# 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): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted please put “none” in each A. 7 category.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **History 110: Global history to 1000** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A. 1b. Academic unit | **Faculty of Arts and Sciences |** | | | |  |
| A.2. [Proposal type](#type) | **Course creation** | | | |  |
| A.3. [Originator](#Originator) | **Peter Brown, Peter Mendy, Greg Golden** | [Home Department](#home_dept) | **History** | | |
| A.4. [Context and Rationale](#Rationale)  Note: Must include additional information in smart tip for all [new programs](#type) | Global Understanding is central to the History Department’s General Education offerings. In our 101 to 108 courses, we emphasize voices in multiple locations and multiple contexts to enhance our students’ exploration of human societies. History 110 will extend our range of coverage by presenting an additional perspective for examining the historical evolution of human cultures.  The increasing diversity of Rhode Island College’s student body and the more connected world they live in obliges us to develop global history offerings for our college. Global history courses are common at competing institutions, as well as at our sister institutions (CCRI, URI) and it is time for RIC to join them. This will also provide greater ease of transferring credits in Global History from those two places to RIC. History 110 will broaden our students’ perspectives on the outside world and generate greater interest and valuable knowledge as they go about fashioning their careers. Global History challenges us to envision the trajectory of the human experience by examining the common building blocks of societies and selected episodes of contact among peoples through a thematic approach.  The course will present examples of commonalities and regional/global interaction that affected millennia of human development and its importance. We will selectively examine Africa, Asia, Europe, and the Americas from people’s early origins to approximately one thousand years ago, when major civilizational shifts occur. By developing the students’ abilities to make comparisons across time and place, *Global History to 1000* significantly will augment their RIC education by creating skills readily transferable into their professional lives.  Our course will conclude approximately 1000 years ago, a crucial time period that laid the foundations of the Modern Age. Our students will come to understand the variety of environments in which humans have constructed their existences. They will come to realize that comprehending the commonality and heterogeneity of past human experiences is essential for understanding the present and beyond. Due to the number of HIST Gen Ed. courses already being offered to make room for these less sections of the others will be scheduled. | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | **Student impact will be substantial by providing RIC students a well-grounded course on history from its origins to 1000 using a global perspective. Students will be exposed to the common building blocks of human experience and selected episodes of contact among peoples in Asia, Africa, the Americas, and Europe. We are providing another choice for students to achieve important General Education learning outcomes in Global Understanding, Critical and Creative Thinking, Research and Information Fluency, Ethical Reasoning, and Civic Knowledge. There will be no impact on time to graduation or number of courses being required.** | | | | |
| A.6. [Impact on other programs](#impact) | **This will be part of the General Education offerings** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None; existing faculty will teach the course.** | | | |
| [*Library*:](#library) | **None; existing facilities will fulfill all course needs.** | | | |
| [*Technology*](#technology) | **None; existing facilities will fulfill all course needs.** | | | |
| [*Facilities*](#facilities): | **None; existing facilities will fulfill all course needs.** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2023** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. | | | | | |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: | | | | | |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C:\Users\Pete\Downloads\transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated. NONE** | | | | | |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **Delete section B if the proposal does not include a new or revised course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **HIST 110** |
| B.2. Cross listing number if any |  | **None** |
| B.3. [Course title](#title) |  | **Global History to 1000** |
| B.4. [Course description](#description) |  | **Students examine the development of human societies through a global perspective from earliest origins to 1000 in Africa, Asia, Europe, and the Americas.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **None** |
| B.6. [Offered](#Offered) |  | **Annually** |
