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History 379  
Proposal to Re-Design History of Madness (HIST 379)

Need for Course Re-Design  
The course re-design objective is to allow students to become agents of historical production by employing them in the collection and archiving of case studies, autobiographies, institutional reports, patient newspapers and letters, art, oral histories, and historical material for a larger project on mad people’s history of southern California.

High Impact Practices: In order to integrate high impact practices, students would first need to complete the theoretical course work of the history of madness. Thereafter, students would be required to undertake the institutional review board collaborative IRB human subject ethics training in the protection of human participants. They would also need to learn archival practices software (Omeka.net, Collective Access, and/or PastPerfect). This training would help students be prepared before undertaking their practicum assignments. Students would then choose to partake in one of three different projects in the course: i) contributing to digitalization of archival materials at Patton State Hospital, ii) collection of artifacts, representations or oral histories from the community; or iii) conducting and collating statistical research from Pasadena Human Betterment Foundation’s archives. There is also a potential for an annual madness film festival that students could help organize, depending on the availability of funds and interest on the part of students.

Assessment: As I utilize Universal Design for Learning strategies in all my courses, and believe that each student has different strengths, it makes sense to have multiple smaller assessment mechanisms and choices in practical application and assignments. Students would need to show an understanding of the theoretical underpinnings of the history of madness through précis of readings and a mid-term, pass the online ethics training by obtaining a 100% passing grade as set out by the institutional review board requirements, be provided with clear grading rubrics for each of their practical undertakings, and write a cumulative reflection piece of their practicum experience. If a final exam is offered, it would more likely be in the form of a take home exam that would encourage students to combine both the theoretical and practical experiences in the course to discuss the significance of the history of madness.

Timeline: A considerable amount of time is needed for the careful reconstruction of the course and the overall project so that it can accommodate all the students’ needs. I would need to complete ethics training before the course in Spring, 2013. A digital database needs to be designed and constructed, the syllabus, assignments, grading rubrics and instructions would need to be redesigned, and lectures would need to be compacted, changed, and written. I will be on sabbatical in the Fall, 2014. Thus an expected time for preparation would be Winter quarter 2015, with the course being taught for the first time in the new format in Spring, 2015 and every Spring thereafter.