# 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) | **HIST 201: U.S. HIstory: 1400 to 1800**  |  |
| [Replacing](#Ifapplicable)  | **HIST 201: U.S. History to 1877**  |
| A.2. [Proposal type](#type) | **Course: revision**  |
| A.3. [Originator](#Originator) | **Elisa Miller** | [Home department](#home_dept) | **History** |
| A.4. [Context and Rationale](#Rationale)  | **The existing U.S. history survey courses cover American history up to 1877 and from 1877 to the present and were 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 from 1400-1800, HIST 202: U.S. History from 1800-1920, and HIST 203: U.S. History from 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 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 twentieth and beginning of the twenty-first 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.****Course will get a new title, description, updated prerequisite and when offered.** |
| A.5. [Student impact](#student_impact) | **The student impact will be positive. Dividing the U.S. history survey into three sections enables students to examine American history in a more in-depth manner, particularly paying attention to the significant impact of race, class, gender, and ethnicity in shaping experiences throughout American history, as well as integrating newer scholarship in social and cultural history to more traditional political history coverage. This focus will benefit students who take the course as major or minor courses or as electives. In addition, the revised survey sequence will help secondary education history and social studies majors succeed on their PRAXIS II content exam for teaching certification and will better prepare them to teach U.S. history as future secondary education instructors. Secondary education majors will also be provided with more experience in active learning educational practices.**  |
| A.6. [Impact on other programs](#impact)  | **Impact on the Secondary Education history and social studies programs. Will benefit those majors as described in A.5**  |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*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) |  |
| 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](#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 201** | **HIST 201** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **U.S. History to 1877** | **U.S. History: 1400 to 1800** |
| B.4. [Course description](#description)  | The development of the United States from its colonial origins to the end of Reconstruction is surveyed. | Students examine Native Americans and the impact of European conquest and settlement, institutionalization of slavery, struggle between empires and colonies, the American Revolution, and emergence of the American Republic.  |
| B.5. [Prerequisite(s)](#prereqs) |  | **Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 108, or consent of department chair**  |
| B.6. [Offered](#Offered) | **F, Sp, Su** | **F, Sp****.** |
| B.7. [Contact hours](#contacthours)  | **4.0** | **3.0** |
| B.8. [Credit hours](#credits) | **4.0** | **3.0** |
| 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? |  |  |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  |  |
| B.15. [How will student performance be evaluated?](#performance) |  |  |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  |

| 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** |
| --- |
| **Core Reading:** Eric Foner, *Give Me Freedom: An American History.* William Becker and Susan Becker, eds. *Discovering the American Past: A Look at the Evidence.* Victoria Bissell Brown and Timothy J. Shannon, *Going to the Source.* **Unit 1: North America as a New World**This unit explores the social, cultural, and political tensions in Europe set off by Wars of Religion and the initial contest over Global trade routes.**The Impact of the Renaissance and Reformation in Europe and Politics**Read: Selected primary source documents and maps. **The Global Context of Colonization in the Americas**Read: Foner pp. 1-44; Brown and Shannon pp.1-24**Unit 2: English Settlement, Roger Williams, Religious Freedom, and other crazy ideas…**This unit compares and contrasts English settlement in the Chesapeake and New England regions and explores the between indigenous peoples and the colonists. Read: Foner pp. 45-87.**Unit 3: Political Crises in the Colonies during the 17th and early 18th Centuries**This unit explores the struggles between the British and French Empires over economic hegemony of the North American continent and the impact on both indigenous and colonial people living there.Read: Foner pp. 87-128; Brown and Shannon pp. 25-44.**Unit 4: 18th Century Colonial Society, Commerce, and Slavery**This unit explores the rapid expansion of slavery and its impact on colonial economic, political, and cultural institutions.Read: Foner pp. 129-160; Brown and Shannon pp. 45-64.**Unit 5: The Struggle for Empire**This unit explores the Global struggle of the Seven Years War fought between the British and French Empires and its impact on the colonial and indigenous peoples in North America.Read: Foner pp. 160-173; Brown and Shannon pp. 65-93.**Unit 6: Taxes and the Rights of Englishmen**This unit explores the far-reaching impact of the Seven Years War and the resulting consequences for colonial economic and political institutions that laid the foundation for rebellion against the United Kingdom.Read: Foner pp. 174-192; Wheeler and Becker pp. 82-102.**Unit 7: Revolution!**This unit explores the American Revolution had on colonial political, cultural, and economic institutions.Read: Foner pp. 192-209; **Reading Circle: *Washington’s Crossing.*****Unit 8: Revolution and the Concept of Freedom**This unit explores the impact the Revolution and Enlightened though had on the development of a new rational legal institution in the United States.Read: Foner pp. 210-245; Brown and Shannon pp. 94-117.**Unit 9: Articles of Confederation to a Constitution**This unit explores the initial developments of the United States political institutions.**Problems in the New Republic**Read: Foner pp. 247-267; Brown and Shannon pp. 118-139.**The Constitution Continued…**Read: Foner pp. 267-280; supplemental readings will be provided as needed.**Unit 10: Politics in the New Republic**Read: Foner pp. 282-299; Brown and Shannon pp. 140-159.**Unit 11: Jefferson, the Louisiana Purchase, and yet another war with Britain…“you can’t have just one”**This unit explores the domestic and foreign policy of the early republic and global pressures that shaped American political, cultural, and economic institutions in the nineteenth century. Read: Foner pp. 299-317; supplemental readings will be provided as needed. |

## 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 Department  |  |  |
| Earl Simson  | Dean, Faculty of Arts and Sciences |  |  |
| 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 Department |  |  |
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