| B.7. [Contact hours](#contacthours) |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) | N/A | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture | Small group |** |
| B.11.a [Delivery Method](#instr_methods) |  | **On campus |**  [**Distance Learning**](#Hybrid) **| Asynchronous | Synchronous |** |
| B.12. CATEGORIES  12. a. [How](#required) to be used |  | **Free elective | will satisfy GenEd. H** |
| 12 b. Is this an Honors  course? |  | **NO** |
| 12. c. [General Education](#ge)  N.B. Connections must include at  least 50% Standard Classroom  instruction. |  | **YES Category: H** |
| 12. d. Writing in the  Discipline (WID) |  | **NO** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations |Papers |**  **Class Work |Quizzes |**  **| Projects |** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **30** |
| B.15. [Redundancy statement](#competing) |  | **N/A** |
| B. 16. Other changes, if any | N/A | |
|  |  | |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant**  **N/A** | [**How will each outcome be measured**](#measured)**?.** |
| --- | --- | --- |
| Critical and Creative Thinking |  | Critical thinking is a central outcome of the course. Especially through regular analysis of primary documents in class, in outside reading, and in writing assignments, students will become more proficient in how to identify and assess multiple, and at time conflicting, perspectives on historical events and themes, recognize bias in sources, and how to construct arguments and interpretations from their analysis.  Throughout the semester, students will complete short and longer writing assignments, essay exams, and regular group and class discussion in which they learn and practice critical thinking skills. In these assignments, students will practice skills of utilizing inductive and deductive reasoning, identifying logical fallacies, developing and answering insightful questions, analyzing evidence from primary, secondary, and tertiary sources, constructing persuasive argument backed up by evidence, and conveying their ideas effectively to others in writing and discussion.  The comparative nature of the course exploring several important themes will help students develop and practice critical thinking skills by thinking about how and why societies change over time as well as comparing and contrasting different societies’ experiences and practices of important themes such as work, religion, and government. |
| Research and Information Fluency |  | Students will become more proficient in the skills of locating, assessing, analyzing, and constructing arguments using primary, secondary, and tertiary sources. Through lectures, examples, and assignments, instructors will help students learn and practice these skills throughout the semester.  Students will write a research paper in which they will be asked to locate and analyze primary and secondary sources on a global history topic, evaluate the sources’ credibility, and use these sources to formulate arguments backed up with evidence. Students will also practice important writing skills to convey their research and arguments effectively in written form.  In addition, the students will spend much time analyzing primary sources in the course in small and larger writing assignments, class discussion, and small group work. This practice will help develop students’ research and information fluency in evaluating sources for credibility, argument, perspective, bias, evidence, etc. |
| Civic Knowledge |  | Students will become more proficient in understanding and analyzing the role of government, politics, and citizenship work in a variety of societies and time periods.  Important themes in this course will be examination and comparison of how societies construct and change their systems of government, the development of new political philosophies, and how citizens and residents participate in formal and informal political activities and demand new forms of government or political rights. These civic topics will be explored through class discussion, essay exams, and short and longer paper assignments. |
| Global Understanding |  | Students will become more proficient in understanding and analyzing societies in different regions of the world and in various time periods individually as well as how they interacted, influenced, and compare with other societies.  All of the course requirements for written work and oral participation will build and measure students’ aptitude and skills in global understanding. The course will examine key themes in various regions of the world to the year 1000. The international approach of this course’s materials will enable students to understand and participate in academic world citizenship, to broaden their appreciation for different ethnic backgrounds, and to apply global historical knowledge to their careers and lives. |
