



COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT

College	CLASS
Department	HISTORY
Program Unit	BA
Reporting for Academic Year	2014-2015
Department Chair	Linda Ivey
Date Submitted	6/9/2015

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 major in History. Our increasing focus on real world experience (in the Public History program, or in our newly introduced course HIST 4033 Introduction to Teaching History, for instance) should also encourage growth in the numbers of majors. In terms of program-level learning outcomes, the department will continue to develop its already effective methods of assessment for its core courses. Our next step will be a method for assessing some of our upper-division GE courses. In terms of faculty, we have been requesting and will continue to propose hires that will help us implement our new five-year plan for the major (see attached), while strengthening the geographic representation of our scholars' work. Last year we successfully hired a Digital Historian, whose research focuses on the Ancient World. This year we hired a Historian of Globalization, with expertise in China, the Soviet Union and Global Communism. We have been given a tenure-track hire for 2015-2016 in the History of Sustainability. Our remaining proposed hires in Public History, Diaspora and Diversity Studies and the History of Science will likewise build out our dynamic vision for the future of our BA program. These proposed hires further address needs in geographic representation (e.g. in Latin American and Latin/African 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. We foresee an even greater reliance on technology as we continue to build the Digital History lab we began in 2013. We hope that support for travel will continue at the same level as in the current academic year.

B. Five-year Review Planning Goals Progress

In terms of staffing, we are moving forward successfully. In 2014-2015, we successfully hired a Historian of Globalization with expertise in China, the Soviet Union and Global Communism. Previously, in 2013-2014, we successfully hired a tenure-track Digital Historian proposed a course in digital history. Next year, we have received approval to conduct a tenure-track search in the history of Sustainability, with a preference for expertise in Latin America. In terms of curriculum, as a faculty we developed a new vision for the future of our major and developed a five-year plan for significantly revising our major to align with contemporary needs of our students (see attached). The recent work begun in transitioning to a semester system has provided us with the perfect opportunities to implement that changes we had planned. 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 the specific integration of “applied history” courses in either the teaching of history, digital history or public history. In terms of pedagogical revision and development, the History Department received two distinct grants from the CSU Chancellor’s Office for Promising Course Redesign in 2013-2014, both of which served to energize our lower division offerings in World Civilizations and US History, integrating digital history and team-based learning, respectively. 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. We have continued to work on explicitly integrating the concept of sustainability and into history coursework to address the sustainability ILO, and received two grants from CLASS in the Summer of 2014 to address specific courses with this in mind. We have also begun to develop specific and guided approaches for more concrete and practical experience within our curricular offering, developing student teaching experiences and both teaching history and digital history coursework. We are developing a plan to refine and bolster our internship program for Public History. In terms of our newly developed Departmental SLOs for the BA program (2013), we have begun building upon our assessment tools to address these changes. This can be found in the assessment section of this Annual Report (Section II) and in our vision for the BA (see attached Five-Year Plan) which 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 hiring a Digital Historian to help direct us further in this goal.

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 two full-time faculty members, one of whom began Fall 2014, and the other Fall 2015. We have official said goodbye to our FERP-ing faculty member whose last term was Winter 2015. Four of our nine full-time faculty members have administrative positions outside of the department that come with significant assigned time: Director of Faculty Development (36 wtus assigned time), Director of the Concord Campus (36 wtus), Director of General Education (beginning July 2015, 36 wtus) and the Director of the University Honors Program (12 wtus). In terms of building our faculty, in line with our new five-year plan, we have shifted the way in which we envision 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 going forward directly address 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 history of science, medicine, and technology. Currently, we have restructured the BA degree in preparation for the semester schedule, and are carefully examining our current offerings, and develop a new approach to completing the history major through the integration of the above-mentioned thematic and practical approaches. Finally, in terms of space, we anticipate moving to

the new building on campus in the summer of 2015.

2. SUMMARY OF ASSESSMENT (about 1 page)

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.

