# 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.**

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| A.1. [Course](#Proposal) | **HIST 281 History Matters I: Methods and Skills** | | | |  |
| [Replacing](#Ifapplicable) | **HIST 200 the nature of historical inquiry** | | | |
| A.2. [Proposal type](#type) | **Course: revision** | | | |
| A.3. [Originator](#Originator) | **Joanne Schneider** | [Home department](#home_dept) | **History** | | |
| A.4. [Context and Rationale](#Rationale) | **The course serves as the first of three historical methods classes [See NOTE below] replacing “old” History 200, to adjust for the extensive changes in the historical profession and its research methods, which cannot be covered in one semester. History 281 introduces students to the nature of the profession and its building blocks: text readings, secondary source monographs, scholarly articles, primary sources, and artifacts. With each kind of source, students will explore how to break it down and analyze it as would a professional historian. The course also shows students how historians collect evidence, synthesize it, and produce a final product. To learn more about the profession, students will visit Rhode Island-based archives which house primary documents associated with local history. They will be asked to write a short paper under professorial guidance. The assignments scattered throughout the course will then serve as background to the second semester of the sequence where students will be doing research on their own with writing a longer research paper as the ultimate goal.**  **NOTE: As part of the department’s curricular revisions, the current two-course (8 credits) research and methods sequence will be replaced by a three-course (8 credits) sequence. The first course, the proposed History 281 (3 credits) will introduce students to the discipline’s core values, approaches, and concepts. The second course, the proposed History 282 (3 credits) will introduce students to historical research and guide them through a limited research project. The third course, History 389 (2 credits) will build upon the foundational courses as students develop individual research projects in their chosen subfields.**  **The course is being renumbered, reduced by one credit, and the title, description and prerequisite are being updated.** | | | | |
| A.5. [Student impact](#student_impact) | **The student impact will have great benefits because learning about the discipline of history and the creation of an individual research project will be drawn out over the two-semester sequence. Students will have more time, one on one, with professor and peer evaluators. They will also have more time to devote to not only researching and writing a paper, but also experience what it means to take time to edit a paper well.** | | | | |
| A.6. [Impact on other programs](#impact) |  | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **HIST 281 will be taught by current full-time history faculty** | | | |
| [*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) | New Examples are provided for guidance, delete the ones that do not apply |
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| B.1. [Course prefix and number](#cours_title) | **HIST 200** | **HIST 281** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Nature of Historical Inquiry** | **History Matters I: Methods and Skills** |
| B.4. [Course description](#description) | **This first course in the major introduces students to the tools of historical inquiry, the nature and evaluation of sources and evidence, and the conceptual framework of historical interpretation.** | **History is argument and debate not names and dates. Students will explore the philosophy, practice, and significance of history, learning to think, read, and write critically about the past.** |
| 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 161; or consent of department chair.** | **Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, HIST 108, or consent of department chair.** |
| B.6. [Offered](#Offered) | **Fall | Spring** | **Fall | Spring** |
| 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) | **Letter grade** | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Seminar | Small group | Individual |** | **Seminar | Small group | Individual |** |
| B.12.[Categories](#required) | **Required for major | Free elective | Required for Certification** | **Required for major** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO |** | **NO |** |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes |** | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work** |
| 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)**?** |
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| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| New prefix, title and description but same content. |

## 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](mailto: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 |  |  |
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