

Rhode Island College
Annual Report of the Committee on General Education
May 13, 2020

Summer Assessment

The summer 2019 assessment project ([report](#)), led by Dr. Maureen Reddy, focused on Connection courses.

We agreed that the primary concern in our reflection should be the student experience.

At the request of the committee the chair should contacted instructors of Connections courses proposed for Spring, 2020 through the department chairs. He encouraged them to revise the syllabi to clearly identify the ways in which the course meets the goals of the category and, if necessary, to modify the method of instruction and assignments to meet those goals. ([Letter to chairs](#))

There is reasonable consensus that Connections courses should be taught by full-time faculty. Rather than calling for a formal policy, we chose a combination of conversation and attrition.

COGE considered calling for a coordinator for Connections courses and for a catalog tag for the courses. Both ideas were set aside upon further reflection.

At the end of the Spring semester, Connections instructors were invited to share reflections on their pedagogical successes and on how the revised semester affected instruction. Responses are still being submitted as this report is being prepared. ([Selected responses](#))

[List of Connection courses](#) including original proposals.

Courses approved during AY 2019-2020.

[HIST 207](#) "History through Numbers" renamed from "Quantitative History through Applied Statistics"

[HIST 265](#) "Conflict and Conflict Resolution in Africa and the World since 1945" approved for Connections.

[MGT 249](#) "Business Statistics II" approved for AQSR. This course solves problems for students who transfer from CCRI or who start in a major other than management.

[Math 245](#) "Principles of Data Science" approved for AQSR.

Several additional courses were discussed with the proposers and returned for revision or withdrawal.

Writing in the Discipline

Michael Michaud nearly completed the task clarifying Writing in the Discipline statements and in making the plans more visible to students on the College web. This work culminated in [a proposal](#) to add the letter W to courses that are part of Writing in the Discipline requirements. The College continues to maintain the system whereby students automatically complete this requirement because it is embedded in required courses. The annotation is to communicate to students and to instructors that the course has a Writing in the Discipline component.

Response to move to emergency online instruction

With the move to emergency online instruction after spring break, courses that depended upon extensive interpersonal interactions were rapidly modified to use online resources. Courses will again be offered remotely in Summer 2020, with emergency adaptations for Connections courses that normally require personal interaction. A set of guidelines for fall for Connections courses was prepared. A [summary](#) written by Dean Joan Dagle was sent to instructors. RIC100 and FYS similarly are prepared to be offered remotely should conditions require.

Roses and Thorns

Seeking a snapshot of faculty perception of the present general education program, a [call](#) went out for reflections to be shared. Responses are still welcome, but here is a [preliminary summary](#) of contributions.

[COGE Members 2019-2020](#)

Respectfully submitted,

James G. Magyar, Chair

Report: Summer 2019 Assessment Project

Background

In accordance with the NECHE expectation that our General Education Program be regularly assessed, an assessment project of some kind has taken place each summer since 2014. Descriptions of projects from 2014-2017 appear at the beginning of the 2018 report, and therefore will not be repeated here. In the summer assessment sessions of 2015-2017, faculty participants raised questions about First Year Seminar (FYS) and expressed interest in understanding how it is working; COGE members had similar discussions across the years. The summer 2018 assessment project therefore focused on FYS, bringing together ten faculty members with experience teaching FYS to discuss the course and to make recommendations for its revision. Those recommendations were submitted to COGE in August of 2018 and have already resulted in significant changes, including the institution of a new one-credit course for first year students, RIC 100: Introduction to RIC, beginning in the fall of 2019, as well as the first summer seminar for faculty members interested in designing and teaching an FYS course, offered in June 2019 with ten participants from across the college. Six of those ten faculty members will be teaching their new FYS courses in the 2019-20 academic year, with the other four doing so in fall 2020. Turning to another core course, Connections, seemed a logical next step in assessment of General Education, hence the 2019 summer assessment project.

When the General Education program began in 2012, some former Core 4 courses were retooled by faculty members and submitted to COGE for approval as

Connections courses. Since then, COGE has approved additional new courses for Connections. As of the start of the 2018-19 academic year, there were a total of 44 Connections courses listed in the catalog, with all but three coming from FAS departments (those three are from Nursing). Thirty three (33) of these courses were offered in 2018-19 (a total of 66 sections across fall and spring). One FAS department—Philosophy—is over-represented in Connections offerings, with twenty sections enrolling a total of 500 students in the 2018-19 academic year, with more than half of those sections (11) taught by adjunct faculty members. Only two other departments employed adjunct faculty members in Connections courses in the period considered—Anthropology with four of seven sections taught by adjunct faculty members and Theater with its sole Connections course taught by an adjunct faculty member. It appears, then, that approximately one third of students who took a Connections course in the 2018-19 academic year had an adjunct faculty member as their instructor.

Connections is the only one of the three core course categories for which there is no COGE oversight once the course has been approved, as these courses reside within departments. The other two core courses—FYS100 and FYW100—are supervised by a faculty director or coordinator. Among other things, the FYS coordinator and FYW director examine syllabi each term, observe classes, and review student course evaluations. Both the FYS coordinator and the FYW director serve on COGE. There has been no assessment of the Connections courses since the General Education program began in 2012, whereas artifacts from both FYS and FYW have been examined in assessment sessions focused on several learning

outcomes assigned to both. Following best practices in curricular design, the General Education program is intended to be vertical, not horizontal; that is, the courses are not exclusively at the introductory level, with Connections and the AQR category meant to build upon the learning that has already taken place in introductory courses, hence the prerequisite requirements for these courses. Given that all undergraduate students are required to fulfill the Connections requirement and that Connections plays an important role in advancing the learning outcomes for General Education, it seems clear that assessment is in order.

Scope of the Project and Preliminary Work

Is the Connections category doing what it is intended to do? Are the individual course offerings consonant with the Connections requirements established by COGE? Are current Connections courses hewing to the descriptions originally proposed to and approved by COGE? The purpose of the 2019 summer project was to answer those questions and to make recommendations to COGE based on the assessment results. To begin answering those questions, in the spring of 2019 RIC's former assessment coordinator gathered copies of the syllabi for the most recent offerings of each course in the category. In the summer of 2019, she evaluated the syllabi in relation to the original proposals and in relation to the assigned learning outcomes, in some cases requesting additional assignments and/or other information. The key findings from this assessment follow, along with some recommendations to COGE.

Survey of Syllabi

Department chairs and program directors submitted 41 syllabi for 38 Connections courses, leaving six unrepresented. For three courses, more than one syllabus was submitted, corresponding with different offerings of the course with different instructors. For three other courses, no recent syllabus was available, as the courses had not been taught in recent years. For one other course (GED 262), there is no syllabus because it has never been taught since being approved by COGE (another course, SUST 261, also was approved but never taught, and so the syllabus submitted was the one originally drafted for COGE approval). One department, which offers two Connections courses, did not submit syllabi. This assessment, then, is based on 86% of Connections courses, which is a more than adequate percentage on which to base analyses.

The description of the Connections category in the college catalog says, “Courses in the Connections category are upper-level courses on topics that emphasize comparative perspectives, such as across disciplines, across time, and across cultures.” Of the 41 syllabi, twelve do not appear to conform to that basic requirement of “comparative perspectives”; it is possible that a few of those twelve actually do offer comparative perspectives, but these perspectives are not mentioned in the syllabus. From a student standpoint, it would be difficult to understand why those twelve courses are in the Connections category, as there is no mention of what constitutes the comparative perspectives in their course descriptions. If the categories of comparison could be deduced from other elements of the syllabus, such as the specific readings assigned or the subtitles of units of a

course noting different countries or historical periods, they are counted here as conforming to the category description. Obviously, this is a fairly generous determination of compliance with this basic requirement, as a country is not the equivalent of a “culture” and it is the latter the Connections category offers as an option. In sum, only 70% of the syllabi analyzed noted *in any way* what makes them Connections courses. Judging by the gap between what Connections is meant to do and what 30% of the syllabi suggest that it does, the answer to one of the key questions with which this assessment project began—“are the individual course offerings consonant with the Connections requirements established by COGE?”—seems clear: not entirely, as almost one third of course offerings ignore this fundamental requirement.

Learning Outcomes

Considering the Connections courses in relation to the learning outcomes associated with the category, the answer to that same key question addressed above—“are the individual course offerings consonant with the Connections requirements established by COGE?”—is again clear: no. Further, since each Connections course when approved by COGE did give attention to all of the required outcomes, the answer to the final question this assessment project addresses—“are current Connections courses hewing to the descriptions originally proposed to and approved by COGE?”—is also clear and also negative. Five learning outcomes are associated with Connections: written communication, critical and/or creative thinking, research fluency, oral communication, and collaborative work. Only eighteen of the syllabi—43%--include work related to all five of those outcomes.

Almost all of the syllabi indicate some work in the written communication category (just two do not). Even that apparently high degree of compliance with one requirement is, however, not entirely good news, as few of these syllabi suggest that written communication is actually *taught* in the course, as opposed to being assigned and graded. Collaborative work is the outcome most often ignored by these Connections courses, with twenty syllabi (49%) showing nothing at all in this category. The other three categories are addressed in some way in the majority of courses (all but nine include critical and/or creative thinking [78%], all but eleven include research fluency [73%], and all but eleven include oral communication [73%]).

In addition, the type and amount of work required of students in these courses varies widely. Some of the courses require several substantial “term papers” (8+ pages), for example, while others have multiple quizzes or exams but not much formal writing; some list lengthy reading assignments, while others have very little reading. Although some variation in requirements across sections is to be expected, the extent of the variations in these courses suggests a basic lack of agreement about what a sophomore-level course outside the major could reasonably expect. Some consistency in requirements and expectations across sections in this category would be sensible.

Recommendations

The Connections category needs consistent oversight and attention. Appointing a coordinator of Connections would be the logical way to insure such attention. Because the courses actually reside within departments, the job of the

coordinator would be less involved and complicated than either the FYS coordinator or the FYW director. Unlike both the FYS coordinator and the FYW director, the Connections coordinator would not have to schedule or staff Connections courses, for instance. Therefore, one course release per term (4 FLH) seems reasonable as compensation. Among the duties of the Connections coordinator would be reviewing syllabi each term to be sure they meet the requirements of the category, observing classes, and reviewing student evaluations. Because the observations and course evaluations would not be part of any faculty member's annual review, but instead used solely in decisions about Connections (as now happens in FYS), these activities would conform to the faculty union contract.

Even before a Connections coordinator is appointed—and, ideally, early in fall term of 2019--COGE should contact all those faculty members whose current Connections syllabi do not reflect the category's requirement to request that they revise their syllabi and submit the revision to COGE no later than December 2019 in order for their courses to continue to be offered in the Connections category in spring 2020 and beyond. COGE should insist that each syllabus in the Connections category explicitly identify the comparative perspectives employed in the course. Syllabi should also link the required work to specific learning outcomes. (See appendix A for illustrations of both.)

COGE should also consider submitting a revision to UCC to limit teaching of Connections courses to full-time faculty members, as is already the case with FYS. The current reliance on adjunct faculty members for this core General Education course seems excessive and unnecessary. Considering that staffing issues for FYW

mean that many sections are taught by adjunct faculty members—the FYW director’s home department, English, simply does not have the capacity to cover all or even most sections of FYW—the likelihood is great that about one third of RIC students have adjunct faculty members as instructors in two of their three General Education core courses. The staffing pressures affecting FYW do not apply to Connections courses, which can be offered by any department, and so the obvious solution to ending reliance on adjunct faculty members is to encourage more departments to create Connections courses. Were there some assurance that those courses would run—which there could be if the reliance on adjunct faculty members ended—offering a Connections course could be appealing, especially when one considers the possibility of such courses attracting new majors from among the “exploring majors” group of students.

Submitted by Maureen T. Reddy, 14 June 2019

Appendix A

Examples of making the comparative perspectives clear

“Courses in the Connections category are upper-level courses on topics that emphasize comparative perspectives, such as across disciplines, across time, and across cultures.” (RIC college catalog) Two issues of contemporary, international significance - human rights and the state of the global environment - will be the focus of this course. They will be explored in relation to specific indigenous peoples of the world, such as the Australian Aborigines, the Yanomami of the Brazilian Amazon, and the Kalahari San of Africa, among others. Human rights, a Western concept, will be examined both historically and in the context of non-Western and indigenous societies. Furthermore, you will compare and contrast Western and indigenous (non-Western) ideas, practices, and traditions relating to the place of humans in the natural world.

Scope of this course: Art objects around the globe and across eras share connections through time-honored conventions despite unique contexts for creation and use. Forms of expression adapt to fluid cultural needs. With objects at the center, this course invites us to consider comparative perspectives of aesthetics, subjects and meaning, individual and collective identities, utility and use, and adaptations of the arts through a series of themes. We will explore art made in Africa, Asia, the Americas, the Pacific, and Europe. Artworks made by indigenous peoples will be viewed alongside colonizers. We will also consider works informed by multiple cultural conventions and perspectives and reflect upon the significance of shared connections.

Movies are an important medium of popular culture and thus have considerable power to represent, construct, and contest gender identities. They also react to or against women’s rights movements. This course begins in the post-WWII period and surveys the following decades in U.S. popular film. We will look at movies from a range of genres, all of which contain important commentaries on femininity, masculinity, or women’s equality. Secondary readings will include film theory, gender theory, and historical works focusing on women and gender.

This connections course examines representations--in fiction, non-fiction, film, and television--of women as criminals, as crime victims, and as detectives. We will draw on research and analyses done by scholars from a variety of fields, including film and media studies, gender and women’s studies, sociology, history, and literature to help us make sense of these representations and what they might tell us about our society and ourselves.

Demonstrating Links of Class Work and Learning Outcomes

Critical Thinking

The writing assignments require you to use your critical thinking skills actively. You will learn to synthesize ideas and information, formulate a thesis, and develop that thesis with evidence and interpretive argumentation.

Written Communication

You will learn and practice a range of critical writing skills (formulating a thesis, developing ideas, incorporating outside source material into a paper, using transitions to lead readers from one idea to the next) through content-related written assignments. I strongly encourage students to use RIC's Writing Center for help with all phases of the writing process.

Research Fluency

For the term paper, you will conduct secondary historical research on American gender history and use that to illuminate one or more films from the appropriate historical period. You will use your critical thinking skills to actively search and identify outside sources for your paper using academic databases available through the RIC library. You will be learning and practicing the skill of evaluating outside sources for relevance and quality. You will also learn and practice the skill of how to present outside sources in a research paper.

Oral Communication

In place of a midterm exam, you will give an oral presentation, in which you will present a new (i.e. not already on the syllabus) film to the class and interpret how it fits in with the gender norms of the era in which it was produced. You will need to actively put together and present the oral presentation, and you will have to respond to questions from your audience. You will also be learning the skill of presenting information and interpretations orally.

Collaborative Work

The midterm presentation will be done in small groups or pairs. Active learning is entailed not only in putting together the presentation but also in communicating with your collaborator(s). You will be learning how to communicate with others and how to work together to produce a finished product.

All courses that meet the Connections requirement for general education at Rhode Island College must enable students to meet a set of five general education learning outcomes. This section of the syllabus will outline these learning outcomes and describe how this course will enable students to meet those outcomes.

1) *Written Communication (WC)*: Students will understand the different purposes of writing and employ the conventions of writing in their major fields. Students will produce writing that is well organized, supported by evidence, demonstrates correct usage of grammar and terminology, and is appropriate to the academic context. In this course, students will complete a variety of writing assignments in different genres, including blog posts, reflective essays, and formal academic writing, and will write frequently throughout the semester.

2) *Critical and Creative Thinking (CCT)*: Students will be able to analyze and interpret information from multiple perspectives, question assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning. In this course, students will practice using data to evaluate arguments, will reflect on their own learning experiences, and will compare different disciplinary perspectives on common ideas.

3) *Research Fluency (RF)*: Students will demonstrate the ability to access, understand, evaluate, and ethically use information to address a wide range of goals or problems. In this course, students will learn to access empirical data and use it to evaluate claims made about higher education.

4) *Oral Communication (OC)*: Students will learn to speak in a clearly expressed, purposeful, and carefully organized way that engages and connects with their audience. In this course, students will participate in a group oral presentation and will serve as discussion leaders.

5) *Collaborative Work(CW)*: Students will learn to interact appropriately as part of a team to design and implement a strategy to achieve a team goal and to evaluate the process. In this course, students will work in teams on a major project and will collaboratively present the results of this work.

Dear Farley:

During Summer 2019, COGE began to evaluate Connections courses. The report¹ that was produced indicated that, based upon review of syllabi, most of the sections offered have drifted from the assigned goals for the Connections category since they were first approved. Therefore, COGE is requesting that instructors review their syllabi and, if necessary, their teaching plans, so that it is clear to students and others how the courses meet the catalog description.²

Courses in the Connections category are upper-level courses on topics that emphasize comparative perspectives, such as across disciplines, across time, and across cultures. Students must complete the FYS 100 and FYW 100/FYW 100P/FYW 100H courses and must have earned at least 45 college credits before taking a Connections course. Connections courses cannot be included in any major or minor program.

As you know, Connections courses are expected to address (teach) the General Education Learning Outcomes of *Written Communication, Critical/Creative Thinking, Research Fluency, Oral Communication, and Collaborative Work*³ at a more advanced level than is found in First Year Seminar or First Year Writing. For Connections courses, the syllabus is expected to indicate the activities or assignments that will enable students to improve their skills in each of these areas.

We appreciate the effort that many of our colleagues are putting into offering these courses, but that effort must be focused more clearly on the reason students are asked to take these courses. For courses that are to be offered in Spring, 2020, please ask instructors to submit revised syllabi by Friday, October 18, to coge@ric.edu. Of course, I and other members of COGE will be glad to discuss courses and options with you or with other faculty so that we can offer the best program possible to our students.

Thanks

James G. Magyar
Chair, Committee on General Education

¹ <http://www.ric.edu/faculty/organic/coge/Report-summer-2019-assessment-project.pdf>

² <http://ric.smartcatalogiq.com/en/2018-2019/Catalog/General-Education/Core-Courses>

³ <http://www.ric.edu/generaleducation/Pages/General-Education-Outcomes.aspx>

Colleagues -

We have been teaching with the present general education program since 2012. Each year some aspect of the program has been assessed in one way or another, most recently Maureen Reddy's review of Connections courses in summer, 2019.

This spring COGE planned to have an informal Faculty Forum to hear our colleagues' perceptions of the program. The online half-semester has shut down such meetings. In order to sample faculty impressions, we have set up a page (follow the link below) for written comments. The document is labeled "Roses and Thorns." The name comes from an evaluation tool used after a group activity or educational experiment. The idea is that one offers both roses – positive comments – and thorns – things that could have gone better. For this forum, we ask you to think about your experience with the general education program, both as an instructor and as an adviser. What components have I taught that are meeting their goals? What courses lead to student growth? What parts have been less successful? How do my advisees respond to the general education requirements/courses? You are invited to write as much or as little as you like. We ask that you append your comments to the document. Signed comments normally carry more weight than anonymous ones. COGE members will begin discussion of comments on Friday, May 8, though the forum will remain open at least through May. Thank you for your insights.

For reference, here are links to the [organization](#) and [learning outcomes](#) of general education at Rhode Island College

[Follow this link](#) to enter your comments and reflections.

James G. Magyar
Chair, Committee on General Education
May 1, 2020

See <http://faculty.ric.edu/organic/coge/> for the latest COGE documents.

Connections online

Zornado, Joseph L.
Mon 5/4/2020 4:50 PM
Committee on General Education

1. How dramatically did your teaching have to change in the online part of the semester?

To transition from in-person to distance learning was a dramatic change. There is really no way to overstate the challenge in transitioning midterm between one delivery method and another.

2. Were there assignments that were no longer feasible for students to accomplish? Were you able to craft substitute assignments?

Yes and yes, but only marginally. Group work, in-class discussion, and content delivery all had to be translated into an online environment.

