

CSU EASTBAY

History Five-Year Review

2011-12

History Department

Department of History Five-Year Plan

This is the plan for the next 5 years. For each of the following 4 areas, include 1) action/change, 2) timeline, 3) person(s) in charge, & 4) estimated cost.

3.1. Curriculum

• Envisioned changes for the next five years, addressing recommendations and concerns identified in the Self-Study, from external reviewer(s), and from assessment; issues relating to Concord, online offerings, G.E., and multicultural learning

3.1.1 Action

The History Department will maintain its programmatic excellence over the next five years. Our present curriculum takes advantage of our current faculty strengths in, for example, the history of California and the West; and we have topical specialties in fields such as Native American and Women's history. Our major curricular gaps are due to the Department's diminished number of faculty: as both the Self Study and Outsider Reviewer observed, the Department has managed to offer courses in important fields thanks to the work of our effective and well-qualified lecturers, but curricular development is the province of regular faculty with current expertise in their fields. We expect our proposed hiring program, described in Section 3.3.1 below, to revitalize our course offerings, especially in areas of multicultural learning. The addition of young and enthusiastic new faculty will also boost our enrollments.

We continue to reassess our curriculum on a regular basis. The Department has identified two areas of major importance for the next five years. First, we intend to provide students with practical experience to meet the needs of the job market. We will therefore continue and strengthen our internship programs to prepare students for public history careers, and we will develop additional opportunities for graduate students to assist in the lower-division megasections. Second, we will respond with appropriate curriculum to emerging areas of interest. A former faculty member established a curricular foundation in the history of technology and medicine; over the next five years we will build on that foundation so that our program reflects the importance of scientific developments in the modern world. One of our faculty members, for example, is experimenting with a digital history course. We also anticipate reworking our curriculum to reflect contemporary challenges—for instance, the issues of environment and sustainability.

Although we no longer anticipate sufficient enrollment to offer the History major at Concord, as we did a few years ago, we will continue to support that campus with General Education classes. We will also continue to develop and offer online courses, taking advantage of the FLCs for this purpose.

The History Department continues to play an important role in General Education (the American Institutions Requirement and C-4 classes), and we expect we will continue to do so over the next five years.

3.1.2 *Timeline*

The timeline for filling curricular gaps is contingent on the hiring of suitable faculty. See Section 3.3.2 below. Teacher preparation, internship programs, GE offerings, and curriculum in emerging areas of interest are either in the planning stages to be rolled out in the next academic year or two, or are already now underway as described in the Self Study.

3.1.3 *Person in Charge*

The Department as a whole proposes and discusses curricular changes, which must go through the University approval process.

3.1.4 *Cost*

The Department may incur some costs for graduate student readers (approximately \$600/quarter per student), etc. as part of the enhanced Teaching Option in the M. A. program. Although payments to graduate students currently come out of megasection support funding, the amount of money available does not meet the demands of the courses.

A2E2 funding may be needed to support curriculum in areas such as digital history, although an actual cost estimate cannot currently be supplied. No other unusual costs are anticipated for the proposed changes.

3.2. *Students*

- *Envisioned changes of trends for the next five years, addressing recommendations and concerns identified in the Self-Study, from external reviewer(s), and from assessment, including, but not limited to the following issues: number of majors, total enrollments, student characteristics, student career opportunities, program-level student learning outcomes, outreach plans, advising and retention strategies, class scheduling, new or changed programs, resources to support student learning*

3.2.1 *Action/Change*

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, for instance) should also encourage growth in the numbers of majors. We anticipate growth in total enrollments as well, because of the important role that History plays in General Education. We recognize the possibility that the University may continue to cut back enrollment in the current fiscal crisis, and if this occurs, our department's enrollments will be affected along with others'.

Our students currently reflect the diversity of the University and will undoubtedly continue to do so. Again, much depends on California's economic health: rising fees cut into the enrollment of students (generally older and whiter) who are ineligible for financial aid; at the same time, unemployment sends many of those same people back into the classroom to train for new jobs. Cuts to financial aid, if they occur, could affect the enrollment of low-income students, many of whom are people of color.

In terms of program-level learning outcomes, the department will continue to develop its already effective methods of assessment for its core courses as described in the Self Study. We are developing additional assessment instruments to evaluate our graduate program (also described in the Self Study). Our next step will be a method for assessing some of our upper-division GE courses.

We will continue our participation in University Outreach programs, such as the recent visit to Las Positas College (April 26, 2012). With new hires, we would like to put develop closer ties with other local community college History programs for department-specific outreach programs. While we have discussed this as a department, we are currently limited by our diminished numbers.

Our successful advising program has been described in our Self Study, and we have noted that student responses in assessment have caused us to institute changes: for instance, we now advise students about the possibility of creating their own major options, and we stress the connections between our sequential core courses. We believe that consistent and regular advising is a key to student retention. As noted above, the area that we would like to develop further is additional training for graduate readers in our megasections—a handbook to guide them and/or courses to prepare them to assist in helping students succeed in these large classes. (See also section 3.3.1 below.) As we have noted elsewhere, such training will serve the double purpose of helping undergraduates and giving graduates practical experience.

Programmatic changes are discussed above under *Curriculum*.

3.2.2 *Timeline*

For assessment, the graduate assessment under development should be instituted in AY 2012-13, and we will work on upper-division GE the year after. Enhanced outreach will begin in AY 2013-14 or whenever an increase in our manpower makes it possible. Additional training for graduate student readers is already under discussion, and we expect to see implementation of ideas being discussed in AT 2013-14. Programmatic changes are also currently under discussion—for instance, a pilot class in digital history is being offered this quarter (Spring 2012). Other curricular changes must await the hiring of additional faculty.

3.2.3 *Person in Charge*

Our Assessment Coordinator oversees our annual assessment, but all faculty members who teach in assessed courses gather the data. Outreach is generally performed by the Chair, by the Graduate Coordinator (for graduate students) and by volunteers from the Department.

3.2.4 Cost

Assessment will continue without need for additional resources. Other changes proposed here may require minor additional support –e.g., travel expenses or promotional materials for outreach.

3.3. Faculty

- *Envisioned changes for the next five years, addressing recommendations and concerns identified in the Self-Study, from external reviewer(s), and from assessment*
- *List and justify anticipated new tenure-track applications*
- *Climate issues, leadership-faculty communication, workload and PT&R challenges, advising plans*

3.3.1 Action

Our first priority is to rebuild in the areas that have suffered most from the attrition of faculty. Our proposed hires in East Asia, Ancient Mediterranean, African-American/African Diaspora, Latin America, and Early Modern Europe/History of Science will restore the areas in which the Department once had coverage, and fill the gaps noted in the Self Study and described in the Outside Reviewer’s report as a “serious weakness.” All these areas are essential in the development of a truly multicultural curriculum designed to prepare students for a globalized world. The Ancient Mediterranean is a key component of the Freshman GE cluster and the Liberal Studies degree (currently one of the few majors offered at Concord). The absence of Black History is a gap in our otherwise strong American history option. Knowledge of our neighbors in East Asia and Latin America are vital for any American citizen, but especially those living on the Pacific Rim. Modern Europe/History of Science is likewise vital, not only for a STEM-centered university, but because students will be living in a world increasingly dominated by technology. Restoration of these areas would also meet one of the concerns expressed by our majors in our assessment instruments—that is, the limited options in areas other than US and California history. (See also Self Study Section 2.4 and Appendix 2.)

Our secondary priority is to plan for the future. We anticipate the retirement of one or more faculty members in the next five years, and we are naturally concerned not only about restoring, but also maintaining the integrity of our program. The department has identified modern Europe as a likely gap in our curriculum when our FERPed colleague retires.

As we hire, we intend to choose candidates who will be able to support our programmatic goals in areas that are currently under development, such as those mentioned above in Section 3.1.1.

Climate issues are directly connected to workload issues. We are now teaching more students each quarter—indeed, in the case of megasections for the two US History surveys, *many* more students—and the Department has been discussing and will continue to work on means to facilitate the workload. One suggestion has been proposed: to have a forum where faculty who teach these sections can share pedagogy. The increased use of graduate students, as noted above,

may also help to alleviate the workload issues, although the current level of support for graduates should be increased.

While we no longer have any junior faculty, we should note that workload also affects the prospects for retention and promotion of tenure-track employees that may be hired under our proposed plan.

The restoration of assigned time for labor-intensive positions such as Graduate Coordinator and the Social Science Single Subject Preparation Coordinator and the institution of assigned time for the Public History Coordinator would ease the workload and enhance the climate, allowing more time for scholarship, but also for outreach efforts, assessment, and similar proposals of the sort described in Section 3.2.1.

3.3.2 Timeline

Our timeline will depend largely on budget considerations. Ideally we will hire the two most critical positions (Asia and Mediterranean) next year, and the remaining three we have identified as also soon thereafter. The search to fill a position in modern Europe should take place later in the five year cycle, perhaps by AY 2015-16.

3.3.3 Person in Charge

The Department faculty with approval of the dean and provost determine hiring. The administration determines assigned time.

3.3.4 Cost

The cost of salaries for new hires will be partly offset by the decrease in the number of lecturers. Restoration of assigned time will cost about \$3700 (lecturer cost) per four units.

3.4. Other Resources

- *discuss envisioned changes for the next five years, addressing recommendations and concerns identified in the Self-Study, including lessons from assessment, including, but not limited to the following: Staff, Equipment, Library, Travel funds, Information/instructional technology and assistive technology, Other resource needs.*

3.4.1 Action/Changes

These are the Department's priorities.

As noted in both the Self Study and the Outside Review's Report, the need for additional staffing in support of Wanda Washington is very great. A part-time assistant (or full-time, if possible) is the Department's first priority.

We foresee an even greater reliance on technology in future classes, in the form of tablets, clickers, e-books, and the like. The department will need to acquire such technology over the next five years, perhaps through the allocation of A2E2 funds.

We hope that support for travel will continue at the same level as in the current academic year. We expect that need will grow for webinars and conferences on matters such as team-based learning and the “flipped classroom”—that is, for assistance with innovative pedagogies to deal with the challenges of larger classes and increasing use of technology.

We will continue to work with our Library Liaison, Liz Ginno, to maintain access to materials needed for teaching and scholarship.

3.4.2 Timeline

Changes in this category are completely reliant on the budgetary situation, of course. Ideally, Wanda Washington would be able to hire an assistant by Fall 2012. Other needs would be met over the course of the next five year period.

3.4.3 Person in Charge

Staffing, technology, travel support, etc. come via the Dean’s office.

3.4.4 Cost

An assistant to Wanda Washington would be the most expensive item in this category at \$20,000/year or more, depending on his/her hours. Travel funds proposed this academic year were \$10,000, although the actual amount spent was smaller (less than \$4000); the need for travel funds varies from year to year. Technology costs will also vary depending on needs but are not likely to be substantial. No costs to the Department are anticipated in connection with the Library, other than the portion of the Library’s own budget assigned to History-related acquisitions.

**HISTORY DEPARTMENT CAPR
DOCUMENTS # 1 & 2
FOR FIVE-YEAR REVIEW 2012:
SELF-STUDY & PLAN**

Final

The following “Self-Study” and “Plan” adhere to the guidelines set out in 08-09 CAPR 23 (revised), Policies and Procedures for Five Year Reviews and Plans.

SELF STUDY

INTRODUCTION

Before proceeding, it may useful to take a snapshot of the History Department in Fall 2011:

We consist of 10 regular faculty members: 3 Full Professors, 4 Associate Professors (one of whom is on almost full-time administrative leave), 2 Assistant Professors, and 1 member of the faculty who entered the FERP in the AY 2010-2011. We currently employ 3 lecturers with 3-year contracts and 3 annual and 4 quarterly lecturers. Our staff is one person: the Administrative Support Coordinator. Our majors numbered 174 in Fall 2010, including 38 enrolled graduate students and 1 post-baccalaureate, with many others engaged in graduate projects. In Fall 2010, the total FTES enrolled in History courses was 361.1 in 25 different courses taught in 33 course sections, plus independent studies. The current Department Chair is now in the final year of her 3-year term.

The department runs five programs: the undergraduate History major, the undergraduate History minor, the Urban Studies minor, the History Master’s program, and the History/Social Science Single Subject Preparation Program. We offer two degrees: the History B.A. and the History M.A. We also offer a Certificate in Public History.

The History **Major** consists of 68 units, including a developmental sequence of 4 skills courses, from introduction to capstone; 3 lower division courses in World Civilizations; 2 lower division courses in U.S. History (added in Fall 2005); 4 upper division courses in an area of concentration (U.S., Europe, Asia/Middle East, Latin America, or California and the U.S. West); and 4 upper division electives with a breadth requirement.

The History **Minor** requires 32 units, the Urban Studies **Minor** requires 24 units, and the Public History **Certificate** requires 28 units. The History **M.A.** requires 45 units in one of four options: the University Thesis, the Teaching Option, the Examination Option, or the Public History Option. The History/ Social Sciences **Single Subject Program** requires a variety of History and other Social Science courses for students aiming to teach junior high and high school.

Beyond our majors and minors, however, the department serves the broad sweep of CSUEB students with numerous courses fulfilling the C-4 General Education requirement in upper division humanities, several courses meeting the Cultural Groups and Women requirement, and the U.S. survey and California history, which fulfill the American Institutions requirement. While student enrollment at the Contra Costa campus is not sufficient to support the major, we regularly offer courses to meet the General Education needs of the majors that are offered there: lower- and upper-division U.S. history and a special G.E. course, HIST 4710, for nursing majors.

2.1 SUMMARY OF 2005 FIVE-YEAR REVIEW AND PLAN

2.1.a: Previous Plan Summary

The 2005 Five-Year Review of History reported that the Department was working effectively to meet the concerns and goals set out in the previous (2000) review. The major areas considered were four: tenure-track hiring, curricular review, consistency in course expectations, and advising.

The 2005 Review reported that faculty numbers were “holding steady.” History had hired three new tenure-track positions, with a fourth search underway, and the proportion of lecturers to regular members had decreased. In 2005, the number of regular faculty was 12, although one person was on administrative leave and another was finishing his final year in the Faculty Early Retirement Program. Thus the effective number of regular faculty was 10, an increase of 1 over the 9 faculty reported in 1999, although still considerably below the 20 or so faculty of a decade earlier.

The 2005 Review also noted an extensive curricular review completed in AY 2003-2004, which eliminated courses taught by now-retired faculty, established new fields in the History of Science and South Asia, the Middle East, and American Indian History, and revived several courses that had not been offered in some time. The Department revised the major to incorporate 8 units of the U.S. History survey (HIST 1101 and 1102) and maintained its graduate offerings, although HIST 6010, the Graduate Research seminar, was offered only every 18 months, rather than annually.

With regard to consistency in course expectations, the 2005 Review noted the already high standards of the Department’s offerings. The recently hired tenure-track faculty introduced new courses or modified existing ones, and brought exciting new approaches to instruction. The Department continued its efforts to assess student learning through evaluations of core courses. Evaluation of lecturers helped to ensure instructional quality. The Review observed that Departmental GPAs were lower than the University average (2.82 in History undergraduate courses versus 3.04 University-wide; 3.62 for graduate course [including grades for M.A. projects, which tend to raise the average] versus 3.66 University-wide). The numbers suggest that the Department continues to offer a challenging curriculum.

The 2005 Review reported significant changes in major advising, which are still in effect. Upon their arrival in the Department, undergraduates meet first with the chair, and then are assigned an advisor. The Graduate Coordinator carries out most graduate advising; a thesis advisor and reader supervise M.A. students’ final projects. At the time of the 2005 review the Graduate Coordinator was compensated with 4 WTUs release time. The position is no longer compensated.

