COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT

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<td>Department</td>
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<td>Program Unit</td>
<td>BA</td>
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<td>Reporting for Academic Year</td>
<td>2016-2017</td>
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<td>Department Chair</td>
<td>Linda Ivey</td>
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1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Our last five-year review was submitted 2012, and approved by CAPR/Senate in Winter/Spring of 2013. The Department identified two areas of major importance: 1) providing students with practical experience to meet the needs of the job market, and doing so by strengthening our internship programs to prepare students for public history careers, and developing additional opportunities for graduate students to assist in the lower-division US surveys; 2) responding with appropriate curriculum to emerging areas of interest, including digital history, history of technology and science, and sustainability. In terms of students, we expect the number of majors to remain steady or to increase, largely because we expect a continuing demand for K-12 teachers, many of whom pursue MAs in History through our Teaching Option. We have also seen steady growth in students interested in the Public History option, and our program is growing in terms of curriculum, job placements and word-of-mouth in the Bay area. Our increasing focus on real world experience (in the Public History program, or through initiatives such as the PEIL-grant funded History through Community Engagement program at the Peralta Hacienda in Oakland) should also encourage growth. We have developed additional assessment instruments to evaluate our graduate program, specifically with the introduction of a new portfolio course HIST 6050 that ran in Spring 2016. In terms of faculty, we have been requesting and will continue to propose hires that will help us implement our dynamic vision for the MA program (see attached), while strengthening the geographic representation of our scholars’ work. In the last four years, we have successfully hired: a Digital Historian, whose research focuses on the Ancient World; a Historian of Globalization, with expertise in China, the Soviet Union and Global Communism; a Historian of Sustainability, with expertise in Latin America and Global Environmental History; and a Historian of Diversity and Diasporas, with a focus on California communities of color and history through community engagement. This most recent position serves the purpose of understanding global influences in the local community. In the future, we hope to hire an expert on the History of Science and Medicine, to address the growing interest of STEM fields among our general education constituents while filling a significant chronological gap in our department’s expertise. We have begun to address needs in geographic representation (e.g. in Asia, Latin American and Latin/African/Asian Diasporas) thus filling the gaps noted in the Self Study and described in the Outside Reviewer’s report as a “serious weakness.” In terms of staffing, the Department’s priorities, as noted in both the Self Study and the Outside Review’s Report, surround the need for additional staffing in support of Wanda Washington. A part-time assistant (or full-time, if possible) is the Department’s first priority.
This past year we hired a Historian of Diversity and Diasporas, with the intent to tie our increasingly global curriculum back to the local story. Previously, in 2015-2016, we successfully hired a Historian of Sustainability, with expertise in Latin American and Global Environmental History and in 2014-2015, we successfully hired a Historian of Globalization with expertise in China, the Soviet Union and Global Communism. In 2013-2014, we successfully hired a tenure-track Digital Historian proposed a course in digital history. In terms of curriculum, as a faculty we developed a new vision for the future of our undergraduate major that we hope will significantly impact the natures of our hires going forward, and thus the dynamism of curriculum and practical training for our MA students. The proposed curricular changes within this plan have been developed in consideration of global trends and comparisons that will better equip our students for thinking and acting on a globalizing world, and focus the coursework along one of three themes: Migrations, Transnational Communities, and Cross-cultural Histories; Rights, Economic Equity, and Social Justice; and Sustainability and the Human Environment. We also included in this new five-year plan the specific integration of applied history courses available and recommended for both BA and MA candidates in the teaching of history, digital history and public history. This past year, we worked to neaten up our curriculum for the impending semester transition. As we worked on refining applications for GE courses and graduation requirement, we were also able to orchestrate two firsts for the department, both featuring graduate and undergraduate research, that we hope to continue: a day-long student conference on campus and the publication of a student journal of research. In terms of pedagogical revision and development, the History Department was involved this past year in an interdisciplinary PEIL grant in which both graduate and undergraduate students participated in community outreach public history projects in partnership with the Peralta Hacienda Historical Park in the Fruitvale neighborhood of Oakland. Those faculty members, as well as our new hire, intend to continue in this partnership and grow opportunities for students to employ urban humanities study to develop real life applications of their work. Recently the department also received two distinct grants from the CSU Chancellor’s Office for Promising Course Redesign in 2013-2014; the grant pertaining to US History directly impacted in a positive way our ability to invite MA candidates to serve as readers and coaches in these classes. Our US Historians have received for 2014-15 a Proven Practices Lead Campus grant, to continue their work and train other departments across the CSU. In terms of our newly developed Departmental SLOs for the MA program (2013), we have redesigned our MA program (implementation of a portfolio course, for one example) that implements curricular changes that speak more directly to the SLOs. Finally, we have pushed forward on technology, building up our Digital History lab, integrating dynamic digital projects into coursework, and our Digital Historian has begun work on a Digital History Project Archive.