3. While we acknowledge that the academic and intellectual growth are more important than specific content in Connections courses, did you find that the content portion (coverage) changed?

Not in my Connections course. We were able to accomplish the readings, engaged in online discussion via Blackboard, and students worked towards a final paper assignment as they worked through course content via their own research and some online lecture. We completed the original course syllabus.

4. Connections courses are not part of any major or program, so most students will elect a P grade. Did you find that performance declined once the P option was announced? How was attendance affected (however you measure attendance in online courses)?

I disagree with the premise of this question. I have Nursing majors who definitely want a grade. Others who did well have asked for their grades because it will help their overall GPAs. Some students, however, fell away and turnout at our last online meeting was down by about 25%. Some students have asked for a "P" because of stress, work outside of college, etc.

5. Were there instances where it seemed that what you were doing was particularly helping students to weather the crisis?

The material of my Connections course is well-suited to addressing various issues that arose with the current crisis. Students could apply what they were learning to their situation in real time and said as much.

6. Did you discover pedagogical tools or skills that you can employ in regular classes?

Developing Distance Learning courses requires more specific articulation and intentionality for each bit of course content, the learning outcomes associated with it, and the pedagogical methods to achieve the learning outcomes, and so on. Reflecting on all of this is very useful when thinking about teaching in any format.

7. Given this semester's experience, if you were given the option of designing a fully online Connections course, would you be able to craft one that met the learning objectives that expect students to interact with each other?

In fact I was tasked with developing a Distance Learning English 12X this term before the virus, and have had more than six months to plan, develop, and produce a working model. As a result, I have been able to explore some of the online learning tools and pedagogical methods that can be used when requiring students to interact with each other--wiki groups on Bb, for instance, the Discussion Board, and so on. I am confident that a *version* of student interaction is possible in a Distance Learning Connections course

and, given that I am scheduled to teach English 263 in the fall, I am planning on running it as a Distance Learning section (unless otherwise instructed).

Other thoughts and perceptions:

It remains an open question whether this fall will be "emergency/crisis" online teaching, or "Distance Learning Education." The College Council is discussing policies that will give shape to Distance Learning courses, but it is not clear if these new policies will take hold in the Fall, or in January, 2021. I think this needs to be clear so that instructors can plan accordingly. Best practices says a well-designed Distance Learning course takes 6-9 months to plan. It will be difficult, but no impossible, to deliver high quality "Distance Learning" education in the fall. But so many things remain uncertain still...

Joseph L. Zornado, PhD
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Spring 2020 Connections Courses

Berg, Amy
Tue 5/5/2020 8:59 AM

To: Committee on General Education

Hello,

1. How dramatically did your teaching have to change in the online part of the semester?

Pretty dramatically. Discussion and group work are normally the major part of class time. I tried to simulate discussion using discussion boards, but group work was basically not possible (I tried it once using the discussion boards and, because my course was asynchronous, it was a flop). I also turned some of the topics we would have discussed into short video lectures.

2. Were there assignments that were no longer feasible for students to accomplish? Were you able to craft substitute assignments?

My assignments are all take-home assignments--no exams--so I didn't have to change them too much. The last day of class would normally be devoted to peer reviewing each other's final papers, but after hearing how busy and stressed my students were, I changed this to optional peer review for extra credit.

3. While we acknowledge that the academic and intellectual growth are more important than specific content in Connections courses, did you find that the content portion (coverage) changed?

Because we lost a week to making the transition to online, I canceled one reading and made another reading optional. Otherwise, I covered the same content.

4. Connections courses are not part of any major or program, so most students will elect a P grade. Did you find that performance declined once the P option was announced? How was attendance affected (however you measure attendance in online courses)?

Yes, performance declined significantly. I did not notice a change in assignment quality; however, the major assignment due after the break was on material we'd covered before the break, and the smaller assignments were things students could do on readings of their choosing. But performance on the discussion boards tanked. I didn't measure attendance per se in the second half of the semester, but I had a participation requirement that paralleled what I would have expected in in-person instruction. In the first week of class, 15 students did what they would need to do to receive an A for participation; last week, 10 students did, and some students have completely stopped participating.

5. Were there instances where it seemed that what you were doing was particularly helping students to weather the crisis?

I'm a pretty organized person, and, for every class session, I posted an agenda that clearly laid out what students needed to do and in what order: 1. Watch video 1; 2. Post to discussion board 1; 3. Watch video 2; 4. Open handout 1--and so on. Students have said they appreciated this clarity (although these were students who tended to be more on the ball--I haven't heard whether there's anything I'm doing that's helping or harming weaker students).

6. Did you discover pedagogical tools or skills that you can employ in regular classes?

Not really. I might redo one group exercise slightly based on the way I organized the discussion boards, but nothing else comes to mind.

7. Given this semester's experience, if you were given the option of designing a fully online Connections course, would you be able to craft one that met the learning objectives that expect students to interact with each other?

Nope! Maybe with outside training, and maybe if students came in expecting the class to be synchronous. (I did offer an optional synchronous discussion hour, but the only students who took me up on it were students who were already outstanding.) But I had a really hard time getting them to engage with each other (even though they had to reply to each others' posts in order to receive full participation credit), and it was easy for them to avoid answering the more difficult critical-thinking questions on the discussion boards. Plus, group work is important to me for Connections classes.

8. Are there any other perceptions that you would like to share?

Thanks,
Amy

Amy Berg
Assistant Professor
Department of Philosophy
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Re: Spring 2020 Connections Course

Smith, Nicole C.
Mon 5/4/2020 4:03 PM
Committee on General Education

Hello,
A few comments.

1. I had to tape some lecture content and spend a lot of time outlining each content of each week left.
2. Yes had a group assignment and since last minute had to change how we did that...did get input from students and implementing new things for summer/fall since virtual.
3. No content coverage did not change...students actually did more work virtually and added to content.
4. Participation and performance did not decrease...I think overall it increased for many. More entries in journal writings and did overall better on presentations.
5. Yes many wrote about the COVID crisis in their journal writings without being prompted. I also kept in touch with them often and they frequently thanks me for keeping in touch so often.
6. Yes in both my courses learned many things that I would now do differently and smoother so will implement in classes going forward. Usually do journals on paper and collect notebooks but will do as word docs going forward.....posted group presentations for entire class usually have not done that....
7. Yes I am trying to do that now for my summer course. Takes some thought but already told the class we will meet on line a few times and will have a schedule but they can do with some flexibility. Designing a group presentation method and asking this class for their thoughts and will discuss with summer class first class. Looking over the information sent as well for ideas.
8. Though very stressful this has provided an opportunity for changing parts of my courses.

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Connections Courses Fall 2019

Course Link to Catalog Copy	Title Link to Course Proposal	Date approved	Core 4?	Last offered	2019- 2020 Syllabus
AFRI 262	Cultural Issues in Africana Studies	2013		Fall 2019	
ANTH 262	Indigenous Rights and the Global Environment	2013		Spring 2019	✓
ANTH 265	Anthropological Perspectives on Childhood	2012	yes	Fall 2019	✓ Student version
ANTH 266	Anthropological and Indigenous Perspectives on Place	2013	yes	Fall 2019	
ART 261	Art and Money	2013		Spring 2019	✓
ART 262	Encounters with Global Arts	2017		Fall 2019	NA
BIOL 261	The World's Forests	2012	yes	Fall 2018	NA
COMM 261	Issues in Free Speech	2012	yes	Spring 2019	NA
COMM 262	Dialect: What We Speak	2013	yes	?	NA
COMM 263	East Asian Media and Popular Culture	2013		Spring 2019	✓
ENGL 261	Arctic Encounters	2014	yes	Spring 2019	✓
ENGL 262	Women, Crime, and Representation	2012	yes	Fall 2019	NA
ENGL 263	Zen East and West	2012	yes	Spring 2019	✓
ENGL 265	Women's Stories across Cultures	2012	yes	Fall 2018	NA
ENGL 266	Food Matters: The Rhetoric of Eating	2013		Deleted 2018	NA
ENGL 267	Books that Changed American Culture	2015		Spring 2019	NA
FILM 262	Cross-Cultural Projections: Exploring Cinematic Representation	2014	yes	Spring 2019	NA
GEND 261	Resisting Authority: Girls of Fictional Futures	2013		Fall 2015	NA
GEND 262	Lights, Camera, Gender!: Gender in Film	2016		Fall 2019	NA
GED 262	Native American Narratives	2013		Never	NA
GEOG 261	Globalization, Cities and Sustainability	2013	yes	Never	NA
HIST 263	Christianity	2013	yes	Fall 2019	✓
HIST 267	Europe and Beyond: Historical Reminiscences	2012		Never	✓
HIST 268	Civil Rights and National Liberation Movements	2012		Fall 2018	✓
HIST 269	Jazz and Civil Rights: Freedom Sounds	2012		Fall 2019	✓
HIST 272	Globalization, 15th Century to the Present	2012		Fall 2019	✓
HIST 273	Latin America and Globalization, 1492-Present	2012		Fall 2019	✓
HIST 274	History of the Dominican Republic	2019		Never	✓
HIST 275	Russia from Beginning to End	2013	yes	Spring 2018	✓

Course Link to Catalog Copy	Title Link to Course Proposal	Date approved	Core 4?	Last offered	2019- 2020 Syllabus
HONR 264	Seminar in Cross-cultural and Interdisciplinary Issues	2013	yes	Fall 2019	
MUS 261	Music and Multimedia	2012		Summer 2015	NA
NURS 262	Substance Abuse as a Global Issue	2014	yes	Fall 2019	NA
NURS 264	Status of the World's Children	2013	yes	Fall 2019	✓
NURS 266	Health and Cultural Diversity	2016		Fall 2019	
PHIL 262	Freedom and Responsibility	2012	yes	Fall 2019	
PHIL 263	The Idea of God	2012	yes	Fall 2019	
PHIL 265	Philosophical Issues of Gender and Sex	2016		Fall 2019	
PHIL 266	Asian Philosophies: Theory and Practice	2013	Core 3	Fall 2018	NA
POL 262	Power and Community	2013		Spring 2019	
POL 266	Investing in the Global Economy	2012		Fall 2018	NA
POL 267	Immigration, Citizenship, and National Identity	2013	yes	Spring 2019	✓
PSCI 262	Space: The Final Frontier	2019		Never	NA
SOC 262	Sociology of Money	2012	yes	Fall 2019	✓
SOC 264	Sex and Power: Global Gender Inequality	2012	yes	Fall 2018	NA
SOC 267	Comparative Perspectives on Higher Education	2012		Spring 2015	NA
SUST 261	Exploring Nature Through Art, Science, Technology	2013		Never	NA
THTR 261	Contemporary Black Theatre: Cultural Perspectives	2013	yes	Spring 2019	✓

James G. Magyar
August 29, 2019
Rev. October 17, 2019



UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE ROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT [INSTRUCTIONS](#): PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, JUST DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	HISTORY 207: HISTORY THROUGH NUMBERS		
Replacing	HISTORY 207: QUANTITATIVE HISTORY THROUGH APPLIED STATISTICS		
A.2. Proposal type	Course: preservation		
A.3. Originator	Pete Brown	Home department	History
A.4. Rationale	Renaming the course and preserving course content totally. Retaining prerequisites of one History Distribution Category course and Math 139 and dropping Math 240 as a prerequisite as incoming students, in my experience when I have taught History 207, already possess sufficient statistical capability even if they had not taken Math 240.		
A.5. Date submitted	9/10/19	A.6. Semester effective	Spring 2020
A.7. Resource impact	Faculty PT & FT:	none	
	Library:	none	
	Technology	none	
	Facilities:	none	
A.8. Program impact	none		
A.9. Student impact	none		
A.10. The following screen tips are for information on what to do about catalog copy until the new CMS is in place; check the "Forms and Information" page for updates. Catalog page. Where are the catalog pages? Several related proposals? Do not list catalog pages here. All catalog copy for a proposal must be contained within a single file; put page breaks between sections. Make sure affected program totals are correct if adding/deleting course credits.			

D. SIGNATURES

D.1. APPROVALS

- 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.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
David Espinosa	Chair of History		
Earl Simson	Dean, School of Arts and Sciences		
			Tab to add rows

D.2. [ACKNOWLEDGEMENTS](#)

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
			Tab to add rows



RHODE ISLAND COLLEGE GENERAL EDUCATION DISTRIBUTION COURSE REQUEST

USE THIS FORM FOR ANY DISTRIBUTION COURSE THAT IS TO BE INCLUDED IN THE GENERAL EDUCATION PROGRAM. IF THE COURSE IS NEW OR REVISED, ATTACH THE APPROPRIATE UNDERGRADUATE CURRICULUM COMMITTEE FORMS.

(Available at

http://www.ric.edu/curriculum_committee/Pages/Forms-and-Information.aspx)

Date of Submission:		October 4, 2019	
Proposing Department or Program:		History	
Chair/contact:		David Espinosa	
Department/Program Code (e.g., ENGL, PHYS, AFRI):	HIST	Course number:	207
Catalog title: <i>(Remember the UCC 6-word limit.)</i>		New: History Through Numbers Old: Quantitative History Through Applied Statistics	
Prerequisites:		One General Education History Distribution Category Course. One General Education math course.	
Credits: <i>(General Education courses are four credits)</i>		4	
<p>Category in General Education: Distribution <i>(General Education outcomes that must be formally addressed and assessed are noted for each category.)</i></p> <p> <input type="checkbox"/> Mathematics (CCT, QL) <input type="checkbox"/> Natural Science (lab required) (CCT, ER, QL, SL) <input checked="" type="checkbox"/> Advanced Quantitative/Scientific Reasoning (CCT, QL, SL) <input type="checkbox"/> History (CCT, RF, CK, ER, GU) <input type="checkbox"/> Literature (CCT, WC) <input type="checkbox"/> Social and Behavioral Sciences (CCT, CK, ER, SL) <input type="checkbox"/> Arts – Visual and Performing (CCT, A) </p>			
How often will this course be offered?		Every semester	
Number and frequency of sections to be offered (students/semester or /year)?		One section per semester	

Courses in the distribution are content-based and students are expected to learn the material and demonstrate competence in a manner appropriate to the discipline.

Append a syllabus or two-level topical outline. We are interested in the content and pedagogy of the course. Include the description, requirements, schedule, and topics but omit details on attendance policy, academic integrity, disabilities, etc. If UCC action is required, include the syllabus with the UCC form; an additional copy is not needed.

Learning Outcomes
<http://www.ric.edu/generaleducation/outcomes.php>
 Written Communication (WC)
 Critical and Creative Thinking (CCT)
 Research Fluency (RF)
 Oral Communication (OC)
 Collaborative Work (CW)
 Arts (A)
 Civic Knowledge (CK)
 Ethical Reasoning (ER)
 Global Understanding (GU)
 Quantitative Literacy (QL)
 Scientific Literacy (SL)

In the table below, explain briefly how this course will meet the General Education Outcomes for its category as indicated above. Describe the kinds of assignments in which the assigned outcomes will be assessed.

The form is a Word table. The boxes will expand to include whatever text is needed. Rows that do not apply to the course being proposed may be deleted.

General Education Outcome:	Assignments or Activities:
Written Communication	5 writing assignments: all involve generating statistical analysis and statistically driven prose. Midterm and final exam.
Critical and Creative Thinking	See the above, "Written Communication." Readings and short response pieces. Oral participation through class clusters, panel discussion, individual response, and individual class reports.
Research Fluency	See the two boxes above. Also, Adams Library physical and online resources.
Oral Communication	See that part of "Critical and Creative Thinking" pertaining to Oral Communication.
Collaborative Work	See boxes 2, 3, 4.
Arts	Does not apply.
Civic Knowledge	Civic knowledge is an indirect outcome of all our written and oral communication activities and assignments.
Ethical Reasoning	Ethical reasoning is an indirect outcome of all our written and oral communication activities and assignments.
Global Understanding	Inherent to our required and research readings and oral communication as our work is comparative and presents issues internationally.
Quantitative Literacy	Everything we do in this course.

Scientific Literacy	Everything we do in the course. Quantitative skills are inherent to Scientific literacy.
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Revised October 11, 2017

History Through Numbers

History 207

Prof. Brown
Craig Lee xxx

Twice a week (hybrid)
Office—Craig Lee 461,
TTh xxx

Literacy, the ability to read, and numeracy, the ability to count and to quantify, have driven civilizational development for over 5,000 years. We are all quite aware of the former acting as a locomotive for human social evolution. However, few of us think about numeracy, and still even fewer contemplate and are trained in its vital tasks of collecting numerical (quantitative) data and performing statistical analysis, as an equally important component of history.

Orientation

Our course will broadly introduce us to quantitative history, the discipline concerned with justifying, marshaling, calculating, and interpreting quantitative data (statistical information) in order to comprehend how and why humans for millennia have gathered data and how historians can interpret them and how we can instruct ourselves to do the same. In so doing, this AQSR course will fulfill the requirements for both quantitative and scientific literacy. Among its other quantitative learning tasks, History 207 will enable students to “(1) interpret and evaluate numerical and visual statistics, (2) develop models that can be solved by appropriate mathematical methods, and (3) create arguments supported by quantitative evidence and communicate them in writing and through numerical and visual displays of data including words, tables, graphs,...” Regarding scientific literacy, History 207 will enable students, from a quantitative historian’s perspectives, to (1) grasp through research the linkages between science and history, (2) investigate scientific data in historical contexts, (3) understand the historical context and implications of the steps surrounding the framing of proofs and the testing of propositions, and (4) broaden their scientific background through exposure to the iterative processes of quantitative analysis and through the structure itself of the course, particularly the project work content in Weeks III-IV, V-VI, and IX-X, and, depending upon topic choice, the final project for Weeks XI-XIV.

A typical reaction to hearing about statistics and math in history is to either immediately turn one’s back to the subject or else to claim that “this is way beyond me,” “I hate math,” “this sounds *boring*,” and “yuck!” We should try and put these sentiments out of our minds, that is if they were there in the first place. There is nothing to fear and there is nothing special to bring on board for our course, other than the prerequisites of a (1) General Education math course and (2) one of the *Distribution Requirement* history courses (History 101-108).

History Through Numbers will teach us how numbers can be brought to the fore to interpret history and explain how working with quantitative data can bring a creativity to our minds in ways not captured by other historical disciplines. No mental somersaults are required, but a willingness to be curious is. Although the Department of History offers this

course, one need not be a History Major or Minor to take it. In fact, one need not even have had any prior college history background other than one of the aforementioned history courses in the *Distribution Requirement* category.

History 207 will benefit anyone majoring or entered in a program of whatever subject at Rhode Island College, for developing our capacity to generate and to place quantitative data in historical context, whether it be for personal, professional, local, national, or global concerns should become a one of the goals of an educated person. To reiterate, anyone majoring in the other academic fields and areas that Rhode Island College offers will benefit from the encounter between quantitative and historical mindedness, for like it or not, history and numbers surround our daily existence, though we might not be aware of that. Accordingly, anyone having a major in one of RIC's social science or humanities departments or in any of its professional schools will be enriched.

For example, any reader of *The Scientific American* will realize the extent to which many of its contributing authors—scientists and technologists—draw upon quantitative history to augment their own expertise. This is but one example, and there are others still of how applying quantitative methodology to history can create a broader context for studying various phenomena in the worlds of natural and physical science, technology, social science, and the humanities.

Topical Approach

So let us begin our journey. Our class is heavily student-driven, and will revolve around collaborative classwork, individual projects, and oral and written reports. *Throughout this course we will be immersed in the doing of quantitative history and not only in the hearing about it.*

We will move along by orienting ourselves to general questions, studying particular historical examples for the inscribing and fielding of statistical information, examining methods for interpreting numerical data from the past, and creating our own historically-driven, statistical universe. Deploying pertinent examples and selected case studies—rather than across-the-board immersion in all that is in our way—is the approach this courses utilizes. (In the beginning of the course I will briskly review basic concepts and procedures in statistics.)