In 2000, the Department expressed its intention of increasing the number of majors. By the 2005 review, it had successfully met this goal: the number of majors rose 46%, from 116 in 1999 to 169 in 2004. The number of undergraduate majors increased 43% (from 94 in 1999 to

134 in 2004) and the number of graduate majors increased 59% (from 22 to 35). It should be noted that the number of majors continues to increase, though not quite so dramatically. The Department reached a high thus far of 201 (164 undergraduates, 2 post-baccalaureates, and 35 graduates) in 2009. The number dropped to 174 in 2010, but our average for the period 2006-2010 is 184 majors (145 undergraduates, 3 post-baccalaureates, and 36 graduates).

The 2005 Review identified five areas to be considered in the future development of the department:

- 1) Rebuilding tenure-track faculty;
- 2) Planning the department's curricular future;
- 3) Compensating staff and faculty as best as possible for myriad and often "invisible" services to the department, especially at a time when department SFR's are at an all-time high;
- 4) augmentation of the department's S&S budget to avoid excessive constraints on photocopying and hence on necessary teaching materials;
- 5) augmentation of technological support, both for administrative and teaching purposes, especially in light of S&S cutbacks.

2.1.b: Progress in implementing the previous Plan, what remains to be completed, other achievements (other program achievements, faculty professional achievements, and student achievements). Give a brief summary here, and attach details, if any, as appendix

Rebuilding tenure-track faculty:

The 2005 Five-Year Review, like the 2000 Five-Year Review before it, emphasized especially the problems the department was facing through *attrition of regular faculty*. In 2005 the department reported hiring three tenure-track appointments; all three (Professors Howard, Varzally, and Heath) have since left for other positions. Since the last review we held four successful searches for Colonial South Asia, Nineteenth-Century US, and two positions in California and the American West, with specialties in environmental history and American Indian history; that gain was offset, however, by the retirements of Professors Orsi, Lee, and Henig; the departure of Professor Arreola; Professor Reichman's entry into FERP; and Professor Phelps' assumption of administrative duties at the Concord Campus and in the University Honors program. While we had twelve regular faculty members in 2005, we now have ten, and that number includes the faculty in FERP or assigned administrative duties. The department has, needless to say, continued to submit tenure-track requests as part of our ongoing five-year plans (see Appendix 2); we have not received permission to search since the hiring of our junior Californianists, who are being considered for tenure this year.

In the prior Review, the department stated its intention to increase the percentage of FTEs taught by regular faculty, and in that, we have been successful. In Spring 1999, nearly 75% of History FTEs were taught by lecturers, in 2005 the numbers were roughly 50/50, and in Fall 2009 (the most recent data available) lecturers accounted for only 26% of the FTEs. (The number will undoubtedly be higher when data for 2010 is compiled.) Since the number of tenure-track faculty has fallen, the increase is due to several factors: the reduction of release time, a decrease in the number of sections, and an increase in class size.

Planning the department's curricular future:

The department completed a full curricular review in AY 2003-2004, but we continue to revise our curriculum to take advantage of faculty areas of expertise and support student needs. We have, for example, eliminated courses taught by retired faculty.

The most important changes were

- 1) the change of our “concentrations” to *options*, so that they will now appear on students’ diplomas
- 2) the revitalization of the public history program (discussed more fully under curriculum in Section 2.2.2 below)
 - a. We have added two courses: *Public History Internship* (HIST 4010) and *Introduction to Public History* (HIST 4032). The latter may be substituted for *Historical Research* (HIST 4031) as one of the major’s capstone requirements.
 - b. We now offer a *Certificate in Public History* which consists of 28 units (12 core units and 16 electives; HIST core courses 2010 and 3010 are prerequisite)
- 3) the revision of the Asian option, which now includes courses in pre-colonial India, modern South Asia, the rise of Islamic societies, and the modern Middle East
- 4) the development of courses in American Indian history and their inclusion as part of the US history and the California/ the West options
- 5) increased attention to the preparation of future teachers
 - a. by the approval of the Social Science Subject Matter Preparation Program which was approved by the California Commission on Teacher Credentialing Professional Services Division in 2006 (See Appendix 4.1.)
 - b. by the development of a course on Teaching History (HIST 4033), which addresses past methods of teaching history, current trends, curriculum development, and use of primary sources. The class will be open to both undergraduates and graduate students, but it will not replace the major capstones, HIST 4030 and 4031
 - c. by the revision of the Master’s Degree in History, Teaching Option, to include the new HIST 4033
- 6) the development of a two-year “map” of course offerings to facilitate planning and scheduling

The department continues to offer a variety of graduate courses. Our last Review noted that in 2005 the core course HIST 6010 was offered on an 18 month cycle, rather than annually, and that graduate courses had been cut to fewer than two per quarter; however, beginning with the AY 2010-2011, we have scheduled HIST 6030 regularly in the Winter and HIST 6010 regularly in the Spring, and we have offered two graduate courses per quarter as long as we had sufficient enrollment. We plan to continue this arrangement to facilitate the progress of our graduate students through the Master’s Degree program.

Compensating staff and faculty as best as possible for services to the department:

This was an area that drew the particular attention of the outside reviewer in 2005. His recommendations were as follows:

1. first and foremost, a full-time office assistant for the Administrative Support Coordinator;
2. secondly, a part-time assistant in program management, to work for the Graduate Coordinator and the Advising Coordinator;
3. restoration of regular assigned time for the History/Social Science coordinator;
4. additional assigned time for the History Graduate Coordinator;
5. higher allocations to lower the excessive SFR's in history courses;
6. the restoration of extra quarter for pay

Budgetary constraints have made all these recommendations impossible to implement. The Administrative Support Coordinator, Ms. Wanda Washington, had a part-time assistant, but that position was eliminated; indeed, for a while, Ms. Washington served as Support Coordinator for two departments, History and Philosophy—a totally unworkable solution. While she no longer has to concern herself with Philosophy, she now has no other assistance than the two work-study students who come in for a total of sixteen hours during the week.

There is no assistant for the Graduate Coordinator. The position of Advising Coordinator has been eliminated. The Chair meets with incoming students for an initial consultation. They are then assigned a faculty advisor. Most faculty members of the department do general major advising along with their other duties.

There is no assigned time for Professor Ford, the History/Social Science Coordinator. She carries out those duties along with her major advising and regular course load. While she was on sabbatical in AY 2011-2012, her coordinator functions were taken over by the Department Chair.

The Graduate Coordinator no longer has any assigned time. Professor Schneider carries out those duties (including in summer) along with his major advising and regular course load. He also serves as the Department's Assessment Coordinator.

SFRs are continuing to rise, a trend encouraged by the department's adoption of "megasections" of up to 120 students in the lower-division US history surveys (HIST 1101, and HIST 1102). The department has received support for them in the form of grants to the department (\$300 per section) and to the faculty members teaching them (\$1200, which cannot be taken as salary, but which can be used for readers or for equipment or travel to support research and teaching). The megasections present particular challenges to teaching, which in the History department has always been geared towards smaller class sizes; however the department is continuing its efforts to deliver instruction effectively. We are also considering ways in which the megasections can provide opportunities for our graduate students, especially those planning on teaching, to gain experience working with students.

There are no extra quarters with pay.

Augmentation of the department's S&S budget and other financial needs:

Two developments have affected the proposals in the 2005 Review with regard to the department's needs for equipment, photocopying, and supplies: technology and the megasections. Members of the faculty are now accustomed to posting syllabi and course materials online, and students are accustomed to looking for them there. All classrooms are now "smart"—that is, equipped with technology to access and display course materials. The department still needs photocopies, especially for tests, course evaluations, and the like, but megasection support funds, at \$300 per section as described above, have been sufficient to meet these expenses. The megasections have also allowed us to purchase new office equipment, notably a new copier, and sufficient paper and office supplies to meet our needs.

The 2005 Review also recommended a higher History book budget for the library. While the library no doubt has many of budget concerns, journals and even books are increasingly available online. Library subscriptions to online services have improved access to many materials needed for teaching and research, and the Library liaison, Liz Ginno, is extremely responsive to Department inquiries and needs.

The last Review recommended increased travel support for conferences for both regular faculty and lecturers. For the first time in many years Faculty Support grants of up to \$1200 for teaching and research have been offered to all regular faculty members in the AY 2011-2012. Unfortunately, the grants are not offered to faculty in FERP or to lecturers, even though some of them are active scholars. The department would like to extend support to them as well, if they need it, and will do so if the budget improves. Faculty who teach megasections (only the Americanists) may also apply their individual support money to travel.

The last Review called for an events budget. To a large extent, department events (for instance our Spring Speaker series, and our annual commemorations of Black History and Women's History months) are funded out of the Friends of History, which is described in greater detail in Appendix 3.

Augmentation of technological support, both for administrative and teaching purposes:

In this area the department and the university has made great strides, with the advent of "smart" classrooms. In general, technological problems are resolved quickly by the IT staff.

Department Achievements since the 2005 Review:

While the last several years have been fiscally challenging, the History Department continues to carry on its mission of teaching, research, and service. Specific accomplishments are listed in Section VI below, but some general remarks are in order here. In general, morale is high. The members of the faculty are a collegial and mutually supportive group, not divided into factions. Departmental decisions tend to be determined by consensus. While teaching loads have increased due to increased class size and the elimination of most assigned time, the History faculty are still productive scholars, who pursue their programs of research and present at conferences and in print. Several have won research grants or prizes for publications.

The department is also fortunate in its regular lecturers, who are an integral part of the department. While we do not expect them to sustain the same levels of scholarly productivity as

regular faculty, several are active scholars. While they are exempt from service to the university, they are now teaching larger classes—in particular, the Americanists who teach the megasections—but despite the added demands and no increase in compensation, most get high marks on their student evaluations and perform a valuable service to the department.

Since we also hire quarterly lecturers to teach courses not covered by the regular faculty, we have policies in place to support and evaluate their work. All lecturers are evaluated annually by the department's Lecturers' Committee and the Chair does an in-class peer evaluation for each new lecturer. New hires are provided with the department's Lecturers' Handbook, which was revised in 2011. (See Appendix 5.) The Handbook sets out standards for syllabi and expectations for student work, thereby encouraging the consistency which the 2005 Review identified as an area of concern.

The History department has always maintained rigorous standards for teaching and learning, yet we continue to reflect on our efforts and look for areas to improve our effectiveness and student learning. At present, we are deliberating on whether to make an in-class peer evaluation part of the regular periodic evaluation procedure for one- and three-year lecturers and tenured/tenure-track faculty; we expect the policy, if implemented, will increase the discussion and sharing of effective pedagogies. To measure student learning outcomes, we have implemented and continue to expand on our program of assessment (discussed more fully in Section 2.2.1 below). We strive to make our expectations for students clear, through consistent syllabi and regular advising. Graduate students receive additional assistance in the form of the MA Handbook, lately revised. (See Appendix 6.) Students appreciate our efforts, as shown by their evaluations, which give the faculty consistently high marks. Since Fall 2007, our Department averages 1.39 on student evaluations: tenured and tenure-track faculty averaged 1.38, with scores ranging from 1.22 to 1.65; and lecturers averaged 1.4, with scores ranging from 1.22 to 1.85. Summary sheets for student evaluations from Fall 2007 to Fall 2011 appear in Appendix 7.3.

Outside the classroom, members of the History Faculty continue to pursue scholarship in their fields of professional interest, as is demonstrated by their records of conference presentations and publication of articles and books. Several have received grants to support their own research or professional development for K-12 teachers. In addition, the Department continues to play an active role in university governance and service. These achievements are listed in detail in Appendix 8.

The department is also very engaged in University service. In the last five years, History faculty have served on the College Curriculum Committee and the College T&P Committee, the Academic Senate, CIC, FAC, the Research Committee, the Concord Advisory Committee, the University T&P Committee, the CSU Statewide Senate, various university and statewide task forces, and a number of administrative search committees.

Included in Appendices 3 and 4 is evidence of our active support of the Hayward area community. Notably, the Department has partnered with the Alameda County Office of Education on professional development for public school teachers, funded by a substantial *Teaching American History* grant from the US Department of Education to ACOE. In addition,

the Department continues its outreach to the university, alumni, and the community through lectures and similar presentations. Our Public History program, coordinated by Professor Ivey, has also developed strong ties with the Hayward Area Historical Society, the Oakland Museum of California, and other agencies, placing numerous CSUEB students as interns. These accomplishments are described more fully below in Section 2.2.2, *Curriculum*.

One other area is important to note, especially in this era of diminished resources: fundraising. Thanks in particular to Professor Andrews, who coordinates these fundraising efforts, and to the generosity of our faculty, emeriti and alumni, the History Department has solicited resources to support History student scholarships and annual campus events. Most recently, the Gilliard Fund (named in memory of the late Professor Emeritus F. Daniel Gilliard) reached the necessary amount for endowment, as has the Blanchette Family Scholarship Fund. Professor Emeritus Judith Stanley has also endowed two scholarships for History Majors through the University's Charitable Annuity Program; an anonymous donor has contributed \$5,000 to the Public History Program; and Librarian Emeritus Myoung-Ja Lee Kwon and her husband have funded the annual Kwon-Irish Graduate Award in History. These accounts join the long-established Rice Endowment and the Friends of History Fund as financial resources for the department, and are regularly reported to the larger CSUEB History community in the History Department Newsletter, edited by Professor Thompson. (See Appendix 3.6)

Impact of changes:

There is no question that the last five years have brought significant challenges to the Department, as indeed to the University as a whole. By and large the Department has risen to meet the challenges, especially with regard to planning, teaching, scholarship and service. The number of majors continues to grow, and majors generally express their satisfaction with their experience in the department. Department assessment instruments indicate that they are learning the skills expected of History students. See Section 2.2 below and Appendix 7. As noted above, the California's ongoing budgetary woes have restricted our ability to make progress in the important areas of rebuilding tenure-track faculty and compensating faculty and staff for an increasing workload; however in all other respects we have closely attended to the provisions of the 2005 CAPR review.

2.2 CURRICULUM AND STUDENT LEARNING

2.2.1 Student Learning Outcomes Assessment Plan

The department has completed a mission statement, learning outcomes, and performance indicators for its B.A. and M.A. programs. (See Appendix 7). We have in place a regular means of assessing our core courses: HIST 2010 [formerly HIST 1000] (Introduction to History), 3010 (Historical Writing), 4030 (Historiography), and 4031 (Historical Research). The surveys follow the main goals for each course, with one *initial* self-assessment survey completed by students at the start of each course, the same *final* surveys completed for comparative purposes at the end of

the course by both students and faculty. Students respond to a series SLOs related to historical methods and theory on a scale of “Strongly Agree” to “Disagree”; e.g., “I understand the distinction between a primary and secondary source.” The emphasis throughout is on aggregated information – all surveys are anonymous – to avoid mixing program assessment with individual evaluation of students and instructors, in keeping with the general guidelines in the professional assessment literature.

A comparison of initial and final student self-assessments show students are more confident in their skills as history students by the end of each core course. Consistently, the greatest percentage increase of responses is in the category “Strongly Agree.” The most recent (Academic Year 2010-2011) shows the largest percentage gains between beginning and end assessments came in the “Strongly Agree” category in all but six SLOs. Each of those six, however, still saw the largest increase in the “Agree” category. Assessment data shows that students complete the core courses better able to analyze primary sources and more able to interpret historical arguments than they began. They are more confident writers and also feel better about their ability to express themselves orally in class by the end of the quarter. They are more familiar with history as a method of inquiry and are confident in their abilities to conduct historical research. (See Appendix 7.4 a and b for the assessment summaries for the two most recent academic years.)

At present, Assessment Coordinator Professor Schneider is serving on a CLASS Faculty Assessment Committee developing assessment instruments for the department’s Grad program. Specifically, the department has identified HIST 6010 (the required research seminar) as the most likely and useful course for assessing the Grad program.

