# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#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](#Proposal) | **HISTory B.A. MAJOR and Minor** |  |
| A.2. [Proposal type](#type) | **Program:** [**revision**](#revision)**Course: revision and deletion** |
| A.3. [Originator](#Originator) | **David Espinosa** | [Home department](#home_dept) | **History** |
| A.4. [Context and Rationale](#Rationale)  | **The History Department recognizes that it is essential for its future growth to attract more non-traditional students, and to do that a strong and diverse cohort of 200 level history courses are needed. Currently our curriculum contains almost no 200 level courses. Our current sophomore, 200 level course offerings in the major are limited to HIST 201 (US History Colonial-1877) and HIST 202 (US History 1877-Present); these courses were designed to satisfy the program needs of our History/Secondary Education Majors. The new 200 level courses are designed to attract both history and non-history majors interested in African, Asian, Latin American, European, Environmental, or US History. The department possesses 300 level offerings in these fields, but it is pedagogically unsound to have students to make the leap from freshman-level general education history, with its writing and critical reading and thinking expectations, to the writing and critical reading and thinking expectations demanded of students in the 300 level courses. The History Department has concluded that the lack of bridge 200 level courses has made recruiting students to explore the option of becoming History majors or minors. These former 300 level courses will have the writing, examination, and student evaluation expectations appropriate for 200-level courses.****The second core component of the proposed revision changes the majority of the History Department’s 200 and 300 level history courses from 4 to 3 credits. This allows the History Department to reduce the size of major, thereby assisting History B.A. majors in completing minors in other disciplines, and facilitates non-history majors in pursuing history minors. Moving from 4 to 3 credits also allows the History/Social Studies-Secondary Education program stay within 128 credit hours for the major (a few will remain at 4 credits as they are cross-listed with POL courses).****The new curriculum also revises the current HIST 201-HIST 202 survey of American history that covers American history from the Colonial period up to 1877 and from 1877 to the present and was developed decades ago. Because of the elapse of time and advances in scholarship, this two-course survey is no longer adequate to cover the scope of the material and provide opportunity for active learning pedagogy with students. The new survey divides the American history survey into three courses: HIST 201: U.S. History: 1400-1800, HIST 202: U.S. History: 1800-1920, and HIST 203: U.S. History: 1920 to the Present. The new three-course options provide students and faculty with a number of pedagogical improvements. Since the history department is transforming most of its courses from 4 credits to 3, the more limited scope will accommodate the reduced credit load and class time. The expanded survey allows instructors to incorporate newer scholarship about social and cultural history and the history of underrepresented groups. The new HIST 203, which covers 1920 to the present, allows new opportunities to examine contemporary American society at the end of the 20th and beginning of the 21st centuries, an important time period that did not exist when the initial survey was created. Lastly, the reduced chronological scope will allow instructors to spend more classroom time on discussion, small group work, and other active learning strategies which can be difficult with the content demands of the current survey.****The new curriculum restructures its Writing in the Discipline (WID) offerings revising HIST 200 into HIST 281, revising 361 into HIST 282, and by creating HIST 389. The new History 281-History 282-History 389 model better supports WID instruction on the specific writing assignments that are assigned in our individual courses than the old HIST 200-HIST 361 model. HIST 281 serves as an introduction to historical thought, with a focus on reading and writing argument in history; HIST 282 is an introduction to research and writing of original history (shaped and guided by theme of professor’s choice); and HIST 389 involves independent research on the passion project of the student’s choice, grouped in small peer groups and directed by professor whose expertise is in the area.****The History Department added the History Distribution courses to the Liberal Arts major as a means on recognizing the work that new majors have completed in the field of history and it deleted the old HIST 200 requirement in the minor since these students would already have had to have taken a Writing in the Discipline course or courses in their major. Under this new model History minors will have the option of taking one of the new/revised history WID offerings but it will not be mandated. These changes are part of the History Department’s efforts to reach out to students who may have an interest in exploring an history major or minor.** **HIST 118 Topics in U.S. History to 1877 and HIST 119 Topic in U.S. History from 1877 to the Present, two of our EEP courses should also move from 4 to 3 credits as they parallel the HIST 201 and 202 which are moving to 3 credits.****HIST 301 Alexander and the Hellenistic World, is to be deleted as no longer needed.** |
| A.5. [Student impact](#student_impact) | **The student impact will be positive. Moving from 4 to 3 credit hours reduces the credit hours of the History Liberal Arts Major Program and allows our history majors to pursue minors in other fields. Reducing the size of our minor program will encourage non-history majors to pursue a minor in history. Writing in the Discipline (WID) is strengthened by the move from the HIST 200-HIST 361 model to the new HIST 281-HIST 282-HIST 389 that better supports WID instruction on the specific writing assignments that are assigned in our individual courses. The new HIST 201-HIST 202-HIST 203 U.S. survey allows instructors to incorporate newer scholarship about social and cultural history and the history of underrepresented groups. The removal of HIST 200 as part of the History Minor program is an effort to give students greater choice in their course selections.**  |
| A.6. [Impact on other programs](#impact)  | **Several programs use these courses and will need to change the credit number on those courses, a few where these are required will have their total credits affected:****Gender and Women’s Studies: Major: no change; Minor: Old 18-20 credits, this change would allow students to complete with only 17, so there will need to be an added note to let students know they need to choose courses that add up to a minimum of 18 credits (and the total credits can remain the same)****Global Studies: Major: Old (52-58 credits) New (50-56 credits); Minor: Old (22-24 credits) New (21-23 credits)****Environmental Studies: Major: Old (64-68 credits) New (63-67 credits); Minor: no change.****Africana Studies: Major: Old (36 credits) New (35 credits); Minor Old (21-24 credits) New (20-23 credits)****INGOS: Minor: no change INGOS: CUS: no change****Modern Languages: Francophone Studies: Old (41 credits) New: (39 credits); Latin American Studies: Old (42-46 credits) New: (40-44 credits)****Philosophy minor in History of Philosophical Thought: no change.****Elementary Education: Social Studies Old (28-29 credits) New (26-27); History Old (credits) New (credits)****Secondary Education: Social Studies Old (55-58 credits) New (53-56 credits) [by substituting the new HIST 290 and HIST 291 in place of the old HIST 200)****Two EEP courses--HIST 118 and 119--are being reduced by a single credit.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **Current History faculty will teach all the courses.** |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |

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

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **HIST 118****HIST 119** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **HIST 118 Topics in U.S. History to 1877****HIST 119 Topics in U.S. History from 1877 to the Present** |  |
| B.4. [Course description](#description)  |  |  |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  | **4** | **3** |
| B.8. [Credit hours](#credits) | **4** | **3** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. Is this an Honors course? | **no** |  |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. | **no** |  |
| B.15. [How will student performance be evaluated?](#performance) |  |  |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any | These are both EEP courses and those who offer them need to be notified. |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| No changes |  | No changes |
|  |  | Click Tab from here to add rows |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Topic 1
	1. Subtopic 1a
	2. Subtopic 1b etc.

2) Topic 2 etc. |

C. [Program Proposals](#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)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) | **75** |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option | **History Major****-HIST 200 (4 cr.)****-HIST 361 (4 cr. )****One Course Each from Categories A, B, C****Category A. U.S. History****-HIST 201 (4 cr.)****-HIST 202 (4 cr.)****-HIST 320 (4 cr.)****-HIST 321 (4 cr.)****-HIST 322 (4 cr.)****-HIST 323 (4 cr.)****-HIST 324 (4 cr.)****-HIST 325 (4 cr.)****-HIST 326 (4 cr.)****-HIST 327 (4 cr.)****-HIST 328 (4 cr.)****-HIST 329 (4 cr.)****-HIST 330 (4 cr.)****-HIST 331 (4 cr.)****-HIST 332 (4 cr.)****-HIST 333 (4 cr.)****-HIST 334 (4 cr.)****-HIST 335 (4 cr.)****-HIST 336 (4 cr.)****Category B. Western History****-HIST 300 (4 cr.)****-HIST 301 (4 cr.)****-HIST 302 (4 cr.)****-HIST 303 (4 cr.)****-HIST 304 (4 cr.)****-HIST 305 (4 cr.)****-HIST 306 (4 cr.)****-HIST 307 (4 cr.)****-HIST 308 (4 cr.)****-HIST 309 (4 cr.)****-HIST 310 (4 cr.)****-HIST 311 (4 cr.)****-HIST 312 (4 cr.)****-HIST 313 (4 cr.)****-HIST 314 (4 cr.)****-HIST 315 (4 cr.)****-HIST 316 (4 cr.)****-HIST 317 (4 cr.)****-HIST 318 (4 cr.)****-HIST 352 (4 cr.)****-HIST 353 (4 cr.)****-HIST 358 (4 cr.)****Category C .Non-Western History****-HIST 340 (4 cr.)****-HIST 341 (4 cr.)****-HIST 342 (4 cr.)****-HIST 344 (4 cr.)****-HIST 345 (4 cr.)****-HIST 346 (4 cr.)****-HIST 348 (4 cr.)****-HIST 349 (4 cr.)****Concentration: (20 cr.)****-Five courses in a concentration focused on one of the following:****a) time period****b) region****c)integrative thematic principle****History Minor****-HIST 200 (4 cr.)****-(16 cr.) Four additional history courses:****a) At least two at the 300-level** | **History Major\*****-HIST 101-108 (4 cr.)****-HIST 281 (3 cr.)****-HIST 282 (3 cr.)****-HIST 389 (2 cr.)