As you probably have guessed, I will be making extensive use of PowerPoint slides to portray a variety of historical numeral-writing techniques and statistical examples and explanations, as we along the way simultaneously are engaging in *practicum* style with quantitative data to flush out historical issues. Our course will exercise our visual and cognitive faculties, and let us gain confidence and skills through dominating a new area of knowledge.

Statistical Methods Used in This Class

We will use those statistical methods appropriate to the level of historical knowledge assumed in our 200-level course. A crucial goal of *History Through Numbers* is to impart the awareness that skill levels in statistics and history must go hand-in-hand and that an absence

of sufficient historical depth can never be compensated for by over-indulging in statistical operations. Broadly speaking, certainty and not probability interest historians, and while some quantitative historians have used probability-grounded statistical operations in their research, their work presupposes a level of historical understanding that is not expected for our class.

Historians deal with the past and not with what might happen in future. Logically, the statistical methods used in this course are those we tailor to create exact, explanatory frameworks for past events, not future ones. Accordingly, our course will be utilizing statistical operations such as: the setting up of tables, means, medians, modes, percentiles (quartiles, deciles), standard deviations, coefficients of variation, graphs, tables, histograms, bell-shaped curves, frequency distributions, pie-charts, stem-and-leaf diagrams, time-series charts, box plots, regression lines, *r-factor* correlation coefficient determination between two variables, and setting up null and alternative hypotheses. The basic tool in *History Through Numbers* is the table of data that we will always construct, before going about the above procedures. That is the *sine quo non* of our course. The data table will contain a complete run of information, in other words concrete population parameters that are in no way based upon samples or conjectural information, and it is from data tables, which all of us repeatedly will be building, that all other operations flow.

What we will not be significantly involved with are statistical operations concerning probability (although some exceptions to this might arise, depending upon student query). Statistical operations involved with probability use randomly-selected samples taken from a larger whole in order to induce a mathematical certainty that otherwise (from an historian's perspective) might not be present through employing procedures such as confidence intervals, hypothesis testing, *t-tests* (testing the difference between means) and *z-tests* (testing the difference between proportions), and margins of error. Thus, we will not be making use of a good part of central limit theorem (sampling to make inferences about an entire population), although exceptions can be made depending upon an individual student's history and statistical background and his/her ability to conduct probability testing in a specific case.

Polling, business-marketing strategies, medical-laboratory testing, weather-forecasting, demographic prediction-making, governmental planning, congressional-race guessing, financial marketing-forecasting, professional gambling, war-gaming, college and professional sports, and yet others heavily use probability statistical techniques, for these operations are concerned with nailing down future outcomes as best as can be done. Historians do not move in this direction for they are concerned with information from the past, *drawn from an entire set of quantitative data*, in order to nail down completely on the macro-, medi-, or micro-level the statistical implications of past occurrences (e.g., population change, fluctuations in land ownership, social mobility, economic trends, cultural preferences, political movements, territorial expansion, governmental bureaucratic operation, warfare, to cite but a few examples). Historians are not interested in making projections from incomplete data sets for future scenarios, for that is not what they do professionally. Using probability, for an historian, can lead to an over-compartmentalizing of statistical thinking that injects a false empiricism, a spurious specificity, where none is

entitled to be, instead of resorting to time-proven qualitative historical methods of weighing the evidence in order to buttress well-bounded quantitative research.

One of History 207's responsibilities through its writing assignments is to show students how to visualize and to write up quantitative historical results and how to integrate that information into qualitative historical narrative. Learning to write professionally tailored narrative is a basic task of historians, which makes their results all the more alluring and accessible to others. One of the many purposes of our course is to show how statistical analysis is one more tool that an historian can use and should use with restraint, rather than to follow along with statistical manipulations for their own sake.

Our course will impart an awareness that anyone attempting quantitative historical knowledge must know how to constantly balance statistical research into history with qualitative history. Accordingly, the gaining of historical depth appropriate to the quantitative tasks at hand is imperative, and instilling that is an important aim of this course. Over-indulgence in quantitative methodology, that is failing to ask historically driven questions at every step of a statistical calculation, can lead to skewed perspectives and artificiality, to the going off on tangents, to irrelevant results, and ultimately to poor history itself. However, if handled rightly, quantitative methodology can assist in attaining historical sure-footedness. That is what we will be doing during this semester.

REQUIRED READING

Joel Best, *Damned Lies and Statistics. Untangling Numbers from the Media, Politicians, and Activists* (Berkeley: University of California Press, 2012). Paperback. ISBN 978-0-520-27470-9.

I.B. Cohen, *The Triumph of Numbers. How Counting Shaped Modern Life* (New York, London: W.W. Norton and Co., 2005). Paperback. ISBN 039-3-057690.

Patrick O'Brien, ed., *Atlas of World History*, 2d ed., rev. (New York: Oxford University Press, 2010. ISBN 978-0—19-974653-8.

John Allen Paulos, *Innumeracy. Mathematical Illiteracy and Its Consequences* (New York: Hill and Wang, 2001. Paperback. ISBN-13: 978-0-8090-5840-2.

online record website addresses (provided for the weeks needed)
e-mail attachment handouts

RECOMMENDED READING

For review: Deborah J. Rumsey, *Statistics for Dummies*, 2d ed. (Hoboken, New Jersey: Wiley Publishing, Inc., 2011). Paperback ISBN 978-0-470-91108-2 (go to Barnes and Noble or to Amazon Books. It is much less expensive than Larson and Farber).

or

Ron Larson, Betsy Farber, *Elementary Statistics. Picturing the World*, 5th ed. (Boston, New York: Prentice Hall, 2012). Hardback. ISBN 13-978-0-321-69362-4. (Math 240 textbook)

About Our Readings

- (1) Patrick O'Brien, ed., *Atlas of World History*, 2d ed., rev. (New York: Oxford University Press, 2010. ISBN 978-0—19-974653-8. *The Atlas of World History* is

the “text” for our course, for it provides a plentitude of colored maps that will provide us visually with a large variety of historical-statistical and historical non-statistical information. In addition the *Atlas*’s sources provide information that class members might well tap for their own research.

- (2) I.B. Cohen, *The Triumph of Numbers. How Counting Shaped Modern Life* (New York, London: W.W. Norton and Co., 2005). Paperback. ISBN 039-3-057690. *The Triumph of Numbers* is a handy book for grasping how numbers and calculating them led to historical and scientific advances from Antiquity into the Modern era.
- (3) John Allen Paulos, *Innumeracy. Mathematical Illiteracy and Its Consequences* (New York: Hill and Wang, 2001. Paperback. ISBN-13: 978-0-8090-5840-2. *Innumeracy* is a fine introduction to the foibles befalling anyone attempting quantitative historical analysis without an appropriate background in mathematics and statistics.
- (4) Joel Best, *Damned Lies and Statistics. Untangling Numbers from the Media, Politicians, and Activists* (Berkeley: University of California Press, 2012). Paperback. ISBN 978-0-520-27470-9. Joel Best’s best seller is a significant (albeit irreverent) look at how modern-day social statistics—and this applies to quantitative historians, too!—can mislead the reader.

On-Line and Print Statistical Sources

The amount of on-line and printed statistical sources available to historians is staggering. Suffice it to say, governmental, other public, and private organizations and businesses have published a phenomenal wealth of material. One job confronting any quantitative historian is to strictly limit him/herself in materials’ selection to avoid becoming over-whelmed.

Samples of Statistical Sources

The number of statistical sources historians have at their disposal is legion, and they consist of online sources, both published and unpublished documents, books, unpublished monographs, journal articles, pamphlets, and unpublished manuscripts. Below is but a tiny sample of on-line sources and printed statistical sources available online, in Adams, and through the Consortium. From some of them we will be drawing materials for both in-class and research usage. As our course moves along, I will be distributing bibliographic guide sheets with more information for your use.

Heinz Fassmann, Ursula Reeger, and Wiebke Sievers, eds., *Statistics and Reality: Migration in Europe* (electronic resource) (Amsterdam: Amsterdam University Press, 2009).

Arcadius Kahan, *Studies and Essays on the Soviet and Eastern European Economies*, ed. Peter B. Brown, 2 vols. (Newtonville, Massachusetts: Oriental Research Partners, 1991, 1994) (Adams Library).

Sudhansu Bhusan Mukherjee, *The Age Distribution of the Indian Population: A Reconstruction for the States and Territories, 1881-1961*. Honolulu:

East-West Center, East-West Population Institute, 1976 (URI/Consortium).
Religions of the World, 2010. ABC CLIO, 2010. (URI/Consortium)

The United Nations *Food and Agricultural Organization* (FAO). Contains a vast array of economic, population, and other data that go beyond what the name of this body implies.

Foreign countries' websites.

United States Government websites for the various Federal Departments (e.g., Department of Commerce, Department of State, Department of Justice)

U.S. state, county, city, and town websites.

Attendance

As we might have gathered by now, we will be learning techniques that will have broad applications beyond this course. It is therefore essential to attend every class session, for more than is true for other history courses, each class session is built upon the preceding one. A class session missed in this course is the same as missing a class in a math or foreign language: essential information for that day's absented class is missing and creates a cognitive gap that can undermine the learning from subsequent classes attended.

There are several parts to our course and we will study them in order:

Week	1	Introduction
Weeks	2	Numeracy, Quantitative Literacy, and Review of Statistical Methodology
Weeks	3-4	Integrating Quantitative Data into Historical Narrative
Weeks	5-10	The History of Quantitative Data before the Modern Era
Weeks	11	Integrating Quantitative Data into Other Historical Narratives: a Deeper Look
Week	12	Historical Controversy Arising from Quantitative History: American slavery and <i>Time on the Cross</i> .
Weeks	13-14	Student Presentations

SCHEDULE OF UNDERGRADUATE ASSIGNMENTS AND DUE DATES

5 Paper assignments--Total length, 23-29 pages including self-generated tables

1 st four writing assignments	50%
5 th writing assignment	15%
Midterm	5%
Final exam	10%
Discussion	20%

WRITING ASSIGNMENTS

There will be five writing assignments in our class, and all of them will involve generating statistical tables, statistical analysis, and statistically-driven historical prose. The first four will consist of common class assignments, cutting across different historical time periods, that will each take up two weeks of in-class and outside-of-class work, namely, Weeks III-IV, V-VI, VII-VIII, and IX-X. Each of these first four writing assignments will consist of one or two student-generated tables and three to four pages of written analysis (750-1000 words). Each will count for 12½ points. The fifth and final project, to be worked

on during Weeks XI-XIV, will consist of material entirely of the student's choice (and in consultation with me), and it will number some five to six pages (1,250-1,500 words), not including two or three statistical tables constructed by the student him/herself.

All of these assignments will demand the appropriate statistical techniques as needed and that statistical analysis be interwoven with historical context. Each of the first four assignments will include (1) several tables, charts, or lists from which students will construct their numerical data table or tables and (2) a general, introductory background handout, consisting of an appropriate book chapter or article, to provide background information. That, along with *The Atlas of World History*, and the other assigned course reading material will provide adequate context for each of these four assignments. Students for the fifth assignment can consult *Samples of Statistical Sources* (see above) and my handout on guides to statistical sources for source information. The fifth assignment will be worth 15 points.

In addition there will be one midterm worth 5 points and one final exam worth 10 points. Class discussion counts for 20 points, and is based upon preparation, involvement, and level of analysis.

WHAT WILL HAPPEN IN CLASS

Inquiry, questioning, discussion, presentation, writing...

A considerable portion of each class will revolve around the active pursuit of knowledge through discussion and the related techniques it incorporates. Our class will be a workshop environment. We will explore and utilize *critical thinking* at all times, and I will provide an eight-step synopsis of that.

Class discussion will revolve around everything we hear, read, and write. We will frequently use discussion and break-away sections to probe our subject matter. We are required to take an active role in this endeavor, and among other things this means having read the material before coming to class and being quite familiar—if not conversant—with the material and what we have heard before in my lectures and commentaries in our discussions. Be *pro active* and demonstrate your knowledge before other members of the class and me. Simply showing up for class and adopting passive behavior will hurt your class performance grade.

I will distribute—to better aid us in reading and discussion—guide sheets with questions and other remarks that will direct us through our readings, discussions, and class-time project work. I am well aware that some class members talk more than others and that those who talk least can sometimes contribute the most valuable remarks. There are a range of factors influencing why one person might speak more than another, and I take them into account. What is essential is that you make a serious and visible effort *every session* to participate in class discussion. When necessary, I will call upon individual class members.

DISABILITY ACCOMMODATION STATEMENT

All Rhode Island College professors follow the spirit and content of the policies regarding student disabilities as laid forth on page 47 of the *Rhode Island College 2019-2020 Catalog*. If you have any condition necessitating accommodation, please inform this professor

of it at the beginning of the semester so that appropriate measures can be taken.

Schedule of Class Topics and Reading Assignments

Weekly Schedule:

SECTION I INTRODUCTION

Week I Introduction. What is Quantitative History?

We will start by discussing what do historians measure and why and what can quantitative data (statistics) tell us? We will provide examples of quantitative history and how quantitative and other historical data fit together. Also, we will want to learn how to pose questions to ourselves and to others on the capabilities and limitations of quantitative data and how we can read and interpret them.

How to set up tables (examples to be distributed)

Reviewing and getting warmed up with statistics: In-class 30-minute video: “Data and Distributions—Getting the Picture” (from *Meaning from Data: Statistics Made Clear, The Great Courses*).

Reading: Paulos, *Innumeracy*, 3-65.

Week II Numeracy and Quantitative Literacy and Review of Statistical Methods

The history of the development of modern statistics: evolution of concepts and techniques.

The setting up of tables.

Review:

The mean, medians, modes, percentiles (quartiles, deciles), standard deviations, coefficients of variation, graphs, tables, histograms, bell-shaped curves, frequency distributions, pie-charts, stem-and-leaf diagrams, time-series charts, box plots, regression lines, *r-factor* correlation coefficient determination between two variables, and setting up null and alternative hypotheses.

Classroom diagnostic (ungraded) exercise: historical data tables to be distributed.

The limits of what historians can do with quantitative data (History is not probability).

Quantitative data as one more historian’s disciplinary tool.

Reading: Paulos, *Innumeracy*, 66-132.

Reading: Paulos, *Innumeracy*, 133-80.

Week III Integrating Quantitative Data into Historical Narrative

What is historical narrative and how is it written?

What disciplines do historians make use of?

How can quantitative research be blended into historical narrative?

Workshop Project no. 1: Download from the United Nations’ website (see my e-mail procedures and instructions) for (1) *World Population Prospects: the 2012 Revision*, see “Total Population—Both Sexes” and

“Life Expectancy at Age 80—Both Sexes” and (2) *FAO* [Food and Agriculture Organization of the United Nations] *Statistical Yearbook 2013*, see “Infant Mortality by Country Under 5.”

Reading: Best, *Damned Lies and Statistics*, 1-61.

Week IV **Continuation of Week III: Workshop Project No. 1**

We will again break down into class sections to work more on our United Nations’ statistical project. On Thursday three- to four-page paper due with also one to two pages of self-constructed statistical tables that frame the analytical paper.

Reading: Best, *Damned Lies and Statistics*, 62-127

SECTION II **THE HISTORY OF QUANTITATIVE DATA**
Weeks V, VI, VII, VIII, IX

Introductory remarks

What is the history of quantitative data, for what ends were they used, and what were the tools used for inscribing and recording this information?

Graphical Systems

Why graphical systems are important. What are the cultural factors bringing them about, making them vary, and serving to both promote and retard the methods and purposes of recording quantitative data?

What are the relationships between numeracy and quantitative data on the one hand and thought, knowledge, inquiry, and historical progress on the other? How do the rise of governmental bureaucracies and data storage effect and affect quantitative knowledge, quantitative literacy, and statistical practice?

Small Case Studies of Historical Periods and Quantitative Data

Theme: the interconnectivity of the growth in quantitative information, graphical systems, and recording devices and the growth of societies, governments, states, cultural levels, education, the military, science, and recording appetites.

The above descriptions will serve as the context for overviews of the following historical periods and international civilizations with concentration on but a selected few of the many possible examples from Antiquity to the Present.

These overviews, along with in-class case exercises utilizing the statistical skills we have learned, will enable us to comprehend the role of statistical knowledge in history and help develop our quantitative-historical literacy.

During Weeks V-X, our class will continue to function as a workshop with class members forming analytic groups, collecting and interpreting quantitative data from our handout information, and producing the next three workshop projects with one to two tables and three to four pages of analytical prose per person that convey the quantitative

historical significance of the information contained in the one or two tables assembled by each student.

- Week V** **Antiquity: Eurasian and American Civilizations**
Highlights: Mesopotamia and Rome. Early numerical systems, early records-keeping, and social functions of numbers.
Workshop project no. 2: Ancient Mesopotamian grain production and taxation. I will distribute several tables and/or lists and a 20-30 page general introduction to Ancient Mesopotamian history and economy.
Readings: *Atlas of World History*, 12-57 (skim).
- Week VI** **Medieval Eurasia, Africa, and the Americas and Continuation of Workshop Project No. 2**
Highlights: the Arab Caliphates and the Inca. Alternatives to Roman numerals. Records-keeping and uses of statistical information.
Break down into class sections to work more on our Mesopotamian project. On Thursday three- to four-page paper due with also one to two pages of self-constructed statistical tables that frame the analytical paper.
Reading: *Atlas of World History*, 58-111 (skim).
- Week VII** **Early Modern Eurasia and the Americas**
Highlights: the shift from Latin and Greek alphanumerals to Hindu-Arabic numerals. The rise of early modern bureaucracies and data mania.
Workshop project no. 3: early modern literacies, the example of 16th-17th century England. I will distribute several tables and/or lists and a 20-30 page general introduction to early modern English history and literacy.
Reading: *Atlas of World History*, 112-59 (skim); Cohen, *Triumph of Numbers*, 17-67.
Midterm: Date xxx
- Week VIII** **The Modern Era, Part 1 and Continuation of Workshop Project No. 3**
Theme for the Modern Era: Statistical Mania—the explosion of statistical data; governments, corporations, and data.
Highlights: Industrial Revolution and urbanization. Opportunities and challenges for numerical records-keeping.
Break down into class sections to work more on our early modern literacy project. On Thursday three- to four-page paper due with also one to two pages of self-constructed statistical tables that frame the analytical paper.
Reading: *Atlas of World History*, 160-211 (skim); Cohen, *Triumph of Numbers*, 68-120.
- Week IX** **The Modern Era, Part 2**
Who is in the driver's seat? The promises and dilemmas of public

quantitative data. Data collection driving governmental decision-making or governmental decision-making driving data collection?

Highlights: the 1930s Depression Era (U.S. Governmental agencies and newer types of social data) and the U.S.-Soviet arms race.

Workshop project no. 4: the nuclear arms race between the U.S. and the Soviet Union (weaponry, throw-weights, irradiation and other destructive capabilities) and the controversy over U.S. and Soviet conventional and nuclear arms. I will distribute several tables and/or lists and general introductory materials from the AEC (Atomic Energy Commission) and from early 1980s publications of the U.S. Department of Defense and the U.S.S.R. Ministry of Defense.

Reading: *Atlas of World History*, 212-83 (skim); Cohen, *Triumph of Numbers*, 121-180. handouts.

Week X Looking Hard at Interpreting Quantitative Data

Asking the right questions *redux* and moral issues.

How quantitative data can be mis-gathered, misread, and misconstrued.

Quantitative data informational asymmetry and bad governmental decision-making.

Quantitative data and the public's right to know:

(1) WikiLeaks (Julian Assange) and (2) NSA "thief" Edward Snowden: dropping confidential raw data into the public domain--crime or public service? Can quantitative data ever be neutral and harmless?

PowerPoint slides on tables for general class interpretation and discussion over the issues of wayward *a priori* assumptions and false inferences.

Break down into class sections to work more on our nuclear arms race project. On Thursday three- to four-page paper due with also one to two pages of self-constructed statistical tables that frame the analytical paper.

Best, *Damned Lies and Statistics*, 128-86.

