# 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.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **History 111: Global history since 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 111 will extend our range of coverage by presenting an additional perspective for examining the historical development 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. In addition, this course will help facilitate the transfer of credit for Global History courses taken at either of those places. History 111 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.**  **History 111 will present examples of cross-cultural and cross-national influences and global interaction that affected the most recent millennium of human existence. We will selectively examine Africa, Asia, Europe, and the Americas from approximately one thousand years ago, when major civilizational shifts occur, to the present day. By developing the students’ abilities to make comparisons across time and place, *Global History since 1000* significantly will augment their RIC education by creating skills readily transferable into their professional lives.**  **Through examining this critical period in human development, our students will come to understand the historical processes which led to the world they now inhabit. 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 1000 to the present using a global perspective. Students will be exposed to the common themes 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:///Users/greg/Documents/Work%20Stuff/RIC%20Teaching%20resources/HIST%20110%20proposed/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 111** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Global History Since 1000** |
| B.4. [Course description](#description) |  | **Students examine the development of human societies through a global perspective from 1000 to the present day 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) |  | |
| 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: History** |
| 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 |  | |

| B.17**.** [**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)**?** |
| --- | --- | --- |
|  |  | Click Tab from here to add rows |
| 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 from the year 1000 to the present. 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 themes of each section must be retained, but instructors will have broad discretion in assigning specific readings and examples for study.  Week 1 Introduction—The World at Your Fingertips  Week 2 Prologue—World History to 1000  Reviewing events and themes from human societies in Asia, Africa, Europe, and the Americas to 1000  Week 3 The Coming of the Mongols—Global Connections Speed Up  On the eve of the Mongols: Song China, Seljuk Turks, Iran, Central Asia  Nomadism and the steppe  How the creation of the Mongol World Empire resulted in stronger connections and interactions  between Asia, Europe, and northern Africa    Week 4 The Shape of Global History in the 1300s and 1400s:  Interventions, Ideas, Practices.  West and East Africa  China  Europe  Mexico, Central America, and South America  The Impact of Interconnectedness—Trade, Technology, Culture, and Disease  Technology transfer from East to West: gunpowder, paper, naval equipment  Trade and Culture: Silks, Spices, Religions  Germs: The Bubonic Plague, a global pandemic  Week 5 The Urge to the Far East and Far West: Trade, Sugar, Slavery  Silver and the Connecting of China, Europe, Africa, the Americas, and the Pacific  Maritime technology, markets, addictions, hard metal, and social  transformations in the Americas and Europe  The Atlantic Trade and the Origins of Modern Racism  The End of One Global Era, the Beginning of Another  The Mongol Empire Fragments: Yuan Dynasty China, the Ilkhanate in Persia, the  Golden Horde  Collapse and Succession: Ming China, Timurid Iran, the Ottoman Empire  The Renaissance in Europe  Week 6 Upheavals in Eurasia, 1500s  The Military Revolution  The doctrines of the Reformation era, its wars, and religion and state  The Ottoman Empire vs. the Persian Sāfawid Empire: geopolitics  and religion in the Middle East  The Moghul invasion of India: taking a look at Central Asia and  Indian society and Hinduism.  Week 7 Which Managerial Models to Follow? Government, Bureaucracy,  Military, Commerce, and Farming by the late 1600s, Part 1  The shared governance model of Western and Central Europe  The colony model in the post-1492 Americas  The response model of African local government and foreign  demand for African slave-labor    Week 8 Which Managerial Models to Follow? Part 2  The service-state model of Russia, Prussia, and the Ottoman Empire  The conglomerate model of Tokugawa Japan    Week 9 The Age of Revolutionary Transformations, Part 1  The Beginning of the Age of Revolutionary Transformations  The Scientific Revolution and the European Enlightenment  The American, French, and Latin American Revolutions  The Industrial Revolution and its European and international  implications  The destruction of hereditary forced labor in the Americas,  Eastern Europe, and Russia during the 1800s  The revolution in living standards, urbanization, and lifestyles  Unification and dis-unification wars in Latin and North America,  and Europe  The Meiji transformation of Japan  Week 10 The Age of Revolutionary Transformations, Part 2  The Second Imperialism:  causes  Africa  India  China  The survival of harsh, servile labor regimes in the  non-European world  The Second Industrial Revolution  Revolutionary ideologies and their world-wide attraction:  Anarchism  Western Marxism and the temptation of parliamentary  co-option  Russian Marxism: the underground and the authoritarian  drift    Week 11 The Challenges of Twentieth-Century Civilizational Collapse  The two World Wars  causes  Atlantic, Mediterranean, Asian, Pacific theaters  Home front, women, mobilization  Alternative political and civilizational models to Western liberal  Democratic ones  Italian Fascism and its European and ex-European admirers  German National Socialism  Soviet Communism  Chinese Communism,  The challenge of “crimes without a name” to the liberal-democratic political model    Week 12 Post-1945 Reconstruction, Revolutions, Retrenchments, Part 1:  The American way of life  Free Markets vs. State Controlled Economies  Western Europe, Japan, South Korea, the “Asian Tigers”  The United Nations and international cooperation  De-colonialization and neo-colonialism: Africa  The Soviet Union and Eastern Europe  The “Cold War,” nuclear terror, and the world    Week 13 Post-1945 Reconstruction, Revolutions, Retrenchments, Part 2:  The “China lift-off,” late 1970s to the present  India lurches forward  Challenged regions, coping strategies, and wars by proxy:  Latin America  Africa  The Middle East  Asia  Russia  Resource-exploitation, technology, pollution  The rise of political authoritarianism in the 2000s    Week 14 Internet Connectivity and Our Perceptions of World Experience.  Cosmology and Space Travel  The internet, instant news accessibility, and the “shrinking of the world”  The world economy and informational technology  Cyber-warfare  The expansion of astronomical knowledge, 1920s to the present  The Future? Space flight, space reconnaissance, lunar and planetary colonization  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 |