# 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 or program](#Proposal) | **HIST 274: The History of the Dominican Republic** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: (Creation)** |
| A.3. [Originator](#Originator) | **David Espinosa** | [Home department](#home_dept) | **History** |
| A.4. [Context and Rationale](#Rationale)  | **HIST 274 is a general education Connections course that addresses the need of Rhode Island College’s growing Dominican-American student body population for a history course that specifically addresses the history of the Dominican Republic. My HIST 105 students, many of whom are Dominican-American, have long expressed to me an interest in such a Connections course and I believe that it would also appeal to Haitian-American students, students interested in Latin American history, and students interested in the history of the African diaspora. The Department of History is dedicated to serving the needs of our students and in particular our growing population of students of color and demonstrate to them the contributions that our discipline can make in strengthening their critical thinking, critical reading, and written communication skills and in developing a body of knowledge that can serve both academic goals and personal self-growth.**  |
| A.5. [Student impact](#student_impact) | **The impact will be positive. Teaching HIST 105 Latin America in the World since 2012 has demonstrated the great need to create a 200 level history Connections course that focuses on the history of the Dominican Republic. HIST 274 seeks to address the interests of Rhode Island College’s growing Dominican American student body. It will also be of interest to Haitian-Americans and to students interested in Latin American history and the history of the African diaspora in the Americas.**  |
| A.6. [Impact on other programs](#impact)  | **None** |
| 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 274** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **The History of the Dominican Republic** |
| B.4. [Course description](#description)  |  | **Students analyze the rise of the Dominican Republic’s multi-racial society from 1492 to the present. The Trujillo dictatorship and Dominican baseball are among the issues explored.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **FYS 100, FYW 100 and at least 45 credits total** |
| B.6. [Offered](#Offered) |  | **Fall | Spring |** **Annually** |
| B.7. [Contact hours](#contacthours)  |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **| Lecture |Small group | Hybrid** |
| B.12.[Categories](#required) |  | **Free elective** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **YES****category:****Connections** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations | Papers | Class Work | Quizzes | 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)**?** |
| --- | --- | --- |
| Critical and Creative Thinking | N.A. | **Informal Primary Document Assignments**:* Students, working in small groups, will analyze historical primary documents that have been assigned to them by answering primary document study questions.

**Primary Document Discussion**:* Students will present their answers to the assigned primary documents and will engage in general discussion concerning the materials.

**Small Group Collaborative PowerPoint Presentation**:* Working in three-person teams students will create 10-12 minute long PowerPoint presentations on an historical topic in Dominican history using academically vetted sources. Students will include a work cited page/slide.

**Précis Assignments**:* Students will write a précis/synopsis on each of the two assigned monographs identifying the author’s research question/questions, their thesis and supporting argument/evidence.
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| Written Communication | N.A. | **Informal Primary Document Assignments**:* Students, working in small groups, will analyze historical primary documents that have been assigned to them by answering primary document study questions in writing and submitting the answers to the instructor.

**Small Group Collaborative PowerPoint Presentation**:* Working in three-person teams students will create 10-12-minute-long PowerPoint presentations on an historical topic in Dominican history using scholarly sources. These PowerPoints will include both written text and appropriate images. Students will include a work cited page/slide.

**Précis Assignments**:* Students will write a précis/synopsis on each of the two assigned monographs identifying the author’s research question/questions, their thesis and supporting argument/evidence.

**Midterm Exam**:* The midterm will consist of multiple essay questions.

**Final Exam**:* The Final Exam will consist of multiple essay questions.
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| Research Fluency | N.A. | **Small Group Collaborative PowerPoint Presentation**:* Working in three-person teams students will create 10-12-minute-long PowerPoint presentations on an historical topic in Dominican history using scholarly sources. These PowerPoints will include both written text and appropriate images. Students will include a work cited page/slide.
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| Oral Communication | N.A. | **Informal Primary Document Assignments**:* Students, working in small groups, will analyze historical primary documents that have been assigned to them by answering primary document study questions in writing and submitting the answers to the instructor.

**In-class current events discussion:*** Students will present on current events involving the Dominican Republic or Haiti as part of their participation grade
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| Collaborative Work | N.A. | **Small Group Collaborative PowerPoint Presentations**:* Working in three-person teams students will create 10-12-minute-long PowerPoint presentations on an historical topic in Dominican history using scholarly sources. These PowerPoints will include both written text and appropriate images. Students will include a work cited page/slide. Team members will do peer reviews on each other and submit these peer reviews to the instructor.