C. Program Changes and Needs

In terms of staffing, we are still committed to finding funding to assist Ms. Washington in terms of our departmental staffing. In terms of faculty, we have gained four full-time faculty members since the Fall of 2014, with the last joining in Fall of 2017. One tenured faculty member is retired as of December 2016, and another left for a position at another institution at the conclusion of the 2015-16 academic year. And, beginning Fall 2017, another senior faculty member will commence the FERP program. Two of our remaining 10 full-time faculty members have administrative positions outside of the department that come with complete buy-outs of time: Director of Faculty Development and Director of the Concord Campus. In terms of building our faculty, in line with our new five-year plan, we shifted the way in which we envisioned the future of the department in terms of faculty; while we remain committed to rebuilding the breadth of expertise in our department, the nature of our proposed hires directly addressed our needs in terms of our proposed curricular changes. While we are determined to consider geographic expertise, we have developed potential overlapping hires in public history & community engagement, diversity and diasporas, and the teaching of History. We have carefully examined our current offerings, and developed a new approach to completing the history MA through the integration of the above-mentioned thematic and practical approaches. This will happen in conjunction with the proposed switch to semesters. Finally, in terms of space, we have happily relocated to the SF Building as of Fall 2015.
2. SUMMARY OF ASSESSMENT (about 1 page)

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<th>Program Name(s)</th>
<th>Assessment Coordinator</th>
<th>Department Chair</th>
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<tr>
<td>History B.A.</td>
<td>Linda Ivey (Interim)</td>
<td>Professor Linda Ivey</td>
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A. Program Student Learning Outcomes

B.A. degree in History

Students graduating with a B.A. in History from Cal State East Bay will be able to:

1. know basic analytic concepts for assembling, organizing, and interpreting historical evidence, and achieve digital literacy in accessing and presenting historical materials;
2. demonstrate significant knowledge of major events and trends in their area of concentration;
3. write and speak clearly and persuasively about historical themes and topics, and work collaboratively with others in solving historical problems;
4. conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources; and
5. comprehend differences and similarities among diverse peoples and cultures over time and develop an historical perspective on social responsibility and sustainability.

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<tr>
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<th>PLO 1</th>
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*that sixth ILO of learning expertise in a field...

B. Program Student Learning Outcome(s) Assessed

5. comprehend differences and similarities among diverse peoples and cultures over time and develop an historical perspective on social responsibility and sustainability.
C. Summary of Assessment Process

The Department chose to focus on one section of the World Civilizations sequence. (note: we realize this should have been a year-long assessment, but our assessment coordinator left the university and the Department Chair was slow to realize the need for replacement. So beginning Spring 2017 in HIST 1014, the instructor made a point to highlight this particular learning outcome in the structure of the course and in the overall tenor of the assignments and the exams.

Details of the assessment are as follows:

**HIST 1014 World Civilization I**

**PLO Assessment**

Here are the Course Level SLOs for HIST 1014:

1. Navigate our Blackboard course
2. Assemble, organize, and interpret historical evidence
3. Conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources
4. *Describe the differences and similarities among diverse peoples and cultures over time*
5. Describe some of the world’s civilizations from the Neolithic through the 800s C.E.
6. Evaluate various historical time-periods through primary and secondary texts, art, digital media
7. Apply what happened in this period to our own culture today.
8. Demonstrate your knowledge of historical time periods through digital tools such as blogs, videos, and the use/creation of your website.
9. Write and speak (through video) clearly and persuasively about historical themes and topics
10. Work collaboratively with others in solving historical problems and team projects
11. Evaluate the course and your own learning outcomes

I have also inserted the PLO “Comprehend differences and similarities among diverse people and cultures over time” into each of the weekly Learning Outcomes. For example, here are the Week 3 Learning Outcomes:

1. Analyze what the Sumerians learned from the Ubaid people.
2. Examine the rise of City-States.
3. Describe how Sargon created the world’s first empire.
4. Investigate what the primary texts from this period can tell us about a civilization.
5. Discuss what archaeology can tell us about this period.
6. *Discuss the differences and similarities among diverse people and cultures over time.*
7. Create a video, upload it to YouTube, and embed it in your website.

