

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Nicole Hudgins	Phone: 5303
DEPARTMENT / DIVISION: Legal, Ethical and Historical Studies		
SHORT DESCRIPTION OF PROPOSAL Action #8: HIST 197 "Conflicts in History"		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> <i>Agp</i> Year: 2010 2011		

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course ¹	N, O, P	a, c, e	AC
	2. Course Title	N, O		ACD
	3. Course Credits	N, O, (P)		ACD
	4. Course Number	N, O		ACD
	5. Course Level	N, O		ACD
	6. Pre & Co-Requisite	N, O		ACD
	7. Course Description	N, O, P		ABCDEF
x	8. New Course	N, O, P		ABCDEF
	9. Deactivate a Course	N, O		ACDEF
	10. Program Requirements	N, O	(b, c, d, e)	ACDEF
	11a. UG Specialization (24 credits or less)	N, O	a, b, c, d, e	ACDEF
	11b. Masters Specialization (12 credits or less)	N, O	a, b, c, d, e	ACDEF
	11c. Doctoral Specialization (18 credits or less)	N, O	a, b, e	ACDEF
	12. Minor (add or delete)	N, O	a, b, c, d, e	ACDEF
	13. Closed Site Program	N, O	e	ACDEIL
	14. Program Suspension	N, O, S	a, e	ACDEFGIJL
	15. Program Reactivation	N, O		
	16a. Certificate Program (ug/g) exclusively within existing degree program	N, O	a, c, e	ACDEFJIM
	16b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	N, O, Q, R, S	a, c, e	ACDEFIKM
	17. Off-Campus Delivery of Existing Program	N, O, S	a, b, c, e	ACDEJM
	18a. UG Concentration (exceeds 24 credit hrs)	N, O, S	a, c, d, e	ACDEFGIKM
	18b. Masters Concentration (exceeds 12 credit hrs)	N, O, S	a, c, d, e	ACDEFGIKM
	18c. Doctoral Concentration (exceeds 18 credit hrs)	N, O, S	a, c, d, e	ACDEFGIKM
	19. Program Title Change	N, O, S	a, c, d, e	ACDEFGIKM
	20. Program Termination ²	N, O, S	d, e	ACDEFGIKM
	21. New Degree Program ³ ,	N, O, Q, R, S	a, c, d, e	ACDEFGIKM
	22. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)			
<input type="checkbox"/>	N. This Cover Sheet	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal
<input type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)
<input type="checkbox"/>	P. Course Definition Document	<input type="checkbox"/>	S. Other documents as may be required by MHEC/ USM. See http://www.ubalt.edu/downloads/program_approval_Grid_8-3-09.docx
<input type="checkbox"/>		<input type="checkbox"/>	T. Other

¹ Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
² See USM Policy on the Review and Abolition of Academic Programs (<http://www.usmd.edu/regents/bylaws/SectionIII/II702.html>) for list of information that must be provided for this action.
³ Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

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PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input type="checkbox"/> Spring <input type="checkbox"/> Year:			

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Thomas E. Carney</i>	21 Apr. 2010
B. General Education (as required for #7, #8)	<i>[Signature]</i>	4/29/10
C. Final faculty review body within each School	Chair: <i>Margaret J. Pothart</i>	4/29/10
D. College Dean	Dean: <i>Ray W. Turner</i>	5/3/10
E. Provost and Senior Vice President for Academic Affairs	Provost: <i>Robert K. Arnyen (Asso. Pres.)</i>	5/18/10
F. Curriculum Review Committee (UFS subcommittee)	Chair:	
G. University Faculty Senate (UFS option)	Chair:	
H. University Council ⁴	Chair:	
I. President	President:	
J. Board of Regents – notification only		
K. Board of Regents – approval		
L. MHEC – notification only		
M. MHEC – approval		
N. Middle States Association notification	Required only if the mission of the University is changed by the action	

⁴ University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

UNIVERSITY OF BALTIMORE

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Nicole Hudgins	Phone: 5303
DEPARTMENT / DIVISION: Legal, Ethical and Historical Studies		
SHORT DESCRIPTION OF PROPOSAL Action #8: HIST 197 "Conflicts in History"		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year:		

O-1: Briefly describe what is being requested:

I am proposing a new lower-level history course, which would meet a General Education requirement for Arts and Humanities. This course would require no pre-requisites.