B. Program Student Learning Outcome(s) Assessed

B.A. = #2 “demonstrate significant knowledge of major events and trends in their area of concentration.”

C. Summary of Assessment Process

FOR B.A.: Faculty in seven selected upper division courses offered across the academic year included one or more question on the final exam that the department would use to assess BA SLO #2. The questions were designed by each faculty member to cover significant events and themes in the class in question. This does not represent what the department considers to be the only essential themes, but a sampling from across fields (Latin America, Early Modern Europe, Early America, and 20th Century California) in representative courses. Professors noted the score of each major on the selected questions and compiled an average score to serve as the measurement of student success in the outcome. Only the answers of majors were included. The grading scale as translated to assessment (A=student demonstrates exceptional understanding; B=student demonstrates good understanding; C=student demonstrates understanding; C-, D, & F=student does not demonstrate understanding)

The questions were:

- 1) How has sexuality been redefined in the twentieth-century and what is its significance both for men and women?
- 2) Your roommate asks you to explain what happened to the “traditional family?” How would you respond drawing on your understanding of the family in the colonial period, in the 19th century, a decade in the twentieth?
- 3) Based on evidence from at least 3 chapters in the section “The Atlanteans” in Richter, Before the Revolution (chapters 13, 14, 15, and/or 16):
First, describe one compelling example for each of 4 major themes of 18th-century colonial history (from those listed below: your choice of 4 out of 5). Then, conclude your essay with a brief paragraph explaining the following: which one of your chosen themes was dominant in shaping the development of the mainland colonies between 1700 and 1765?
Choice of themes:
 - 1) the dominance in colonial life of the Atlantic trade system for the exchange of goods and people (as in the slave trade)
 - 2) the reshaping of the environment and/or the increasing improvement in the standard of living for white colonists

- 3) the rising importance of religious experience (as with the Great Awakening) and ethnic diversity in the colonies
 - 4) the divide between European Americans and Native Americans and between European Americans and African Americans
 - 5) the final conflict between the empires of Great Britain and France in the French & Indian War
- 4) In the 1930s and 1940s (the era of the Great Depression and World War Two), California underwent a number of dramatic changes. In your opinion, what was the most long-lasting and influential change during this period? (Hint: World War Two itself is not a change, but an event.)
- 5) After World War Two, the United States in general and California specifically experienced a never-before-seen period of economic prosperity. How did that prosperity shape California society?
- 6) If you had to explain the history of California from 1769 to 2015 to someone who has not taken this course, what one event, idea, or theme would you consider essential to your explanation? Put another way, what one thing would you think the person you were talking to absolutely had to know in order to understand California? Your selection is up to you, but be mindful of the time frame (1769-2015); your selection and explanation should be relevant across a long time period (although it's not necessary that it cover the entire period). Use specific examples to show why your selection was relevant to many issues and periods in California history.
- 7) Evaluate the following statement: "a...clear lesson of Anna's story is that women at this time were not powerless victims of male rule. They had both the ability and the opportunity...to define themselves and their self-worth in fully satisfying ways through the spheres of life and work then available to them both within and outside the home...[women] still had inalienable rights and significant access to the courts, by which they could climb onto the stage of history and leave their mark, as Anna did." (187-8) Do you agree with Ozment's assessment of Anna Büschler's story? Why or why not? In answering this question, please provide specific examples from *The Bürgermeister's Daughter*.
- 8) "To his fellow citizens, Hermann Büschler's treatment of his daughter was both unusual and unacceptable and was neither condoned nor left unpunished." (188) Analyze the *bürgermeister's* behavior as a father. Do you agree with Ozment's assessment? Why or why not?
- 9) "Historians have perceived a new 'moral politics' emerging in German cities during the sixteenth-century...leaders of the Reformation and Counter Reformation sanctioned new measures against premarital, extramarital, and deviant sexual behavior." (27) Did the "new 'moral politics'" influence attitudes towards Anna's behavior in Ozment's microhistory?

D. Summary of Assessment Results

The average grade for majors on each question showed students had a generally good understanding of major events and trends.