Here are the Midterm Exam questions that assess (in part) the PLO:

*In 4-6 sentences: Compare and contrast how two ancient civilizations handled conflict. Be sure to name each civilization. These do not necessarily have to be civilizations that were fighting with each other.

*In 2-4 sentences: Explain the impact that Alexander the Great had on India. Then discuss how the Indians were able to sustain their culture after he left (one sentence).

*Discuss how conflicts may have brought down the Harappan civilization, in 2-3 sentences. What impact did this conflict have on both the Harappans and those who fought against them?

*In 2-4 sentences: Explain the fall of the Egyptian Old Kingdom, ending with the First
Intermediate Period. In other words, what happened during this time when they could not sustain their culture?

*In 2-4 sentences: Describe how Sargon created the world’s first empire AND why it was considered to be the world’s first empire. How did the people in this area deal with the conflict he created?

In 2-4 sentences: Give three examples of what makes a civilization a civilization. You may give bullet points.

In 2-4 sentences: Describe one of the hypotheses that historians use to guess what might have happened in the Neolithic and name at least one problem with it.

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In 2-4 sentences: Describe one of the hypotheses that historians use to guess what might have happened in the Neolithic and name at least one problem with it.

In 2-3 sentences: What is the importance of the Neolithic on diverse people and cultures across the world?

In 2-4 sentences: Discuss the evolution of the pyramid, starting with pit graves and finishing with the Great Pyramid. You may use bullet points.

True/False: There were cities in the Neolithic period.

True/False: Archaeology and texts can tell us everything that happened in early history.

Many students were also assessed on this PLO in their writing (3 blog entries of 400 words), an essay (1250 words), and two videos (which are really 500 word essays that are read out loud). Students can choose their own topics to focus on (in terms of writing). Many students picked the first one—War—(“how wars affected the society; how a society sustained itself during wars; ask why wars began (and then answer the question”).

Here is the list of possible topics that the students could pick:

Possible topics/themes for course project

Choose ONE topic from the list below. Choose carefully since you will be writing your blog entries, your video, and your essay on this topic. Remember to concentrate on archaeology.

War: how wars affected the society; how a society sustained itself during wars; ask why wars began (and then answer the question).

Politics: Ask why certain countries/geographical areas picked a certain type of political theory to guide them (and then answer the question).

Technological Innovations throughout history and their effects on the society: Ask why technological innovation occurred at certain time periods and then answer the question.

Artistic changes: examine the different periods of art or literature throughout our time period and their effects on society. Ask why art changed over time and then answer the question.

The position of women in society: Ask why women were treated like they were and then answer the question.

Religion: Ask why certain religions were popular (or were not popular) in our time period. How did religions change over time?

Medicine/health: Ask how people first became aware of health and medicine and look at how that evolved over time.

You can also concentrate on certain types of buildings. For example, religious buildings, houses, palaces, roads, and so on.

Here is the Final Exam where part of this PLO will be assessed:

Final Exam for HIST 1014 Spring 2017
In 2-4 sentences, discuss how conflict ended the Shang Dynasty (what started the conflict, who was fighting, what was the outcome).

In 2-4 sentences: Discuss the importance of the Silk Road on ancient China, especially in terms of cultural contacts.

In 2-4 sentences: Discuss the importance of the Tang Dynasty on the development of ancient China (you can discuss technology, culture, economy, government, and/or religion).

In 4-6 sentences: Compare and contrast how two ancient civilizations handled conflict. Be sure to name each civilization. These do not necessarily have to be civilizations that were fighting with each other.

In 2-4 sentences: Explain the impact that Alexander the Great had on Persia. Then discuss how the Persian were able to sustain and adapt their culture after his death (one sentence).

In 2-4 Sentences: Discuss the conflict between the Romans and the Persians, especially in the 200s AD. How were these conflicts settled?

In 2-4 sentences: What do scholars think are the reasons for the Dark Age in ancient Greece?

In 2-4 sentences: Discuss the Third Century Crisis—what it was, who ‘saved’ the Romans during this period, and what he did to stop it.

In 2-4 sentences: Discuss the rise of Islam in terms of conflicts between Rome and Persia. How where these two civilizations affected by the Muslims?

