# 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 389: History Matters III: Senior Research Project** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: creation** | | | |
| A.3. [Originator](#Originator) | **Erik Christiansen** | [Home department](#home_dept) | **History** | | |
| A.4. [Context and Rationale](#Rationale) | **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 HIST 281 (3 credits) will introduce students to the discipline’s core values, approaches, and concepts. The second course, the proposed HIST 282 (3 credits), will introduce students to historical research and guide them through a limited research project. The third course, HIST 389 (2 credits), will build upon these foundational courses as students develop individual research projects in their chosen subfields.**  **Pedagogically, the revised course sequence will allow for stronger development of the theoretical and methodological base that the discipline requires before embarking on serious research work. The current capstone course, HIST 361, forces the majority of history students to undertake their sole major research project in a subfield outside of their own. As a two-credit course with a lower cap, slightly more 389 courses can be offered each year, which is enough to allow students the opportunity to research and write about topics in their preferred areas.**  **In HIST 389, a small group of students will work with a faculty member whose expertise aligns with their research interests. For example, if in a given semester three HIST 389s are offered, one might be taught by faculty in modern European history, one might be taught by faculty in American history, and one might be taught by faculty in Latin American history. Specific offerings will be driven in part by student demand and in part by faculty interests. After selecting the section and faculty member that best corresponds to their own research agenda, students will be guided through the research and writing process to produce their capstone project.** | | | | |
| A.5. [Student impact](#student_impact) | **The creation of HIST 389 benefits students by allowing them to do their capstone research projects in a subfield that interests them, with a faculty member who has expertise in that particular subfield.** | | | | |
| A.6. [Impact on other programs](#impact) | **Impacts the Public History Minor in Public History, which will now require HIST 389.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **NA** | | | |
| [*Library*:](#library) | **NA** | | | |
| [*Technology*](#technology) | **NA** | | | |
| [*Facilities*](#facilities): | **NA** | | | |
| 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) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **HIST 389** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **History Matters III: Senior Research Project** |
| B.4. [Course description](#description) |  | **History majors will produce an advanced research paper on a topic of their choosing. Students will analyze scholarship and primary sources to construct and communicate an original historical interpretation.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **HIST 282** |
| B.6. [Offered](#Offered) |  | **Fall | Spring | Summer** |
| B.7. [Contact hours](#contacthours) |  | **2** |
| B.8. [Credit hours](#credits) |  | **2** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Fieldwork | Seminar | Small group | Individual** |
| B.12.[Categories](#required) |  | **Required for major/minor | Required for Certification** |
| 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) |  | **Attendance | Class participation | Presentations | Papers |**  **Class Work | Projects |** |
| 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)**?** |
| --- | --- | --- |
| Understand how historians gather, interpret and analyze a wide range of primary and secondary source data/material (including literary, geographical, political and socioeconomic material) and how historians construct a coherent narrative from this information. |  | Students will demonstrate competence through small class discussions and independent writing assignments, including a final paper, that addresses the existing historiography of their selected topic and adds their own primary source research to the field. |
| Demonstrate the skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretation, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretation and analyze the influence of the past. |  | Students will demonstrate competence through small class discussions and independent writing assignments, including a final paper, that addresses the existing historiography of their selected topic and adds their own primary source research to the field. |
| Think chronologically and comprehensively, identifying temporal structures of historical narratives and comprehending the meanings of historical texts, monographs and documents, including their audiences, goals, perspectives and biases. |  | Students will demonstrate competence through small class discussions and independent writing assignments, including a final paper, that addresses the existing historiography of their selected topic and adds their own primary source research to the field. |
| Develop research capabilities that enable them to formulate historical questions and themes, obtain and question historical data, identify the gaps in available records, place sources in context, and construct reliable historical interpretations. |  | Students will demonstrate competence through small class discussions and independent writing assignments, including a final paper, that addresses the existing historiography of their selected topic and adds their own primary source research to the field. |
| Formulate and explain their own interpretations of the past by examining and communicating them with clarity and precision. |  | Students will demonstrate competence through small class discussions and independent writing assignments, including a final paper, that addresses the existing historiography of their selected topic and adds their own primary source research to the field. |
| Demonstrate research skills utilizing the full-range of available materials including those found in libraries, archives, museums and electronic resources. |  | Students will demonstrate competence through small class discussions and independent writing assignments, including a final paper, that addresses the existing historiography of their selected topic and adds their own primary source research to the field. |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Methodology and theory    1. Review of the introduction to the theory and methods of the discipline from Hist 290 and 291.    2. Possible class readings may include a guide to historical research such as Mary Lynn Rampolla, *A Pocket Guide to Writing in History*.    3. Application of the general skills developed in Hist 290 and 291 to the subfield that is the focus of the particular section of Hist 389 (US, Africa, Latin America, etc.). 2. Guided Individual Research Projects    1. Students conduct preliminary research and develop research proposals based on existing historiography and available sources.    2. Students conduct extensive primary and secondary source research, with guidance and support from the instructor and their classmates.    3. Students complete their capstone project, which will usually consist of a research paper of approximately 25 pages, but may in some cases, and in particular for public history students, take other forms (e.g., a documentary film, a website, or an exhibit). 3. Student presentation of individual research projects.    1. Coordinated through the multiple sections of Hist 389. |
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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](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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