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| For Academic Affairs and Research Use Only |
| Proposal Number | LAC23 |
| CIP Code:  |  |
| Degree Code: |  |

**NEW OR MODIFIED COURSE PROPOSAL FORM**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| \_\_\_\_\_Gary T. Edwards\_\_\_\_\_ 2/17/2022**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| \_\_\_\_\_Justin Castro\_\_\_\_\_\_\_ 2/17/2022 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| \_\_\_\_\_\_\_\_Warren Johnson\_\_\_\_\_\_ 2/23/2022**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 02/22/2022**Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| \_Carl M. Cates\_\_\_\_\_\_\_ 3/2/2022…**College Dean** | \_\_Alan Utter\_\_\_\_\_ 3.14.22**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Andrea Davis, Dept. of History, andavis@astate.edu,

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Start Term: Fall 2022 Bulletin Year: 2022-2023

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **HIST** |
| **Number\*** |  | **3343** |
| **Title** |  | **History in the Digital Age**  |
| **Description\*\*** |  | **Study of the methodologies and conceptual challenges of doing history in the digital age.** |

 ***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **No** Are there any prerequisites?
	1. If yes, which ones?

Enter text...

* 1. Why or why not?
1. **No** Is this course restricted to a specific major?
	1. If yes, which major?
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Seminar

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

1. **No** Is this course dual-listed (undergraduate/graduate)?
2. **No** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

 Enter text...

 **b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

 Enter text...

1. **No** Is this course in support of a new program?

a. If yes, what program?

 Enter text...

1. **No** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

 1. Course Introduction: History in the Digital Age

 **Module 1: History on the Web**

 2. The Changing Nature of Historical Research: Online Search and Discovery

 3. Digital Source Criticism: Digitized and Born-Digital Sources

 4. Archival Logic Online: Digital Collections and Web Archives

 5. Alternative Forms of Historical Communication I: Database Projects

 6. Alternative Forms of Historical Communication II: Mapping Projects

 7. Engaging History’s Publics Online: Wikis, Crowdsourcing and More

 8/9. End of Module Project: Write and Digitally Publish a Public-Facing Review of a Piece of History on the Web

 **Module 2: History in the Age of Abundance**

 10. History in the Age of Abundance

 11. Conceptualizing Historical Data

 12. Describing and Organizing Historical Data

 13. Visualizing and Interpreting Historical Data

 14. Developing and Managing Data-Driven Historical Projects

 15. End of Module Project: Create and Digitally Publish a Data-Driven Project Review, Proposal, or Element

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

None

1. **Department staffing and classroom/lab resources**
2. Will this require additional faculty, supplies, etc.?

 No

1. **Yes / No** Does this course require course fees? No

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**Academic Rationale**

The digital age is affecting all aspects of historical study. In research, traditional archival practices are giving way to online search and discovery; digital surrogates are standing in for material objects; and abundance is replacing scarcity as the discipline’s most pressing methodological concern. Meanwhile, new forms of historical communication and public engagement are emerging alongside the rise of new media platforms and web technologies. This course examines the changing information landscape to provide students with a hands-on introduction to the methodologies and conceptual challenges of doing history in the digital age.

**Course Goals**

* Web Literacy for Historians: Locate, critically assess, and create historical interpretations on the web.
* Data Literacy for Historians: Read, critically assess, create, and communicate historical data as information.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

This course supports the History Department’s mission to: 1) introduce students to the “evolving rules and tools that allow us to interpret the past,” 2) train students in the “sophisticated use of information”

and 3) teach students how to “effectively communicate to make the past accessible to multiple audiences.”

This course is distinct from the existing HIST 3393, Introduction to the Digital Humanities. History in the Digital age examines the effects of digitization and the internet on historical research and its dissemination, whereas Intro to Digital Humanities is an experiential class where students learn digital research and visualization techniques across subjects and fields within the humanities.

c. Student population served.

BA history majors and other interested students.

d. Rationale for the level of the course (lower, upper, or graduate).

The course’s seminar style—based on weekly readings, assignments, and presentations—combined with the advanced skills needed to complete end of module projects, constitute the amount and type of work typical of an upper-level undergraduate history course.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

 *If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This course will support 2 of the BA History program’s outcomes by offering students opportunities to 1) utilize and hone effective historical research skills, and 2) cultivate the habit of critical thinking through primary and secondary source analysis, synthesis, and evaluation. This course meets the BA History requirements for an upper-level course.