D. Summary of Assessment Results

One sampling of assessments for the mid term exam:

Grade Breakdown for the Midterm Exam:

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<th>Grade</th>
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<td>A</td>
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<td>D- or F</td>
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The results indicate, in our opinion, that this particular outcome needs to be more explicitly related to our students in areas of the world, and in time periods, with which they may be less familiar. This is especially important in terms of next steps for the department as we move in to the semester system – largely because of the new structure of our major. IN light of that, and in light of the late start in assessment this year, during the coming year 2017-2018, we will focus on PLO #5 one more time, with a comprehensive plan for assessing the student learning in terms of diversity, social responsibility and sustainability. These themes underlie the new areas of concentration featured in our revised curriculum for semesters, so we will focus as a department on the assignments within at least one of each of our courses that speak directly to this PLO. Faculty will be focusing through the final year on the quarter system on how to integrate our own departmental learning outcomes for these areas of concentration into our courses, so the time is ideal to revisit this particular PLO. We will each pick sample assignments, with rubrics that point directly to this outcome, and share the assessment results as a department to help us move forward into semesters.
3. STATISTICAL DATA (about 1 page)

The following data has been separated out to our two programs – the BA and the MA in History – wherever possible.

1) Number of Graduates: 52 in 2015-16

2) Number of Majors: 144 (126 undergraduates; 18 graduate students) in 2015

3) Ethnicity; Faculty Students by Gender (student profiles from Fall, 2015)
   a) Majors: African American 7; Asian/Pacific Islander 8; Hispanic 40; White 61; American Indian n/a; Multiple ethnicity 9; ethnicity unknown 8; 42 women and 93 men;
   b) MA candidates: African American 3; Asian/Pacific Islander 1; Hispanic 4; White 11; American Indian n/a; Multiple ethnicity 3; ethnicity unknown n/a; 11 women and 11 men
   c) Faculty: White 7, Native American 1, Hispanic 1, Asian 1; 6 women and 4 men.
   d) Support Staff: African American 1

4) Faculty Devoted to Program, Fall 2016: 23

5) Full Time Faculty by Rank: 9
   Professor 3; Associate 3; Assistant 3

6) Part Time Faculty/Lecturers: 14

7) Number of Course Sections Offered: 2015-2016=146; For undergraduate, lower division: 38. UG, upper division: 91. For graduate: according to official data, 17 section – but this must include independent studies, internships, project work, which is all independently enrolled. We offered 6 sections of coursework for the year.


9) Average Section Size, 2015-2016: 34.7
   For undergraduate, 36.5; lower division: 54. For undergraduate, upper division: 28.6. For graduate: 10.5

10) Student Faculty Ratio, 2015: 28.35
    Lower Division: 44.6; Upper division: 24.4; Graduate: 7.5

11) Staff-Faculty Ratio: 1/23

All statistics taken from: http://www.csueastbay.edu/ir/fact-book-data.html
Five-Year Plan
Department of History
California State University, East Bay
2013/14-2017/18

The History Department at Cal State East Bay is fully committed to the idea that the study of History provides all students an essential context for understanding and addressing the social, economic, political, and environmental challenges facing our contemporary society. The Department further understands that to ensure this benefit to our students, we need to gear our Major degree programs towards more than the acquisition of historical content. To this end, over the next five years, the History faculty will be revamping the History B.A. and M.A. programs towards curriculums that emphasize a form of understanding called “historical thinking”: making connections across time and place and applying analytical skills to the study of evidence in diverse and comparative historical contexts. Further, we are committed to strengthening the professional aspects of both degree programs, allowing students to develop abilities appropriate to the 21st-century workplace.

The Five-Year Plan of the History Department is driven by three overarching goals:

1. The development and integration of three synthesizing, globally-relevant themes that will initially continue to support deep study into one geographic region while emphasizing connections with topical fields.

   These fields will be:

   1) Migrations, Transnational Communities, and Cross-cultural Histories;
   2) Rights, Economic Equity, and Social Justice;
   3) Sustainability and the Human Environment.

   Currently, the History undergraduate major requires 16 units in one geographically defined area of concentration, and 16 units of electives, at least 8 units of which need to be outside that area of concentration. The History graduate major is similarly geographically focused. We envision degree programs that eventually move away from geography as the principle means of defining a course of study. Phase one, embodied in this five-year plan, begins this process by introducing a thematic approach, and building out our faculty and curriculum to support this approach. It is our intent that the current amorphous “electives” requirement in both degree programs will be redefined over the next five years to reflect these themes.