For new courses or changes in existing courses (needed by Registrar)

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: Problems in History	Course # / HEGIS Code: HIST 197	Credits: 3

O-2: Set forth the rationale for the proposal:

The history program does not have enough lower-level courses available to students (especially freshmen), courses appropriate for students' General Education, or courses available for Learning Communities.

Moreover, there is a need for a course on historical trends over time, which will prepare students for our other courses in the program that are more specific (e.g., "Age of Revolutions" or "Europe 1815-1914"). The division does not wish to introduce a watered-down, triumphalist Western Civilization course. Rather we would prefer to utilize our instructors' passion for their own fields (whether European, American, or World History) by creating a course in which topics would vary, but in which students would gain in-depth knowledge of historical trends over time. Instead of being chained to a particular narrative, HIST 197 would provide a framework that would allow historians of all specialties to design exciting course content that takes advantage of their expertise (e.g. visual culture, legal studies, Asian-American relations, etc.). Once a UB student took HIST 197, she could be ready to take any other 200, 300, or 400-level history course offered, because of the skills she began developing there.

This course would offer an alternative to, or preparation for HIST 290 "Great Issues in History." HIST 290 focuses on just one topic (or problem), and asks students to complete a research project. For students with little-to-no background in history, HIST 197 will provide a broader context for and an understanding of historical research, which they could then bring to HIST 290. Upon completing HIST 197, students will understand the difference between primary and secondary sources, how to cite them, and how to form an argument. In HIST 290, they can then go into a specific issue in greater depth, building on the knowledge and skills learned in HIST 197.

University of Baltimore

DOCUMENT P: Required Format for Course Definition Document

See Course and Program Development Policy and Procedures for Instructions

Include items one through 17 or 18 in your course definition using as much space as needed.

1. Date Prepared **November 12, 2009**
2. Prepared by **Nicole Hudgins**
3. Department/Division **Legal, Ethical, and Historical Studies**
4. Course Number(s), including HEGIS code(s) **HIST 197**
5. Course Title **"Conflicts in History"**
6. Credit Hours **3**
7. Catalog Description (Paragraph should reflect general aims and nature of the course)

History is an ongoing inquiry and debate, rarely if ever set in stone. This course introduces students to the major themes of history, and the ingredients of the discipline. It presents a selection of major human conflicts of the past three thousand years, and the historical debates they have inspired. Students will discover the roots and consequences of American, European, or World conflicts in history, using primary sources to hear the actors in their own words. The class will discover that many of the problems of the past still have effects in the present. THIS COURSE SATISFIES 3 CREDITS OF THE HUMANITIES GENERAL EDUCATION REQUIREMENT.

8. Prerequisites **None**
9. Course Purpose (How the course is to be used in the curriculum, e.g, required for major)

This course would serve as a humanities general education course. "Conflicts in History" will also be a foundation course for majors or non-majors, serving as a pre-requisite for upper-level courses.

10. General Education area, if applicable (i.e., social sciences, humanities, science, etc.) **Arts and Humanities**
11. Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial, or workshop). This must match PeopleSoft 9.0 coding. *Check with your dean's office if you are unsure of the correct entry.* **Lecture**
12. Faculty qualified to teach the course **All history faculty would be qualified to teach the course.**
13. Content Outline

The following units will be covered:

- I. **Overview of the evolution of the historical discipline: Specific materials will vary.**
- II. **Historical Conflict #1: Varies according to specific course content.**
 - a. **Introductory lecture(s)**
 - b. **Discussion of primary sources**
 - c. **Discussion of article, monograph, or film**
 - d. **Discussion of contemporary status of the problem**
- III. **Historical Conflict #2: Varies according to specific course content.**
 - a. **Introductory lecture(s)**
 - b. **Discussion of primary sources**
 - c. **Discussion of article, monograph, or film**
 - d. **Discussion of contemporary status of the problem**
- IV. **Historical Conflict #3: Varies according to specific course content.**
 - a. **Introductory lecture(s)**
 - b. **Discussion of primary sources**
 - c. **Discussion of article, monograph, or film**
 - d. **Discussion of contemporary status of the problem**
- V. **Historical Conflict #4 OR other end-of-semester class activity**