2.2.2 Course offerings with comparison to CSU and nationally recognized History programs

The following are comparisons of the Hayward History programs with those at two Bay Area CSU campuses and two Bay Area UC campuses.

Sonoma State University (2011-2012 catalog):

The B.A. requires 40 semester (60 quarter) units, including at least 6 and up to 12 units in lower-division World and U.S. surveys and 28-34 upper-division units. There is a breadth requirement of at least one upper-division European and one Latin American, African, Middle Eastern or Asian course; and students must include a senior seminar in their course work.

The Minor requires 22 semester (33 quarter) units (two lower-division and four upper-division courses).

The M.A. requires 30 semester (45 quarter) units, half of which may be upper-division courses. Two graduate seminars and a final project (thesis or examination) are required.

Sonoma State also has a History Honors Program.

The catalog lists 7 lower-division, 56 upper-division, and 9 graduate course offerings.

San Francisco State University (2011-2012 catalog):

The B.A. requires 39 semester (58.5 quarter) units, including Western or World surveys and the U.S. survey and a skills course (historical analysis) at the lower division level; a field of emphasis (12 units) and two minor fields (6 units each) at the upper division level; the upper-division units must include a proseminar. Fields include the U.S., Africa, Asia, Europe (either Europe before 1500 or Europe since 1500), Latin America or the Middle East.

The Minor requires 24 semester (36 quarter) units: the same lower-division requirements as the Major, and an additional 9 units of upper-division work.

The M.A. requires 30 semester (45 quarter) units, with six possible major fields (United States, Europe before 1500, Europe after 1500, Latin America, World History, and Gender in History). Students are required to complete a minor field (9 units) and a “culminating experience” (comprehensive examination or thesis).

San Francisco State also has a History Honors Program, which includes a foreign language requirement.

The catalog lists 7 lower-division (100-300-level), 82 upper-division (400-600-level), and 20 graduate-level (700-800-level) courses.

University of California, Berkeley (2011-2012 catalog):

The B.A. requires twelve courses usually totaling 49 semester (73 quarter) units, including four lower-division courses (an American and European survey, one survey in another field, and an elective), and eight upper-division courses, of which four courses must be in the student’s area of concentration. At least one course must be in pre-modern history; a proseminar in the student’s concentration and a research seminar in any field are also required. Students may apply an appropriate course from outside the History Department to their major.

UC Berkeley does not offer a terminal master’s degree in History, nor a minor. It has a Ph.D. program.

The catalog lists 24 lower-division and 126 upper-division undergraduate courses.

University of California, Davis (2010-2012 catalog):

The B.A. requires 60-62 quarter units, including 20 lower-division units in five or six possible areas (US, Europe, Asia, Africa, Latin America, or World), 16 upper-division units in an area of concentration and the remainder in other fields. Depending on the student’s plan (there are two possible plans), one or more skills classes are required: an introduction to history, a proseminar, and/or a research seminar. (Students aiming for the Ph.D take all three.) At least one course must be in pre-modern history.

The Minor is 20 units: three courses (12 units) in an area of concentration and at least one course in another field.

UC Davis offers the Ph.D. and does not accept applications for a terminal master's degree.

The catalog lists 22 lower-division and 135 upper-division courses.

The History program at CSUEB compares favorably to the comparison group. The unit requirements of our major are greater than the comparison programs—i.e., a total of 68 units (or 66 units for students who fulfill the requirement with semester-long community college courses). The increase is due to the addition of the U.S. history survey as a requirement in 2005. Like San Francisco State, and in contrast to the other comparison programs, we now require *complete* lower-division sequences in both World Civilizations and U.S. history, ensuring that our majors have a comprehensive overview of the discipline.

Our skills courses, which include an Introduction to History, Historical Writing, Historiography, and Historical Research (HIST 2010, 3010, 4030, and 4031), offer a step-by-step approach to building student skills in research, writing and historical analysis. The sequence is unparalleled in the comparison schools, but we have found it both appropriate and effective for our students, who are frequently under-prepared for college-level work.

While we do not have the range of courses possible in departments with larger faculties, we have been able to offer five major options to undergraduates: U.S., California and the West, Europe, Asia, and Latin America. Admittedly, the latter options have been threatened by the lack of regular faculty; as noted below (section 2.2.3) half the respondents in our most recent exit poll said they chose US history as an option largely because the courses were available.

Our concentration requirement, four courses in a particular field, is the same as Berkeley's, Davis' and San Francisco State's. Like all the comparison programs, we require courses in at least two other areas for breadth. Since 2010, U.S. history and the History of California/the American West do not count as separate fields for the purposes of the breadth requirement, assuring that our students get some exposure to the history of other parts of the world.

Our minor, at 32 units is comparable to our fellow CSUs' and more demanding than the minor at Davis. It includes two skills courses (*Introduction to History* and *Historical Writing*), 12 units of the World Civilizations survey and 12 units of upper-division history in three different fields.

Like our CSU colleagues, we offer our Master's students a thesis or an examination option as the culminating experience of their program, but we have two additional options as well—Teaching and Public History—which are designed for students intending to pursue careers as high school or community college instructors, museum curators, etc.

Our catalog lists 7 lower-division, 71 upper-division courses, and 13 graduate-level courses—more than Sonoma State, which has approximately the same number of regular faculty members, although understandably fewer than programs served by a larger number of regular faculty.

Altogether, we believe that compared with these four programs, we have designed an effective set of requirements for our undergraduate majors, one that provides them with both depth and breadth in lower- and upper- division course offerings, while helping them to develop their skills from their introduction to the discipline to their completion of the capstone courses. Our minors are equally well served by requirements that give them a broad understanding of human history and writing skills. Our Master's program offers the demanding seminars appropriate to graduate-level work in a flexible program that prepares students for future employment in historical fields.

The Public History Program

One area where the CSUEB History Department compares favorably with our sister institutions is in the revitalization and overhaul of the Public History Program, which began in the Spring of 2007. While there had been a public history option for the graduate program on the books, for some time no courses had been offered in the topic, and the programmatic opportunities had all but disappeared.

We now have curricular offerings as part of two programs. First, the Public History option for MA students is now fully revitalized and garnering exponentially increasing interest among current and new enrollees (between 10 and 15 students are now actively working on public history projects for their MA, and each application cycle has shown increasing interest). Further, in 2007, we instituted the undergraduate Public History certificate, which has had about ten graduates since its implementation. The certificate offerings also seem to be inspiring a few students to continue on the same path with our program's MA option, building upon the coursework and internship connections they have made as undergrads. The program is beginning to gain notice outside of the university, with nearby universities and professionals recommending our program. This year, we appeared in the National Council on Public History's official guide to programs.

CSU East Bay's Public History Program now has a unique position among local universities that offer similar degrees (in museum studies, etc). Our students are receiving an MA in History, first and foremost. They are leaving as trained scholarly historians, with coursework in historiography and research skills. But those pursuing the Public History option have taken the further step to learn how to deliver fully researched and scholarly work to a different kind of audience – the public. This mirrors the evolution of the field itself; public historians (museum professionals, archivists, cultural resources managers, etc.—anyone working in history outside of academia) are no longer considered hobbyists, but are rather increasingly expected to earn higher degrees and have the knowledge and training of professional academic historians. Our students graduate poised to be most marketable, with hands-on experience and scholarly training, and the specific course work that has trained them to marry the two.

The curriculum offered for this program now includes four major components: coursework, internships, independent study opportunities and, for MA students, the Public History project. Currently the coursework features HIST 4032, *Introduction to Public History*, offered as a required course for MA students in the program, and as a capstone course for undergraduates (details appear later in this section). We also offer HIST 3503 *Bay Area History* which is focused on local research produced for a public platform (and required for the undergraduate certificate). As part of the certificate program, we also encourage interdisciplinary exploration of related courses in courses ranging from Geography and Anthropology, to Art and Photography. As the program grows, MA students especially are benefitting from independent study offerings (*The Study of Oral History*, *Introduction to Digital History*) which illustrate the department's commitment to growing our curriculum, and to providing opportunities for students to actively perform as public history practitioners, and grow their portfolios. Student work from this coursework is currently on display at the California Historical Society as part of their "Think California" Exhibit, the Oakland Museum of California as part of the "Cultures in Contact" exhibit, and is being integrated into exhibition for the Hayward Area Historical Society and the Livermore Heritage Guild. The student class contributions to OMCA inspired a (successful) grant proposal and plans for a CSU exhibit space in the museum, where students from across the system will contribute research to the history gallery; CSUEB was the first, opening in Spring 2011.

We have also established community relationships in Dublin, San Francisco, Pleasanton, Alameda and Walnut Creek that continue to lend themselves perfectly to internship and student research opportunities. Current and recent internship and course work includes oral history interviews for the Hayward Area Historical Society; additional architectural history research for the McConaghy House in Hayward; research on the railroads at the Livermore Heritage Guild, research and completion of an Acadia press book for Livermore, CA; development of three separate exhibits for the Shadelands Ranch (run by the Walnut Creek Historical Society), environmental historical research for the natural science gallery at the Oakland Museum of California; arranging and conducting interviews with veterans of New Deal projects in California for the California Historical Society as part of the California Living New Deal Project (with CHS and UC Berkeley); redevelopment of a children's walking tour for the Hayward Area Historical Society's education department; tours and programs developed for the Alviso Adobe in Pleasanton, CA; and a co-curated exhibit in the new history hall at the Oakland Museum of California which has received national publicity, including a mention and a photo in *The New York Times*.

2.2.3 If offering G.E. courses, provide summary data for student learning outcomes, and discuss offerings at Concord and online, and issues concerning multi-cultural learning (if relevant)

Many of the History Department's courses are approved for GE in areas C-2 (HIST 1014, 1015, 1016, 1017) and C-4 (most upper-division courses except for the major skills core), In addition, HIST 1101, 1102, 3400, 3500 can be used to satisfy the American Institutions Requirement and HIST 3515, 3535, 3567, 3568, 3571, 3572, and 4710 all satisfy the Cultural Groups and Women's Requirement. Some of these courses are taught online or at Concord.

While we do not yet have any mechanism for collecting data on student learning outcomes for GE courses, GE SLOs were considered at the time that courses were approved (or reapproved) for GE, and they are listed on syllabi in ways appropriate to the particular area of study. The Lecturer's Handbook (Appendix 5) gives the following example of information to be included on the syllabus:

Specific Goals for this course: By the end of this course, you should demonstrate an ability to read and evaluate primary source documents as historical evidence.
 learn to collaborate with other students on a historical issue or problem and to present group findings.
 demonstrate a broad understanding of the development of human civilizations and the diversity of humanity's responses to enduring social concerns.
 demonstrate an ability to write a sustained historical argument supported by appropriate evidence.
 reach a nuanced evaluation of past practices and beliefs by reflecting on how history and culture influence the construction of social values.
 show an enhanced understanding of role of historical interpretation and use of evidence in formulating narratives about the past.
 Course assignments are designed to help you reach these goals.

2.3 STUDENTS, ADVISING AND RETENTION

2.3.1 Table of Student Demographics, Student Level, Faculty and Academic Allocation, Course Data

California State University, East Bay

APR Summary Data

Fall 2006 - 2010

History	Fall Quarter				
	2006	2007	2008	2009	2010
<i>A. Students Headcount</i>					
1. Undergraduate	138	148	142	164	135
2. Postbaccalaureate	5	3	2	2	1
3. Graduate	29	40	38	35	38
4. Total Number of Majors	172	191	182	201	174
College Years					
<i>B. Degrees Awarded</i>	05-06	06-07	07-08	08-09	09-10

1. Undergraduate	26	42	45	37	47
2. Graduate	10	9	7	9	5
3. Total	36	51	52	46	52
	Fall Quarter				
	2006	2007	2008	2009	2010
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	13	13	13	13	10
2. Part-Time	0	0	0	0	1
3a. Total Tenure Track	13	13	13	13	11
3b. % Tenure Track	68.4%	68.4%	61.9%	61.9%	73.3%
Lecturer Headcount					
4. Full-Time	0	0	0	0	0
5. Part-Time	6	6	8	8	4
6a. Total Non-Tenure Track	6	6	8	8	4
6b. % Non-Tenure Track	31.6%	31.6%	38.1%	38.1%	26.7%
7. Grand Total All Faculty	19	19	21	21	15
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	11.0	13.0	9.5	10.2	9.0
9. Lecturer FTEF	2.7	6.0	3.2	2.4	1.3
10. Total Instructional FTEF	13.7	19.0	12.7	12.6	10.3
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	243.0	254.0	251.7	281.1	269.4
11b. % of FTES Taught by Tenure/Track	65.8%	72.5%	64.1%	74.0%	74.6%
12a. FTES Taught by Lecturer	126.1	96.5	140.8	98.9	91.7
12b. % of FTES Taught by Lecturer	34.2%	27.5%	35.9%	26.0%	25.4%
13. Total FTES taught	369.1	350.5	392.5	380.0	361.1
14. Total SCU taught	5537.0	5258.0	5888.0	5700.0	5417.0
D. Student Faculty Ratios					
1. Tenured/Track	22.1	19.5	26.4	27.6	30.0
2. Lecturer	47.4	16.1	44.0	41.2	68.9
3. SFR By Level (All Faculty)	27.0	18.5	30.8	30.2	35.1
4. Lower Division	44.8	28.0	54.9	46.9	65.1
5. Upper Division	21.3	14.4	22.7	24.0	24.1
6. Graduate	8.1	10.8	11.7	11.4	13.6
E. Section Size					
1. Number of Sections Offered	44.0	44.0	48.0	45.0	43.0
2. Average Section Size	36.2	34.2	34.3	37.3	42.0
3. Average Section Size for LD	53.6	52.3	51.4	53.5	72.7
4. Average Section Size for UD	27.9	26.5	26.8	29.7	29.1
5. Average Section Size for GD	17.5	19.5	16.5	19.5	17.0

6. LD Section taught by Tenured/Track	8	7	6	7	6
7. UD Section taught by Tenured/Track	20	22	21	23	20
8. GD Section taught by Tenured/Track	6	7	7	6	12
9. LD Section taught by Lecturer	5	5	8	6	4
10. UD Section taught by Lecturer	5	3	6	3	1
11. GD Section taught by Lecturer	0	0	0	0	0

Source and definitions available at: <http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

In terms of ethnicity and gender, the following table gives the breakdown for undergraduates in Fall 2009:

	Female Head- count	% Gender	% Ethnic	Male Head- count	% Gender	Total % Ethnic	Head- count	% Gender	% Ethnic
Black, non-Hispanic	1	10.0	1.75	9	90.0	8.41	10	100	6.1
American Indian or Alaska Native	1	50.0	1.75	1	50.0	0.93	2	100	1.22
Asian or Pacific Islander	6	33.3	10.53	12	66.7	11.21	18	100	10.98
Hispanic	17	56.7	29.82	13	43.3	12.15	30	100	18.29
White	21	29.6	36.84	50	70.4	46.73	71	100	43.29
Race/ethnicity unknown	11	33.3	19.3	22	66.7	20.56	33	100	20.12
All	57	34.8	100	107	65.2	100	164	100	100

This is the breakdown for our graduate students:

	Female Head- count	% Gender	% Ethnic	Male Head- count	% Gender	Total % Ethnic	Head- count	% Gender	% Ethnic
Black, non-Hispanic	1	100.0	5.26		0.0		1	100	2.86
American Indian or Alaska Native									
Asian or Pacific Islander	2	100.0	10.53		0.0		2	100	5.71
Hispanic	2	50.0	10.53	2	50.0	12.5	4	100	11.43

White	12	54.5	63.16	10	45.5	62.5	22	100	62.86
Race/ethnicity unknown	2	33.3	10.53	4	66.7	25	6	100	17.14
All	19	54.3	100	16	45.7	100	35	100	100

We also had one female African-American student out of two post-Baccalaureates.