2. The development of a practical skills course requirement, in addition to the skills courses of our core curriculum.

   Currently, the core curriculum in for the History B.A. (HIST 2010, 3010, 4030, 4031/4032) trains majors as practitioners of history, not merely consumers. Our required courses in the graduate program – HIST 6010 (Historical Research) and HIST 6030, Graduate Historiography) are equally important for the outcomes of the M.A. degree.
Historical interpretation, narrative and critical writing, and argumentation based on primary and secondary sources are currently the key skills taught in this part of our undergraduate program. These skills are invaluable to any number of career paths, not strictly those related to the discipline of History, so these courses will continue to be an important part of the major.

We are, however, also mindful of the changing job market and our student population, and we plan to offer courses that introduce students to a variety of career-oriented, resume-enhancing experiences. This transition is already in process, with the introduction of HIST 4033 and HIST 3020 for undergraduates, and HIST 6050, the Graduate Portfolio, for M.A. students.

Over the next five years, as resources allow, we plan to integrate a requirement of one of the following introductory, career-oriented courses into the undergraduate major, partially based on options already existing in the M.A. degree:

1) history teaching and pedagogy (HIST 4033 The Teaching of History);
2) public history (HIST 4032 Introduction to Public History);
3) digital history (HIST 3025 Digital Historical Methods).

3. The development of a faculty that will strengthen our department’s global expertise, while enhancing our program’s vision for the above mentioned cross-cultural themes and practical skills development.

The History Department continues to be in serious need of a more globally representative faculty in terms of areas of teaching and research expertise. At present, our department is comprised overwhelmingly of specialists in U.S. history, and especially the history of California. We have no permanent faculty in East Asian or Latin American history and our remaining historian of modern Europe, including the region of the former Soviet Union, will enter the final year of the FERP next Fall. We strongly believe that the lack of diversity among our scholars hurts the reputation of the department, and by extension, the university. More importantly, it deprives our students of the breadth of knowledge and of the engagement with a broad variety of cultural and political experience across the world and across the ages. Our outside reviewer from our 2011-2012 Five Year Review in particular criticized our lack of experts in East Asia and Latin America, noting that “…given the ethnic composition of the population of California, it is a serious embarrassment for any CSU university not to have permanent faculty members in East Asian and Latin American history… (it) suggests that the department or the University is marginalizing two of the largest ethnic populations in the state.’’ This reviewer also reflected our concern on how our lack of expertise in Asia, Latin America, Africa… and soon Europe, limits our ability to provide a ‘multicultural learning experience’ that prepares students to contribute ‘globally.’”

In consideration of the above mentioned goals, the Department has developed a hiring plan for the next five years featuring tenure-track positions that directly address one of the three academic, synthesizing themes in addition to our concern about breadth, and where possible, experience with one of the three practical tracks. We have made every effort to think in a creative and forward-thinking way about the positions we envision for the next five years, how those positions could directly enhance our vision outlined in this five-year plan, and how to simultaneously grow our faculty into a stronger, more diverse and integrated group of scholars. We have also provided job descriptions that invite candidates who address more than one curricular need – this ensures a flexible and open-minded approach in expanding the department, and promotes robust and high-quality applicant pools. These descriptions may be altered if History is able to hire someone who covers one of the fields laid out in the description over the course of the next five years.
In sum, the History Department is committed to this Five-Year Plan that allows us to re-think our approach to the undergraduate and graduate majors in a way that makes this course of study more meaningful for students graduating in the 21st century. In many ways, in rethinking our course of study we have taken cues from the University’s Institutional Learning Outcomes and Eight Shared Mandates. In particular, our vision for the future of the History degree programs directly speaks to diversity, multicultural competencies, sustainability, and an inclusive campus; as well as training in a specialized disciplines with an eye on the success of our graduates. The plan also reflects the University’s dedication to innovation in higher education – both through re-thinking approaches to our discipline and integrating innovative techniques in teaching and learning (digital history) - and illustrates a our Department’s aim to strengthen the academic quality and enhance the academic experience of our students through History faculty’s collaboration across fields and practical expertise.