| Ethical Reasoning |  | Students will become more proficient in understanding how and why societies develop, use, debate, and change ethical values and behavior throughout different societies in different regions, and different time periods.  In writing assignments and classroom discussions, students will examine primary documents to understand how people in societies in different regions and time periods develop, debate, and transform ideas and practices about ethics, learn to compare and contrast ethical traditions among societies, and understand how ethics are socially constructed and not absolute or universal. |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| **Please note that this outline is for example only. Different instructors may vary the specific examples of different civilizations and societies covered. The major organizing themes of Places and Contact/Encounter will be required, but instructors will retain broad discretion as to which societies they may highlight.**  **SECTION I Introduction**  **Week 1 *How it Got Started*: creation of the Earth, evolution of hominids, the**  **migration of humans from Africa and to other continents, the**  **Neolithic Revolution and settled agriculture.**  **SECTION II Places**  **Weeks 2-4 *The Foundational Elements of Early Civilization. Rivers and riverine***  ***civilizations*. Locations and properties of major rivers.**  **Some major riverine civilizations and the first city states:**  **Africa—the Nile, the Niger, the Kongo River.**  **Asia—the Tigris and Euphrates (Mesopotamia), Indus River**  **(Harapan), Yangtze and Yellow River Civilizations**  **Americas—the Mississippian Civilization, Mayan Civilization**    **Weeks 5-6 *Foundational Elements (cont.) Oceans and Seas, Part 1. Locations and***  ***properties of oceans and major seas. Why oceanic basins matter.***  ***Older Maritime Civilizations and Peoples*.**  **Some examples: the Indian Ocean Rim**  **the Eastern Mediterranean zone (Phoenicia, Greece)**  **the Japanese Archipelago**  **Polynesia**    **Week 7 *Foundational Elements (cont.) Forests and plains. Locations and properties***  ***of major forest belts and plains*.**  ***Older Forest and plains’ peoples.***  **Some examples: the Scythians (Black Sea steppe zone)**  **the African Iron Age civilizations**  **the North American Woodland Peoples**  **the Maya Civilization**  **the Germanic peoples**  **Section III Themes of Contact and Encounter from Deep Antiquity to the**  **Cusps of the Modern Era**  **Week 8 *Money, Commerce, Conquest, Colonization: How do people move***  ***and transact? Overland and seaborne exchanges***  **Week 9 *Labor: What do we mean by free and unfree labor? Looking at***  ***the gradations of how people worked and what they did***  **Week 10 *Technology, Tools, and Devices***  **Week 11 *Language, Literacy, Records, Law, Government***  **Week 12 *How Empires are Built, and How They Work, Part 1:***  **Achaemenid Persia**  **Rome**  **Han China**  **Ghana**  **Week 13 *How Empires are Rebuilt, Part 2:***  **Byzantium**  **the Muslim Caliphates**  **Mali**  **Early Medieval Northern European realms**  **the Song Dynasty**    **Week 14 *The Finale: the Shape of Human History, 900-1200***  **the decay of the Maya**  **the high point of Iron Age Africa**  **technology shift from Asia to Europe**  **Central Asia and the decline of Arab power**  **Europe and the Near East embroiled**  **West Asia on the rise: Kievan Rus'**  **everything is transitional**  **Readings:**  **Readings will be at the individual instructor’s discretion, but generally every week will have a mixture of primary and secondary readings directly connected to the examples of Places or Contact/Encounter being examined. Again, instructors may vary but here are examples of two kinds of works that might be incorporated into the course:**  **Primary Source Document Book**  **Bonnie G. Smith, *et al*., *Sources for World in the Making: Volume 1: to 1500*,**  **1st ed. Oxford University Press. 2018. $15-$25. ISBN 978-01-908-4933-7**  **Supporting Reading**  **Jerry Bentley, Herbert Ziegler, Heather Streets-Salter, *Traditions and Encounters.***  ***A Global Perspective. Volume 1. From the Beginning to 1500.*  7th ed. 2020.** |

## 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 their 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) to the current Chair of UCC. Check UCC website for due dates. Do NOT convert to a .pdf.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Elisa Miller | Chair of DEPARTMENT OF HISTORY | Elisa Miller | 11/30/22 |
| Joe Zornado | Chair, COGE | \*Approved by email | 12/2/2022 |
| Earl Simson | Dean of FACULTY OF ARTS AND SCIENCES | \*Approved by email | 1/12/2022 |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are 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; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Jeannine Dingus-Eason | Dean of the Feinstein School of Education and Human Development | \*Acknowledged by email | 1/12/2023 |
| Marianne Raimondo | Dean of the School of Business | \*Acknowledged by email | 1/12/2023 |
| Jayashree Nimmagadda | Dean of the School of Social Work | \*Acknowledged by email | 1/12/2023 |
| Justin DiLibero | Dean of the Onanian School of Nursing | \*Acknowledged by email | 1/13/2023 |