Our Department's total for all students is represented in the following table:

	Female Head- count	% Gender	% Ethnic	Male Head- count	% Gender	Total % Ethnic	Head- count	% Gender	% Ethnic
Black, non-Hispanic	3	25.0	3.9	9	75.0	7.26	12	100	5.97
American Indian or Alaska Native	1	50.0	1.3	1	50.0	0.81	2	100	1
Asian or Pacific Islander	8	40.0	10.39	12	60.0	9.68	20	100	9.95
Hispanic	19	55.9	24.68	15	44.1	12.1	34	100	16.92
White	33	35.1	42.86	61	64.9	49.19	94	100	46.77
Race/ethnicity unknown	13	33.3	16.88	26	66.7	20.97	39	100	19.4
All	77	38.3	100	124	61.7	100	201	100	100

2.3.2 Summary of Climate, Advising, Scheduling, Recruitment

Undergraduate exit surveys show a high degree of satisfaction with the History Department and the course of study. The most recent exit surveys appear in Appendix 7.2. While the number of respondents is generally small, whether polled by mail or by Survey Monkey, students who do reply agree that the major core courses build upon each other in a logical manner. (In 2011, 87.5% agreed fully, and 12.4% agreed to some extent, which was an improvement over the prior year's 60% and 30% respectively). Students likewise agreed that their electives give them sufficient geographical breadth. Most of the graduates in 2011 concentrated in US history (one in Asia), and half said they chose their option because of the number, variety or timing of courses. Their response is probably attributable to the fact that only two members of the faculty are engaged in fields outside the United States.

We only began collecting information in a graduate exit survey in 2011, but the results from our first survey also give the program high marks. (See Appendix 7.3) Most students agreed or agreed strongly that the program provided them with in-depth knowledge of history, historiography, research, and the values of the historical profession. The only area in which there was some disagreement was whether the program provided familiarity with other world cultures,

where two respondents out of twelve thought it did not. There is, of course, only one regular faculty member with specialized knowledge of a non-Western field — Professor Fozdar, who teaches the Asian Conference Courses once every year or two – so the response is not surprising.

Major advising is carried out by nearly every regular member of the faculty. Students usually meet with the department chair when they first declare their major and they are assigned an advisor at that time, depending on their interests, schedule, and faculty advising workload. An e-mail sent out at the beginning of each quarter reminds students who are nearing graduation to consult with their advisor to confirm that they have met all major requirements and to complete their major check. To assist faculty members with advising, the Department has completed an Advising Manual. (See Appendix 9.) In our latest exit poll (Appendix 7.2), 87.5% of the respondents report sought advising in the Department three or more times. Since regular advising was previously an area of concern to the Department, the increase over 2010 (only 40%) is a welcome improvement. In another sign of improvement, 100% of the respondents reported that their faculty advisor was available when needed and that he or she was well informed about the requirements of the major.

We now have a two-year projected schedule of class offerings to help students plan their course of study and to ensure that necessary courses are offered regularly in each concentration. The core skills courses (the only courses in the major that must be taken sequentially) are offered annually at night in Fall (HIST 2010), Winter (HIST 3010) and Spring (HIST 4030 and 4031) to accommodate working students who cannot attend classes during the day.

The Department participates in University-sponsored events such as the Freshman major workshops, Super Sunday recruitment events at Bay Area Black Churches, Back to Graduate School, Welcome Day, and Freshman and Transfer Orientations to recruit undergraduate and graduate students. Much recruitment is also done informally among students who are taking the Freshman Cluster course (HIST 1017), other GE courses, and the US History surveys, although the advent of megasections may actually hurt recruitment efforts as students have less direct contact with faculty).

2.3.4 Analysis of enrollment (FTEs and majors) trends, SFR, % of courses/FTEs taught by regular faculty, and other relevant information

The number of majors has risen substantially over the last decade, from 116 in 1999 to 174 in 2010, the latest quarter for which data is available. In particular, the period between 2007 and 2009 showed a significant increase in both undergraduate and graduate majors, with a high of 201 total majors in 2009. It should be noted that the number of M.A. students is most likely greater than is reflected in the Academic Program Review statistics, as students may take several quarters to complete their theses or projects without record of enrollment. The number of degrees awarded also remains well above the 36 recorded for AY 2005-2006, with a high of 52 (47 undergraduate, 5 graduate) in 2010.

Our SFR and average section size also continues to rise steadily. The increases are most marked in lower-division courses, where SFR has gone from 44.8 to 65.1 from Fall 2006 to Fall 2010, and where section size has climbed from 53.6 to 72.7 over the same period, due largely to

the increase in the number of megasections. Upper-division courses have also seen increases, though less dramatic—SFR has risen from 21.3 to 24.1, and average section size from 27.9 to 29.1. Graduate courses show a similar rise. All these numbers will probably continue on their upward trend as budgetary concerns put additional pressure on low-enrolled courses and reward large sections. Encouraging this trend is the precipitous decline in the number of sections being offered each quarter: 33 undergraduate and two graduate sections in Fall 2011, 36 undergraduate and 2 graduate sections in Winter 2012, and the same in Spring 2012, compared to the average of 44.8 sections for Fall 2006-2010.

Our FTEs and SCUs likewise remain high: 361.1 for the former and 5417.0 for the latter in Fall 2010. These numbers are only exceeded by the Departments of English and Human Development in CLASS. The number of FTEs taught by regular faculty was 74.6%. In Fall 2005 the FTEs were fairly evenly divided between regular faculty and lecturers (50.4% to 49.6%) and this was identified as an area of concern in the previous review; however, the apparent improvement is attributable, at least in part, to the decrease in the number sections (48 in Fall 2005).

2.3.5 The impact of the statistics on the program:

The last Five-Year Review noted the pressures resulting from rising numbers of majors, heavy enrollment, an increased SFR, and fewer faculty members. Those pressures (which, of course, are shared system-wide) continue. As noted above (Section 2.2.b) the Department has responded by increasing section sizes, while continuing to offer a variety of major options to meet our students' diverse interests. The workload has undoubtedly increased: not only are section sizes larger, even in writing intensive courses such as HIST 4031 and HIST 6010, which were previously taught as small seminars, but faculty members also take on more frequent independent studies to accommodate students trying to meet graduation requirements. We have also become more flexible about substitutions within the major, approving sequence courses for topics courses (or vice versa) in the US and European options and, in the case of the Master's program, permitting students to replace a history seminar with a historical geography course. To maintain our course offerings, we have experimented with combinations—i.e. a graduate course and an undergraduate course taught by one instructor in the same room at the same time (4 WTUs). To save on lecturer costs, we increased the size of the Freshman cluster HIST 1017 from three classes of 30 to two classes of 45 students, and in 2010 we opened the course to majors because we were unable to offer HIST 1014.

Whether these modifications are effective pedagogically is doubtful. Especially troubling is the high section size in courses where students need the most support from faculty members. Fortunately we have been able to reduce the section size in HIST 1017 back down to a more manageable 30 students per class. We continue to feel concern about effective teaching in the megasections, particularly with regard to student writing, but as noted above, we are working on ways to make more effective use of graduate student readers. While we utilized considerable ingenuity in order to cope with current budget realities, we have effectively maintained the integrity of the major, and we continue to meet the needs of our students.

It should be noted here that the changes reflected by the statistics affect not only faculty and students, but also our hard-working Administrative Support Coordinator, Wanda Washington. For part of the period since our last review, she had a regular part-time assistant. That person has since been laid off and she now makes do with occasional work-study students. At one point she was also staffing both the History and the Philosophy Departments, an unsustainable workload which has since been reduced. Nevertheless our growth has an impact on her workload, especially since she is usually the Department's first point of contact with the many dozens of students who come through, call, or email her office each week. She is unwaveringly polite and patient with their concerns, and so a real asset to our department, but she is also doing the work of more than one person.

2.4 FACULTY

2.4.1 Tenure-Track Requests and Appointments, 2005-2011

In 2004, the department searched for an assistant professor in Modern Colonialism/South Asia to fill the place vacated by Dr. Deanna Heath, and Professor Vahid Fozdar was appointed. In 2005 we resubmitted a request for a tenure-track position in U.S. history, 1800-1877, and in California history, and were able to hire Professor Bridget Ford for the former and Professor Linda Ivey and Khal Schneider for the latter. (Position descriptions are included in Appendix 2.7) Professor Fozdar and Professor Ford were tenured and promoted to Associate Professor in 2010 and 2011 respectively; Professors Ivey and Schneider are up for tenure and promotion this year.

As noted above (Section 2.1.b), our new hires were more than offset by our losses. Particularly critical are the gaps in the ancient history (unfilled since the retirement of the late Professor Daniel Gilliard, who died in 2005), Latin America (vacant since Professor Pablo Arreola became Associate Dean of CLASS in 2000), East Asia (since the retirement of Professor Lee in 2010), Early Modern Europe/History of Science (since the resignation of Professor Nicole Howard in 2011). US Black history, taught for a number of years by Dr. Terry Wilson, a part-time lecturer who retired in 2007, is another critical gap. Although we have usually been able to find well-qualified lecturers to fill these curricular holes, they cannot compensate for the need for tenure-track faculty. The History Department has continued to submit position requests and five-year hiring plans that prioritize our needs. (See Appendix 2)

Altogether, the regular department faculty now comprises three professors (Dee Andrews, Richard Garcia, and Jessica Weiss), four associate professors (Bridget Ford, Vahid Fozdar, Robert Phelps, and Chair Nancy Thompson), two assistant professors (Linda Ivey and Khal Schneider), and one FERPer (Henry Reichman).

2.4.2 Progress in Achieving Tenure-Track Requests and Appointments, 2005-2011:

We have not been granted permission to search for requested positions since 2005.

2.5 RESOURCES

2.5.1 Library:

Library budgets have endured the same constraints as other areas of the university; however the advent of digital technology has increased its holdings of books and journals. While its collection has aimed at providing resources for teaching rather than research, a speedy Link+ system and an almost as prompt Inter-Library loan (both accessible by computer) has greatly enhanced the availability of more scholarly materials. History's library liaison, Ms. Liz Ginno, has always maintained excellent communication with the Department.

2.5.2 Information/Instructional Technology:

As noted above (Section 2.1.b) smart classrooms have made technology for instruction readily available. In addition, megasection support funds have provided the instructors with computers for teaching and research. Special needs, such as recording equipment for the Public History program, have been supplied by generous donations to the Public History fund.

2.5.3 Assistive Technology:

Also as noted above, megasection funds have replaced antiquated equipment such as the department copier.

2.5.4 Other Resource Needs:

Since the last review, there have been times when the S&S budget was insufficient to supply the Department's needs for paper, photocopies, and office supplies. The megasection support funds have to a large extent eliminated the deficiency.

2.6 UNITS REQUIRMENT

The degree with a major in History requires 180 units.

CONCLUSION

The History Department continues to sustain the quality and variety of its programs, even in an era of diminished resources. With fewer regular faculty, a heavier workload, and rising numbers of students, we still provide our students with a solid History education, delivered in a program that compares favorably to other area universities. We maintain our tradition of service

to the university and the community and also our commitment to serious scholarship. Whether we will be able to continue to do so depends significantly on our tenure-track hiring in the next several years.

The following items appear in the Appendices:

- 1) Faculty CVs**
- 2) Rebuilding TT faculty**
 - 1. Five -year Hiring Plan (2010; resubmitted 2011)**
 - 2. African American/Diaspora Request**
 - 3. Ancient Mediterranean/Ancient World Request**
 - 4. East Asian Request**
 - 5. Latin American Request**
 - 6. Tenure –Track requests (2008)**
- 3) Community Outreach**
 - 1. Summary of Departmental Outreach**
 - 2. Recent Newsletters**
 - 3. Diversity Day Award Certificate**
 - 4. Friends of History Outreach Letters**
 - 5. Sample flyers for Recent History-Sponsored Events**
 - 6. Current Scholarship Funds for History Students**
- 4) Support of K-12 teaching**
 - 1. Social Science Subject Matter Preparation Program**
 - 2. Words That Made America**
- 5) Lecturers’ Handbook**
- 6) Graduate Students’ Handbook**
- 7) Assessment**
 - 1. Mission Statement**
 - 2. Student Learning Outcomes, BA**
 - 3. Student Learning Outcomes, MA**
 - 4. Assessment of Core Classes**
 - a. Summary AY 2010-2011**
 - b. Summary AY2009-2010**
 - c. HIST 2010 Assessment Questions**
 - d. HIST 3010 Assessment Questions**
 - e. HIST 4030 Assessment Questions**
 - f. HIST 4031 Assessment Questions**
 - 5. BA exit survey**
 - 6. 2011 Results**
 - 7. MA exit surveys**
 - 8. Department Summary Course Evaluations**
 - 9. Graduate assessment proposal (in progress)**
- 8) Selected Department accomplishments**
- 9) Advising Handbook**

**Report of Outside Reviewer
Department of History, California State University East Bay
27 March 2012**

**Robert W. Cherny, Professor of History
San Francisco State University**

I visited the History Department at CSU East Bay on Monday and Tuesday, March 12-13, 2012. While there, I was able to talk individually with seven of the ten tenured and tenure-track faculty members (one is on leave, and one was at the Concord campus), and with five of the ten lecturers. I also had a chance to talk with Wanda Washington, the departmental ASC, and with Dean Kathleen Rountree and Associate Dean Jiansheng Guo. Before arriving, I thoroughly reviewed the draft self-study and drew up a set of questions for my various interviewees. I have also reviewed the various appendices to the self-study. I met with four groups of students--those in three of the four courses that make up the department's core sequence (the lower-division introductory class, a mid-point class of juniors and seniors, and a capstone class of seniors) and a graduate seminar. I think that I have acquired as good an overview of the department as is possible in the time I had to visit.

In keeping with the description of the Outside Reviewer's Report in the Academic Program Review Procedures, I have organized my report to present, first, the program's strengths; next, the program's weaknesses; next, my suggestions for improvement of the program, fulfillment of its mission, and enhancement of its position with respect to system-wide and national trends.

Strengths I found this to be a strong department.

Scholarship As can be seen in the file of curricula vitae of the tenured and tenure-track faculty members, the history faculty are active contributors to the discipline through their publications and their presentations at professional meetings. Several have received awards for their scholarly work. As nearly as I can determine, all have an active research agenda. The department has always had a strong reputation for scholarship on California and the West, which is also among my interests, so I was especially interested to talk with the two tenure-track faculty members in this field. I came away quite impressed with what they are doing and am looking forward to the appearance of their books. Faculty members' contributions to scholarship are at least on a par with, or better than, those of other history departments with similar teaching loads. I am also attaching a recent statement by the American Historical Association regarding the evaluation of historians' scholarship.

Teaching The students give very positive evaluations of the faculty, considering them to be highly knowledgeable, always available either in person or online, and helpful. Students said that faculty members show that they love to teach. One student termed the faculty "awesome," and there was agreement from the rest of that class. Another said that they bring out the best work that the students can do, and still another

described history classes as challenging, which they agreed was a good thing. There seemed to be a consensus that the faculty sets a high standard and then helps students to meet those standards.

Because of my own interest as well as some suggestions in the self-study, I asked all four classes how well they had been prepared to write. While their evaluation of their community college preparation in composition was mixed—one complained that her writing skills had actually eroded while in community college—there was broad agreement that the history faculty both expects them to write well and works to make that happen. There is a good deal of writing in the four classes that make up the core sequence in the major, and the students all agreed that their writing was evaluated for both content and composition. From my experience with the revision of my university's writing programs when I was undergraduate dean, it is apparent to me that these four core classes meet all or nearly all the criteria to be called intensive writing classes. All the other upper-division classes, which can meet upper-division GE requirements, also include significant writing that is evaluated for both content and the quality of the composition. From my conversations with the students, it is apparent that they value the writing skills that they've developed as history majors. A few were critical of courses they had taken in other departments that are not as demanding in this area.