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #19)** | Research Skills:  A graduate with a BA in History will be able to utilize effective historical research skills. |
| Assessment Measure | Pre-post historical research project |
| Assessment Timetable | Beginning in 2016 |
| Who is responsible for assessing and reporting on the results? | History Faculty and Assessment Committee  |

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| **Program-Level Outcome 2 (from question #19)** | Critical Thinking: A graduate with a BA in History will be able to synthesize primary and secondary historical sources |
| Assessment Measure | Pre-post historical research project |
| Assessment Timetable | Beginning in 2016 |
| Who is responsible for assessing and reporting on the results? | History Faculty and Assessment Committee |

 **Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Web Literacy for Historians: Locate, critically assess, and create historical interpretations on the web. |
| Which learning activities are responsible for this outcome? | Module I seminar discussions, weekly assignments/presentations, and project. |
| Assessment Measure  | Module I seminar discussions, weekly assignments/presentations, and project.  |

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| **Outcome 2** | Data Literacy for Historians: Read, critically assess, create, and communicate historical data as information. |
| Which learning activities are responsible for this outcome? | Module II seminar discussions, weekly assignments/presentations, and project. |
| Assessment Measure  | Module II seminar discussions, weekly assignments/presentations, and project.  |

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  |

**[For integration of the course into the BA in History, see separate proposal.]**

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**BEFORE**

**HIST 3303. The Modern History of the Middle East 1800 to the Present** WORLD HIS- TORY. Major developments in Middle Eastern history with emphasis on the twentieth century. Fall, odd.

**HIST 3323. United States Environmental History** UNITED STATES HISTORY. Examines the economic, philosophical, ethical and aesthetic issues involved in the history of conservation, preservation, management and exploitation of the American environment. Fall, odd.

**HIST 3333. The Practice of History** GENERAL HISTORY. Experiential study of historical scholarship, research, writing, and criticism. To be taken at the beginning of the major. Re- quired for all history degrees. Fall, Spring.

**HIST 3343. History in the Digital Age** GENERAL HISTORY. Study of the methodologies and conceptual challenges of doing history in the digital age. Fall.

**HIST 3393. Introduction to the Digital Humanities** GENERAL HISTORY. A theoretical, creative, and experiential introduction to the scholarship, methods, and tools of the digital humanities. Fall.

**HIST 3483. The United States from 1917-1941** UNITED STATES HISTORY. Social, politi- cal, and economic developments in the United States from 1917 to 1941. Spring, odd.

**HIST 3493. The United States since 1945** UNITED STATES HISTORY. Social, politi- cal, and economic developments in the United States from 1945 to the present. Fall, even.

**HIST 3503. U.S. Foreign Relations since 1776** UNITED STATES HISTORY. History of United States relations with foreign nations from 1776 through the twenty-first century. Fall, even.

**HIST 3563. Constitutional History of the United States** UNITED STATES HISTORY. Ori- gin and development of American legal and constitutional systems. Recommended for pre-law students. Fall, odd.

**HIST 3583. History of Law Enforcement** UNITED STATES HISTORY. Policing, crime, and the criminal justice system in the United States. Recommended for criminology majors. Spring, even.

**HIST 3603. The American South** UNITED STATES HISTORY. The South in American history from Jamestown through the twentieth century. Fall,odd.

**HIST 3623. The American West** UNITED STATES HISTORY. The American West from the Lewis and Clark expedition to the closing of the frontier. Fall, even.

**HIST 3653. The American Indian** UNITED STATES HISTORY. History and culture of the American Indian and the role of government in Indian affairs. Spring, even.

**HIST 3673. African American History I** UNITED STATES HISTORY. Contributions of people of African descent in the creation of the United States from the Colonial period through Reconstruction. Fall, odd.

**HIST 3683. African American History II** UNITED STATES HISTORY. The African American experience from Reconstruction to the present and its impact in U.S. History. Spring, even.

**HIST 3693. United States Women’s History** UNITED STATES HISTORY. The role of women in United States history from 1600 to the present. Spring, odd.

**HIST 3743. The Urban Revolution in America** UNITED STATES HISTORY. Evolution of the American city and its impact on society. Spring, even.

**HIST 3853. U.S. Civil Rights Movement** UNITED STATES HISTORY. The transformation of America through campaigns for African Americans civil rights. Prerequisites, HIST 2773, or HIST 3683, or POSC 3163, or instructors permission. Fall, even.

*The bulletin can be accessed at https://www.astate.edu/a/registrar/students/bulletins/*

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