**FIVE-YEAR PLAN for TENURE TRACK POSITIONS**

1. HISTORIAN OF GLOBALIZATION: The History Department at California State University East Bay seeks a specialist in the history of modern globalization, broadly defined. An interest in historical global migration systems will be considered an asset. The department seeks candidates capable of teaching upper-division courses in either East Asian or Latin American history, with research specialties in one of those regions. A tenure-track hire would also teach the period of World Civilization appropriate to his/her training and research interests, and support the Department’s core offerings in historical writing and historiography, as well as graduate courses. Preference will be given to scholars who have experience in the methodology and practice of Digital History and/or Public History, or whom have an interest in the Scholarship of Teaching and Learning or in the teaching of History as a field. A Ph.D. in history is required. *

2. HISTORIAN OF SUSTAINABILITY: The History Department at California State University East Bay seeks a specialist in sustainability through a historical perspective. The ideal candidate will be well-versed in the field of environmental history, but will also teach sustainability as a concept embracing economic and social issues as integral parts of the sustainability equation. The department seeks candidates capable of teaching upper-division courses in East Asian, European or Latin American history, with research specialties in one of those regions. A tenure-track hire would also teach the period of World Civilization appropriate to his/her training and research interests, and support the Department’s core offerings in historical writing and historiography, as well as graduate courses. Preference will be given to scholars who have experience in the methodology and practice of Digital History and/or Public History, or who have an interest in the Scholarship of Teaching and Learning History. A Ph.D. in history or relevant field is required. **

3. HISTORIAN OF DIVERSITY AND DIASPORAS: The History Department at California State University East Bay seeks a specialist in the history of diversity and diasporas, broadly defined. The Department is looking to hire someone with teaching and research interests in transnational communities and migrations; candidates with expertise in the African or Latin American Diaspora will be given special consideration. A tenure track hire must show a willingness to develop upper division courses in the appropriate regional history and in transnational history, and would also teach the period of World
Civilization appropriate to his/her training and research interests, support the Department’s core offerings in historical writing and historiography, and teach in the graduate program. Preference will be given to scholars who have experience in the methodology and practice of Digital History and/or Public History, or whom have an interest in the Scholarship of Teaching and Learning History. A Ph.D. in history or related field is required. ***

4. PUBLIC HISTORY: The History Department at California State University East Bay seeks a specialist in Public History who will enhance our public history offerings by bringing practical experience in the field. Experience in teaching public history at the university level is also required, with interests in oral history, digital history and/or community-based public history an asset; a commitment to community engagement is a plus. Candidates who have an interest in the Scholarship of Teaching and Learning History in public history venues will be given preference. A tenure-track hire would teach lower division courses appropriate to their research field, and will be expected to support the Department’s core offerings in historical writing, public history as well as graduate courses. Preference will be given to a non-US field of expertise, but welcome experts in transnational communities who may have settled in the US as well as historians of the African diaspora. A Ph.D. in History, Public History or a terminal degree in a related field is required.***

5. HISTORY EDUCATION: The History Department at California State University East Bay seeks a specialist in the Teaching of History and History Teacher Education who will enhance our offerings in the teaching of history. Candidates expected to be well-versed in the Scholarship of Teaching and Learning; expertise on the integration of social justice and/or digital methods into pedagogy is a plus. A tenure-track hire would teach lower division courses appropriate to their research field, and will be expected to support the Department’s core offerings in historical writing, teaching of history as well as graduate courses. A Ph.D. in History, an Ed.D. in History Education, or a terminal degree in a related field is required.***

(6. HISTORIAN OF TECHNOLOGY, SCIENCE AND/OR MEDICINE: The History Department at California State University East Bay seeks a specialist in the History of Technology, Science and/or Medicine. A successful candidate will be able to teach upper division courses in the history of one or more of these topics, and have experience or interest in teaching history courses that would compliment and strengthen a STEM curriculum. Preference given to non-US specialists. A tenure-track hire would also teach the period of World Civilization appropriate to his/her training and research interests, and support the Department’s core offerings in historical writing and historiography, as well as graduate courses. Preference will be given to scholars who have experience in the methodology and practice of Digital History and/or Public History, or whom have an interest in the Scholarship of Teaching and Learning History. A Ph.D. in history or related field is required.)

* Search conducted and successfully concluded in 2015.

** Search conducted and successfully concluded in 2016.

*** As of 12/2015, the above two positions have been combined into HISTORIAN OF DIVERSITY AND DIASPORAS/COMMUNITY ENGAGEMENT THROUGH HISTORY. Search has been approved, and will be conducted in 2016-2017.