Week XI Workshop Week. Integrating Quantitative Data into Other Historical Narratives: a Deeper Look

Integrating quantitative data into various historical narratives: cultural, gender, economic, social, technological, political, diplomatic, military.

Break down into analytic, class sections to evaluate how statistical topics can be brought to bear in the various narratives listed above. Samples of several pages of some of the above historical narratives to be distributed.

Commence work on the final project.

Week XII In-Class Critiquing of Our Week XI Narratives: board and screen exercises. Historical Controversy Arising from Quantitative History:

Can Quantitative Data Ever Produce Historical Comprehensiveness

and Can It Ever Lift Historical Discussion Beyond Debate?
Example of *Time on the Cross*—Quantitative data and the study of American slavery: to what degree can quantitative study provide sufficient context and can it fall into speculative traps?.
Readings: handout of Fogel, Engerman, *Time on the Cross . Evidence and Methods*, 37-top of 42 and counter-argument handout of Gutman, *Slavery and the Numbers Game. A Critique of Time on the Cross*, 5-13.

Weeks XIII, Student Project Presentations

XIV, XV Classroom synopses of research papers and student critiquing of them (copies of papers to be distributed earlier along with critique guidelines)
Techniques and Findings.
Final project due.

GENERAL INFORMATION FOR ALL WRITTEN ASSIGNMENTS

Assignments must be done on time. Failure to take a test when scheduled means an automatic failing grade for that examination, unless there are provable, documented extenuating circumstances explaining why this was so. I administer all make-up exams as oral tests that I give in my office. Late assignments will be marked down significantly. Failure to submit a paper on time will result in the grade for the paper being penalized by 5 to 10 points or more for being late.

In situations where legitimate reason (medical emergency or death in the family) exists for a student's inability to take a test or to submit an assignment when required, that person must produce written proof, immediately afterwards, to justify taking a make-up test or submitting the paper/map assignment without penalty or for not being marked down for an absence. *Work- and car-related excuses will not be accepted.*

All paper assignments without exception are to be submitted in person and on time. We will have many paper assignments, and accordingly punctuality in turning them in is a *sine qua non*.

Time, energy, and logistical constraints prevent my becoming a downloading service. Therefore, do not submit any assignment by e-mail, for I will neither print it nor read it in e-format.

Plan ahead: always (1) keep back-up files of your work in a flash drive, on a 3½” floppy disc, or in an external data storage base; (2) have a back-up computer and printer, for example, in the Horace-Mann Comp Center, in Adams Library, in the local public library, in FedEx Kinko’s, or with a friend or relative; and (3) make certain that your car is in good operating order and if it is not, have a back-up ride available (manifolds, tires, water pumps, alternators, etc. do blow out).

It is your responsibility to avoid submitting sloppy papers with careless grammar and spelling errors. All papers will be printed distinctly. Use a regular Courier or Times New Roman font. Follow the form prescribed in the Department of History style sheet.

CLASS PARTICIPATION

Learning how to discuss analytically (and letting this become an ingrained habit) is one of the most significant goals of your college, academic experience. Discussion is an opportunity to talk about history, and is a most effective method for you to digest information and concepts and to explore the subject for new insights. Since a significant portion of the course will involve discussion of the material it is essential that you come to class already having read the assignment for that day. Come to class having already thoroughly read the textbook material, other sources, and your notes from previous class discussions. As you read, think of yourself as an active participant and how you might explain issues in class. Review that assignment after class.

This is a student-driven class. Everyone is expected to participate in class discussion, every single class discussion. When necessary, I will call upon class members. Before you come to class, think of questions and discussion points you want to raise. Be sure and follow through.

When you read through our primary and secondary sources and the handouts I will distribute from time to time, think of and be able to comment upon the following.

(1) What are the text readings and documents talking about? (2) What is the significance of them? (3) What light do they shed on the historical period they are discussing? (4) How might we understand this period better because of the text readings and documents?

GRADE SCALE

A, 100-92; A-, 91-90; B+, 89-88; B, 87-82; B-, 81-80; C+, 79-78; C, 77-72; C-, 71-70; D+, 69-68; D, 67-62; D-, 61-60; F, 59-0.

DEPARTMENTAL OUTCOMES AND PROFESSIONAL STANDARDS

As a result of successfully completing this course, students will know and be able to meet the following History Department Learning Outcomes and Professional Standards: History Department Learning Outcomes 1,2,3,4,5,6,7,8, and 9; Rhode Island Beginning Teacher Standards 1.1, 1.2, 1.3, 2.1 through 2.7, 8.1, 8.2, 10.1, 10.2, 10.3, and 10.4; and National Council for the Social Studies Standards 1.1 through 1.9, 2.1.1 through 2.1.7.

Course Map
HISTORY 207 COURSE TITLE: HISTORY THROUGH
NUMBERS

HISTORY 207		
LEARNING OUTCOMES	TOPICS	ASSESSMENT
1. Understand how historians gather, interpret and analyze a wide range of primary and secondary source data/material (including literary, geographical, political and socio-economic material) and how historians construct a coherent narrative from this information.	See Topics, no. 2.	Projects, papers, in-class discussion and research cells, classroom lecture and q/a, midterm, final exam.
2. Demonstrate the skills of statistical historical analysis and interpretation, through performing quantitative operations such as: the setting up of tables, means, medians, modes, percentiles (quartiles, deciles), standard deviations, coefficients of variation, graphs, tables, histograms, bell-shaped curves, frequency distributions, pie-charts, stem-and-leaf diagrams, time-series charts, box plots, regression lines, <i>r-factor</i> correlation coefficient determination between two variables, and setting up null and alternative hypotheses, and writing up project results using solidly academic historical prose narrative. Invariably, this quantitative analysis will discerningly lead to comparisons and contrasts, differentiations between historical facts and interpretations, the consideration of multiple perspectives, the analysis of cause and effect relationships, and will facilitate comparing competing historical narratives and to recognizing the tentative nature of historical interpretation..	The background to modern quantitative historical analysis, an overview of statistical methods, the history of numeracy and statistical generation from Antiquity to the Present, workshop projects involving selected examples of quantitative data from the Ancient and Modern worlds.	Five (5) quantitative historical projects, each of which, including tables, statistical tabulations, and reports will total around five to six pages; class-time oral participation and midterm and final exam.
3. Think chronologically and comprehensively, identifying temporal structures of historical narratives and comprehending the meanings of historical texts, monographs and documents, including their audiences, goals, perspectives and biases.	See Topics under Nos. 1-2.	Projects, cell-group analytical sessions, and classroom discussion.
4. Develop research capabilities that enable them to formulate historical questions and themes, obtain and question historical data, identify the gaps in available records, place sources in context, and construct reliable historical interpretation.	See Topics under Nos. 1-2.	Projects, cell-group analytical sessions, and classroom discussion.

HISTORY 207

LEARNING OUTCOMES	TOPICS	ASSESSMENT
5. Demonstrate their knowledge of the history, culture and values of diverse peoples and traditions throughout the world and compare patterns of continuity and change.	Topics under Nos. 1-4.	See the above.
6. Understand the historical context for the interaction and interdependence of politics, society, science and technology in a variety of cultural settings.	Topics under Nos. 1-5	See the above
7. Formulate and explain their own interpretations of the past by examining and communicating them with clarity and precision in a variety of oral and written assignments.	Topics under Nos. 1-6	See the above.
8. Demonstrate research skills utilizing the full-range of available materials including those found in libraries, archives, museums and electronic resources.	See the above.	Five (5) analytical, statistically-driven historical narrative essays drawn from student-compiled statistical data derived from libraries and responsible electronic resources.
9. Demonstrate the skills necessary to be an independent and lifelong learner.	All of the above.	All of the above.

Rhode Island College General Education Connections Course Proposal

Proposing Department or Program: **History**

Chair/contact: **David Espinosa/Peter Mendy**

DEPT/PROG CODE (HIST 265)

Catalog title: **Conflict and Conflict Resolution in Africa and the World since 1945**

Catalog Description:

Examines the history of conflict and conflict resolution in Africa and around the world since 1945. It explores the political, economic, social, cultural, and environmental dimensions of violent strife.

Prerequisites: *Completion of FYS, FYW and at least 45 credits*

Credits: **4.**

Connections Learning Outcomes: *Written Communication (WC), Critical and Creative Thinking (CCT), Research Fluency (RF), Oral Communication (OC), and Collaborative Work (CW)*

Explain briefly how this course meets the description for a Connections course, utilizing a comparative approach—such as across disciplines, across time, across cultures—on a particular topic or idea. Also briefly describe the kind(s) of required project(s) that ask students to make such connections.

HIST 265: Conflict and Conflict Resolution in Africa and the World since 1945 is a General Education 200 level course that satisfies the Connections requirements. The course is a comparative analysis of conflict and conflict resolution in different historical, cultural, political, economic, and environmental contexts in Africa and around the world since 1945. It examines the interactions and interconnections between these factors during the post-Second World War period of ideological rivalry between the two emergent super powers (the USA and the USSR), the determined decolonization of European dominated territories in Asia and Africa and, following the end of the Cold War, the rise of religious fundamentalism that generated an international “war on terror.”

The interdisciplinary approach examines the causes, course, outcomes, and resolution, or lack thereof, of relatively peaceful and openly violent conflicts that include case studies of the decolonization of India, Ghana, Vietnam, and Algeria; military dictatorship in Chile, Argentina, and Uganda; ethnic strife in Bosnia and Rwanda; religious fundamentalism in Afghanistan and Israel; and natural resources “curse” in Sierra Leone, the Democratic Republic of Congo, and Nigeria. Critically, the course also attempts to answer the question why some countries and regions have been conflict-ridden in spite of efforts by international organizations established to prevent war and maintain peace. Beginning with a historical overview on a century of war and peace and post-1945 typologies of conflicts (interstate and intra-state) and dictatorships (civilian and military), the substantive issues addressed include colonial legacies and post-independence politics, the politicization of ethnicity and religion, the economic motives of civil wars, the costs of violent conflicts, peace building processes, and post-conflict reconstruction.

The overall objective of the course is to provide students with knowledge of the definitions, types, nature, principal actors and organizations at the national, regional, and international levels, and the multidimensional impacts of conflicts in ethnically/racially diverse and multicultural settings that affected and continue to be consequential on nations, regions, and the world during the second half of the 20th and early 21st centuries. Students, in groups and individually, will read, review, and critically analyze primary sources and assigned material, conduct research, share and make oral presentations on selected conflict/conflict resolution topics.

For each of the following major General Education program outcomes, identify potential projects, assignments or activities that will 1) engage students actively in the learning process and 2) teach a specified academic skill through the exploration of content.

General Education Outcome:	Assignments or Activities:
Critical and Creative Thinking	<p>Primary Document Analysis</p> <ul style="list-style-type: none"> Students work in small groups to critically read, discuss, and answer study questions. <p>Collaborative Oral Presentation</p> <ul style="list-style-type: none"> Students in small groups research conflict related topics and present their finds to the whole class. <p>Conflict & Conflict Resolution Role Playing Games</p> <ul style="list-style-type: none"> Students in small groups role play conflict protagonists and peace mediators
Written Communication	<p>Précis Assignment</p> <ul style="list-style-type: none"> Students write a 1-2 page synopsis of assigned texts that identify the authors research questions, thesis, arguments, and presented proofs <p>Short Essay Assignments</p> <ul style="list-style-type: none"> Students write two 2-3 page shorts essays on the geographic/historical background, political/economic and social/cultural context of an assigned conflicted-affected country or region. <p>Research Paper Assignment</p> <ul style="list-style-type: none"> Students research a conflict/conflict resolution theme in an assigned conflict-affected country or region and write a critical 8-10 page essay. <p>Midterm Exam</p> <ul style="list-style-type: none"> Comprising multiple conflict-related themes requiring comparing, contrasting, and connecting different perspectives of conflict and conflict resolution. <p>Final Exam</p> <ul style="list-style-type: none"> Comprising multiple conflict-related themes requiring comparing, contrasting, and connecting different perspectives of conflict and conflict resolution.
Research Fluency	<p>Short Essay Assignments</p> <ul style="list-style-type: none"> Students write two 2-3 page shorts essays on the geographic/historical background, political/economic and social/cultural context of an assigned conflicted-affected country or region that require primary and secondary sources properly cited with bibliography <p>Research Paper Assignment</p> <ul style="list-style-type: none"> Students research a conflict/conflict resolution theme in an assigned conflict-affected country or region and write a critical 8-10 page essay that require primary and secondary sources properly cited with bibliography
Oral Communication	<p>Collaborative Oral Presentation</p> <ul style="list-style-type: none"> Students in small groups will research conflict/conflict resolution topics and present their findings to the whole class. <p>Conflict & Conflict Resolution Role Playing Games</p> <ul style="list-style-type: none"> Students in small groups role play conflict protagonists and peace mediators
Collaborative Work	<p>Collaborative Oral Presentation</p> <ul style="list-style-type: none"> Students in small groups will research conflict/conflict resolution topics and present their findings to the whole class. Each group chooses a coordinator to facilitate collaboration and peer work review before the presentation of the group's work.

	<p>Conflict & Conflict Resolution Role Playing Games</p> <ul style="list-style-type: none">• Small groups of 2-3 students role play conflict protagonists and peace mediators. Students in each group collaborate to present a united front and unified positions that they negotiate, through mediation, to reach, or fail to achieve, agreements
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In order for the College to plan for our students, please indicate how often the course will be offered, and for how many sections each year.

Include a syllabus that meets the Undergraduate Curriculum Committee standards in the proper place in the UCC form.



UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT [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.

A.1. Course or program	HIST 265: CONFLICT AND CONFLICT RESOLUTION IN AFRICA AND THE WORLD SINCE 1945 (CONNECTIONS)		
Replacing	HIST 265: CONFLICT AND CONFLICT RESOLUTION IN AFRICA AND THE WORLD SINCE 1945 (CORE IV)		
A.2. Proposal type	Course: Revision		
A.3. Originator	Peter Mendy	Home department	History
A.4. Context and Rationale	<p>The 20th century is regarded as the most violent in human history, with World War II as the most encompassing and costly in terms of material resources consumed and lives destroyed. The total number of deaths during this century is estimated at 187 million people, with some 60 million (including six million Jews) caused by World War II. Increasingly, the casualties have been civilians: from 5% during World War I, to 66% in World II, to 90% by the end of the 1990s. Disproportionately, the civilian victims have been women and children. These trends have thus far continued in the 21st century.</p> <p>While violent conflicts in Europe declined significantly since 1945, it remained endemic in such regions as Southeast Asia, the Middle East, Latin America, and Africa. Notably, these violent conflicts have been mainly revolutions, armed liberation struggles, and civil wars, rather than inter-state confrontations. Until the collapse of the Soviet Union in 1989, superpower rivalry in the context of the Cold War often inflamed these violent events, particularly in countries that became proxy battlegrounds. In the post-Cold War era, and particularly since the terrorist attacks in the United States on September 11, 2001, religious fundamentalism has contributed significantly to the very high number of casualties of wars.</p> <p>In Africa, violent conflicts during the second half of the 20th century became epidemic. The continent has suffered devastating internal wars (including armed liberation struggles) that have persisted for more than a generation in some countries. Between 1960 and 2000, some 10 million Africans were killed in more than 35 violent conflicts around the continent. In Rwanda, in just 100 days in 1994, an estimated 800,000 people were slaughtered in a frenzied genocide. Today, religious fundamentalist groups such as Boko Haram in West Africa, Al Shabaab in East Africa, Al-Qaeda in the Islamic Maghreb (AQIM) in North Africa, and the Lord's resistance Army in Uganda, continue to kill and maim thousands of Africans, disrupting economic activities and displacing tens of thousands of people from their homes.</p> <p>This course will challenge students to critically examine the various causes of violent conflicts and the variety of responses used to address them. It also aims to provide a critical understanding of the multidimensional impacts of conflicts in multi-</p>		

	ethnic/multiracial and culturally diverse environments that affect lives and livelihoods not only at the national level, but often at the regional and global levels as well.		
A.5. Student impact	The impact will be positive. Students will benefit from a new Connections course on conflict and conflict resolution that is both multidisciplinary and multicultural.		
A.6. Impact on other programs	HIST 265 will enrich the existing Connections offerings.		
A.7. Resource impact	Faculty PT & FT:	None	
	Library:	None	
	Technology	None	
	Facilities:	None	
A.8. Semester effective	Fall 2020	A.9. Rationale if sooner than next Fall	
A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.			

B. NEW OR REVISED COURSES DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.

	OLD (<u>FOR REVISIONS ONLY</u>) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply)	NEW Examples are provided for guidance, delete the ones that do not apply
B.1. <u>Course prefix and number</u>	HIST 265	HIST 265
B.2. Cross listing number if any		
B.3. <u>Course title</u>	Conflict and Conflict Resolution in Africa and the World since 1945	Conflict and Conflict Resolution in Africa and the World since 1945
B.4. <u>Course description</u>	This course examines the history of conflict and conflict resolution in particularly Africa and generally around the world since 1945. It explores the political, economic, social, cultural, and environmental dimensions of violent strife.	Examines the history of conflict and conflict resolution in Africa and around the world since 1945. It explores the political, economic, social, cultural, and environmental dimensions of violent strife.
B.5. <u>Prerequisite(s)</u>		FYS & FYW and at least 45 credits total
B.6. <u>Offered</u>	Fall Spring Summer	Fall Spring Summer
B.7. <u>Contact hours</u>	4.0	4.0
B.8. <u>Credit hours</u>	4.0	4.0
B.9. <u>Justify differences if any</u>		
B.10. <u>Grading system</u>	Letter grade	Letter grade
B.11. <u>Instructional methods</u>	Lecture Small group Hybrid	Lecture Small group Hybrid
B.12. <u>Categories</u>	Free elective	Free elective
B.13. Is this an Honors course?	NO	NO
B.14. <u>General Education</u> N.B. Connections must include at least 50% Standard Classroom instruction.	YES category: CORE IV	YES category: Connections
B.15. <u>How will student performance be evaluated?</u>	Attendance Class participation Exams Presentations Papers Class Work Interviews Quizzes Projects	Attendance Class participation Exams Presentations Papers Class Work Interviews Quizzes Projects
B.16. <u>Redundancy statement</u>		
B. 17. Other changes, if any		

B.18. <u>Course learning outcomes: List each one in a separate row</u>	<u>Professional Org.Standard(s), if relevant</u>	<u>How will each outcome be measured?</u>
Critical and Creative Thinking		Research Paper Primary Document Analysis <ul style="list-style-type: none"> • Students work in small groups to critically read, discuss, and answer study questions. Collaborative Oral Presentation <ul style="list-style-type: none"> • Students in small groups research conflict related topics and present their finds to the whole class. Conflict & Conflict Resolution Role Playing Games <ul style="list-style-type: none"> • Students in small groups role play conflict protagonists and peace mediators
Written Communication		Précis Assignment <ul style="list-style-type: none"> • Students write a 1-2 page synopsis of assigned texts that identify the authors research questions, thesis, arguments, and presented proofs Short Essay Assignments <ul style="list-style-type: none"> • Students write two 2-3 page shorts essays on the geographic/historical background, political/economic and social/cultural context of an assigned conflicted-affected country or region. Research Paper Assignment <ul style="list-style-type: none"> • Students research a conflict/conflict resolution theme in an assigned conflict-affected country or region and write a critical 8-10 page essay. Midterm Exam <ul style="list-style-type: none"> • Comprising multiple conflict-related themes requiring comparing, contrasting, and connecting different perspectives of conflict and conflict resolution. Final Exam <ul style="list-style-type: none"> • Comprising multiple conflict-related themes requiring comparing, contrasting, and connecting different perspectives of conflict and conflict resolution.
Research Fluency		Research Paper
Oral Communication		Collaborative Oral Presentation <ul style="list-style-type: none"> • Students in small groups will research conflict/conflict resolution topics and present their findings to the whole class. Conflict & Conflict Resolution Role Playing Games <ul style="list-style-type: none"> • Students in small groups role play conflict protagonists and peace mediators
Collaborative Work		Collaborative Oral Presentation <ul style="list-style-type: none"> • Students in small groups will research conflict/conflict resolution topics and present their findings to the whole class. Each group chooses a coordinator to facilitate collaboration and peer work review before the presentation of the group's work. Conflict & Conflict Resolution Role Playing Games <ul style="list-style-type: none"> • Small groups of 2-3 students role play conflict protagonists and peace mediators. Students in

B.18. <u>Course learning outcomes: List each one in a separate row</u>	<u>Professional Org.Standard(s), if relevant</u>	<u>How will each outcome be measured?</u>
		each group collaborate to present a united front and unified positions that they negotiate, through mediation, to reach, or fail to achieve, agreements

B.19. Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline

I. Introduction : A Century of Conflicts

War and Peace in History: Approaches and Perspectives

A Century of War and Peace: Historical Overview

Reading: Hobsbawn, 1-17; Vadney, 15-48

Film: "A Legacy of Violence"

II. Typology of Post-1945 Conflicts

Inter-State and Intra-State Conflicts

Ideology, Militarism, and Ethnic/Religious Conflicts

The Environment, Natural Resources, and Civil Conflicts

Reading: Hobsbawn, 225-256, 344-371; Keylor, 147-17; Schwab, 21-25, 28-61.