Khal Schneider, the department's assessment coordinator, told me that, in some classes, students' self-evaluation of their writing skills actually goes down between the preliminary self-evaluation and the final one, suggesting that they had learned, among other things, that they had deficiencies that they had not previously realized.

Contributions to University, Profession, and Community Here, too, the history faculty is doing everything that might reasonably be expected of CSU faculty members.

I was especially impressed with the department's community involvement through its Teaching American History (TAH) grant from the US Department of Education and its Public History program. TAH grants are not easy to come by—I know, having served several years on the review panel and also having been involved in seeking such a grant with the San Francisco Unified School District. The department can take justifiable pride in its partnership with the Alameda County Office of Education that has led to this program and that has also produced professional relationships between local teachers and the department's faculty. The Public History program has recently been extensively revised and revitalized, thanks to a recent hire who has reached out to the Hayward Area Historical Society, the Oakland Museum of California, and other local historical agencies. Both undergraduate and graduate students can now take internships at these agencies, and those agencies are now more closely connected to CSUEB. These two programs, especially, are important contributions by the History Department to fulfilling the University's Mission regarding "engagement in the civic, cultural and economic life of the communities we serve," and to fulfilling the University's mandate regarding "regional stewardship." Both these programs represent what the mandate calls "interaction between the University's academic and intellectual activities and the societal and economic health of the Bay Area."

Curriculum The four-course core sequence for history majors seems to be working effectively based on my conversations with both faculty members and students. CSUEB may be an outlier among CSU history departments in including a lower-division course in its core sequence for historical analysis and methodology, but my conversations with students indicated that transfer students did not feel in any way disadvantaged by this situation. The upper-division sequence is organized around the reality of the quarter system. On my campus, which is on the semester system, we have two undergraduate seminars in our major, for a total of six semester units. CSUEB has three upper-division seminars, for a total of 12 quarter units, the equivalent of eight semester units. They have organized their three courses around particular skills, which is rather different than we have organized our two courses, but the end goal is the same—that students learn how to read critically, how to draw upon the existing historiography to frame a research question, how to use primary sources, how to construct a narrative, how to formulate an argument in support of a thesis. These are the fundamental skills of an historian, and they are skills that have broad transferability to a range of careers other than history.

I asked the students if they are being well prepared for either a career or for advanced study, and there was general consensus that they are. The department gives careful attention to preparing students to become secondary teachers in history-social science, to preparing students to become community college teachers, and to preparing students for the wide range of careers in public history. One student also volunteered that the history major was preparing him for any career that involves research and writing.

I asked the same question of the graduate students, and found that they all have career objectives that clearly require an MA in history. Some are currently high-school history teachers, some aim at community college teaching, some hope to continue to a PhD program. In the group I spoke with, none mentioned public history as a career path, but the department's program in public history is a strong one, and should be attracting MA-level students who plan to work in one of many areas of public history. There is a sense among some of the faculty that the history MA is not valued as highly as the so-called professional programs (MBA, MPA, etc.), but in fact the history MA is every bit as "professional" as those programs, as evinced most clearly by the career goals of the students enrolled in the program.

Lecturers I was able to talk with about half the current lecturers. All agreed that they are well treated by the department. Several stressed that, unlike their experience in other places, they are treated like colleagues who make a valuable contribution to the department. I was also impressed with the range of experience and knowledge of their field of specialization among the lecturers with whom I had longer interviews.

Assessment Assessment has been of interest to me for some time. In my evaluations of other history departments as well as in my roles in the system-wide academic senate, I'm aware of a range of approaches to assessment, ranging from largely ignoring it or engaging in minimal compliance to careful attention to meaningful assessment that

brings changes in the curriculum or in teaching methods. I'm happy to say that the CSUEB history faculty falls at the latter end of this spectrum. I found their approach to assessment to be solidly based on the skills and knowledge that they expect to develop in their majors, and I found their methodology to be likely to yield useful information about student learning. My conversations with the department chairs (past and present) and the assessment coordinator confirm that the department has, in fact, learned useful things from assessment that have led to modifications of their approach.

Support Personnel and Resources The department's self-study, the department chairs (past and present), and individual faculty members all agree that Wanda Washington is a sterling ASC, who goes far above and beyond expectations. They note that the department has lost a half-time assistant and that part-time student employees cannot fully compensate for this loss, but that Wanda continues to make the office work effectively. I also learned that past reductions in support budgets had meant that the department was seriously short of basic supplies, but that the additional allocations that have come with the department's agreement to offer megasections has alleviated those shortages.

Weaknesses I found a few areas of significant weakness in the department.

Curriculum Over the past several years, as a consequence of retirements and resignations coupled with the inability to hire, the department's curriculum has become seriously unbalanced. A department at a university the size of CSUEB should be offering upper-division and graduate courses in all the major regions of the world and over all the major time periods of history. This department is unable to do so. Given retirements and resignations, the ten permanent faculty members now show this breakdown by field:

United States	7
Europe	1.5 (one FERP)
South Asia and Islamic World	1

The situation is even more unbalanced because one US specialist cannot teach full time because of an academic administrative assignment at the Concord campus, and one Europe specialist is department chair and therefore cannot teach a full load of courses.

This distribution by field may be compared to that in my department, which is exactly twice the size of CSUEB:

United States	8.5 (one FERP)
Europe	4.5 (one FERP)
East Asia	1.0
South Asia	1.0
Islamic World	1.0
Africa	1.0
Latin America	2.0

One US specialist and our Africa specialist have academic administrative appointments, which reduces their ability to offer courses. Within the past two years, we lost one Europe specialist due to a resignation, and one US specialist due to death. Even so,

though my faculty is exactly double the size of the CSUEB faculty, we have three times as many positions in European history and six times as many in the world outside the US and Europe. I don't think that the distribution by field in my own department is particularly skewed when compared with other history programs in comparable universities, though my department is a bit light in US history this year, something that will be remedied when two new tenured/tenure-track faculty arrive next year. But it should be clear that the CSUEB faculty has become badly out of balance by world regions and--though this doesn't show up in my tabulation--by time periods.

The faculty point to this as the most significant weakness in the department. Students in every class agree. In both cases, I asked broad questions about strengths and weaknesses, and faculty and students alike pointed to the lack of diversity of field among the faculty and lack of course offerings outside the US as the most significant weakness. Faculty members told me that the situation has become so serious that most students have no choice but to choose US or California/West as their major field of study, although the formal description of the major lists five options, including Europe, Asia/Middle East, and Latin America. Several students complained that some of the non-US courses listed in the catalog are not offered frequently enough if they are offered at all, and some complained specifically that they had wanted to concentrate in European history but were unable to do so due to lack of courses. (One student had a similar complaint about CSUEB offerings in foreign languages. A serious history student should become proficient, at least at a reading level, in a language that permits research in primary sources for the student's field of concentration. The student in question complained that he was not able to complete a French minor because the required courses were offered so infrequently.)

Furthermore, the lack of faculty specialists in these areas limits the department's ability to contribute in meaningful ways to the fulfillment of the University's mission to provide a "multicultural learning experience" that prepares students to contribute "globally." Given the major role of the history department's upper-division courses in upper-division GE, this lack of tenure-track faculty to offer courses in important world regions is also a weakness in the University's GE offerings.

I should add 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. Not having permanent faculty members in those fields suggests that the department or the University is marginalizing two of the largest ethnic populations in the state.

One faculty member pointed to the need to train graduate students in Writing Across the Curriculum and the related need for funds so that those students can assist professors to incorporate 'write to learn' assignments into student assignments. In a similar vein, another faculty member mentioned the need for the department to formalize the use and training of the readers who are hired to assist with the megasections of the US survey, by incorporating such training into the graduate program.

Graduate students are concerned that their progress to their degree may be disturbed when required graduate classes are cancelled due to low enrollment. The department has given its MA candidates a clear “road map” to the timely completion of their degree, but if required classes are cancelled for low enrollment, there’s no way that students can complete their program on time. There’s a clear problem here. On the one hand, it is CSU policy to expedite graduation. On the other, required classes seem to be cancelled for low enrollment, even though the department’s overall SFR is very high.

Workload and Scholarship The self-study suggests, and at times is explicit, that the workload of the faculty has increased significantly. The number of tenured and tenure-track faculty members has fallen dramatically, but the number of majors and the enrollment in history classes has increased. The smaller number of permanent faculty must fill the same number of committee positions, advise larger numbers of students, and read more exams and papers. The self-study does not indicate what has suffered as a consequence of this situation, so I asked faculty members that question. They were in agreement that what has suffered the most has been time for their own scholarship. All agreed that there is virtually no time at all during the academic year to do anything but teach, advise, and do their departmental, college, and university-wide committee work. (I was pleased to learn that the department has a reputation for involvement in university governance. That is all too often one of the things that suffers from the ever increasing student-faculty ratio. However, one person told me that her scholarship has suffered too much by her university-level committee work, and that she will have to cut back in the future.) All agreed that scholarship has to wait until summer or the breaks between quarters. This is a serious problem, especially for junior faculty members who need to get their publications and papers completed to be tenured and promoted.

Support for Additional Department Responsibilities The self-study specifies that the department has lost assigned time for its graduate coordinator, for the advisor for students seeking a secondary teaching credential in history-social science, and for a departmental advising coordinator. The previous five-year review recommended a part-time clerical assistant for the graduate coordinator, but that recommendation was not implemented. These changes exacerbate the problem noted above regarding lack of time for scholarly activities.

Support Personnel and Resources As noted above, all parties agree that part-time student employees have not compensated for the loss of a part-time assistant to the department’s ASC. The previous outside reviewer recommended a full-time assistant for the department’s ASC, but that recommendation, like so much else, fell victim to the budget crisis.

Suggestions for Improvement of the Program, Fulfillment of Its Mission, and Enhancement of Its Position with Respect to System-wide and National Trends

The suggestions that follow are intended to address each of the areas of weakness identified above.

Rebuilding the Faculty and Restoring the Curriculum The department's five-year plan identifies five areas where the department proposes to hire permanent faculty members. They are, in order of priority:

- East Asia (China and Japan)
- Ancient Mediterranean/Ancient World
- Latin America
- African-American and African Diaspora
- Modern Europe/Modern World

The first three of these fields are currently covered, if they are covered at all, by lecturers. While I found the lecturers in the department to be well qualified and likely to be excellent teachers, they are not able to take part in the full range of advising and curriculum development expected of a permanent faculty member, and the offerings in those fields are so limited that students complain that they are not able to choose those areas for their field of specialization. The fourth field seems currently not to be offered at all, and the fifth field is currently covered by a FERP participant who will fully retire before the end of the next five-year cycle. ***I strongly endorse the department's proposed hiring plan.*** It is clear that the department's areas of specialization have become seriously unbalanced and are in need of prompt action to restore missing specialties. The faculty and the students have all identified this as the department's most serious weakness, and I agree. It is apparent to me that the department has given the most careful consideration to its needs in this area, that they have not simply requested to replace those who have left, but have formulated a plan that is based on what is most appropriate for a respectable history department in a university the size of CSUEB.

Recall that nearly all of the history department's upper-division courses fulfill upper-division GE requirements, so the addition of a full range of courses in these world regions will also have a positive effect far beyond the department's majors.

Making Time for Scholarship Several faculty members independently told me that the major problem they face in pursuing their scholarship is time. I encourage the department and dean (and provost, for that matter) to think creatively about ways to permit faculty members to reduce their teaching load in order to pursue their scholarship. It is possible in the CSU to award assigned time for research. On my campus, the provost awards assigned time to probationary faculty, on a competitive basis, as a way for them to concentrate on their scholarship. Departments have also found creative ways to give a course release for scholarship on a rotating basis. I encourage the department and the administration to make this a priority--at the very least, to begin a discussion of how to do this. At an absolute minimum, the graduate

coordinator and credential-preparation advisor should again receive assigned time in compensation for their work in those areas, since the additional but now uncompensated workload they carry further reduces their time for their own scholarship.

Avoid Cancelling Required Classes So long as the department's SFR is meeting target, there seems to me to be no reason to cancel a required class, especially at the graduate level, simply because its enrollment is slightly low. All this does is make students suffer unnecessarily, because they then have to spend another year in the graduate program until that particular course is offered again, and it makes the University itself look bad because of the extended time to degree. If this happens often enough, students may begin to avoid the CSUEB graduate program in history.

Providing Adequate Support Personnel and Resources The previous outside reviewer recommended a full-time assistant for the department's ASC, but that recommendation, like so much else, fell victim to the budget crisis. I recommend that, if a full-time assistant is not possible, then a part-time assistant should be provided as soon as possible.

There may be a need for more training for the graduate students who act as readers for the megasections, especially training in the importance of Writing Across the Disciplines, since those courses enroll large proportions of non-majors. (See also further suggestion below regarding writing.)

There was also a sense that, while the subsidy for offering megasections has been very important for the department, it is not sufficient to meet the additional needs for those large sections, and that the subsidy should be increased.

Suggestions for Departmental Consideration I have a few suggestions for the department to consider, but I am recommending only that the faculty discuss these at some point in the future:

- Should there continue to be a separate area of concentration in California and the West? I raise this question only because it strikes me as rather anomalous to have such a separate area of concentration. As someone who studies California and the West myself, I applaud the department's strength in this area. It always seems appropriate that a state-funded university should give this sort of attention to its own place (and I note how very much more effective CSU is than UC in this regard). However, I could not find another university, including those that take great pride in their commitment to the study of their own state or region, that has made that subject a separate field of specialization within the undergraduate major. It may well be that the faculty have good reasons for such a separate field, so I do not recommend anything other than a discussion.
- Similarly, there may be some value in periodically—perhaps every other year or every third year—having a discussion about the effectiveness of the department's four-course core sequence. This would be an opportunity for the faculty as a whole to review the results of assessment, to talk among themselves about what they are doing in those courses and the problems that they may be encountering, and to

make certain that the courses do, in fact, continue to build sequentially on each other in the ways intended and that they continue to meet the department's learning objectives for those courses.

- I also suggest that the department give serious consideration to adding occasional peer review to their evaluation of teaching effectiveness for all faculty members. This is, unfortunately, an additional time-consuming burden on the tenure-track faculty members who fill the departmental personnel committee. However, from my experience there can be significant benefits from doing this, for both the reviewer and the person under review. Given how thin the current faculty members are stretched, such a change should probably wait until there have been some additional hires of tenure-track faculty members.

Suggestions for University Consideration I hesitate to make these two suggestions, since they go well beyond the scope of a departmental review. However, they both grow out of my review of the department and my conversation with the dean and associate dean, so I see no reason not to include them.

First, I suggest that the University needs to give serious consideration to developing a program for Writing Across the Curriculum and Writing in the Disciplines (WAC/WID). My university set a goal of making every graduate proficient in writing, and set up a taskforce to develop recommendations for making that happen. We revised our required freshman and sophomore composition classes (we have always had two rather than the one mandated by CSU policy) and we revised the way that we meet the CSU Graduation Writing Assessment Requirement (GWAR) by requiring a writing-intensive, upper-division course in every major, in which students write as part of learning content in their major. The University hired a writing specialist to help train faculty members to do this and to advise our campus-wide oversight committee. I tell you these details not to suggest that should follow what we did, but instead to indicate that, even with CSU's significant budget problems, it is possible to do something to improve the teaching and learning of that most vital skill, writing. In fact, I found that the CSUEB History Department already does everything that my university expects of a department regarding preparation of its majors to be proficient in writing. But it appears from the comments of some of the students with whom I spoke that faculty members in other departments do not take writing proficiency as seriously as do the History faculty, and students thought that this affected the ability of non-history majors to function effectively in upper-division history classes. The History faculty do take seriously the importance of using their upper-division GE classes to teach writing, but a University-wide program would enhance their efforts. One faculty member suggested that there is a need for a University program to train graduate students, especially in the liberal arts, in evaluating and teaching effective writing, so that those students can assist faculty members in large GE classes that require extensive writing.

