# 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 202: U.S. History: 1800 to 1920**  |  |
| [Replacing](#Ifapplicable)  | **HIST 202: U.S. HIstory from 1877 to the Present** |
| 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 covers American history 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 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) |  |

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 202** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **U.S. History from 1877 to the Present** | **U.S. History: 1800 to 1920** |
| B.4. [Course description](#description)  | The development of the United States from the rise of industrialization to the present is surveyed. | Students examine industrial and social revolutions of the early nineteenth century, growing conflict over slavery, Civil War and Reconstruction, and emergence of Modern America through immigration, urbanization, industrialization, and globalization. |
| 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** |
| --- |
| **Course Reading:** Nancy Hewitt and Steven Lawson, *Exploring American Histories: A Survey with Sources*John Hollitz, *Thinking through the Past: A Critical Thinking Approach to U.S. History*Frederick Douglass, *Narrative of the Life of Frederick Douglass*Joann Argersinger, *The Triangle Fire: A Brief History with Documents***Course Topics:** Economic, Social, and Political Transformations of the Early 19th Century* Antebellum Northern Culture, Religion, and Reform
* Cotton, Slavery, and the Old South
* Abolition and Proslavery Movements

Western Expansion * Sectional Crises of the 1850s

Secession and Civil War * Reconstruction

The American West Industrialization, Urbanization, and Immigration at the Turn of the Century* The New South and Race Relations
* Progressivism
* Globalization and Imperialism

New Women and Women Suffrage World War I  |

## 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 |  |  |
|  |  |  |  |