III. Non-Violent Decolonization: Case Studies

India and Ghana

Reading: Vadney, 104-111, 233-238.

IV. Violent Decolonization: Case Studies

Indochina (Vietnam) and Algeria

Reading: Keylor, 215-224; Vadney, 148-163, 228-233, 238-243.

Film: "The War against Colonialism"

V. Post-Independence Politics and Civil Strife

Colonial Legacies and Independence Promises and Realities

Reading: Keylor, 284-293; Schwab, 14-21

VI. Typology of Dictatorships

Civilian Dictatorships: The Monolithic State and the Politics of Exclusion

Responses to Monopoly, Patrimonialism, and Repression

Military Dictatorships: Nature of Marshal Rule

Reading: Hobsbawn, 344-372; Keylor, 264-268; Schwab, 63-95

Film: "Idi Amin: Portrait of a Dictator"

VII. Dictatorships and Civil Conflicts: Case Studies

Chile, Argentina and Uganda

Consequences of Civil/Military Dictatorships

Reading: Keylor, 264-267.

B.19. Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline**VIII. Ethnicity and Ethnic Conflicts: Case Studies****Ethnic Diversity and the Politicization of Ethnicity****Case Studies: Bosnia and Rwanda****Reading (Handout):** Marina Ottaway, "Ethnic Politics in Africa**Resolution of Ethnic Conflicts.****Film: "Ghosts of Rwanda"****IX. Religion and Religious Conflicts: Case Studies****Religious Fundamentalism and Civil Conflicts****Case Studies: Afghanistan and Israel****Resolution of Religious Conflict****Reading (Handout):** Karen Armstrong, "The Battle for God: A History of Fundamentalism."**X. Natural Resources and Conflicts: Case Studies****Natural Resource Endowment: Boon or Bane? Economic Motives of Civil Wars****Case Studies: Sierra Leone, Nigeria, and the Democratic Republic of the Congo****Reading (Handout):** P. Collier, "Doing Well out of War: An Economic Perspective"**Films: "Nigeria: Oil and Civil Violence" and "Congo: Curse of Minerals"****XII. The Costs of Violent Conflict****Human, Economic, Political, Social, and Environmental Impacts****Impacts on Women and children****Reading (Handout):** Monty G. Marshall, "Measuring the Societal Impact of War"**Film: Children in War****XIII. Post-Conflict Reconstruction.****Peace-Building Processes: Principles of Peace Mediation.****Disarmament, Demobilization and Reintegration (DDR)****Reading (Handout):** John G. Cockell, "Planning the Preventive Action: Context, Strategy, and Implementation."**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 PROPOSALS.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
David Espinosa	Chair of History		
Earl Simson	Dean of Faculty of Arts & Science		
James G. Magyar	Chair, Committee on General Education		
Jeannine Dingus-Eason	Dean of Feinstein School of Education and Human Development		
Debra Servello	Dean, School of Nursing		
Jay Nimmagadda	Dean, School of Social Work		
Jeffrey Mello	Dean, School of Business		

D.2. [ACKNOWLEDGEMENTS](#): 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	DATE
			Tab to add rows

RHODE ISLAND COLLEGE
History Department
Connections Course
HIST 265: Conflict and Conflict Resolution in Africa and the World since 1945

FALL 2020

Instructor: *Professor Peter Mendy*

Office: Craig-Lee 470

E-mail: pmendy@ric.edu

Course Description:

This course examines the history of conflict and conflict resolution in particularly Africa and generally around the world since 1945. It explores the interactions and connections of the political, economic, social, cultural, and environmental dimensions of violent strife and their multidimensional impacts at the national, regional and global levels

The 20th century is regarded as the most violent in human history, with World War II as the most encompassing and costly in terms of material resources consumed and lives destroyed. The total number of deaths during this century is estimated at 187 million people, with some 60 million (including six million Jews) caused by World War II. Increasingly, the casualties have been civilians: from 5% during World War I, to 66% in World II, to 90% by the end of the 1990s. Disproportionately, the civilian victims have been women and children. These trends have thus far continued in the 21st century.

While violent conflicts in Europe declined significantly since 1945, it remained endemic in such regions as Southeast Asia, the Middle East, Latin America, and Africa. Notably, these violent conflicts have been mainly revolutions, armed liberation struggles, and civil wars, rather than inter-state confrontations. Until the collapse of the Soviet Union in 1989, superpower rivalry in the context of the Cold War often inflamed these violent events, particularly in countries that became proxy battlegrounds. In the post-Cold War era, and particularly since the terrorist attacks in the United States on September 1, 2001, religious fundamentalism has contributed significantly to casualty list of violent conflict.

In Africa, violent conflicts during the second half of the 20th century became epidemic. The continent has suffered devastating internal wars (including armed liberation struggles) that have persisted for more than a generation in some countries. Between 1960 and 2000, some 10 million Africans were killed in more than 35 violent conflicts around the continent. In Rwanda, in just 100 days in 1994, an estimated 800, 000 people were slaughtered in a frenzied genocide. Today, religious fundamentalist groups such as Boko Haram in West Africa, Al Shabaab in East Africa, Al-Qaeda in the Islamic Maghreb (AQIM) in North Africa, and the Lord's resistance Army in Uganda, continue to kill and maim thousands of Africans, disrupting economic activities and displacing tens of thousands of people from their homes.

This interdisciplinary and comparative course will challenge students to critically examine the various causes of violent conflicts and the variety of responses used to address them. It also aims to provide a critical understanding of the multidimensional impacts of conflicts in multi-ethnic/multiracial and culturally diverse environments that affect lives and livelihoods not only at the national level, but often at the regional and global levels as well.

General Education Outcomes

The outcomes addressed in the course include the following:

- 1. *Written Communication:*** students will understand the objectives and importance of writing that is cogent and well-organized, with attention to grammar, spelling, and correct use of terms and concepts, supported by evidence from properly cited primary and secondary sources, and an appropriately arranged bibliography. A one-page précis, two short essay assignments, essays in mid-term and final exams, and a substantive research paper will meet this outcome,
- 2. *Critical and Creative Thinking:*** through the assigned readings and research activities, critical analysis and interpretation of information from diverse perspectives will enable students to question fundamental assumptions and conclusions, and appreciate the impact of preconceived notions and bias on thinking, acting, and learning. The précis, two short essay assignments, essays in mid-term and final exams, and a substantive research paper will meet this outcome.
- 3. *Oral Communication:*** students working together in small groups will acquire the ability and confidence to clearly express the findings of their research and the positions and postulations of characters they assume in role playing games. This outcome is met by the collaborative oral presentations and the conflict/conflict resolution role-playing games.
- 4. *Global Knowledge:*** through the assigned readings, research activities, essay assignments, exams, and role-playing games, entailing comparative, cross-cultural, and interdisciplinary approaches, students will understand the global dimension of conflict and conflict resolution. This outcome is addressed by a précis, two short essay assignments, essays in mid-term and final exams, conflict/conflict resolution role-playing games, and a substantive research paper.
- 5. *Collaborative Work:*** students working in small groups of 3-5 individuals to research assigned conflict/conflict resolution themes, critically evaluate the information, and present their findings to the whole class will learn the importance of team work. This outcome is met by the collaborative oral presentations assignment and the conflict and conflict resolution role-playing games.
- 6. *Research Fluency:*** students will acquire the ability to research and write short essays and a substantive research paper demonstrating critically analysis and intellectual honesty, with properly cited primary and secondary sources and well-organized bibliographies. The two short essay assignments and a substantive research paper will address this outcome.

Required Texts:

- ❑ Hobsbawn, E. *The Age of Extremes*.
- ❑ Schwab, P. *Africa: A Continent Self-Destructs*.
- ❑ Vadney, T. E. *The World since 1945*.

Additional Required Reading

The instructor will provide relevant documents, including primary sources, as well as current articles to supplement the textbooks.

Course Requirements:

This Connections course is intentionally reading and writing intensive and tasks students to critically read all assigned material and express themselves articulately through class discussions, oral presentations, and written assignments. The formal writing assignments requiring demonstration of critical thinking will comprise a précis (1 page), two short essays (2-3 pages each) and one long research paper (10-12 pages) on aspects of conflict and conflict resolution in an assigned conflict-affected country. Oral class presentation will entail students in small groups researching a theme in a given conflict country and presenting the findings to the whole class. The tests and examinations will be a quiz, map assignment, midterm and final exams comprising short and long essays.

The course is based on an interactive teaching approach, using videos, simulation exercises and role playing activities to illustrate various conflicts and conflict resolution situations. Students are encouraged to bring relevant articles from the print and electronic media for class discussion.

Evaluation and Grading:

Map quiz	2%
Precis	8%
2 Short Essays	10%
Group Oral Presentation	15%
Mid-Term Exam	20%
Final Examination	20%
Major Research Paper	25%

CLASS SCHEDULES

(Awaiting Fall 2020 Academic Calendar)

I. Introduction : A Century of Conflicts

Sept. 04 **War and Peace in History: Approaches and Perspectives**
Sept. 09 **A Century of War and Peace: Historical Overview**
Reading: Hobsbawn, 1-17; Vadney, 15-48

Film: "A Legacy of Violence"

II. Typology of Post-1945 Conflicts

- Sept. 11** **Inter-State and Intra-State Conflicts**
Ideology, Militarism, and Ethnic/Religious Conflicts
The Environment, Natural Resources, and Civil Conflicts
Reading: Hobsbawn, 225-256, 344-371; Schwab, 21-25, 28-61.

III. Relatively Peaceful Decolonization: Case Studies

- Sept. 16** **India and Ghana**
Reading: Vadney, 104-111, 233-238.

IV. Violent Decolonization: Case Studies

- Sept. 18** **Indochina (Vietnam) and Algeria**
Reading: Vadney, 148-163, 228-233, 238-243.
Sept. 23 **Film: "The War against Colonialism"**

V. Post-Independence Politics and Civil Strife

- Sept. 25** **Colonial Legacies and Independence Promises and Realities**
Reading: Schwab, 14-21

- Sept. 30** **Quiz**

VI. Typology of Dictatorships

- Sept. 30** **Civilian Dictatorships: The Monolithic State and the Politics of Exclusion**
Responses to Monopoly, Patrimonialism, and Repression
Oct. 02 **Military Dictatorships: Nature of Marshal Rule**
Reading: Hobsbawn, 344-372; Schwab, 63-95
Oct. 07 **Film: "Idi Amin: Portrait of a Dictator"**

VII. Dictatorships and Civil Conflicts: Case Studies

- Oct. 09** **Chile, Argentina and Uganda**
Oct. 14 **Consequences of Civil/Military Dictatorships**
Reading (Handout):

- Oct. 16** **Mid-Term Examination**

VIII. Ethnicity and Ethnic Conflicts: Case Studies

- Oct. 21** **Ethnic Diversity and the Politicization of Ethnicity**
Case Studies: Bosnia and Rwanda
Reading (Handouts): Marina Ottaway, "Ethnic Politics in Africa
Resolution of Ethnic Conflicts.

- Oct. 23/28** **Film: "Ghosts of Rwanda" Part One & Part Two**

IX. Religion and Religious Conflicts: Case Studies

Oct. 30	Religious Fundamentalism and Civil Conflicts Case Studies: Afghanistan, Israel, and Egypt Resolution of Religious Conflict <i>Reading (Handout):</i> Karen Armstrong, “The Battle for God: A History of Fundamentalism.”
Nov. 04 Nov. 06	Class Presentations Class Presentations
	X. Natural Resources and Conflicts: Case Studies
Nov. 12	Natural Resource Endowment: Boon or Bane? Economic motives of Civil Wars Case Studies: Sierra Leone, Nigeria, and the Democratic Republic of the Congo <i>Reading (Handout):</i> P. Collier, “Doing Well out of War: An Economic Perspective”
Nov. 13	<i>Films: “Nigeria: Oil and Civil Violence” and “Congo: Curse of Minerals”</i>
	XII. The Costs of Violent Conflict
Nov. 18	Human, Economic, Political, Social, and Environmental Impacts Impacts on Women and children <i>Reading (Handout):</i> Monty G. Marshall, “Measuring the Societal Impact of War” <i>Film: Children in War</i>
	XIII. Post-Conflict Reconstruction.
Nov. 23/25	Peace-Building Processes: Principles of Peace Mediation. Disarmament, Demobilization and Reintegration (DDR) <i>Reading (Handout):</i> John G. Cockell, “Planning the Preventive Action: Context, Strategy, and Implementation.”
Nov. 26-29	Thanksgiving Recess
Dec. 02	<i>Film: “Disarming Liberia”</i>
Dec. 07 Dec.09	Post-Conflict Reconstruction Challenges. <i>Film: “Iron Ladies of Liberia”</i>
TBA	Final Examinations



UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT INSTRUCTIONS: [IF NOT WORKING SELECT "COMMENTS ON ROLLOVER" IN YOUR WORD PREFERENCES UNDER VIEW] PLEASE READ THESE.

N.B. DO **NOT** USE HIGHLIGHT, WHERE CHOICES ARE GIVEN WITHIN CATEGORIES, PLEASE DELETE THOSE THAT DO NOT APPLY TO YOUR PROPOSAL. DO **NOT** DELETE NUMBERED CATEGORIES.

ALL numbers in section (A) to be completed, including the impact ones (#5-7), put "none" if that is the case.

A.1. <u>Course or program</u>	MGT 249: BUSINESS STATISTICS II		
<u>Replacing</u>			
A.2. <u>Proposal type</u>	Course: revision		
A.3. <u>Originator</u>	Julie Urda	<u>Home department</u>	Management & Marketing
A.4. <u>Context and Rationale</u>	<p>MGT 249 Business Statistics II is continuation of Business Statistics I (Math 248 or Math 240 or equivalent from other Higher education institutions).</p> <p>The objectives of MGT 249 are:</p> <ol style="list-style-type: none"> 1) Application of statistical tools to various business environments for problem solving and improvement purposes. 2) Managerial decision making based on analyzed data <p>Considering there could be couple of semesters between Stat I and MGT 249, initially selected sections from Business Statistics I will be reviewed to refresh students' knowledge on past studied Statistics course.</p> <p>The focus of MGT 249 will be on Inferential Statistics used for Interval Estimates, hypotheses testing, Regression analyses, SPC, Process Capability process/product improvement. Covering distribution of averages and proportions, which are foundations to inferential statistics, the course will start with Confidence Intervals and quickly move to hypotheses testing. Various business scenarios will be analyzed for decision making using the two above mentioned tools. Then will be a shift to forecasting for business decision making applying Simple Regression, Multiple Regression and time series. For quality control and continues improvement in business environment Statistical Process Control (SPC) tools such as control charts & Process capability ratios are analyzed.</p> <p>Throughout the course we demonstrate the theory associated with each module then demonstrate numerous applications of each module.</p> <p>The Management and Marketing majors require Math 177 and Math 248. These requirements also fulfill General Education requirements in Mathematics and AQSR. However, many Management & Marketing majors take or receive transfer credit for Math 240, which, like Math 248 qualifies as a prerequisite for MGT 249. However, unlike Math 248, Math 240 does not qualify as an AQSR, only a Mathematics General Education requirement. This means students who have credit for Math 240 must take MGT 249 as a requirement for their major, and then</p>		

	<p>yet another quantitative course to fulfill their AQSR. They find this to be an unfair burden, considering the large credit requirements in the Management and Marketing majors. We propose making MGT 249 an AQSR option so students who use Math 240 as their Mathematics General Education requirement can then use MGT 249 as their AQSR when they take it as a requirement for their Management or Marketing major.</p> <p>MGT 249 qualifies as AQSR because students have to take either Math 240 or Math 248 as a prerequisite.</p>	
<p>A.5. <u>Student impact</u></p>	<p>It will make it easier for Management and Marketing students who have taken Math 240 to complete their general education requirements by double counting a course already required for their major rather than having to take an extra AQSR course.</p>	
<p>A.6. <u>Impact on other programs</u></p>	<p>Adds another course option from the School of Business to the AQSR General Education requirement.</p>	
<p>A.7. <u>Resource impact</u></p>	<p><u>Faculty PT & FT:</u></p>	<p>Potential increase to students in MGT 249 classes from outside the Management and Marketing majors but these numbers estimated to be minimal.</p>
	<p><u>Library:</u></p>	<p>None</p>
	<p><u>Technology</u></p>	<p>None</p>
	<p><u>Facilities:</u></p>	<p>None</p>
<p>A.8. <u>Semester effective</u></p>	<p>Fall 2019</p>	<p>A.9. <u>Rationale if sooner than next Fall</u></p> <p>Students graduating Fall 2019 may need MGT 249 counted as AQSR now.</p>
<p>A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate single file along with this form.</p>		

B. NEW OR REVISED COURSES DO NOT USE HIGHLIGHT. DO NOT DELETE NUMBERED CATEGORIES, JUST LEAVE BLANK IF THEY DO NOT APPLY. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE. ALWAYS FILL IN B. 1 AND B. 3 FOR CONTEXT.

	OLD (FOR REVISIONS ONLY) 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. <u>Course prefix and number</u>	MGT 249	
B.2. <u>Cross listing number if any</u>		
B.3. <u>Course title</u>	Business Statistics II	
B.4. <u>Course description</u>	A continuation of MATH 248, emphasis is on applied statistics, both parametric and nonparametric. Students cannot receive credit for both MGT 249 and MATH 445. Prerequisite: MATH 240 or MATH 248. Offered: Fall, Spring, Summer.	A continuation of MATH 248, emphasis is on applied statistics, both parametric and nonparametric. Students cannot receive credit for both MGT 249 and either MATH 241 or 445. Prerequisite: MATH 240 or 248. Offered: Fall, Spring, Summer. General Education Category: Advanced Quantitative/Scientific Reasoning
B.5. <u>Prerequisite(s)</u>	Math 240 or Math 248	
B.6. <u>Offered</u>	Fall Spring Summer 	
B.7. <u>Contact hours</u>	4	
B.8. <u>Credit hours</u>	4	
B.9. <u>Justify differences if any</u>		
B.10. <u>Grading system</u>	Letter grade	
B.11. <u>Instructional methods</u>	 Lecture	
B.12. <u>Categories</u>	Required for major	
B.13. <u>Is this an Honors course?</u>	NO	
B.14. <u>General Education</u> N.B. Connections must include at least 50% Standard Classroom instruction.	NO	YES category: AQSR
B.15. <u>How will student performance be evaluated?</u>	Attendance Class participation Exams Papers 	
B.16. <u>Recommended class-size</u>	30	
B.17. <u>Redundancy statement</u>		
B.18. <u>Other changes, if any</u>		

B.18. <u>Course learning outcomes: List each one in a separate row</u>	<u>Professional Org. Standard(s), if relevant</u>	<u>How will each outcome be measured?</u>
See topical outline below	Continuation and more advanced version of Statistics I	Written test, homeworks, class participation

B.19. Topical outline: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.