Second, the University needs to consider ways to increase the visibility of MA programs in the liberal arts. The History Department offers a strong MA program. I don't know about the other MA programs in the liberal arts, but there is a sense among some of the history faculty that the University's advertising of its graduate programs emphasizes the

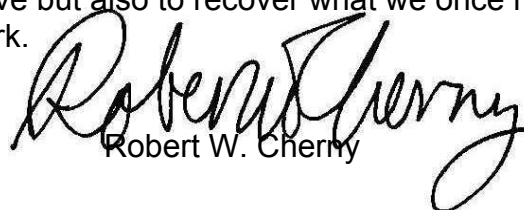
so-called “professional” programs (MBA, MPA, etc.) at the expense of the liberal arts—which are no less professional in that they produce teachers at both the secondary and community college level, prepare students for PhD programs, and, in the case of history, prepare students for a variety of careers in public history.

Concluding Comments As I near the end of this semester and the end of my 42 years of teaching and service in the CSU, including serving as campus senate chair, CSU senate chair, department chair, acting dean for behavioral and social sciences, and dean of undergraduate studies, I find myself reflecting back over longer periods of time than a five-year review. It is apparent to me that every recession since at least the mid-1980s has brought significant reductions in resources that have never been fully recovered. Each time, much of our “recovery” has been funded by growth money, not by a restoration of what was cut. So, every time, “recovery” has meant fewer resources per student. Each time this happens, we have adjusted to the changed situation as best we can, in ways that we hope will continue to serve our students well. But we always end up doing more and more with less and less. The SFR is the clearest record of that: when I arrived in the CSU in 1971-72, the systemwide SFR was 17.96, and in 2009-10 (the last year reported on the CSU website) it was 22.76, an increase of 27%. And, of course, history SFRs everywhere are considerably higher than 22.76 and seem to have increased by more than the systemwide percentage.

As I’ve mulled this over, two metaphors have come to me. One is of the *Titanic*, but a *Titanic* that rams an iceberg every half-dozen years or so and sinks only by a foot or two each time, allowing the crew and passengers to make one-time adjustments to the rising water. We are now up to our knees in water, but we continue to make adjustments, expecting that we shall be able to continue doing so indefinitely. We are no longer rearranging the deck chairs, because they floated away long ago, but we are now told by our captain we must guarantee every passenger that they will be able to arrive at their destination more quickly than in the past even though we are given no resources to do so and the water keeps rising.

The other metaphor that came to mind is that of the Stakhanovites of Stalin’s Soviet Union in the 1930s, who believed that by working harder and harder they could somehow make an inherently dysfunctional system succeed, and of Boxer, the allegorical Stakhanovite in *Animal Farm*, whose solution to every problem is “I will work harder” and who ultimately collapses from overwork and is shipped off to the glue factory.

We have all been doing more and more with less and less for so long that it has come to seem normal, and we even take pride, like good Stakhanovites, in how well we have adjusted to the most recent crisis. But we need to remember what we have lost, and we need to do everything possible not just to survive but also to recover what we once had, and to do so before Boxer collapses of overwork.


Robert W. Cherry

The “Productivity” Question: Assessing Historians and Their Work

The following statement, crafted collaboratively by members of the AHA Council, was adopted by Council as the Association’s statement on the subject. It seeks to contribute to an emerging national debate over means of assessing the work of college and university faculty. Unfortunately, in some cases, proposed means of assessment offer uniform standards of “productivity” across disciplines and across institutions of higher learning. The AHA cautions against implementing standards of evaluation that do not take into account the distinctive characteristics of different disciplines and the diverse missions of various kinds of institutions.

—Jacqueline Jones, vice president, Professional Division

The ongoing debate about faculty productivity in colleges and universities has thus far generated more heat than light, in part because the debate has largely excluded the organized voices of scholars. Historians share with scholars in other disciplines many of the same responsibilities and professional standards. At the same time, in certain respects the study of history constitutes a unique scholarly activity, and assessments should reflect that fact.

As members of the American Historical Association, we work in a variety of institutions, each with its own core mission and set of standards related to scholarship, teaching, service to the profession, and community outreach. Historians expect that their labor, and the products of their labor, will be evaluated. Yet these assessments should, and usually do, come from the profession itself.

Through the use of grounded, transparent evaluation processes, many history departments conduct their own rigorous, regular assessments of faculty for purposes of review for tenure, promotion, and merit-salary increases. The metrics for these assessments vary greatly across institutions; with so many diverse kinds of colleges and universities, it is impossible to adopt uniform quantitative measurements to evaluate history faculty. In order to understand the intertwined work of teaching, research, and university and pro-

fessional service, evaluators must not only consider all aspects of historians’ responsibilities, but also recognize that in certain respects the work of historians differs from that of faculty in other disciplines.

As teachers, historians instruct undergraduates in seminars, tutorials, and large lecture courses, and often train graduate students and supervise MA theses and PhD dissertations. In many institutions, history professors often teach large numbers of students outside the major as part of a broader effort on behalf of civic education. As scholars, many historians must expend considerable time and effort learning foreign languages, travelling to archives, and keeping informed about recent scholarship in their specific field. On many campuses a disproportionate number of historians devote substantial time and energy to administrative work as well as to other kinds of service to the academic community and to communities beyond their institutions.

Historians engage with their peers when they review manuscripts for publication, participate in professional meetings, serve on review boards for grants and fellowships, and evaluate tenure and promotion cases at other colleges and universities. As a profession, we believe that our members serve their students and the study of history best when they have full-time, secure employment, and when faculty regardless of rank or gender share teaching and research responsibilities equally. In these and other ways we

share professional responsibilities and priorities with colleagues in other disciplines.

Like other scholars, historians consider articles to be a major form of scholarly production; however, the single-authored book, based on archival research, has been our core intellectual contribution to knowledge. Some of us engage in large, multiyear collaborative research and writing projects, and with the continued development of the digital humanities, such projects will no doubt become more common within the profession. In addition, we continue to diversify the modes of production of our scholarship, and to disseminate that scholarship in various forms. The AHA welcomes these developments, and encourages history departments to establish rigorous peer-review procedures to evaluate new forms of scholarship.

Compared with the research and teaching needs of our colleagues in some other disciplines, historians’ budgets are modest, requiring not much beyond the maintenance of a good library. At the same time, even historians inclined toward collaborative work rarely have access to the large multiyear grants that are the hallmark of research conducted in some disciplines. Hence we do not consider collaborative work or grant-funding *per se* as evidence of superior scholarship or productivity; we assess our scholarship according to the value of what we produce, not according to its cost.

Many members of our profession focus their energies primarily on teaching and

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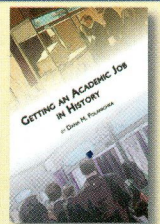
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by Richard P. Tucker

public outreach, depending on the kind of institution where they are employed. Regardless of their focus, though, historians learn to locate and evaluate evidence; organize major, long-term research projects; and write clearly. We rely upon both quantitative and qualitative data, and our scholarship is highly contextualized; in other words, our work succeeds in illuminating the past to the extent that we can marshal evidence that reveals a particular time and place in all its rich complexity.

The AHA considers it imperative that all informed citizens have a basic understanding about the past. Accordingly, many professional historians devote a substantial amount of time not only to producing specialized monographs and journal articles, but also to educating the general public about history by writing op-ed pieces; appearing in historical documentaries; giving interviews to the press; contributing to local-history projects; training elementary and secondary teachers; and working with museums, historical societies, and other institutions to bring history to a larger audience. These efforts are integral to our understanding of our national histories and our place in the world. Indeed, the study of history is integral to a liberal-arts education for informed citizenship.

We advise against using short-term metrics of assessment. In many cases, excellent teaching and mentoring and excellent scholarship are revealed only over a time. Just as former students often look back many years later and identify teachers who “changed their lives,” so it might take many years for the larger, scholarly impact of a monograph to be revealed. Since significant research and writing projects in history can stretch over many years, a “one size fits all” approach to annual production cannot afford an accurate gauge of work accomplished in history and comparable disciplines in the humanities.

In sum, the work of historians needs to be understood and evaluated in terms that are relevant to our actual responsibilities to our students, communities, and colleagues. We affirm our commitment to promote the highest standards of scholarship, excellence in teaching, and a robust engagement with audiences outside the academy. Means of assessing our success in all these areas should reflect the various missions of specific institutions, and the uniqueness of the historical enterprise.

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CALIFORNIA STATE UNIVERSITY EAST BAY
Department of History

To: Chair, Committee on Academic Planning and Review
From: Nancy M. Thompson, Chair
Subject: Reply to Outside Reviewer for History Five-Year Self-Study and Plan
Date: 4 May 2012

The History Department is grateful to Professor Robert Cherny, former Chair and Professor of History at San Francisco State University, for his detailed and perceptive study of the department in Winter Quarter 2012.

Professor Cherny based his report on an extensive set of materials provided to him by the department, including the CSUH Catalog; the History mission statement, student learning outcomes, and assessment data; *curricula vitae* of all faculty, including lecturers; a full package of course materials; descriptions of the History program revisions from the time of our last review to the present; tenure-track position announcements and our most recent position request; and the department's Self-Study and Plan (also attached), including Academic Performance Review Statistics (see attachment for full list).

In addition, Professor Cherny visited the History Department on March 12 and 13, 2012, during which time he conducted individual interviews with regular faculty, lecturers, the Administrative Support Coordinator, history undergraduate majors, a representative group of M.A. students, and the CLASS Dean.

As a department, we generally concur with the findings of his report. He identifies the department's strengths in scholarship, teaching, curriculum, employment and treatment of lecturers, assessment, and support personnel and resources. We agree. We do maintain research agendas, even with the constraints on our time. We are pleased (but not terribly surprised) that our students think our teaching is "awesome." We constantly reevaluate our curriculum to make sure that it meets our students' needs. We value our lecturers and recognize their important contribution to the department. We have developed effective instruments for assessment and we pay attention to the results. We have a superb Administrative Assistant in Wanda Washington, and freely credit her with the smooth running of the department.

We also agree with Professor Cherny's assessment of our major weakness, for we also identified the same weaknesses in our Self-Study: the severe reduction in our numbers. If the History department has weathered the current fiscal crisis successfully compared to other departments in CLASS, it has only been because we were allowed to hire seven years ago, and we brought aboard several enthusiastic young faculty members who brought renewed vitality to our program. Our diminished numbers have affected our curriculum. We should, as Professor Cherny observes, be able to offer classes "in all the major regions of the world and over all the major time periods of history." We cannot. The only area in which we have adequate coverage by regular faculty is in US/California, a real problem for a university that claims to espouse

diversity and which hopes to prepare students for their role in an increasingly globalized world. Professor Cherny endorses our hiring plan, which would restore the missing balance in our course offerings.

Professor Cherny also identified other areas of concern:

- 1) Workload and scholarship.
- 2) Support for additional department responsibilities
- 3) Support personnel and resources

He proposes creative thinking about methods to reduce the faculty teaching load in order to allow more time for scholarship. At the very least, he advocates the restoration of assigned time for the Graduate Coordinator and the Single-Subject Advisor. The History department supports his proposal, but would also add assigned time for the Public History Coordinator, whose position requires hours of advising and outreach to local museums, historical societies, etc.

Loss of release time and the dramatic increase in class size has chipped away at the hours available for research and writing. As for support personnel, Professor Cherny recommends a part-time assistant for our able but over-worked Wanda Washington. The History department likewise supports his proposal.

Professor Cherny concluded his report with suggestions for departmental consideration:

- 1) Keeping a separate area of concentration in California/the West
- 2) Discussing on a regular basis the department's four-course core skills sequence
- 3) Adding in-class peer evaluation to the regular review of tenure-track and tenured faculty

Since Professor Cherny's visit, the department has discussed the California/the West option. At present, the departmental consensus is that given the strength and numbers of our faculty in the area, the option makes sense for our students. We concur with Professor Cherny's advice about discussion of the core skills sequence, and will implement it. We are also discussing the addition of peer reviews as a part of regular faculty's periodic evaluation.

We also appreciate Professor Cherny's suggestions for University consideration. We would gladly take part in programs that 1) support student proficiency in writing or 2) increases the visibility of MA programs in the liberal arts.

Cc: Department of History
Dean Kathleen Rountree
Professor Robert Cherny

Appendix 1
Faculty Curriculum Vitae

**HISTORY DEPARTMENT CAPR
DOCUMENTS # 1 & 2
FOR FIVE-YEAR REVIEW 2012:**

APPENDICES

DEE E. ANDREWS

Department of History
California State University, East Bay
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San Francisco, CA
94131
Tel: 415/ 285-6043
Cell: 415/ 244-6866

Education

Ph.D., History, University of Pennsylvania, 1986
M.A., History, University of Pennsylvania, 1980
B.A., Social Science, Bennington College, 1974

Faculty Appointments

California State University, East Bay (*formerly CSU Hayward*), Department of History
Department Chair, 2003-09
Professor 1999-present;
Associate Professor, 1991-99,
Assistant Professor, 1987-91
Princeton University, Department of History: Visit. Lect., 1986-87
University of Pennsylvania, Department of History: Visit. Lect., 1985-86
University of California, San Diego, Department of History: Visit. Lect., 1984-85

Teaching Fields

Revolutionary America; Early American Social, Cultural, and Political History; Early American Religion & Society; North America, 1492-1850; Undergraduate & Graduate Research Methods

Work in Progress

MS co-authored with Emma Lapsansky-Werner on Thomas Clarkson's *History of the Abolition of the African-Slave Trade*: submitted for anthology on Quakers and Slavery (under review with U. Northern Illinois Press)

Textbook on religion and the American Revolution

Book on Early Emancipation on the North/ South Borderline

Book Award

Hans Rosenhaupt Memorial Book Award, Woodrow Wilson National Fellowship Foundation, 2001 for best first book in the humanities by a former WWNF Fellow, for *The Methodists and Revolutionary America* (2000)

Other Awards

- Mercantile Library Fellowship in North American Bibliography, Bibliographical Society of America, NYC, 2008
- Scholar in Residence Fellowship, Pennsylvania Historical and Museum Commission, Harrisburg, PA, 2007
- Franklin Research Grant, American Philosophical Society, Philadelphia, 2007
- Gilder Lehrman Scholarly Fellowship, New-York Historical Society, NYC, 2007
- Gest Research Fellowship, The Quaker Collection, Haverford College Library, Haverford, PA, 2005
- Andrew W. Mellon Research Grant, Library Company of Philadelphia, Philadelphia, 1999
- Pew Faculty Fellowship in Religion & American History, Yale University, 1995-96
- National Endowment for the Humanities Summer Stipend, 1989
- American Council of Learned Societies Travel Grant (declined), 1989
- Various CSU grants, including 3 Research, Scholarly and Creative Activity Awards, 1988-97
- American Philosophical Society Research Grant, Philadelphia, 1987
- Albert J. Beveridge Research Grant, American Historical Association, 1984
- Andrew W. Mellon Dissertation Fellowship, Philadelphia Center for Early American Studies (now McNeil Center), University of Pennsylvania, 1982-83
- Charlotte W. Newcombe Dissertation Fellowship, Woodrow Wilson National Fellowship Foundation, 1981-82
- Mellon Fellowship, Graduate School of Arts & Sciences, University of Pennsylvania (declined), 1981-82
- Dean's Fellowship, Graduate School of Arts & Sciences, University of Pennsylvania, 1979-80

