

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: Elizabeth Nix	Phone: 5296
DEPARTMENT / DIVISION: Legal, Ethical and Historical Studies		
SHORT DESCRIPTION OF PROPOSAL (State Document N action item from Box 3 below and program name OR course name, code, & number as applicable): New Course: HIST 240 "Everyday Lives"		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2010		

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		ABCD
	3. Course Credits	N, O, (P)		ABCD
	4. Course Number	N, O		ABCD
	5. Course Level	N, O		ABCD
	6. Pre & Co-Requisite	N, O		ABCD
	7. Course Description	N, O, P		ABCDEF
X	8. New Course	N, O, P		ABCDEF
	9. Deactivate a Course	N, O		ABCDEF
	10. Program Requirements	N, O	(b, c, d, e)	ABCDEF
	11a. UG Specialization (24 credits or less)	N, O	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	N, O	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	N, O	a, b, e	ABCDEF
	12. Minor (add or delete)	N, O	a, b, c, d, e	ABCDEF
	13. Closed Site Program	N, O	e	ABCDHIK
	14. Program Suspension	N, O, S	a, e	ABCDEFGIK
	15. Program Reactivation	N, O		
	16a. Certificate Program (ug/g) exclusively within existing degree program	N, O	a, c, e	ABCDEFHIK
	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	ABCDEFHJL
	17. Off-Campus Delivery of Existing Program	N, O, S	a, b, c, e	ABCDHIL
	18a. UG Concentration (exceeds 24 credit hrs)	N, O, S	a, c, d, e	ABCDEFHJL
	18b. Masters Concentration (exceeds 12 credit hrs)	N, O, S	a, c, d, e	ABCDEFHJL
	18c. Doctoral Concentration (exceeds 18 credit hrs)	N, O, S	a, c, d, e	ABCDEFHJL
	19. Program Title Change	N, O, S	a, c, d, e	ABCDEFHJL
	20. Program Termination ²	N, O, S	d, e	ABCDEFHIK
	21. New Degree Program ³ ,	N, O, Q, R, S	a, c, d, e	ABCDEFHJL
	22. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)			
X	N. This Cover Sheet	Q. Full 5-page MHEC Proposal	T. Other
X	O. Summary Proposal	R. Financial Tables (MHEC)	
X	P. Course Definition Document	S. Other documents as may be required by MHEC/ USM. See http://www.ubalt.edu/downloads/program_approval_Grid-USM-10-07.doc	

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/III702.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 X Spring <input type="checkbox"/> Year: 2010

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>	10 Sept. 09
B. General Education (as required for #7, #8)	<i>W. S. W.</i>	10/8/09
C. Final faculty review body within each School	Chair: <i>[Signature]</i>	10/23/09
D. College Dean	Dean: <i>[Signature]</i>	10/27/09
E. Provost and Senior Vice President for Academic Affairs	Provost: <i>[Signature]</i>	11/02/09
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.

Course: Subject and Number HIST 240
Course Name: Everyday Lives
Department: Division of Legal, Ethical, and Historical Studies

THIS COURSE SATISFIES 3 CREDITS OF THE **Arts/humanities (History)** GENERAL EDUCATION REQUIREMENT, as approved by the members of the general education review workgroup: Marguerite Weber (Provost's Office), Ronald Castanzo (CLA), Ed Kemery (MSB). This course meets all of the learning outcomes and assessment strategies requirements for an arts/humanities (Philosophy) general education course at the University of Baltimore:

Arts and Humanities

1. Define and apply terms and concepts used in the study of a given arts/humanities discipline;
2. Write analytically, using, when appropriate, research and documentation;
3. Demonstrate critical thinking in their written or oral discussion of course-related content;
4. Explain the distinctive ways in which ideas are communicated within a given discipline;
5. Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge

History

1. Analyze primary source documents in the classroom in order to develop the skills of historical thinking, including: the terms and concepts used in the study of history; the questions historians ask and the ways in which history is communicated; and the relevant aspects of the historical or cultural contexts from which ideas emerge.
2. Create hands-on research projects that develop the information literacy, organizational, and historical thinking skills needed to write analytically;
3. Develop oral communication skills and practice communicating historical ideas and content in a discipline-appropriate manner, through oral presentations, and participation in class discussions;
4. Develop critical thinking and analytical writing skills through essay examinations and paper assignments; and
5. Develop broad cultural awareness as well as in-depth knowledge by reading texts written by a variety of authors.