1. **Review of confidence intervals – means and proportions**
2. **Sample size determination with confidence and error selected**
3. **Hypothesis testing with all its implications – one and two tailed tests, t, z, and F tests, means, variances, and proportions**
 - a. **Use of p values**

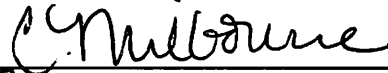
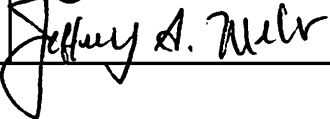
B.19. Topical outline: DO NOT INSERT WHOLE SYLLABUS. JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.

- b. Power of tests
- c. Tests between independent and related (dependent) populations – proportions and means
- 4. Analysis of Variance
 - a. One-way randomized
 - b. Two-way randomized (blocked)
 - c. Factorial designs with interaction including tests to determine significance between factor levels
- 5. Chi-Square tests for goodness of fit and independence
 - a. Confidence intervals on variances
 - b. Full interpretations of dependent findings
 - c. Hypotheses on distributions
- 6. Simple linear regression
 - a. Complete explanation of concept with associated assumptions
 - b. Analysis of regression coefficient (t test); confidence interval
 - c. Reintroduction of Analysis of Variance Table
 - d. Reintroduction of F tests
 - e. Introduction of coefficient of determination (unadjusted/adjusted)
 - f. Forecasting mean and individual values with confidence intervals and prediction intervals
 - g. Introduction to correlation coefficient with hypotheses to test significance of the correlation coefficient
 - h. Pitfalls to beware with regression analysis
- 7. Multiple regression
 - a. Interpreting t and p values on coefficients
 - b. Interpreting total F and partial F statistics
 - c. More on the coefficient of determination, adjusted and unadjusted
 - d. Introduction of dummy variables
 - e. Analyzing interactions in regression models
 - f. Conducting residual analysis and testing the model's assumptions
 - g. Predicting probabilities with logistic regression
 - h. Discussion and analyses of multicollinearity
- 8. Multiple regression model building
 - a. Discussion of theoretical versus development via correlation analyses
 - b. Introduction of forward, backward, subsets, and stepwise models
 - c. Work with estimations, predictions, and full analyses of regression models
 - d. More analyses of confidence intervals for means and single predictions
 - e. More on testing assumptions of regression models
 - f. Use of regression to analyze analysis of variance designs (one and two-way models); including forecasts from analysis of variance models
 - g. Ethical implications and issues to beware with regression analyses

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 and a printed signature copy of this whole 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 PROPOSALS.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Connie Milbourne	Chair of Management & Marketing		2-20-20
Jeff Mello	Dean of School of Business		18 Feb. 20

D.2. ACKNOWLEDGEMENTS: 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	DATE
Earl Simson	Dean Faculty of Arts & Sciences		
Stephanie Costa	Chair, Math & Computer Science		
Jim Magyar	Program Director of General Education		

MGT - MANAGEMENT

MGT 100 - Introduction to Business (4)

Business concepts are introduced and the practices of management in both the business sector and nonprofit organizations. Topics focus on all of the management disciplines.

Offered: Fall, Spring.

MGT 201 - Foundations of Management (4)

Management concepts are explained, including planning, organizing, leading, and controlling. Students develop managerial communication skills by working with groups. (Formerly MGT 301)

Prerequisite: Completion of at least 45 college credits.

Offered: Fall, Spring, Summer.

MGT 249 - Business Statistics II (4)

A continuation of MATH 248, emphasis is on applied statistics, both parametric and nonparametric. Students cannot receive credit for both MGT 249 and either MATH 241 or 445.

Prerequisite: MATH 240 or 248.

Offered: Fall, Spring, Summer.

General Education Category: *Advanced Quantitative/Scientific Reasoning*

MGT 306 - Management of a Diverse Workforce (4)

Topics include contemporary paradigms, cultural issues, and rationales for managing a diverse workplace. Individual approaches, conflicts, and organizational responses are examined.

Prerequisite: MGT 201 or MGT 301.

Offered: Spring.

MGT 310 - Small Business Management (4)

Management concepts are applied to small businesses and a business plan is developed.

Prerequisite: MGT 201 or MGT 301.

Offered: Fall.

MGT 311 - Entrepreneurship and New Ventures (4)

Venture initiation, development, and capital are discussed. Emphasis is on decision making in an environment of market and venture uncertainty.

Prerequisite: MGT 201 or MGT 301.

Offered: Spring.

MGT 320 - Human Resource Management (4)

This is an overview of the role of the general manager and human resource specialist.

Prerequisite: MGT 201 or MGT 301.

Offered: Fall, Spring, Summer.

MGT 322 - Organizational Behavior (4)

Students investigate how and why certain events and behavioral processes occur in organizations. They also explore the ways in which a manager can influence those processes.

Prerequisite: MGT 201 or MGT 301.

Offered: Fall, Spring, Summer.

MGT 329 - Organizational Theory and Design (3)

Discussion focuses on why organizations behave the way they do (theory) and the elements managers use to build them (design).

Prerequisite: MGT 201 or MGT 301 and 60 credits.

Offered: Fall, Spring.

MGT 331 - Occupational and Environmental Safety Management (4)

Occupational safety and health and environmental problems are discussed from technical, social, managerial, and legal perspectives.

Prerequisite: Completion of at least 45 college credits.

Offered: Fall.

MGT 333 - Negotiation and Conflict Resolution (4)

Students are introduced to concepts in negotiation and organizational conflict resolution. Topics include negotiation strategies, conflict resolution approaches, communication (face to face, virtual, verbal/non-verbal), emotion/perception (psychological intangibles) and team negotiations.

Prerequisite: MGT 201 or MGT 301.

Offered: As needed.

MGT 336 - Process Management (4)

The effectiveness and efficiency of business process design, implementation, and management are analyzed in manufacturing and service firms.

Prerequisite: MGT 249 and MGT 201 or MGT 301.

Offered: Spring.

MGT 341 - Business, Government, and Society (4)

Focus is on dynamic social, legal, political, economic, and ecological issues that require socially responsible behavior on the part of individuals and organizations.

Prerequisite: Completion of at least 60 college credits.

Offered: Fall, Spring, Summer.

MGT 346 - Managing in the World's Regions (4)

Students study issues relevant to managers of organizations in global settings and processes unique to those businesses. Focus on managerial challenges related to international cultures, markets, economics and governments. (Formerly International Business)

Prerequisite: MGT 201 or MGT 301.

Offered: Annually.

MGT 347 - Supply Chain Management (4)

Emphasis is on the design and management of activities along the supply chain, from purchasing and materials management to distribution and transportation systems. Students cannot receive credit for both MGT 347 and MKT 347.

Prerequisite: MGT 201 or MGT 301 and MKT 201 or MKT 301.

Offered: Annually.

Deleted: MATH

GENERAL EDUCATION

Chair of the Committee on General Education
James Magyar

General Information

The General Education Program is designed to provide students in all academic majors and professional programs with the knowledge and skills of a college-educated citizen. General Education approaches eleven learning outcomes through three core courses, seven distribution areas, a second language requirement, and writing in each of the disciplines. In the first year, First Year Writing provides a starting point for writing at all levels throughout the curriculum. Also in the first year, students choose from a large selection of intriguing topics with which to hone their skills in First Year Seminar. Connections courses, taken later in one's program, again use a topical approach to strengthen academic skills. Writing in each discipline purposefully and explicitly develops student writing appropriate to the style and context of the individual discipline.

Recognizing the vast scope of knowledge available, Distribution courses allow students to choose courses in each area to advance professional goals, enhance personal interests, or explore new areas. One of these courses is a more advanced course that builds upon other General Education courses in science and mathematics to develop skills and understanding at a higher level.

Rhode Island College graduates also demonstrate knowledge of an additional language, demonstrated through the Second Language Requirement. The following sections provide more detailed information on General Education at the College.

CORE COURSES

COURSES

First Year Seminar (FYS)

FYS 100 is required in the freshman year, with sections on a wide variety of topics. Each section is discussion-based and focused on developing critical thinking, oral communication, research fluency, and written communication. FYS 100 will not be offered in the summer or the early spring sessions. Students who enter the college as transfer students are not considered first-year students and are exempt from this requirement. Courses are limited to twenty students

FYS 100	First Year Seminar	4	F, Sp
*HONR 100	First Year Seminar	4	F, Sp

* HONR 100 is open only to students in the College Honors Program.

First Year Writing (FYW)

FYW 100 (or FYW 100P) is required in freshman year. Either course introduces students to college-level writing and helps them develop the writing skills needed for success in college courses. Successful completion of the course (a final grade of C or better) will also meet the College Writing Requirement. Courses are limited to twenty students for FYW 100 (four credit hours); courses are limited to fifteen students for FYW 100P (six credit hours).

FYW 100	Introduction to Academic Writing	4	F, Sp, Su
*FYW 100H	Introduction to Academic Writing	4	F, Sp

FYW 100P	Writing Introduction to Academic Writing PLUS	6	F, Sp
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* FYW 100H is open only to students in the College Honors Program.

Connections (C)

Courses in the Connections category are upper-level courses on topics that emphasize comparative perspectives, such as across disciplines, across time, and across cultures. Students must complete the FYS 100/HONR 100 and FYW 100/FYW 100P/FYW 100H courses and must have earned at least 45 college credits before taking a Connections course. Connections courses cannot be included in any major or minor program.

ANTH 261	The Complexities of Global Health	4	F, Sp
AFRI 262	Cultural Issues in Africana Studies	4	F, Sp, Su
ANTH 262	Indigenous Rights and the Global Environment	4	F, Sp
ANTH 265	Anthropological Perspectives on Childhood	4	F, Sp
ANTH 266	Anthropological and Indigenous Perspectives on Place	4	F, Sp
ART 261	Art and Money	4	Sp
ART 262	Encounters with Global Arts	4	F
BIOL 261	The World's Forests	4	F (even years)
COMM 261	Issues in Free Speech	4	Annually
COMM 262	Dialect: What We Speak	4	As needed
COMM 263	East Asian Media and Popular Culture	4	Sp, Su
ENGL 261	Arctic Encounters	4	As needed
ENGL 262	Women, Crime, and Representation	4	As needed
ENGL 263	Zen East and West	4	Sp (alternate years)
ENGL 265	Women's Stories across Cultures	4	As needed
ENGL 267	Books that Changed American Culture	4	Alternate years
ENST 261	Climate change and YOU	4	F, Su
FILM 262	Cross-Cultural Projections: Exploring Cinematic Representation	4	As needed
GEND 261	Resisting Authority: Girls of Fictional Futures	4	Sp (alternate years)
GEND 262	Lights, Camera, Gender!: Gender in Film	4	F
GED 262	Native American Narratives	4	F, Sp
GEOG 261	Globalization, Cities and Sustainability	4	Sp
HIST 263	Christianity	4	F, Sp
HIST 267	Europe and Beyond: Historical Reminiscences	4	Annually
HIST 268	Civil Rights and National Liberation Movements	4	Annually
HIST 269	Jazz and Civil Rights: Freedom Sounds	4	F, Sp, Su
HIST 272	Globalization, 15th	4	F, Sp, Su

HIST 273	Century to the Present Latin America and Globalization, 1492- Present	4	Annually
HIST 274	The History of the Dominican Republic	4	Annually
HIST 275	Russia from Beginning to End	4	F, Sp
MUS 261	Music and Multimedia	4	As needed
NURS 262	Substance Abuse as a Global Issue	4	F
NURS 264	Status of the World's Children	4	F, Sp, Su
NURS 266	Health and Cultural Diversity	4	F, Sp
PHIL 262	Freedom and Responsibility	4	F, Sp, Su
PHIL 263	The Idea of God	4	F, Sp, Su
PHIL 265	Philosophical Issues of Gender and Sex	4	F, Sp
PHIL 266	Asian Philosophies: Theory and Practice	4	F, Sp
PSCI 262	Space: The Final Frontier	4	F, Sp, Su
POL 262	Power and Community	4	F, Sp, Su
POL 266	Investing in the Global Economy	4	F, Sp, Su
POL 267	Immigration, Citizenship, and National Identity	4	Annually
SOC 262	Sociology of Money	4	F, Sp, Su
SOC 264	Sex and Power: Global Gender Inequality	4	F, Sp
SOC 267	Comparative Perspectives on Higher Education	4	Even years
SOC 268	Genocide, Atrocity and Prevention	4	Annually
SUST 261	Exploring Nature Through Art, Science, Technology	4	F, Sp
THTR 261	Contemporary Black Theatre: Cultural Perspectives	4	Annually

DISTRIBUTION COURSES

Distribution courses emphasize ways of thinking and methods of inquiry within various disciplines. Students are required to take one course in each of the following seven areas:

- Arts—Visual and Performing
- History
- Literature
- Mathematics
- Natural Science (lab required)
- Social and Behavioral Sciences
- Advanced Quantitative/Scientific Reasoning

COURSES

Advanced Quantitative/Scientific Reasoning (AQSR)

Courses in the AQSR category have Mathematics or Natural Science prerequisites and often additional prerequisites. For the full list of prerequisites, see the course description section of this catalog.

ONE COURSE from

ANTH 235	Bones and Stones: How Archaeologists Know	4	Annually
ANTH 237	Measuring Inequality, Analyzing Injustice	4	Annually
ANTH 306	Primate Ecology and Social Behavior	4	F, Sp
ANTH 307	Human Nature: Evolution, Ecology, and Behavior	4	F, Sp
BIOL 314	Genetics	4	F
BIOL 335	Human Physiology	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
CHEM 106	General, Organic, and Biological Chemistry II	4	F, Sp, Su
CSCI 423	Analysis of Algorithms	4	F (odd years), Sp
GEOG 201	Mapping Our Changing World	4	F, Sp
GEOG 205	Earth's Physical Environments	4	F, Sp
HIST 207	Quantitative History Through Applied Statistics	4	Sp (alternate years)
HSCI 232	Human Genetics	4	F
MATH 213	Calculus II	4	F, Sp, Su
MATH 239	Contemporary Topics in Mathematics II	4	F, Sp, Su
MATH 241	Statistical Methods II	4	As needed
MATH 248	Business Statistics I	4	F, Sp, Su
MATH 324	College Geometry	4	F, Sp
MGT 249	Business Statistics II	4	F, Sp, Su
PHIL 220	Logic and Probability in Scientific Reasoning	4	F, Sp
PHYS 102	Physics for Science and Mathematics II	4	F, Sp, Su
PHYS 120	The Extraordinary Physics of Ordinary Things	4	Sp
PHYS 309	Nanoscience and Nanotechnology	4	F (even years)
POL 300	Methodology in Political Science	4	F, Sp
PSCI 204	Understanding the Physical Universe	4	F, Sp, Su
PSCI 208	Forensic Science	4	F, Sp
PSCI 214	Introduction to Meteorology	4	F

SOC 302	Social Research Methods	4	F, Sp, Su
SOC 404	Social Data Analysis	4	F, Sp, Su
SWRK 303	Social Work Research Methods II	4	F, Sp, Su
TECH 306	Automation and Control Systems	4	Annually

Arts—Visual and Performing (A)

ONE COURSE from

ANTH 167	Music Cultures of Non-Western Worlds	4	F, Sp
ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 210	Nurturing Artistic and Musical Development	4	F, Sp
ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART 232	Renaissance to Modern Art	4	F, Sp, Su
COMM 241	Introduction to Cinema and Video	4	F, Sp, Su
COMM 244	Digital Media Lab	4	F, Sp, Su
DANC 215	Contemporary Dance and Culture	4	F, Sp
ENGL 113	Approaches to Drama: Page to Stage	4	F, Sp
FILM 116	Introduction to Film	4	F, Sp, Su
MUS 167	Music Cultures of Non-Western Worlds	4	F, Sp
MUS 201	Survey of Music	4	F, Sp, Su
MUS 203	Elementary Music Theory	4	F, Sp, Su
MUS 223	American Popular Music	4	F, Sp
MUS 225	History of Jazz	4	F, Sp
PHIL 230	Aesthetics	4	F, Sp, Su
THTR 240	Appreciation and Enjoyment of the Theatre	4	F, Sp, Su
THTR 242	Acting for Nonmajors	4	Su

History (H)

ONE COURSE from

HIST 101	Multiple Voices: Africa in the World	4	F, Sp, Su
HIST 102	Multiple Voices: Asia in the World	4	F, Sp, Su
HIST 103	Multiple Voices: Europe in the World to 1600	4	F, Sp, Su
HIST 104	Multiple Voices: Europe in the World Since 1600	4	F, Sp, Su
HIST 105	Multiple Voices: Latin America in the World	4	F, Sp, Su
HIST 106	Multiple Voices: Muslim People in the World	4	F, Sp, Su
HIST 107	Multiple Voices: The United States in the World	4	F, Sp, Su
HIST 108	History of Science and Medicine	4	Annually

Literature (L)

ONE COURSE from

ENGL 120	Studies in Literature and Identity	4	F, Sp, Su
ENGL 121	Studies in Literature and Nation	4	F, Sp, Su
ENGL 122	Studies in Literature and the Canon	4	F, Sp, Su
ENGL 123	Studies in Literature and Genre	4	F, Sp, Su

FREN 115	Literature of the French-Speaking World	4	F, Sp
ITAL 115	Literature of Italy	4	F, Sp
PORT 115	Literature of the Portuguese-Speaking World	4	F, Sp
SPAN 115	Literature of the Spanish-Speaking World	4	F, Sp

Mathematics (M)**ONE COURSE from**

MATH 139	Contemporary Topics in Mathematics	4	F, Sp, Su
MATH 177	Quantitative Business Analysis I	4	F, Sp, Su
MATH 209	Precalculus Mathematics	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su

Note: Completion of the Mathematics category of General Education does not satisfy the College Mathematics Competency. In addition, students in the elementary education curriculum who complete MATH 144 (and its prerequisite, MATH 143) shall be considered to have fulfilled the Mathematics category of General Education.

Natural Science (NS)**ONE COURSE from**

BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 105	General, Organic and Biological Chemistry I	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su
PSCI 211	Introduction to Astronomy	4	F, Sp
PSCI 212	Introduction to Geology	4	F, Su
PSCI 217	Introduction to Oceanography	4	Sp
PHYS 101	Physics for Science and Mathematics I	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su

Social and Behavioral Sciences (SB)**ONE COURSE from**

AFRI 200	Introduction to African Studies	4	F, Sp, Su (as needed)
ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp
ANTH 104	Introduction to Anthropological Linguistics	4	F
COMM 240	Mass Media and Society	4	F, Sp, Su
CEP 215	Introduction to Educational Psychology	4	F, Sp, Su
ECON 200	Introduction to Economics	4	F, Sp, Su
GEND 200	Gender and Society	4	F, Sp
GEOG 100	Introduction to Environmental Geography	4	F, Sp, Su
GEOG 101	Introduction to Geography	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp
GEOG 206	Disaster Management	4	F, Sp
POL 201	Development of American Democracy	4	F, Sp, Su
POL 202	American Government	4	F, Sp, Su
POL 203	Global Politics	4	F, Sp

POL 204	Introduction to Political Thought	4	F, Sp
PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
SOC 200	Introduction to Sociology	4	F, Sp
SOC 202	The Family	4	F, Sp, Su
SOC 204	Urban Sociology	4	As needed
SOC 207	Crime and Criminal Justice	4	F, Sp, Su
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su
SOC 217	Sociology of Aging	4	F, Sp, Su



RHODE ISLAND COLLEGE GENERAL EDUCATION DISTRIBUTION COURSE REQUEST

USE THIS FORM FOR ANY DISTRIBUTION COURSE THAT IS TO BE INCLUDED IN THE GENERAL EDUCATION PROGRAM. IF THE COURSE IS NEW OR REVISED, ATTACH THE APPROPRIATE UNDERGRADUATE CURRICULUM COMMITTEE FORMS.