Book

- The Methodists and Revolutionary America, 1760-1800: The Shaping of an Evangelical Culture* (Princeton: Princeton University Press, 2000; paperback edition, 2002; winner of the 2001 Rosenhaupt Memorial Book Award, Woodrow Wilson National Fellowship Foundation)

Articles & Review Essays

- "From Natural Rights to National Sins: Philadelphia's Churches Face Antislavery, 1760-1860," in *Antislavery and Abolition in Philadelphia: Emancipation and the Long Struggle for Justice in the City of Brotherly Love*, ed. Richard Newman and James Mueller (Baton Rouge: Louisiana State University Press, 2011)
- "Benjamin Franklin Turns 301: A Review Essay," Register of the Kentucky Historical Society (Spring 2007): review of 7 new books on Benjamin Franklin
- "Religion and the Revolutionary War" (lead thematic essay) "Methodists" in *Encyclopedia of the American Revolution*, ed. Harold Selesky (Charles Scribner's Sons, 2006)
- "Denominationalism" and "Methodists," in *Encyclopedia of the New American Nation*, ed. Paul Finkelman (Charles Scribner's Sons, 2005)

“Imagining Emancipation: Recent Writings on American Antislavery,” in Massachusetts Historical Review 4 (2002):117-27: review of 5 new books on American antislavery

“Women and Religion” (thematic essay) and “Methodists,” in *Encyclopedia of Women in American History*, vol. 1, ed. Joyce Appleby (New York: M.E. Sharpe, 2002)

Biographies of John Dickins, Philip Embury, and Barbara Heck, in *American National Biography* (New York & Oxford: Oxford University Press, 1999)

“Reconsidering the First Emancipation: Evidence from the Pennsylvania Abolition Society Correspondence, 1785-1810,” Pennsylvania History, vol. 64, Special Supplement (Summer 1997): 230-49

“Religion and Social Change: The Rise of the Methodists,” in Shaping a National Culture: The Philadelphia Experience, 1750-1800, ed. Catherine E. Hutchins (Winterthur, DE: Winterthur Museum & Gardens, 1994)

“The People and the Preachers at St. George’s: An Anatomy of a Methodist Schism,” in Rethinking Methodist History, ed. Russell E. Richey & Kenneth E. Rowe (Nashville, 1985)

“The African Methodists of Philadelphia, 1794-1802,” Pennsylvania Magazine of History & Biography 108 (Oct. 1984): 471-86; reprinted in A Liberated Past: Essays in A.M.E.Church History, ed. Dennis C. Dickerson (Nashville, 1991) and in Perspectives on American Methodism: Interpretive Essays, ed. Russell E. Richey, Kenneth E. Rowe & Jean Miller Schmidt (Nashville, 1993)

Book Reviews

Randall Balmer, *The Making of Evangelicalism: From Revivalism to Politics and Beyond*, in Church History (2011)

Jeffrey Williams, *Religion and Violence in Early American Methodism: Taking the Kingdom by Force*, in Methodist History (2010)

John Wigger, *American Saint: Francis Asbury and the Methodists*, in Church History (2010)

Douglas R. Egerton, *Death or Liberty: African Americans and Revolutionary America*, in Journal of American History (2010)

Ryan P. Jordan, *Slavery and the Meetinghouse: The Quakers and the Abolitionist Dilemma, 1820-1865*, in Slavery and Abolition (2009)

Jewel L. Spangler, *Virginians Reborn: Anglican Monopoly, Evangelical Dissent, and the Rise of the Baptists in the Late Eighteenth Century*, and Randolph Ferguson Scully,

Religion and the Making of Nat Turner's Virginia: Baptist Community and Conflict, 1740-1840, in William and Mary Quarterly (2009)

Christopher Leslie Brown, *Moral Capital: Foundations of British Abolitionism*, in Journal of American History (2007)

David Hempton, *Methodism: Empire of the Spirit*, in Journal of the Early Republic (2006)

Mark A. Noll, *The Rise of Evangelicalism: The Age of Edwards, Whitefield and the Wesleys*, in Journal of Religion (2006)

Susan Juster, *Doomsayers: Anglo-American Prophecy in the Age of Revolution*, in Journal of American History (2004)

Mary Beth Norton, *In the Devil's Snare: The Salem Witchcraft Crisis of 1692*, in Itinerarium: European Journal of Overseas History (2003)

Paul M. Zall, *Franklin on Franklin*, in Register of the Kentucky Historical Society (2002)

Brian Stanley, ed., *Christian Missions and the Enlightenment*, in Itinerarium: European Journal of Overseas History (2002)

"Piety and Politics in the New Republic," in William & Mary Quarterly 59 (Oct. 2002): 1014-19: review essay on James H. Hutson, *Religion and the Founding of the American Republic* (1998), and idem, ed., *Religion and the New Republic: Faith in the Founding of America* (2000)

Joyce Appleby, *Inheriting the Revolution: The First Generation of Americans*, in Pennsylvania Magazine of History & Biography (2000)

Ellen Eslinger, *Citizens of Zion: The Social Origins of Camp Meeting Revivalism*, in Journal of the Early Republic (2000)

Ronald Hoffman and Peter J. Albert, eds., *Religion in a Revolutionary Age*, in Journal of American History (1995)

Russell E. Richey, *Early American Methodism*, in Journal of American History (1992)

J. William Frost, *A Perfect Freedom*, in Pennsylvania Magazine of History & Biography (1991)

Patricia U. Bonomi, *Under the Cope of Heaven: Religion, Society and Politics in Colonial America*, in Journal of Law & Religion (1990)

Recent Conference & Seminar Participation

Commentator: Panel on “(Con)tested Loyalties: The Family and Religion at Odds in the Early Republic,” Society for Historians of the Early American Republic (SHEAR) Annual Meeting, Philadelphia, July 2011

Papers (with Emma Lapsansky-Werner): “Thomas Clarkson’s Quaker Trilogy: Abolitionist Narrative as Transformative History,” Quakers and Slavery Conference, McNeil Center for Early American History, Swarthmore College, and Haverford College, Nov. 2010; “Thomas Clarkson’s *History of the Abolition of the African Slave-Trade: The Transatlantic Biography of an Antislavery Classic*”: presentations at Bay Area Seminar in Early American History and Culture, San Francisco, October 2008; conference of Quaker Historians and Archivists, Woodbrooke Quaker Study Centre, Birmingham, England, June 2008; Atlantic Emancipations Conference, McNeil Center for Early American Studies, Philadelphia, April 2008; Free at Last? An Interdisciplinary Conference to Commemorate the Bicentennial Anniversary of the End of the British Atlantic Slave Trade, Center for Caribbean Studies, University of Warwick, England, July 2007

Chair and Commentator: Panel on “New Perspectives on Religion and the American Revolution,” American Society of Church History Annual Meeting, San Diego, Jan. 2010

Presenter: Inaugural Session for Conference in Honor of Professor Michael Zuckerman, University of Pennsylvania, at the McNeil Center for Early American Studies, Philadelphia, June 2009

Paper, “Abigail Mott’s *Biographical Sketches of Persons of Color*”: presentations for Society for Historians of the Early American Republic (SHEAR) Annual Meeting, Philadelphia, July 2008; McNeil Center for Early American Studies Summer Seminars, Philadelphia, June 2007; Conference of Quaker Historians and Archivists, Guilford College, Greensboro, NC, June 2006

Paper: “Philadelphia’s Churches Respond to Antislavery,” Society for Historians of the Early American Republic (SHEAR) Annual Meeting, Philadelphia, July 2005

Panel participant: David Hempton’s *Methodism: Empire of the Spirit* (Yale U. Press), American Society of Church History Annual Meeting, Seattle, Jan. 2005

Panel participant: Mark A. Noll’s *America’s God* (Oxford U. Press), Society for Historians of the Early American Republic (SHEAR) Annual Meeting, Columbus, July 2003

Commentator: Panel on “Religious Diversity in Colonial America: New Approaches,” Omohundro Institute for Early American History and Culture Annual Conference, New Orleans, June 2003

Lecture: “The Anti-Christian Union Between Church and State’: Redefining the First Freedom in Revolutionary America,” John Wesley in America Conference, Southern Methodist University, Dallas, April 2003

Chair: Panel on “Voicing Belief: Testing the Boundaries of Evangelical Order in the New Republic,” American Society of Church History Annual Meeting, San Francisco, Jan. 2002

Panel participant: “New Perspectives on Early American Methodism,” American Society of Church History Annual Meeting, Chicago, Jan. 2000

Recent Public Lectures and other Professional Community Service

Co-Coordinator and speaker, Alameda County Teachers’ Tour of the Underground Railroad in NY, PA, KY, and OH, part of CSUEB History Department’s partnership on Words That Made America 2 (federal Teaching American History Grant) with Alameda County Office of Education, CA, August 2009

Moderator for “Benjamin Franklin and the Invention of America,” Fall 2008 program for Humanities West, at Herbst Theatre, San Francisco, including powerpoint lecture on “The Invention of Ben Franklin,” 16 and 17 October 2008

Faculty Participant and speaker, Alameda County Teachers’ Tour of the Civil Rights South, in AR, MS, AL, TN, part of CSUEB History Department’s partnership with Words That Made America 2, August 2008

Moderator and speaker for 3 release-day sessions, Alameda County Office of Education Teaching American History Grant: on Civil Rights and War in American History; Civil Rights and Peace in American History; and American Presidents and Civil Rights: part of CSUEB History Department’s partnership with Words That Made America 2

“Benjamin Franklin at 300: Still the Same Old Story?” SCHOLAR-OLLI Lecture Series, at Hayward Campus, April 2006; and at Concord Campus, December 2006

“Not Your Grandfather’s Benjamin Franklin: Teaching Early America Through the Modern Founding Father”: presentation to Oakland 5th-grade teachers, sponsored by federal Teaching American History Grant, University of California, Berkeley and Oakland Unified School District, April 2005

Panelist: “The Land, the Indians, and Lewis & Clark,” Friends of History Annual Speakers’ Series, CSUH, May 2004

Speaker: “The First Emancipation,” SCHOLAR-OLLI Lecture Series, Contra Costa Campus, CSUH, April 2004

Panelist: Political Science Forum on Impending Iraq War, CSUH, February 2003

Panelist: Political Science Forum on 2000 Presidential Election, CSUH, November 2000

2000 Colliver Lecturer: "Nation vs. Culture: Methodism and National Identity in Revolutionary America," University of the Pacific, Stockton, CA, October 2000

Referee Reports (1990 to present)

Journal of the American History (multiple times)

University of Virginia Press (twice)

Mellon Fellowship Program, Omohundro Institute of Early American History and Culture

Journal of the Early Republic (multiple times)

William & Mary Quarterly

The MacArthur Fellowship Foundation

Oxford University Press

University of Pennsylvania Press

Pennsylvania Magazine of History & Biography

Virginia Magazine of History & Biography

New Jersey History

ACLU Faculty Fellowship Program

NEH Fellowship Program, Omohundro Institute of Early American History and Culture

University of Alabama Press

NEF Summer Stipend Program

Princeton University Press

Temple University Press

William & Mary Quarterly: 5th Year review

Norton, et al., *A People and a Nation*, 3d ed. (Houghton Mifflin)

Recent Professional Activities

Content Coordinator, Words that Made America 3 (2010-13) and Words that Made America 2 (2007-09), for federal Teaching American History grant: History Department in partnership with Alameda Co. Office of Education

Coordinator of Meet the Scholars series on “A Children’s History of the US,|” part of Words that Made America 2 with Alameda Co. Office of Education (2007-08)

Co-convener and Chair of the Bay Area Seminar in Early American History & Culture, 1990-2009: for presentation of work by Early American scholars to audience of Bay Area Early American specialists & graduate students; 105 sessions organized

Council Member, Omohundro Institute of Early American History and Culture, Williamsburg, VA, three-year term, 2008-10; Chair, Editorial Board, William & Mary Quarterly, 2008-09; Books Program, 2009-10

Board Member, Journal of American History, three-year term, 2009-11

Nominations Committee, Society for Historians of the Early American Republic (SHEAR), elected to three-year term, 2009-11; Co-Chair, 2010-11

Principal Investigator, with Alameda County Office of Education, “Words that Made America” Grant, Teaching American History Program, Federal Department of Education, 2007-09; Co-organizer, Institute on “Reconstructing the Underground Railroad,” including American History Teachers’ Tour from Syracuse, NY to Cincinnati, OH, August 2009

Co-Chair, Program Committee, Omohundro Institute of Early American History & Culture, 15th Annual Conference, Salt Lake City, June 2009

Outside Reviewer, 5th Year Review, Department of History, Central Washington University, Ellensburg, WA, April 2009

Member, Ad Hoc Committee for Appointment of the Alonzo McDonald Chair at Harvard Divinity School, 2006

Member, Doctoral Examination Committee, Dept of Drama, Stanford University, 2006

Liaison to 2006 AHA Annual Meeting for Benjamin Franklin Tercentenary Commission, Philadelphia

Co-chair, Local Arrangements Committee, Society for Historians of the Early American Republic (SHEAR) Annual Meeting, Berkeley, July 2002

Consultant for Josh Kornbluth, *Franklin Unplugged*: theatrical monologue performed at venues and campuses throughout the San Francisco Bay Area and New York City

Professional Memberships

American Historical Association

Organization of American Historians

Omohundro Institute of Early American History & Culture

Society for Historians of the Early American Republic

McNeil Center for Early American Studies

Library Company of Philadelphia

Friends Historical Association

American Society of Church History

Pennsylvania Historical Association

Pennsylvania, Maryland, New York, & California Historical Societies

Bibliographical Society of America

BRIDGET FORD

March 12, 2012

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ACADEMIC APPOINTMENTS

Assistant Professor, Department of History, California State University, East Bay, September 2006 to date. Teaching responsibilities include undergraduate and graduate courses on the Early Republic and Civil War eras and United States history to 1877.

Assistant Professor, Department of History, California State University, Fresno, August 2003 to August 2006. Teaching responsibilities included undergraduate and graduate courses on the Civil War and Reconstruction and United States history to 1877.

EDUCATION

Ph.D., University of California, Davis, 2002
Major Field: United States History
Minor Field: Cross-Cultural Women's History

B.A., Barnard College, Columbia University, New York, 1991
Phi Beta Kappa, *magna cum laude*
Major: History

PUBLICATIONS

American Crossings: Forging Union in a Civil War Borderland, book under contract with the University of North Carolina Press. Expected publication date, 2013.

"Black Spiritual Defiance and the Politics of Slavery in Antebellum Louisville," *Journal of Southern History*, vol. 78, n. 1 (February 2012), 69-106.

"Beyond Cane Ridge: The 'Great Western Revivals' in Louisville and Cincinnati, 1828-1845," *Ohio Valley History* vol. 8, n. 4 (Winter 2008), 17-37.