14. **Learning Goals**

Regardless of the variable content according to the instructor and semester, by the end of the course each student should be able to:

- **Define and apply terms and concepts used in the study of the historical discipline.**
- **Write analytically, using, when appropriate, research and documentation.**
- **Demonstrate critical thinking in their written or oral discussion of course-related content.**
- **Explain the distinctive ways in which ideas are communicated within a given discipline.**
- **Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge.**
- **Analyze the various causes, responses, and consequences of selected human problems over the past three thousand years.**

15. **Assessment Strategies**

Varies, depending on specific course content. Generally, though, instructors will use the following assignments for assessing general education arts and humanities learning outcomes:

- **Historical facts, concepts, and themes will be the subject of two semester exams.**

- **Short written reports, in which students answer particular comprehension questions, will develop critical thinking and communication skills.**
 - **An online journal or scrapbook will develop research skills and information literacy.**
 - **A preliminary outline or rough draft will help prepare students to write their final, 5-7-page paper.**
 - **This final paper will “bring us up to date” on how a historical problem continues to manifest itself in the present. Students will demonstrate research and documentation skills, as well as their knowledge of historical terms, concepts, and contexts.**
 - **Oral participation in class discussion and/or short topical presentations are two suggested ways to assess oral communication and level of class participation.**
16. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc., that student must purchase

Texts will vary depending on the scholarly specialty of the instructor.

17. Suggested class size **30**
18. Lab Fees (when applicable) **none**

Effective Date: September 11, 2006, Revised 2/4/09
Reviewed by: University Faculty Senate

General Education Course Approval Form: Arts and Humanities

Here I will discuss how “Conflicts in History” (HIST 197) addresses the general education guidelines for history courses, in the category of Arts and Humanities.

1. Define and apply terms and concepts used in the study of a given arts/humanities discipline.

Over the course of the semester, students will learn how professional historians contest arguments and narratives, and the terms that they employ to do so. Looking at three or four problems in history, the concepts of gendered language, discourse, and the matrix of power will become familiar to students. Students will learn the mechanics of a historical question, and practice differentiating between primary and secondary sources during their investigations.

2. Write analytically, using, when appropriate, research and documentation.

Both on their final exams and in their term papers, students will analyze questions about the past, and respond by making arguments supported by primary and secondary source evidence. For their final papers, they will provide professional documentation and citations.

3. Demonstrate critical thinking in their written or oral discussion of course-related content.

“Conflicts in History” will guide students to look beyond “settled” textbook accounts of human problems, to instead think critically about a variety of witness accounts touching on the issue at hand. They will demonstrate their critical thinking by unpacking authors’ arguments and evidence in semi-weekly written reports, and by sharing their own arguments in classroom presentations and discussions.

4. Explain the distinctive ways in which ideas are communicated within a given discipline.

Students and the instructor will discuss how historical thinking and writing differs from literary, scientific, or artistic approaches to human problems. In particular, we will look at how bias, objectivity, and political allegiance are mixed in the historian’s voice, in comparison to voices from other disciplines and arts.

5. Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge.

In each unit of the class, all relevant texts will be situated in their social and political contexts, paying close attention to race, gender, and class-based biases, agendas, or anxieties. Particularly important will be racial discourse: that is, mankind's ongoing reinvention of racial categories, created to suit political, cultural, and military agendas. Such categorization, of course, is not limited to race, but also includes sexual orientation and religion.

Recommendations for History courses:

UB's recommendations for History courses ask that instructors give students the opportunity to "analyze primary source documents in the classroom" in order to cultivate critical and historical thinking in students. Information literacy, oral communication skills, and cultural awareness are additional skills and ways of thinking that students of history should gain inside and outside the classroom.

As discussed above, and in #14 and #15 of Document P, HIST 197 addresses all of those recommendations and more in its materials, assignments, and classroom activities.