(Available at

http://www.ric.edu/curriculum_committee/Pages/Forms-and-Information.aspx)

Date of Submission:		May 1, 2020	
Proposing Department or Program:		Mathematics and Computer Science	
Chair/contact:		Stephanie Costa	
Department/Program Code (e.g., ENGL, PHYS, AFRI):	Math	Course number:	245
Catalog title: <i>(Remember the UCC 6-word limit.)</i>		Principles of Data Science	
Prerequisites:		Math 240 or Math 248	
Credits: <i>(General Education courses are four credits)</i>		4	
<p>Category in General Education: Distribution <i>(General Education outcomes that must be formally addressed and assessed are noted for each category.)</i></p> <p> <input type="checkbox"/> Mathematics (CCT, QL) <input type="checkbox"/> Natural Science (lab required) (CCT, ER, QL, SL) <input checked="" type="checkbox"/> Advanced Quantitative/Scientific Reasoning (CCT, QL, SL) <input type="checkbox"/> History (CCT, RF, CK, ER, GU) <input type="checkbox"/> Literature (CCT, WC) <input type="checkbox"/> Social and Behavioral Sciences (CCT, CK, ER, SL) <input type="checkbox"/> Arts - Visual and Performing (CCT, A) </p>			
How often will this course be offered?		Fall and Spring	
Number and frequency of sections to be offered (students/semester or /year)?		One section each semester; 24 students per section.	

Courses in the distribution are content-based and students are expected to learn the material and demonstrate competence in a manner appropriate to the discipline.

Append a syllabus or two-level topical outline. We are interested in the content and pedagogy of the course. Include the description, requirements, schedule, and topics but omit details on attendance policy, academic integrity, disabilities, etc. If UCC action is required, include the syllabus with the UCC form; an additional copy is not needed.

Learning Outcomes
<http://www.ric.edu/generaleducation/outcomes.php>
 Written Communication (WC)
 Critical and Creative Thinking (CCT)
 Research Fluency (RF)
 Oral Communication (OC)
 Collaborative Work (CW)
 Arts (A)
 Civic Knowledge (CK)
 Ethical Reasoning (ER)
 Global Understanding (GU)
 Quantitative Literacy (QL)
 Scientific Literacy (SL)

In the table below, explain briefly how this course will meet the General Education Outcomes for its category as indicated above. Describe the kinds of assignments in which the assigned outcomes will be assessed.

The form is a Word table. The boxes will expand to include whatever text is needed. Rows that do not apply to the course being proposed may be deleted.

General Education Outcome:	Assignments or Activities:
Written Communication	
Critical and Creative Thinking	<p>The course will make use of readily available data sets such as the National Household Survey of Drug Use and Health, the National Survey on Energy and Environment, environmental datasets on rainfall and fires in Australia, World Health Organization data sets on a variety of health topics, or the Gapminder data set on country level indicators of health, wealth, and development.</p> <p>Students will read codebooks to familiarize themselves with the variables in the data set and construct research questions which they would like to explore. Students will analyze data using various visual and numerical descriptive statistics and generate graphs, tables, and plots to aid in data visualization. From these visualizations, students will form hypotheses about relationships between variables and build mathematical models using simple and multiple linear regression techniques.</p> <p>Throughout the course, students will be taught to check their assumptions to be sure the model they build meets the necessary conditions for inference. To this end, students will be taught how to generate scatterplots, Q-Q plots, and residual plots using R.</p>
Research Fluency	
Oral Communication	
Collaborative Work	

Arts	
Civic Knowledge	
Ethical Reasoning	
Global Understanding	
Quantitative Literacy	<p>Students will learn how to receive raw data from a variety of sources and clean, transform, and structure the data for analysis. With the use of various packages in R, students will explore the dataset and form hypotheses about the data.</p> <p>Students will use the ggplot2 package in R to generate scatter plots, box plots, bar plots, histograms, and other visual descriptive statistics. This powerful package enables users to use a general scheme for data visualization to break up graphs into semantic components such as scales and layers. With these visualizations, students will be able to unearth crucial insights from the data.</p> <p>Students will communicate their data-based findings orally and in writing using the R Markdown package which makes it easy to incorporate graphs and tables generated by R into a written report on data analysis.</p>
Scientific Literacy	<p>Students will explore data sets and form hypothesis to be tested with statistical techniques. Students will learn about analysis of variance (ANOVA) and use simple and multiple regression to build mathematical models. Students will learn how to select the best set of variables to include in a model with multiple predictors and how to determine if adding a particular predictor will improve upon or detract from the given model.</p>

Course Learning Outcomes	How will each outcome be measured?
Students will understand and use concepts and techniques in data collection, analysis, modeling, and statistical inference.	R labs, exams, classwork
Student will choose, fit, and use mathematical models to solve problems.	R labs, exams, classwork
Students will use a high-level language to explore, visualize, and form hypotheses about data.	R labs, classwork
Students will understand the connections between the knowledge domains of mathematics, computer science and statistics and use a variety of skills from these domains to solve problems	R labs, exams, classwork

Course Learning Outcomes	How will each outcome be measured?
Students will receive raw data from a variety of sources and formats and then clean, transform, and structure the data for analysis.	R labs
Students will communicate data-based findings visually, orally, and in writing.	R labs, exams, classwork

Two-tier outline

1. Introduction to R
 - a. Installing and running R
 - b. R Packages
 - c. Working with large data sets
2. Working with Data
 - a. Data Structures
 - b. Data input
 - c. Functions for working with data sets
3. Visualizing data - Basics
 - a. The ggplot package
 - b. Working with graphs
4. Data Management
 - a. Creating new variables
 - b. Dealing with missing values
 - c. Merging data sets
 - d. Subsetting data sets.
5. More Data Visualization
 - a. Bar plots
 - b. Pie charts
 - c. Histograms
 - d. Kernel density plots
 - e. Box plots
 - f. Dot plots
 - g. Scatterplots
 - h. Scatterplot matrices
6. Statistical Models
 - a. Numerical descriptive statistics in R and associated packages
 - b. Generating frequency distributions and contingency tables
 - c. Chi-square tests in R
 - d. Correlation coefficients and associated tests in R
7. Regression
 - a. Simple linear regression
 - b. Multiple linear regression
 - c. Model selection
8. Analysis of Variance
 - a. Introduction to ANOVA
 - b. Q-Q plots and residual plots
 - c. Conditions for inference.



UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT [INSTRUCTIONS](#): [IF NOT WORKING SELECT "COMMENTS ON ROLLOVER" IN YOUR WORD PREFERENCES UNDER VIEW] PLEASE READ THESE.

N.B. DO NOT USE HIGHLIGHT, WHERE CHOICES ARE GIVEN WITHIN CATEGORIES, PLEASE DELETE THOSE THAT DO NOT APPLY TO YOUR PROPOSAL. DO NOT DELETE NUMBERED CATEGORIES.

ALL numbers in section (A) to be completed, including the impact ones (#5-7), put "none" if that is the case.

A.1. Course or program	WRITING IN THE DISCIPLINES		
Replacing			
A.2. Proposal type	Course: revision		
A.3. Originator	Mike Michaud	Home department	English/Writing Board
A.4. Context and Rationale	<p>A 2017 assessment report submitted to COGE by then-Assessment Coordinator Dr. Maureen Reddy suggested that there was a lack of awareness at RIC about General Education at the college. According to Dr. Reddy, there was evidence to suggest “that we are now at the point at which students—and many faculty members—do not have a real understanding of the purposes of the program and see it as an assortment of boxes that each student needs to check off in order to graduate.”</p> <p>Dr. Reddy’s report suggests that a similar problem exists with regard to the Writing in the Disciplines (WID) requirement, although in the case of WID, students (and faculty) are often not even aware that WID is a box that they need to check. This is because, unlike General Educational classes, WID courses are not additional classes students must elect to take on top of the ones required for their major. Rather, WID has been attached or appended to existing required courses in students’ majors and so, to a degree, these courses have remained invisible—to both students and faculty. Additional reasons for a lack of knowledge about the existence of WID courses are as follows:</p> <ol style="list-style-type: none"> a. some departments/programs never submitted a WID plan when originally instructed to do so by COGE b. some links to WID plans on the General Education webpage are not functional c. department/program chairs who submitted WID plans circa 2012 or so completed their terms and there was little or no administrative record to carry forward the existence of WID to new chairs and so WID was “forgotten” (there is currently no mechanism to regularly review WID plans) d. faculty who taught WID courses when they were originally designated as such moved on and/or retired and new faculty who have been assigned to teach WID courses are not always made aware that they were doing so e. course titles of WID classes have changed and thus originally designated WID courses no longer exist in the catalogue 		

Of the above reasons, items a and b can be remedied with a bit of work and have been so remedied (or are in the process of being remedied) via the work of Interim Writing in the Disciplines Coordinator, Dr. Michael Michaud. Items c and d are institutional or structural challenges that this proposal seeks to address.

To improve the visibility of WID among students and faculty at the college we are proposing that UCC add a “W” to all courses in the college catalogue designated as WID by departments and programs. In doing so we would essentially follow the example of the Honors program, which attaches an “H” to courses that satisfy Honors requirements. To ensure that Records will be able to identify the course with a “W” at the end that works as prerequisite for other courses, those courses will need to have their prerequisites amended to say (for example), ENGL 200 or ENGL 200W. This will be done on the catalog copy.

This proposal, if approved, will allow the college to take an important step towards ensuring that our students are, minimally, aware of their department’s/program’s WID requirements and thus able to benefit from the opportunity to improve their writing. Further, with this proposal we take an important step towards ensuring that faculty charged with teaching WID courses are, minimally, aware that they are doing so.

Final Note: The overarching initiative of which this proposal is a part has been ongoing for two years now. There are a few departments that have not yet completed the work on identifying (or re-identifying) their WID courses, so their classes are not included on this proposal (these will need to wait until next year and be added in then). Since the majority of departments/programs have identified their WID courses at this point, however, we feel the need, now, to identify these courses as such in the catalogue so as to positively impact the campus community with this important initiative.

Faculty of Arts and Sciences

AFRI 461: Senior Seminar in Africana Studies
--

ANTH 233: Methods in Anthropology

ANTH 460: Seminar in Anthropology

ART 231: Prehistoric to Renaissance Art

ART 232: Renaissance to Modern Art

BIOL 213: Plant and Animal Form and Function
--

BIOL 460: Biology Senior Seminar

HSCI 494: Independent Study in Health Sciences
--

MEDI 463: Senior Seminar in Medical Imaging

COMM 251: Research Methods in Communication
COMM 243: Preproduction for Digital Media
COMM 340: Media Ethics
COMM 351: Persuasion
COMM 201: Writing for News
COMM 311: Public Relations Strategy
COMM 312: Advanced Writing for Public Relations & Advertising
COMM 339: Creativity for Public Relations & Advertising
COMM 255: Introduction to Language
COMM 320: Speech and Language Development
ENGL 200: Reading Literature and Culture
ENGL 300: Introduction to Theory and Criticism
ENGL 460: Seminar in English
ENGL 220: Introduction to Creative Writing
ENGL 371: Intermediate Creative Writing, Fiction
ENGL 372: Intermediate Creative Writing, Poetry
ENGL 373: Intermediate Creative Writing, Nonfiction Prose
ENGL 461: Advanced Workshop in Creative Writing
ENGL 222: Introduction to Professional Writing
ENGL 378: Advanced Workshop in Professional Writing
ENGL 379: Rhetoric for Professional Writing
ENGL 477: Internship in Professional Writing
ENST 200: Introduction to Environmental Studies
ENGL 231: Writing for Digital Media & Multimedia Settings
ENGL 232: Writing for the Public Sphere
FILM 219: Methods of Film Analysis
FILM 454: Film Theory
GEND 200: Gender in Society
GEND 201: Feminist Inquiry
GEND 352: Feminist Theory
GEND 461: Seminar in Race, Gender and Class
GLOB 200: Global Studies: Methods
GLOB 461 Seminar in Global Studies
HIST 281: History Matters I: Methods and Skills

HIST 282: History Matters II: Historical Research
HIST 389: History Matters III: Senior Research Project
SOC 362: Theories of Crime Seminar
JSTD 466: Senior Seminar in Justice Studies
LIBS 461: Liberal Studies Seminar
MATH 300: Bridge to Advanced Mathematics
MATH 461: Seminar in Mathematics
CSCI 212 - Data Structures
CSCI 401 - Software Engineering
DANC 215: Contemporary Dance and Culture
DANC 309: Dance History
THTR 440: History of Theatre: Origins to 1800
THTR 441: History of Theatre: 1800 to Present
THTR 460: Senior Seminar
PHIL 205: Introduction to Logic
PHIL 305: Intermediate Logic
PHIL 351: Plato, Aristotle and Greek Philosophy
PHIL 356: Descartes, Hume, Kant and Modern Philosophy
PHIL 460: Seminar in Philosophy
GEOG 200: World Regional Geography
GEOG 460: Senior Seminar; Theory and Research
POL 308: Current Political Controversy
POL 301: Foundations of Public Administration
PBAD 325: Politics of Public Management
PBAD 326: Public Sector Information Systems
PSYC 221: Research Methods I
PSYC 473-77: Research Methods III
SOC 302: Social Research Methods I
SOC 460: Senior Seminar in Sociology

School of Business

ACCT 311: External Reporting I
ACCT 312: External Reporting II
ACCT 461: Seminar in Accounting Theory and Practice

CIS 455: Database Programming
CIS 462: Applied Software Development Project
ECON 462: Seminar in Economic Research
FIN 423: Financial Markets and Institutions
FIN 461: Seminar in Finance
FIN 463: Seminar in Portfolio Management
HCA 201: Introduction to Health Care Systems
HCA 303: Health Policy and Contemporary Issues
HCA 401: Ethical and Legal Issues in Health Care Management
HCA 461: Seminar in Strategic Health Care Management
MGT 201: Foundations of Management
MGT 322: Organizational Behavior
MGT 341: Business, Government and Society
MGT 348: Operations Management
MKT 201: Introduction to Marketing
MKT 215: Marketing Creativity
MKT 334: Consumer Behavior
MKT 462: Strategic Marketing Management

School of Nursing

NURS 225: Writing and Research in Nursing

School of Social Work

None provided as yet.

Feinstein School of Education and Human Development

TECH 305 Teaching and Learning in Technology Education
TECH 406 Methods for Teaching Technical Subjects
TECH 202 Design Processes
TECH 431 Capstone Design Project
ELED 469: Best Practices: Instruction, Assessment, Classroom Management
ECED 469: Best Practices: Early Childhood Settings
HPE 200: Promoting Health and Well-Being in Schools
HPE 418: Practicum in Secondary Health Education

	HPE 422: Seminar in Health Education HPE 424: Student Teaching in Health Education HPE 301 Methods in Teaching Physical Activity HPE 414 Practicum in Secondary Physical Education HPE 423 Seminar in Physical Education HPE 425 Student Teaching in Physical Education HPE 309: Exercise Prescription HPE 427: WES Internship HPE 202 Community/Public Health and Health Promotion HPE 303 Research in Community and Public Health HPE 426 Internship in Community and Public Health SPED 412: Intensive Intervention in Literacy SPED 435: Assessment/Instruction: Young Students with SID SPED 436: Assessment/Instruction: Older Students with SID	
A.5. Student impact	It is hoped that this initiative will raise awareness among students about when they are enrolled in a course that has been designated by their department/program as a Writing in the Disciplines (WID) course.	
A.6. Impact on other programs	Because WID is a requirement of all undergraduate departments and programs on campus, this proposal impacts every unit that houses an undergraduate major.	
A.7. Resource impact	Faculty PT & FT:	No impact. Only effects existing faculty.
	Library:	None.
	Technology	None.
	Facilities:	None.
A.8. Semester effective	Fall 2020	A.9. Rationale if sooner than next Fall
A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate single file along with this form.		

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 and a printed signature copy of this whole 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 PROPOSALS.

NAME	POSITION/AFFILIATION	<u>SIGNATURE</u>	DATE
Mike Michaud	Writing in the Disciplines Coordinator (Interim)	Michael J. Michaud	4/27/20
Earl Simson	Dean of Faculty of Arts and Sciences		
Jeffrey Mello	Dean of School of Business		Tab to add rows
Jeannine Dingus-Eason	Dean of Feinstein School of Education and Human Development		
Debra Servello	Dean of School of Nursing (interim)		
Jayashree Nimmagadda	Dean of School of Social Work (interim)		

D.2. ACKNOWLEDGEMENTS: 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	<u>SIGNATURE</u>	DATE
			Tab to add rows

Dear Fall 2020 CONNECTIONS faculty (and corresponding department/program chairs):

I'm writing to all of you who are listed as teaching CONN courses in Fall 2020. Although we do not yet know exactly how courses will be taught in the fall, I'm writing regarding options for teaching CONN courses should they be offered remotely. I wanted to get this to you now so that you will have time to think through what it would mean to teach a CONN course remotely and, if you decide you'd rather not, so that you and your department/program chair will have time to revise your schedule.

Here's the challenge for CONN courses: As you all know, CONN courses include "Collaborative Work" and "Oral Communication" as among their GE outcomes. As a result, we have in the past allowed CONN courses to be taught as hybrid courses but not as distance (or fully online) courses. However, if CONN courses are to be taught remotely in the fall, the question shifts to whether CONN courses should include **synchronous** meetings or whether they can be fully **asynchronous**. And within a partial or fully asynchronous format, how can CONN courses best meet their Collaborative Work and Oral Communication outcomes.

Jim Magyar (chair of COGE), Maureen Reddy (who did the CONN assessment for COGE), Earl, VPAA Sue Pearlmuter, and I worked on guidelines for how remotely taught CONN courses might meet the spirit of the CONN requirements. Sue has approved the following plan, a version of which is in place for Summer 2020. Here are the specifics for teaching CONN courses remotely for Fall 2020:

- (1) Since synchronous meetings present significant challenges for many students, there will be **no requirement that CONN courses have synchronous meetings**.
- (2) However, CONN courses will be listed with days and times in order to allow for at least a few synchronous meetings should you decide to incorporate them. You are encouraged to adopt the formula for synchronous meetings of **0-25%** of course meeting time. That is: **no more than 25% of allotted class time should be spent in synchronous meetings**. The time can be spread out in longer or shorter blocks (e.g., 30 minutes, 1 hour, etc.).
- (3) If there will be synchronous meetings, **CONN syllabi** for Fall 2020 will indicate when those synchronous sessions will occur (with allowances for the need to adjust as the semester unfolds). The syllabi will be provided to the students no later than the first day of class and, if possible, by the Monday before classes start. If the full syllabus is not ready, then by the Monday before classes start, the students should be notified of the days when synchronous sessions are anticipated to occur.
- (4) For CONN classes meeting **asynchronously**, we recommend that you adopt one of the models for **asynchronous Collaborative Learning** developed by the FCTL. More about this below.

(5) Because moving a course that requires collaborative work to a mostly or completely asynchronous mode will be time-consuming and challenging, if you prepare now for the possibility of teaching your CONN class remotely and it turns out that the College will be open for in-person instruction, you will have the option of teaching your CONN course under these remote teaching guidelines for the fall semester.

Collaborative Learning

Jiani Wu, from the FCTL, has put together the attached document, "Design & Implementation Strategies for Online Collaborative Group Learning." I especially want to draw your attention to the section **Group Work Assignment Examples Based on Purposes, on pages 10-11**; there are 15 examples of possible assignments listed there that you might find useful and that might be versions of assignments you already use in your CONN class. And for those of you who are interested in the research on collaborative learning that supports these examples of asynchronous group work, the surrounding material in the "Design & Implementation Strategies" document might be useful and might help you head off problems or tweak some of what you already do in your CONN class.

I realize that it will be challenging to meet all of the outcomes for CONN courses remotely. However, with the help of the FCTL suggestions, I'm hoping we can retain the "spirit" of the CONN category while being as flexible as possible in meeting the needs of our students.