Marguerite Weber

October 7, 2009

Signature (Marguerite Weber)

date

UNIVERSITY OF BALTIMORE

DOCUMENT O: SUMMARY PROPOSAL

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O-1: Briefly describe what is being requested:

The history program would like to offer a new 200-level course which would be appropriate as a stand-alone course for sophomores or which could also run in a learning community. This course would present students with an introduction to social history. Students would read examples of historical works in which historians looked at the lives of ordinary people and expanded their examination to re-create the world in which that person lived. The students would then work with their own document from the past and conduct research to flesh out the diary or oral history.

This course could be taught by focusing on American history of various periods, or it could be taught in the context of European or Asian history. If, for example, the focus was 19th Century America, students could read *A Midwife's Tale* by Laura Thatcher Ulrich, *A Pickpocket's Tale* by Timothy Gilfoyle. They could then take one of the oral histories in *The Life Stories of Undistinguished Americans, as Told By Themselves*, and, using the works by professional historians as models, create a rich picture of the life of one of the narrators.

Students would learn about the methods of historians even as they learned the content of the historical period. They would strengthen their informational literacy skills as they conducted research in libraries and used data bases.

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

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: "Everyday Lives"	Course # / HEGIS Code: HIST 240	Credits: 3

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

HIST 240 would provide sophomores with a hands-on experience in conducting social history. This skills course would provide more structure than our current upper level history courses. Sophomores would benefit from a more carefully guided research project. If they choose to pursue history, they will have developed their research and interpretive skills in this course. If they never take another history course, HIST 240 will have given them a taste of what historians actually do.

The flexibility built into the course content also allows various history professors to teach the course. While a number of American historians have written prize-winning books that use this method, European experts can choose from an equally impressive list.

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 **February 24, 2009/ resubmitted September 10, 2009**
2. Prepared by **Elizabeth M. Nix**
3. Department/Division **Legal, Ethical and Historical Studies**
4. Course Number(s), including HEGIS code(s) **HIST 240**
5. Course Title **"Everyday Lives"**
6. Credit Hours **3**
7. Catalog Description (Paragraph should reflect general aims and nature of the course)

Social history illuminates the lives of ordinary people. This skills course introduces the methods of the social historian to the beginning student. Students will read examples of masterful social histories and will engage in original research to produce their own depictions of everyday life in a particular period of the past. 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.
10. General Education area, if applicable: **Arts and Humanities / History** *YAGP*
11. Course Type / Component: **Lecture**
12. Faculty qualified to teach the course: **All history faculty would be qualified to teach the course**
13. Content Outline

This course could be taught using any number of historical time periods and settings. Students would read the best examples of social history produced about a particular society within a manageable time period. The instructor will guide the students not only in mastering the content of the books but also in analyzing the methodology. Using the work of those historians as a guide, the students would be assigned a short oral history or journal produced by an ordinary person during the period. The students will then conduct original research to annotate the first-person document. The student will produce a paper that places the person in historical context and develops a historical argument about that person's life. The student will present a summary to the class in an oral presentation.

14. Learning Goals

By the end of the course each student should be able to:

- 1. Ask questions of primary and secondary historical sources using the terminology, methods and approach of a historian.**
- 2. Communicate their findings in writing and an oral presentation.**
- 3. List events that took place during the period covered by the course.**
- 4. Identify and assemble information and documents relevant to the life of a particular person who lived in the past**
- 5. Write a research plan, revise the plan when encountering roadblocks, and expand areas of inquiry.**

15. Assessment Strategies

Learning Goal	Assessment Strategy
Ask questions of primary and secondary sources using the terminology, methods and approach of a historian	Annotations of sources related to the oral history they are studying; oral presentations; Answers to consistent list of historical-thinking questions for all documents they encounter
Communicate their findings in writing and an oral presentation	Essay questions on exams, essay assignments, annotation of oral history; oral presentation
List events that took place during the historical period covered by the course	Quizzes, written exams, Annotation of oral history
Identify and assemble information and documents relevant to the life of a particular person who lived in the past.	Portfolio of primary and secondary sources
Write a research plan, revise the plan when encountering roadblocks, and expand areas of inquiry.	Research process essay

16. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc., that student must purchase)

Examples for 19th Century America version of the course:

- **Laura Thatcher Ulrich, *A Midwife's Tale***
- **Timothy Gilfoyle, *A Pickpocket's Tale***
- **Hamilton Holt, *The Life Stories of Undistinguished Americans***

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

Issued by: Wim Wiewel, Provost and Senior Vice President for Academic Affairs
 Effective Date: September 11, 2006, Revised 2/4/09
 Reviewed by: University Faculty Senate