****One Course Each from Categories A, B, C.** **Category A. U.S. History****-HIST 201 (3 cr.)****-HIST 202 (3 cr.)****-HIST 203 (3 cr.)****-HIST 209 (3 cr.)****-HIST 217 (3 cr.)****-HIST 218 (3 cr.)****-HIST 219 (3 cr.)****-HIST 320 (3 cr.)****-HIST 322 (3 cr.)****-HIST 323 (3 cr.)****-HIST 324 (3 cr.)****-HIST 325 (3 cr.)****-HIST 326 (3 cr.)****-HIST 328 (3 cr.)****-HIST 329 (3 cr.)****-HIST 330 (3 cr.)****-HIST 331 (3 cr.)****-HIST 332 (4 cr.)****-HIST 334 (3 cr.)****-HIST 336 (3 cr.)****Category B. European History****-HIST 220 (3 cr.)****-HIST 221 (3 cr.)****-HIST 222 (3 cr.)****-HIST 223 (3 cr.)****-HIST 224 (3 cr.)****-HIST 234 (3 cr.)****-HIST 235 (3cr.)****-HIST 258 (3 cr.)****-HIST 306 (3 cr.)****-HIST 307 (3 cr.)****-HIST 308 (3 cr.)****-HIST 309 ( 3 cr.)****-HIST 310 (3 cr.)****-HIST 311 (3 cr.)****-HIST 312 (3 cr.)****-HIST 313 (3 cr.)****-HIST 315 (4 cr.)****-HIST 316 (4 cr.)****-HIST 317 (4 cr.)****-HIST 318 (3 cr.)****Category C. Africa, Asia, Latin America, Middle East****-HIST 236 (3 cr.)****-HIST 238 (3 cr.)****-HIST 239 (3 cr.)****-HIST 241 (3 cr.)****-HIST 242 (3 cr.)****-HIST 340 (3 cr.)****-HIST 341 (3 cr.)****-HIST 342 (3 cr.)****-HIST 345 (3 cr.)****-HIST 348 (3 cr.)****\*Additional Courses (12 cr.):** **-Four Additional Courses in any Category****\*Note:** **Of the 7 courses in the geographical distribution (Europe, the U.S., the non-Western category (Africa, Asia, Latin America, the Middle East) THREE will be at the 200 level and FOUR will be at the 300 level. At least ONE of these must primarily focus on history pre-1800.** **History Minor****-HIST 101-107 (4 cr.)****-(18 cr.) Six 200 or 300 level history courses.** |
| C.5. [Credit count](#credit_count) for each program option | **Major: 40****Minor: 20** | **Major: 33-35** **Minor: 22**  |
| C.6. Other changes if any |  |  |
| C.7 [Program goals](http://www-prod.ric.edu/curriculum_committee/documents/Program%20goals)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](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| David Espinosa | Chair, History |  |  |
| Earl Simson | Dean of FAS |  |  |
| Gerri August | Interim Co-Dean FSEHD |  |  |
| Julie Horwitz | Interim Co-Dean FSEHD |  |  |

##### D.2. [Acknowledgements](#acknowledge): 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](#Signature_2) | Date |
| --- | --- | --- | --- |
| Lesley Bogad | Chair, Educational Studies |  |  |
| Ronald Dufour | Director, Global Studies |  |  |
| Leslie Schuster | Director, Gender & Women’s Studies |  |  |
| Mary Baker  | Director, Environmental Studies |  |  |
| Eliani Basile | Latin American Studies/Modern Languages |  |  |
| Sadhana Bery | Director, Africana Studies |  |  |
| Robin Lynde | Director, INGOS |  |  |
| Aaron Smuts | Chair, Philosophy |  |  |
| Holly Shadoian | Vice Provost Undergraduate Affairs |  |  |
| Carolyn Obel-Omia | Chair Elementary Education |  |  |