Please let me know if you have any questions.
Thanks and stay safe,

Joan

Roses and Thorns



We have been teaching with the present general education program since 2012. Each year some aspect of the program has been assessed in one way or another, most recently Maureen Reddy's review of Connections courses in summer, 2019. This spring COGE planned to have a very informal Faculty Forum to hear our colleagues' perceptions of the program. The online half-semester has shut down such meetings. In order to sample faculty impressions, we have set up this page for written comments. The name comes from an evaluation tool used after a group activity or educational experiment. The idea is that one offers both roses – positive comments – and thorns – things that could have gone better. For this forum, we ask you to think about your experience with the general education program, either as an instructor or as an adviser. What components that I have taught are meeting their goals? What courses lead to student growth? What parts have been less successful? How do my advisees respond to the general education requirements/courses? You are free to write as much or as little as you like. We ask that you append your comments to the document. Signed comments normally carry more weight than anonymous ones. COGE members will begin discussion of comments on Friday, May 8, though the forum will remain open at least through May. Thank you for your insights.

For reference, here are links to the [organization](#) and [learning outcomes](#) of general education at Rhode Island College.

James G. Magyar
Chair, Committee on General Education
May 1, 2020

[Follow this link](#) to enter your comments and reflections.

See <http://faculty.ric.edu/organic/coge/> for the latest documents.

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Enter comments below this line.

I like our Gen Ed program. I love teaching in it. I think students can get a lot out of it. I also think it's time to reflect on it. Its worth remembering that coge has handled moments like this before and have followed professional best practices of the day. Inevitably the Gen Ed program adapts to its times. Last time we sought out the AAC&U for guidance on our last redesign of Gen Ed.

This time we are motivated by enrollment /transfer students along with the professional responsibility of reflecting on our practices.

That said, let me suggest that the task at hand is to determine whether or not to adapt to an explicitly "outcomes-based" Gen Ed program. Can we afford to? Do we need to? Can we afford not to?

It's also important that we define terms "outcomes based" etc. so we know what we mean and we know how to explain it to our departments.

Today the AAC&U is all about "outcomes" based Gen Ed programs rather than "course requirements." I think coge/ understands what's at stake but I'm not sure faculty do. We need faculty input but first we need to know what it is we're presenting. Are we asking them about our current program or should we be asking about more structural issues? Surely both. An outcomes

based program will probably have far reaching effects on how we currently organize everything. So the process should take some time. And yet I feel a sense of urgency about our situation and that perhaps we should start to move at a more urgent tempo. Here is a link to recent AACU pubs on Gen Ed:

<https://www.aacu.org/publications/geb>

~JZornado English

From an adviser perspective, I think RIC, in collaboration with all relevant parties, should make the transfer process clearer and more streamlined for CCRI transfers. As a small state college system, I don't see why we can't create a common set of Gen Eds, Requirements, and/or Competencies between the two institutions. If a particular major program needs assurances regarding certain types of proficiencies (math, writing, interdisciplinary/critical thinking skills, etc.), they can build that into their own program (as needed). I would hope that whatever we do to modify the Gen Ed program here at RIC, it should be done at least partly with CCRI students in mind so that our Gen Ed program either aligns better with CCRI's Gen Ed program (perhaps with CCRI also making some changes to match better with us) or allows for more reasonable and logical exemptions for CCRI transfers. The ideal result, in my mind, would be that CCRI transfer students could focus more on their major and minor program courses, with greater freedom to double major or add a minor, if desired, and more liberty to take any other courses they are interested in, to round out their education while at RIC.

-Brian Knoth, Communication Department

Roses: Students in my Connections course have given me very positive feedback about their learning along the lines of "best course I've taken so far at RIC." I think the cross-cultural, interdisciplinary nature of Connections courses enables students to learn in different ways and may be less focused on mastering specific factual information and more focused on advancing critical thinking and learning processes that can be applied to any course in the future. Thorns: We have a large number of required Gen Eds, so many that students in certain majors, such as nursing, have zero spaces for any electives if they graduate in 4 years. Is there any way to narrow the number of required Gen Eds by 2 or 3, maybe by giving students a choice between pairs of Gen Ed categories that are somewhat comparable?

--Deborah Kutenplon, Nursing

As a teacher, some of my best classes have been the various Gen Ed. ones that I teach. I love the flexibility of the FYS 100 and I think it gives the students a real taste of how college can be different from high school and opens up their minds to all kinds of possibilities. The various ENGL classes I teach also allow me to engage students differently from when I am teaching in the major. As an advisor to ENGL students and many ELED/SED focused on ENGL, it is really noticeable how many of them keep putting off their Math and Science Gen Eds. to the point where their

reluctance endangers their graduation, and having been educated in the British system that does not have Gen. Ed programs as it is assumed you learn all the basics in Secondary School (you have to have done so or you can't get into college), they have my sympathies, even while I keep urging them not to put these off, and that even though they are an English major, the Gen. Ed. Courses will give them a more rounded education—but we perhaps need to make this point clearer to them so they know why they have to take the courses they are required to take. The main block many of my advisees have that delays their graduation, however, is trying to satisfy the secondary language requirement—with this they struggle, not just because they often can't get into a course to even begin taking this (and the courses at CCRI fill up fast, too), but they simply find this a difficult requirement, and given that neither URI nor CCRI require a second language, are really unsure why they need to do so.

--Sue Abbotson, English

If GE serves as a gateway to becoming a well-rounded individual and an enlightened member of intellectual community, I think our GE would serve the purpose well. But it can be modified to prepare our students better for the world with ever-changing abundant events with different angles. First, as a bilingual parent, learning multiple languages is essential for their brain development and cultural sensitivity at early ages. The adult linguistic capability, however, is limited and two or three semesters of language instruction may not make much difference unless we build a culture that encourages the students to study abroad (discouraged due to the pandemic and financial status) and foster cultural diversity and globalization. I guess one can argue the same for all GE courses, but the language acquisition requires a complex set of phenomena such as critical thinking skills, cultural and linguistic sensitivity that are not easily assessed.

Second, qualitative research methodology is largely missing from our GE while quantitative research has its own distribution category. Researching/observing/analyzing historical, oral, and written documents and traditions, interviews, case studies, cultural texts (e.g. films), biographical information, and social phenomena is valuable as quantitative research methods considering both advantages and disadvantages for two research orientations. I am not suggesting a new course but AQSR can be broader that can include qualitative methods.

Third and finally, oral communication is missing from our GE. Public speaking skill is an essential for any majors. Many colleges and universities require for freshmen and sophomores. It is far more significant and meaningful than a simple power point presentation. The benefit of oral communication training is well known: developing critical thinking and organizational skills, fine tuning verbal and non-verbal skills, becoming a persuasive speaker, effective and thoughtful leader, and overcoming fear of public speaking.

EJ Min, Communication

I regularly teach “The Idea of God” connections course. It fills up every semester and almost always has a waitlist. More than a few students have pointed out to me that this is the only course

at RIC that focuses on religion throughout the course (I haven't done a thorough search to see whether this is true. But I know it's at least nearly true.). Perhaps the uniqueness of the course is part of the reason why it is popular. And however future changes to our Gen Ed go, I think an effort should be made to preserve something like this course. (Someone once pointed out that the explanation for the lack of courses on religion at RIC may be a separation of church and state thing. I hope that's not the reasoning. For, as countless state institutions across the country have shown with their religious studies courses and departments, and as we've shown with our "The Idea of God" course, it is entirely possible to study a phenomenon without championing any particular viewpoint on it as anything like the state's (or RIC's) official view.)

I think one clear gap in our Gen Ed requirements is a **critical thinking** course. I know many institutions—including ones like RIC—require every student to take such a course. This course would teach students to identify and assess forms of reasoning in a focused way. And, ideally, it would draw from a broad range of examples from the humanities, sciences, media, popular culture, and so on. Courses like this offer many benefits. For example, they help prepare students for other courses—including courses in their major, regardless of what that is. They also help students be better citizens. And they also provide skills that are broadly applicable, including to their future jobs, whatever they may be. For a variety of reasons, a course on critical thinking is needed now more than ever.

--Matt Duncan, Philosophy

1. To EJ Min's points, in full support:

Since RIC implemented the second language requirement, more and more freshmen enroll in our language courses. Our courses quickly became gateway courses to College-level learning expectations in regards to **a) participation** (our language courses are not lectures, they are immersive participation experiences); **b) exposure to world cultures** (our language courses are not grammar drills, they are immersive cultural experiences and language learning happens through exposure to world cultures, perspectives, information and thought processes); **c) communication** (our language courses are designed to empower students with communicative proficiency, which challenges students who would otherwise prefer a more passive, silent learning experience in the classroom); **d) imagination and creativity** (our language courses are not so much input-based learning as they are performance-based learning, which requires play, creativity, collaboration and imagination - sine qua non to developing critical thinking habits and skills.

2. To Deborah Kutenplon's points, in full support:

My experience teaching FYS has led me to believe that it could be possible to combine FYS and FYW (and RIC 100) into one course. It might require specific training and guidance for instructors, it might require team-teaching (FYS+FYW instructors) and development of standardized resources and support. This could be a way to decrease the amount of courses/credits required for GenEd without eliminating important exposure/gateway courses for all students.

--Silvia Oliveira, Portuguese (5/4/2020)

I have limited experience teaching in the Gen Ed program. Currently, I have only taught two FYS courses. I love the flexibility of the FYS program. Encouraging faculty to teach courses they are passionate about can inspire students to develop a natural sense of inquiry. In addition, the structure and guidance provided by Maureen Reddy was extremely helpful.

This semester I taught a FYS course focused on Wellness. The course reinforced how little students know about wellness, self-care, and opportunities that reinforce wellness on campus. I recognize that I am completely bias in saying this, but I think it is vital that we provide opportunities for wellness education to our students. There are calls within the field, acknowledged by several professional organizations, recommending a focus on student wellness in higher education (see [Health and Well-being in Higher Education: A Commitment to Success](#)). I truly think including a wellness component to the Gen Ed program would be beneficial to their current health and long-term lifestyle choices.

With that recommendation out there, I want to acknowledge how many Gen Eds our students already take. The Gen Ed program is comprehensive, offers opportunities to explore multiple interest areas, and appears to meet the outcomes stated.

--Kristen Pepin, HPE

In any proposed redesign of our General Education requirements, we should be focusing on what we at Rhode Island College believe are experiences and outcomes integral to our mission as we help to educate members of our community. We should be thinking about what our graduates need to know to inform their thinking, what they need to appreciate to be responsible citizens, and what they need to be able to do to function effectively in the workforce. In short, we should begin with our own goals.

It may not be feasible to implement every one of those goals into rigorous practice in a required General Education program. We may face constraining pressures due to accrediting bodies, due to finances, due to competition, and due to the actions of other institutions. However – and this is the ultimate point – those constraining pressures must not be the primary motivators for how we design our General Education program. We must not decide to avoid something just because another school avoids it, and we must not prioritize something just because a marketing survey says it may be appealing right now. We should start with an ideal version of what our Rhode Island College academic community thinks is right; if we then need to make certain accommodations from that point, at least we are beginning from a good foundation.

Specifically, to the question of transfer credit: yes, we should certainly make transfer protocols transparent, we should advise incoming transfers about the best steps to take, and we may need to create an occasional special pathway here and there. We should work closely with CCRI and URI to plan ways for students to move efficiently from school to school. Ideally, CCRI will take

into account our General Education plans as part of joint efforts, as this would surely be a better model than just having us accept whatever they choose to do. However, we should not fall into the trap of saying that everyone who has gotten General Education elsewhere is exempt from our General Education. That helps to create a dangerous situation in which colleges are competing to see who can have the least in the way of requirements, and the end product will not help anyone.

We also need to avoid thinking of everything in terms of it being a hindrance to graduation. One occasionally hears an opinion that a particular element of our current General Education program is making it more difficult for some students to graduate. But if we choose to think that way, then every requirement in General Education, and every requirement in every major, is an obstacle to graduation. If we agree that a topic needs to be studied in a particular major, then it needs to be studied in that major – period. We do all we can to create an environment in which students have an opportunity to succeed in that study, but we do not drop the requirement. The same is true for General Education. If we agree that there is something that should be addressed, then we require it in our curriculum as part of progress toward graduation. Certainly, we do whatever we can to assist students in their studies, but we do not avoid certain work just because it may present challenges.

As to some specifics within our existing categories, and looking ahead to how those categories might evolve, I can say confidently that it is imperative that we continue to have some portion of General Education designed and led by specialists in mathematics and the sciences. We are currently seeing what can happen when a significant portion of a society is without appreciation for – indeed, is actively hostile to – elementary science and mathematics. It is a troubling, and sometimes horrifying, picture. We are faced with a difficult situation: every year, several hundred of our entering students arrive with only a grade-school understanding of basic scientific and mathematical topics. It is our duty to do what we can to help them learn about quantitative approaches to analyzing problems, with that study specifically led by mathematicians and scientists. There is certainly room for a re-evaluation of topics in what we choose to cover; for example, our incoming Provost said in an interview that, in her opinion, every student should have some exposure to data science. We can certainly continue to avoid truly onerous work as much as is possible, but we cannot abdicate our responsibility. Each individual student will be better off with some college-level experience in mathematics and science, and the larger community will be healthier as well.

-- Dave Abrahamson (Mathematics)

All of us think our own disciplines provide the very most important way to look at the world—that is why we chose them. And all of us, in some way, may be right. At the same time, all of us know that gen ed courses are important ways to both drive overall course enrollments in our departments and recruit students into our majors and minors. But as essential as all of this is, it is not the right way to think about general education. General education has several really important purposes, including helping students develop core academic and personal skills and enabling their exploration of fields, content areas, and ways of thinking that they would not otherwise experience. As we consider any revisions of our general education program, we need

to keep this in mind. Requirements like FYS, Connections, and AQR do a great job of meeting the real purposes of general education by inviting exploration and skill development without being restricted to specific departments, thus allowing students to discover things they may love or want to study more. Ideally, our general education program would allow more of this sort of thing. Such a format would also increase student success, as students are more likely to find ways to succeed at mastering difficult skills and ideas if the topics they are studying are meaningful to them. I wonder, for instance, what it would be like if we could offer quantitative reasoning courses that are more specifically targeted to the types of mathematical skills students in different fields might need, or if students in professional programs might benefit from courses helping them develop basic skills in a second language that are relevant to their professions (e.g. Spanish for health care). In addition, while it is essential that we preserve control over our own curriculum rather than ceding it to, say, CCRI, we are not serving students well if the logic of which courses we accept and which we do not is unclear. Some of the most frustrating conversations I have with transfer students as a department chair are about why some US history course doesn't count towards the history gen ed requirement or why they are now being asked to go take a math placement test after they have already completed the equivalent of Math 139. As some other commentators have noted above, it might be useful to think about ways to take bulk transfer of gen eds so that students who have completed a full 20-credit gen ed program at CCRI will not be asked to take more than 20 additional gen ed credits at RIC, with us continuing to be able to shape which are the essential gen ed courses each student has not completed an equivalent of. Another thing I think it essential is ensuring that students in professional and pre-professional programs continue to build a strong liberal arts core rather than having gen ed courses become part of the major—there should be a limit on how many gen ed courses can count towards core major requirements (and maybe even on how many credits can be completed within a single department). Research shows that students with broad educational backgrounds—such as those who complete double majors in disparate fields (say, art and biology) are in many ways the most strongly positioned for later-career success, and gen ed can play a strong role in this sense. --Mikaila Mariel Lemonik Arthur, Sociology

Any effort to redesign and modernize our great general education program should always reflect what we would like our students to learn here at RIC and, if as a consequence, we get smoother transfers, that is good. But that shouldn't be neither our focus nor our motivation.

We should also never settle for the tempting perspective of being the last two years of CCRI. We all want more students and more majors in our departments, but we must keep our institution's tradition for high quality academics and high standards for our graduates. A degree from RIC must fully reflect the intellectual and challenging aspects of a 4-year college experience.

We must also remain honest when we talk about quantitative literacy. Many general education courses offer great opportunities for students to (the emphasis is mine):

- (1) interpret and evaluate **numerical** and visual **statistics**;
- (2) develop models that can be solved by appropriate **mathematical methods**; and

(3) create arguments supported by quantitative evidence and communicate them in writing and through numerical and visual displays of data including words, **tables, graphs, and equations**,

but we should not equate the existence of such courses coupled with the lack of mathematical preparation of our incoming freshmen as an invitation to sideline courses in mathematics, statistic, and the hard sciences taught by faculty from the corresponding departments. A course that presents only basic elements of mathematical and statistical thinking cannot provide the above outcomes. The same way that discussing voting theory or gerrymandering in Math 139 would not qualify it as a social sciences distribution course.

We must avoid perpetuating the argument muttered here and there that mathematics and hard science requirements are an obstacle to graduation. We must rely on and trust each other's expertise to maintain a high-quality, high-expectations general education program.

Leo Pinheiro (Mathematics)

Roses: The Connections courses provide space for high levels of critical thinking without the pressure of voluminous content for non-specialists. My students have consistently enjoyed mine, and I've learned a lot from them. My FYS courses have been rewarding but quite challenging, although I haven't taught it since RIC 100 and FYS teachers have received more support. My GE course that serves as a department foundation is also rewarding as I get to develop skills and literacy in future art professionals as well as those "just interested" in art. Many of my advisees have really enjoyed the AQSR requirement, they say opened their eyes to new ways of understanding the world around them.

Thorns: As an adviser, I hear my students' frustration about transfer credits from CCRI and some milestones, particularly a math milestone that is fulfilled by a home course but not by the same course transferred in. In this increasingly globalized world and with a student body that's increasingly diverse, a lot of the courses that exposed students to life outside European cultures are missing (I think was Core 4). GE could focus on building skills and literacy. Technology put information at the fingertips, but without a base of cultural and academic literacy, without skills to properly vet that information, and without basic proficiency in technology (not just app savviness but knowledge of computer science and essential computer programs for academic and professional settings), students seem to struggle.

Sara Picard, Art History

I see the Connections courses as an essential part of a General Education program - course that move beyond disciplinary thinking by engaging the inquiry or methods of multiple disciplines. I've taught one for a couple of years and have loved it. Students also really like this kind of course, I think.

To Matt Ducan: I'm a little leery of the idea of having a "critical thinking" course - because all the GenEds should involve critical thinking - indeed, that is one of the central goals/outcomes of our program. Critical thinking instruction is (or should be) woven into most of our courses - certainly into all of mine. I would be concerned that having a single course might suggest to students that critical thinking is limited to one discipline or kind of course, rather than a component of all their college work.

The one thing I might want to add to GenEd (this is not so much about Connections but more generally) is a media literacy component. Our students are woefully unable to discern good sources from poor ones or even to source the material they come across in their daily media usage.

◆ Janice Okoomian

COGE membership 2019-2020

Name	Department	Constituency	Term
William Martin	Music, Theater, and Dance	Arts	2019-2021
David Espinosa	History	History	2018-
Silvia Oliveira for Chiara Falangola	Modern Languages	Language	2018-2020
Joe Zornado	English	Literature	2019-
Stephanie Costa	Mathematics	Mathematics	2018-
James Magyar, Chair	Physical Science	Natural Science	2018-2020
Janice Okoomian	Gender and Women's Studies	Social and Behavioral Science	2018-2020
Dragan Gill	Reference	Adams Library	2019-2021
Jiyun Wu	School of Business	School of Business	2019-
Jeremy Benson	Educational Studies	Feinstein School	2018-2020
Sharon Galloway	Nursing	School of Nursing	2017-
Jesse Capece	BSW	School of Social Work	2019-2021
Michael Michaud	English	<u>Chair of Writing Board</u> (or designee)	NA
Becky Caouette	English	<u>Director of Writing</u> (or designee)	NA
Maureen Reddy	FYS	FYS Coordinator	NA
Sue Pearlmitter	Provost/VPAA	VPAA	NA
Holly Shadoian	VPAA	VPAA <u>designee</u>	NA
Earl Simson	Faculty of Arts and Sciences	<u>Dean, FAS</u> (or designee)	NA
Harielys Jerez-Nolasco	Student	Student	2019-2020

September 10, 2019