UMBC UGC Instructions for New Course Request Form (revised 2/2015)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*
Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Check all that apply.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:
a) Why is there a need for this course at this time?
b) How often is the course likely to be taught?
c) How does this course fit into your department's curriculum?
d) What primary student population will the course serve?
e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
g) Explain the reasoning behind the P/F or regular grading method.
h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special
Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

Date Submitted: September 1, 2017   Proposed Effective Date: Spring 2019

	Name	Email	Phone	Dept
Dept Chair or UPD	Marjoleine Kars	kars@umbc.edu	5-2032	HIST
Other Contact	Denise Meringolo	ddm@umbc.edu	5-2058	HIST
	Jessica Knoll	knoll3@umbc.edu	5-1840	HIST

COURSE INFORMATION:

Course Number(s)	HIST 427
Formal Title	Digital Public History: Using Digital Tools to Interpret Difficult Pasts
Transcript Title (≤30c)	Digital Public History
Recommended Course Preparation	HIST 201 or HIST 300
Prerequisite **NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	
Credits	3
Repeatable?	☐ Yes XX No
Max. Total Credits	This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	XX Reg (A-F) ☐ Audit ☐ Pass-Fail

PROPOSED CATALOG DESCRIPTION (no longer than 75 words**):**

Digital Public History is a service-learning course that explores the entrepreneurial aspects of public history practice. This course trains students to use open-source digital tools to develop creative responses to persistent interpretive problems or challenges in the field of public history. The course creates an opportunity for students to take the lead in their own learning, build an original portfolio, learn marketable skills, and establish a professional network. No coding is required.

RATIONALE FOR NEW COURSE:

The UMBC Department of History is in the process of improving the number and quality of courses offered to students as part of the undergraduate minor in public history. The Department has approved a plan for offering public history courses on a regular and predictable rotation so that students can more easily chart a pathway toward graduation and select an area of specialization within the field of public history. The addition of this course is part of our plan to offer a digital content development specialization for public history minors.

This course will be taught once every other academic year. It is designed to be of particular interest to public history minors, but it is a skill-building class that fits into the Department's larger effort to ensure our curriculum provides students with opportunities to acquire diverse skills in research and analysis. This course is part of a proposed series of courses that will train our students to use digital tools. A growing number of historians are using digital tools for research, data analysis, and as a space for sharing their findings with a specialized audience. This course focuses on the particular challenges of practicing public history in digital space. Public historians and public

history institutions use digital tools to facilitate collaborative relationships with stakeholders, to crowd-source collections, engage audiences in the creation and reception of online exhibitions, to foster dialog through blogs and social media. This course provides an opportunity for students to experiment with a variety of open source tools to create digital content with and for a local public history institution.

This class is designed to fill a niche for history majors, but it is also appropriate for American Studies majors, Anthropology majors, Visual Arts majors, and many science majors for whom the use of digital tools for collaborative inquiry and interpretation has broad applicability.

We are offering at the course at the 400-level because it is not a general education course, nor is it appropriate for students who have not achieved upper level facility in research and writing. It will best suit students who have already developed core skills in research, writing, and analysis. The course is designed for students to add digital skills to their analytical tool kit; it will not dedicate significant time to teaching basic research and writing. Weekly course meetings will be run seminar style so students and faculty can tangle with relevant scholarship and play with available digital tools. In addition, students will participate in a semester long research project and produce a significant work of historical analysis.

While the course is designed for upper level students, it is not necessarily relevant only to history majors. As a result, we have decided not to require specific pre-requisites that might prevent students from other departments from taking the course. The recommended preparation and the course description indicate students should come to class prepared to engage in a significant research project.

Finally, this is not a topics course, therefore it cannot be repeated for credit. Because this course can count towards the public history minor or as an elective towards the history major, it will adopt the regular grading method.

ATTACH COURSE OUTLINE (mandatory):