writing comes fromrevisions, willingness to be open to constructive criticism, suggestions and feedback. They also becomeaware of the importance of clear, effective and appropriate writing for work in the fields relating to Justice
Studies.

Date: September 19, 2013

Old text	New Text
Writing instruction is explicitly included in course requirements: Course (s) required for major: In Sociology 300, our classical theory course, students undertake a variety of writing assignments to demonstrate their mastery of the major theoretical concepts and their ability to apply them. Assignments include, but are not limited to, analyses of contemporary research and events through the lens of theoretical perspectives; comparing and contrasting the diverse concepts; linking theories to competing sociological paradigms (functionalist, conflict, interactionist), methodological approaches (positivist versus interpretive) and political viewpoints (capitalist versus socialist). For shorter reflection papers (4-5page) and longer term papers alike, students are expected to consult our term paper guide so that they employ American Sociological Association formatting and citations. In Sociology 302, our first research methods course, students are given explicit instruction in the disciplinary requirements for research proposals and literature reviews. Students learn to properly document sources, to synthesize the findings of sources into a coherent literature review, and to describe research methods. They integrate a revised draft of their literature review into a research proposal that they work on throughout the semester. In addition, they complete a variety of informal writing exercises designed to give them practice writing about research methods and research findings. In Sociology 404, students build on their experience in writing a research proposal as they learn to draft full research papers according to disciplinary standards. Students write two research papers, one drawing on	**WID Requirements:** Sociology majors take two required courses that meet the Writing in the Discipline requirement: *Sociology 302: Social Research Methods I*, which is the first of two required research methods courses for the major, and *Sociology 460: Senior Seminar in Sociology*. In essence, these two courses bookend a student's research trajectory within the major. **Our WID courses are expected to incorporate the following elements in some manner:** • A minimum of 15 pages of discipline-specific writing, through some combination of formal and informal (high-stakes and low-stakes) writing assignments. • Scaffolded writing assignments, in which students receive feedback from the professor and/or peer review at various stages and are expected to incorporate feedback into subsequent drafts • Assignments intended to familiarize students with social science research writing. This can take a number of forms, from journal article commentary to writing a full research paper.

qualitative data and one drawing on large-scale quantitative data. In each, they write abstracts, literature reviews, discussions of their methodology, and discussions of their findings. Students also complete informal writing assignments throughout the semester which require them to pose hypotheses, describe data, and summarize research findings. In Sociology 460, our capstone course, students design, implement, and report on an original research project. The project is completed in stages, with drafts of each stage reviewed and revisions made in response to instructor feedback. The components comprising the project include a statement of the research problem, a review of the literature (utilizing correct social science referencing style), a description of the project's theoretical foundation (also correctly referenced), an overview of the methodology, an analysis of the data collected, a discussion of the conclusions (e.g. confirmation or refutation of hypotheses) and limitations of the research, a reference page, and an Appendix with the research instrument utilized. Students also serve as discussants for other students' projects, writing a critique of the work.	

COGE membership 2018-2019

Name	Department	Constituency	Term
Vacant	Music, Theater, and	Arts	2017-2019
David Espinosa	History	History	2018-2020
Silvia Oliveira for Chiara Falangola	Modern Languages	Language	2018-2020
Joe Zornado	English	Literature	2018-2019
Stephanie Costa	Mathematics	Mathematics	2018-2020
James Magyar, Chair	Physical Science	Natural Science	2018-2020
Janice Okoomian	Gender and Women's	Social and Behavioral Science	2018-2020
Amy Barlow for Tish Brennan	Reference	Adams Library	2017-2019
Julie Urda	School of Business	School of Business	2017-2019
Jeremy Benson	Educationa l Studies	Feinstein School	2018-2020
Sharon Galloway	Nursing	School of Nursing	2017-2019
Stefan Battle	BSW	School of Social Work	2017-2019
Michael Michaud	English	Chair of Writing Board (or designee)	NA
Becky Caouette	English	Director of Writing (or designee)	NA
Maureen Reddy	FYS	FYS Coordinator	NA
Holly Shadoian	VPAA	VPAA or designee	NA
Earl Simson	Faculty of Arts and Sciences	Dean, FAS (or designee)	NA
Roxxanne Newman	Student	Student	2017-2018

March 25, 2019