**Small group primary document study groups**:* Students, working in small groups, will analyze historical primary documents that have been assigned to them by answering primary document study questions in writing and submitting the answers to the instructor.
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| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| **Unit 1: Taínos & the Conquest of Hispaniola** Textbook:Pons, pp.13-37 Documents Reader: “*The People Who Greeted Columbus*”; “*I have found many islands*…”, “*Founding Santo Domingo*”; “*The Indian Monarchs*”; “A Colony of Exploitation: *From Bartolome de las Casas’ Account*”, “The Sermons of Father Montesinos”**Unit 2: Colonial Santo Domingo: Society & Economy** Textbook:Pons, pp. 37-89Documents Reader: “A Fleeting Sugar Boom: *From Fernando de Oviedo’s History*”; “*The Devastation of the Colony: Osorio’s Instructions*”, “A Foreign Portrait of a Poor Colony: *From the History of Hispaniola by Pierre-Francois Xavier de Charlevoix*”, “A Local Portrait of a Poor Colony: *Antonio Sanchez Valverde’s Appeal of 1785*”**Unit 3: Spanish Santo Domingo & the Saint-Domingue Revolution** Textbook:Pons, pp. 91-116Documents Reader: *“The Boca Gigua Revolt”;* “*Toussaint’s Conquest*” *“*Jean-Jacques Dessalines Attacks: *From the Memoirs of a French Military Officer*…*”*Read*:* **Read: Graham T. Nessler, *An Islandwide Struggle for Freedom* (Start)****Unit 4: Santo Domingo under Haitian Rule**Textbook:Pons, pp.117-141Documents Reader“The Haitian Annexation: *Republic of Haiti-Proclamation to the People. Jean-Pierre Boyer, President of Haiti*”; “*Hayti and San Domingo*”; “A Declaration of Independence: *Manifestation of the Communities of the Eastern Part of the Island…*.”; “*The Sword and the Crucifix: Church-State Relations and Nationality in the Nineteenth-Century Dominican Republic”***Read: Graham T. Nessler, *An Islandwide Struggle for Freedom* (Finish)****Unit 5: Dominican Independence, Spanish Recolonization, and the Restoration.**Textbook:Pons, pp. 143-218; 265-278Documents Reader: “Spanish Colony for a Third Time: *Santana’s Proclamation of March 18, 1861*”, “The Restoration of the Republic: *Act of Independence of the Restoration*”, “The Restoration War: *From Gregorio Luperón’s Autobiographical Notes*”, “*Spanish Recolonization: A Postmortem*”;” Ulises Heureaux: The Ultimate Caudillo: *Two Letters by Ulises Heureaux*”, “A Nation for Sale: *Letter by Ulises Heureaux to Charles I. Wells, Paris*”**Unit 6: The Dominican Republic under the US Occupation (1916-1924)**Textbook:Pons, pp. 279-339Documents Reader: “The US Intervenes”; “The Loss of Economic Sovereignty: *Convention Between the USA and the Dominican Republic…”*; “*American Sugar Kingdom*”; “The United States Lands the Marines: *Proclamation*”; “*The ‘Water Torture’ and other Abuses*”; “A Dominican’s Assessment of the U.S. Military Occupation: *Letter by Monsignor Adolfo R. Nouel, Archbishop of Santo Domingo, to US Minister William W. Russell”***Unit 7: Rafael Trujillo’s Dominican Republic**Textbook:Pons, pp. 341-380Documents Reader: “*1937 Massacre*”; *“The Haitian Massacre: Eyewitnesses”*; “*Trujillo Era*”; *Trujillo’s Fortune*”; “*Ideological Justifications*”; “*That Generous General*”; “*A Diplomat’s Diagnosis of the Dictator*”**Read: Diederich, *Trujillo: The Death of the Dictator*****(Start)** **Unit 8: The 1965 US Invasion of the Dominican Republic and its Aftermath**Textbook:Pons, pp. 381-404Documents Reader: “Balaguer Tries to Hold On: *Balaguer’s Speech to the United Nations of October 2, 1961*”; “The People Take to the Street: *José Peña Gómez’s Radio Broadcast*”; “Another US Intervention: *Statement by President Johnson, May 2, 1965*”; Balaguer’s Twelve Years: *The Apogee of the Dirty War*…”; “*Why Not, Dr. Balaguer?”* **Read: Diederich, *Trujillo: The Death of the Dictator*****Unit 9: Religion, Culture, and Identity in the Dominican Republic**Documents Reader:“*Diasporal Dimensions of Dominican Folk Religion and Music*”; *The Tribulations of Blackness: Stages in Dominican Racial Identity”; Vodú of the Dominican Republic Devotion to “La Veintiuna Division”***Unit 10: Contemporary Dominican Society**Textbook:Pons, pp. 423-479Documents Reader:“*Dominicans of Haitian descent turned into ‘ghost citizens', says Amnesty*”; “*Dominican Baseball Sweatshop System*”; “*MLB Scouts Scandal*” |
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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 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 |
| --- | --- | --- | --- |
| Earl Simson | Dean of the Faculty of Arts & Sciences |  |  |
| James G. Magyar | Chair, Committee on General Education |  | Tab to add rows |
| David Espinosa | Chair of History |  |  |
| Gerri AugustJulie Horwitz | Interim Deans/FSEHD |  |  |
| Jeffrey Mello | Dean/Management |  |  |
| Debra Servello | Interim Dean/School of Nursing |  |  |
| Jayashree Nimmagadda | Dean/School of Social Work |  |  |

##### 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 |
| --- | --- | --- | --- |
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