1. Average grade for History Majors: B-
2. Average Grade for History Majors: B-
3. Average grade for History Majors: B+
4. Average grade for History Majors: B
5. Average grade for History Majors: B-
6. Average grade for History Majors: B-
7. Average grade for History Majors: B
8. Average grade for History Majors: B
9. Average grade for History Majors: B

The department determined that majors met SLO #2 in 2014-2015.

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: 39 (35 BA; 4 MA) in 2014¹**
- 2) **Number of Majors: 157 (135 undergraduates; 22 graduate students) in 2014²**
- 3) **Ethnicity; Faculty Students by Gender (student profiles from Fall, 2014)**
 - a) **Majors: African American 10; Asian/Pacific Islander 10; Hispanic 33; White 61; American Indian n/a; Multiple ethnicity 12; ethnicity unknown 9; 43 women and 9 men;³**
 - b) **MA candidates: African American 3; Asian/Pacific Islander 3; Hispanic 3; White 10; American Indian n/a; Multiple ethnicity 3; ethnicity unknown 1; 11 women and 11 men⁴**
 - c) **Faculty: White 6, Native American 2, Hispanic 1, Asian 1; 5 women and 5 men.**
 - d) **Support Staff: African American 1**
- 4) **Faculty Devoted to Program, Fall 2014:**
 - a) **Number: 24 (+one FERP)**
 - b) **FTEF: 12.8⁵**
- 5) **Full Time Faculty by Rank: 10**
Professor 3; Associate 6; Assistant 1;
- 6) **Part Time Faculty/Lecturers: 15⁶**
- 7) **Number of Course Sections Offered: Fall 2014 --53; however the actual number of sections offered was 47. I am unable to explain the difference, unless each Independent Study or Graduate Thesis enrollment counts as a “section.”**
For undergraduate, lower division: 13 (12). UG, upper division: 34 (32). For graduate: 6 (2).⁷
- 8) **Total Enrollment: 434 FTES in 2014. For undergraduate, lower division: 188. For undergraduate, upper division: 240.07. For graduate: 5.93⁸**
- 9) **Average Section Size: 34.4⁹**
For undergraduate, lower division: 54.2. For undergraduate, upper division: 28.1. For graduate: 8. (Again, see #7 for possible discrepancy.)
Sections taught by tenured faculty: 25. Sections taught by part time lecturers: 24.
- 10) **Student Faculty Ratio: 33.93¹⁰**
Lower Division: 56.35; Upper division: 27.79; Graduate: 7.26

¹ <http://www20.csueastbay.edu/ir/files/pdf/fact-book/Degrees.Conferred.5-3.pdf>

² <https://public.tableau.com/profile/publish/EthnicitySummarybyDepartmentMajorwSpreadsheet/EthnicityGenderSummarybyDepartment#!/publish-confirm>

³ <https://public.tableau.com/profile/publish/EthnicitySummarybyDepartmentMajorwSpreadsheet/EthnicityGenderSummarybyDepartment#!/publish-confirm>

⁴ <https://public.tableau.com/profile/publish/EthnicitySummarybyDepartmentMajorwSpreadsheet/EthnicityGenderSummarybyDepartment#!/publish-confirm>

⁵ <http://www20.csueastbay.edu/ir/fact-book/Academic%20Program%20Review.html#>

⁶ <http://www20.csueastbay.edu/ir/fact-book/Academic%20Program%20Review.html#>

⁷ <http://www20.csueastbay.edu/ir/fact-book/Academic%20Program%20Review.html#>

⁸ <http://www20.csueastbay.edu/ir/files/html/apr/APR%20SFR%20by%20department.html>

⁹ <http://www20.csueastbay.edu/ir/fact-book/Academic%20Program%20Review.html#>

¹⁰ <http://www20.csueastbay.edu/ir/files/html/apr/APR%20SFR%20by%20department.html>

11) Staff-Faculty Ratio: 1/23

**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. 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.