MAJOR FELLOWSHIPS AND PRIZES

Stanford University, Research Institute of Comparative Studies in Race and Ethnicity, External Faculty Fellowship, 2011-2012

The Huntington Library, W.M. Keck Foundation Fellowship for Young Scholars, 2005-06

American Antiquarian Society, Mellon Post-Dissertation Fellow, 2002-2003

Yale University, Center for Religion and American Life, Research Fellow, 2002-03

University of California Dissertation Year Fellowship, 1999-2000

Yale University, Pew Program in Religion and American History, Summer Dissertation Fellowship, 1999
 American Antiquarian Society, Legacy Fellow, 1998-99
 Western Association of Women Historians' Graduate Fellowship, 1998
 Institute for the Study of American Evangelicals, Billy Graham Center Research Travel Grant, 1998
 American Historical Association, Albert J. Beveridge Grant, 1997-98
 Phi Beta Kappa Northern California Association Graduate Fellowship, 1997
 Associate Alumnae of Barnard College Graduate Fellowship, 1997-98
 University of California, Davis, Graduate Fellowship, 1998-99
 Senate Fellow, California State Senate, Sacramento, 1991-92
 Phi Beta Kappa, 1991
 Eugene H. Byrne History Prize, Barnard College, 1991 (for superior work by an undergraduate majoring in history)
 National Endowment for the Humanities Younger Scholar, 1990
 Jenny A. Gerard Award, Barnard College, 1990 (for the student who is most proficient in the study of colonial history)

SMALLER GRANTS AND INSTITUTIONAL SUPPORT

Faculty Support Grant, California State University, East Bay, 2007-2008
 Assigned Time for Research, Scholarship, and Creative Activity, California State University, Fresno, 2004-2005
 Graduate Student Travel Award for Professional Meetings, University of California, Davis, 1998
 Humanities Graduate Research Award, University of California, Davis, 1997-98
 Pro Femina Research Consortium Graduate Research Award, University of California, Davis, 1997-98
 Cross-Cultural Women's History Research Award, University of California, Davis, 1997
 First-Year Fellowship, University of California, Davis, 1993-94

BOOK REVIEWS

Frank Towers, The Urban South and the Coming of the Civil War (Charlottesville, VA: University of Virginia Press, 2005), in the *Journal of the Early Republic*, vol. 26, no. 4 (Winter 2006), 707-709.

Gretchen Buggeln, Temples of Grace: The Material Transformation of Connecticut's Churches, 1790-1840 (Hanover and London: University Press of New England, 2003), in the *Journal of the Early Republic*, vol. 25, no. 1 (Spring 2005), 143-146.

Judith Kelleher Schafer, Becoming Free, Remaining Free: Manumission and Enslavement in New Orleans, 1846-1862 (Baton Rouge: Louisiana State University Press, 2003), in the *Register of the Kentucky Historical Society*, vol. 101 (Autumn 2003), 516-18.

Demetrius L. Eudell, The Political Languages of Emancipation in the British Caribbean and the U.S. South (Chapel Hill: University of North Carolina Press, 2002), in *Reviews in American History*, vol. 31, no. 2 (June 2003), 228-235.

Marilyn J. Westerkamp, Women and Religion in Early America, 1600-1850: The Puritan and Evangelical Traditions (London: Routledge, 1999) and Carol K. Coburn and Martha Smith, Spirited Lives: How Nuns Shaped Catholic Culture and American Life, 1836-1920 (Chapel Hill: University of North Carolina Press, 1999) in *Women's History Review*, vol. 9, no. 3 (2000), 647-650.

Catherine Brekus, Strangers and Pilgrims: Female Preaching in America, 1740-1845 (Chapel Hill and London: University North Carolina Press, 1998) on H-SHEAR@H-Net.msu.edu (listserv of the Society for Historians of the Early American Republic), May 1999.

PROFESSIONAL PRESENTATIONS

Chair and Commentator, "Slavery and Antislavery, Abolition and Citizenship." Presented at the San Francisco Rights Conference, San Francisco, California, September 16, 2011.

Participant, "Generations of Historians/Generation of History: Roundtable Discussion by Members of Multi-Generational Families in the Historical Profession." Presented at the Annual Meeting of the American Historical Association, San Diego, California, January 7-10, 2010.

"Black Spiritual Defiance and the Coming of the American Civil War." Presented at the New Faculty Research Colloquium, California State University, East Bay, Hayward, California, January 27, 2009.

"Black Churches and the Making of an Antebellum Borderland, 1840-1860." Presented at the Annual Meeting of the Society for Historians of the Early American Republic, Philadelphia, Pennsylvania, July 17-20, 2008.

"Religious Conflict and the Making of an American Civil War Borderland." Presented at the Western Association of Women Historians' Annual Meeting, Vancouver, British Columbia, May 15-18, 2008.

"Black Spiritual Authority in the Antebellum Upper South." Presented at the Bay Area Seminar for Early American History, Davis, California, March 6, 2005.

"Borderlands of Belief: Religion and Race in Cincinnati and Louisville on the Eve of the Civil War." Presented at the Cincinnati Seminar on the City (jointly sponsored by the Cincinnati Historical Society and the University of Cincinnati), Cincinnati, Ohio, November 13, 2003.

"'Bringing glad tidings of great joy to all men': Religion and Nationalism in the Ohio River Valley, 1820-1860." Presented at The Filson Institute for the Advanced Study of the Ohio Valley and the Upper South, Louisville, Kentucky, May 16-17, 2003.

"'Come all ye true friends of your nation': Religion and Race in a Nineteenth-Century American Borderland." Presented to the New England Seminar in American History, American Antiquarian Society, Worcester, Massachusetts, December 3, 2002.

"New Hearts Bound in Sympathy: Race and the Poetic Turn in Nineteenth-Century Evangelicalism." Presented at the McNeil Center for Early American Studies, University of Pennsylvania, Philadelphia, Pennsylvania, November 13, 2002.

- “‘Come out of Egypt’: Revivalism and Reform among Black Protestants in the Upper South, 1830-1860.” Presented at the Annual Meeting of the Society for Historians of the Early American Republic, Berkeley, California, July 11-14, 2002.
- “A Transatlantic Trade: British Romantics, Provincial American Women, and the Poetry of Antislavery.” Presented at the Berkshire Conference on the History of Women, the University of Connecticut in Storrs, Connecticut, June 6-9, 2002.
- “Understanding Another’s Plight: Memoirs by Black and White Humanitarian Reformers, 1850-1900.” Presented at the Organization of American Historians’ Annual Meeting, Los Angeles, California, April 26-29, 2001.
- “Fragile Bands and Troubled Souls: Protestant Disappointments in the Antebellum American West.” Presented at the American Society of Church History’s Spring Meeting, New Haven, Connecticut, March 29-31, 2001.
- “New Stories for Children: Antislavery Fiction and Child-Centered Reform in Nineteenth-Century America.” Presented at the American Historical Association’s Annual Meeting, Boston, Massachusetts, January 4-7, 2001.
- “Gothic Sacred Architecture and the Pursuit of Beauty in the Nineteenth-Century American West.” Presented at the Western Humanities Alliance Annual Conference, Seattle, Washington, October 12-14, 2000.
- “Romanism, Race, and Sentimental Reform in the Ohio Valley, 1836-1860.” Presented to the Early American History Seminar, University of California, Santa Barbara, May 23, 2000.
- “The Apotheosis of the Child: Race and Sentimental Piety in the Ohio River Valley, 1830-1860.” Presented at the American Society of Church History’s Spring Meeting, Santa Fe, New Mexico, April 29, 2000.
- “Race, Childhood, and the Decline of Pity as a Nineteenth-Century Sentimental Ideal.” Presented at the Western Association of Women Historians’ Annual Meeting, Pacific Grove, California, May 22, 1999.
- “Piety and Pity: Interpreting Sentimental Antislavery Literature from the Ohio River Valley.” Presented at the American Antiquarian Society’s Colloquium Series, Worcester, Massachusetts, November 12, 1998.
- “Evangelical Alliances: Antislavery and Respectability in the Antebellum West.” Presented at the Society for Historians of the Early American Republic’s Annual Meeting, Harpers Ferry, West Virginia, July 16-19, 1998.

TEACHING

Assistant Professor, California State University, East Bay, September 2006 to date
 “United States History to 1877” (undergraduate survey), “The Civil War Era” (graduate course), “The New Republic” (upper-division course), “The Civil War and Reconstruction” (upper-division course), “Introduction to History” (major core course),

“Historical Writing” (major core course), “The California History/Social Science Framework” (Single Subject Matter Preparation Program capstone course), “Independent Study”

Assistant Professor, California State University, Fresno, August 2003 to August 2006
 “United States History to 1877” (undergraduate survey), “Early American History to 1789” (upper-division undergraduate course), “U.S. Reconstruction (upper-division undergraduate course),” “Interpretations in United States History to 1877” (graduate course), and “Nationalism and Slavery in the United States to 1865” (graduate course).

Instructor, California State University, Hayward, Fall 2001

“History of Early America to 1763”

Instructor, University of California, Davis, Summer 2000

“History of the United States from the Colonial Era to the Civil War”

Instructor, Sacramento City College, Summer 1998

“History of the United States: Colonial Era to 1877”

Teaching Assistant Coordinator, Dept. of History, University of California, Davis, 1996-97

Trained and oversaw more than thirty teaching assistants each school quarter.

Conducted all-day retreat and ten-week course for new teaching assistants. Wrote grant proposals and coordinated series of seminars on teaching for faculty and teaching assistants.

Teaching Assistant, History and Philosophy of Science Program, University of California, Davis, Spring 1996

Teaching Assistant, Department of History, University of California, Davis, 1994-1996

PROFESSIONAL SEMINARS

Participant, Center for Religion and American Life Fellows Conference, Yale University, May 2003

Participant, The Pew Program in Religion and American History Fellows Conference, Yale University, May 4-6, 2000

Participant, “Identity and Community in a Globalizing World,” Dissertation Workshop sponsored by the University of California, Davis Center for History, Society, and Culture and the University of California, Berkeley International and Area Studies, December 10-13, 1998

Participant, “Getting Into Print,” Summer Seminar in the History of the Book in American Culture, American Antiquarian Society, Worcester, Massachusetts, June 9-15, 1997

UNIVERSITY AND COMMUNITY SERVICE

California State University, East Bay

History Department

Faculty Officer, Single Subject Matter Preparation Program in Social Science, Fall 2007 to date

Member, Graduate Program Revision Committee, Fall 2009 to date

Member, Scholarship Committee, Fall 2008 to Fall 2009

Member, History Grievance Hearing Panel, Fall 2007 to Fall 2009

Member, Graduate Committee, Fall 2006 to Fall 2007

College of Letters, Arts, and Social Sciences

University

Member and Secretary, Committee on Instruction and Curriculum, Spring 2010-2012

Member, Committee on Instruction and Curriculum, one-quarter replacement, Winter 2010

Member, Academic Senate, Spring 2007 to Spring 2009

Community

K-12 History-Social Science teacher preparation and continuing education

Presenter and Consultant, Words That Made America III Teaching American History Grant, Alameda County Office of Education, Fall 2010 to 2013

Presenter and Consultant, "Closing the Gap Between Past and Present: Reconstructing the Underground Railroad." Summer Tour of the Words that Made America Teaching American History Grant, Alameda County Office of Education, August 3-10, 2009.

Presenter, "Defining Citizenship and the Nation in the Civil War Era," Mt. Diablo Unified School District Teaching American History Grant Summer Institute, August 7, 2008.

Presenter, "Lincoln and African American Civil Rights," Summer Institute of the Words That Made America II Teaching American History Grant, Alameda County Office of Education, August 4, 2008.

Presenter, "Contested Truth or Unintended Consequences?: War, Peace, and Civil Rights in American History," Teaching American History Grant, Alameda County Office of Education, April 24 and May 27, 2008.

Presenter, "Using Children's Literature to Explore Race and Abolitionism, 1830-1860," Meet the Scholars Program, Teaching American History Grant, Alameda County Office of Education, January 10, 2008.

Presenter, "Abraham Lincoln and Civil Liberties," Summer Institute of the Words That Made America Teaching American History Grant, Alameda County Office of Education, June 18, 2007.

California State University, Fresno

History Department

Member, Curriculum Committee, Fall 2003 to Spring 2005

Chair, Budget Committee, Fall 2005

Member, Search Committee for Colonial and Early Republic historian, Fall 2005

Member of four Master's Thesis Committees

College of Social Sciences

College of Social Sciences Honors Program Committee, Spring 2004 to November 2005

University

Graduate Curriculum Subcommittee, Fall 2004 to December 2005

Community

K-12 Social Science teacher training and continuing education

Humanities Representative, College Curriculum Committee, Fall 2006 to Fall
2007

Seminar Leader, Teaching American History Grant Seminar for Fresno Unified School District educators, on the campus of California State University, Fresno, July 26-29, 2005.

Presenter, "Teaching American History: The Civil War," California State University, Fresno, September 16, 2004.

Presenter, "The Historical Context of Slavery," Teaching American History Seminar, California State University, Fresno, July 9, 2004.

Presenter, "Experience and Remembering Among Civil War Soldiers and Civilians," San Joaquin Valley History-Social Science Project, Sunnyside High School, February 12, 2004.

Presenter, "Industrialization and Reform" (History-Social Science Content Standards Grade 11), Tulare West High School Social Science Department, December 3, 2003.

PROFESSIONAL SOCIETIES

American Historical Association
Organization of American Historians
Society for Historians of the Early American Republic
Western Association of Women Historians

OTHER EXPERIENCE

Legislative Aide, California State Assemblywoman Barbara Friedman, Sacramento, 1992-93.
Developed legislative proposals, directed ten bills through Legislature, negotiated five into law. Responsible for women's issues, including domestic violence and economic equity, and state economic development, tax, and low-income housing issues.

LANGUAGES

German and French

VAHID FOZDAR

Department of History
California State University, East Bay
25800 Carlos Bee Blvd.
Hayward, CA 94542-3045

510-885-3240 (wk.)
510-524-0719 (hm.)
vahid.fozdar@csueastbay.edu

Education

- Ph.D.** History, December 2001,
University of California, Berkeley, California
Thesis title: "Constructing the 'Brother': Freemasonry, Empire, and Nationalism in India, 1840-1920"
Advisor: Thomas Metcalf
Examination Fields:
Medieval and Modern South Asian History
Late Modern Europe
South Asian Civilization
- B.A.** South and Southeast Asian Studies, December 1981,
University of California, Berkeley, California

Articles, Book Chapters, and Book Reviews Submitted, Completed, and Works in Progress

Book Chapter:

"Imperial Brothers, Imperial Partners: Indian Freemasons, Race, Kinship, and Networking in the British Empire and Beyond," in *Decentering Empire: Britain, India, and the Transcolonial World*, Durba Ghosh and Dane Kennedy, eds. (Orient Longman Press, 2006).

Journal Articles:

"'That Grand Primeval and Fundamental Religion': The Transformation of Freemasonry into an Imperial Cult" in *Journal of World History* (University of Hawai'i Press), 22:3 (September 2011): 493-525.

"Crafting the Great Game: Freemasonry as a Mask of Conquest?"

Submitted to the *Journal of Imperial and Commonwealth History* (Routledge Taylor & Francis Group).

Book Reviews:

Review of *Builders of Empire: Freemasons and British Imperialism, 1717-1927*, by Jessica L. Harland-Jacobs (Chapel Hill: University of North Carolina Press, 2007), in *Journal of Colonialism and Colonial History* (Johns Hopkins University Press), 8:3 (Winter 2007).

Review of *The Rule of Empires: Those Who Built Them, Those Who Endured Them, and Why They Always Fall*, by Timothy H. Parsons (Oxford: Oxford University Press, 2010), for *Journal of World History* (University of Hawai'i Press). Accepted for publication in June 2012 issue.

Review of Article Manuscript:

Review of article manuscript, "A Secret Society Crosses the Atlantic: Freemasonry's role in the formation of the Brazilian Nation-State," for *Comparative Studies in Society and History* (Cambridge University Press). August 2009.

Articles, Book Chapters, and Book Reviews Submitted, Completed, and Works in Progress (cont.)

Works in Progress:

Completing manuscript of first book—*The Lodge in the Raj: Freemasonry, Empire, and Nationalism in India, 1840-1925.*

Teaching Experience

California State University, East Bay, History Department:

Assistant Professor (September 2005 to June 2010)

Associate Professor (June 2010 to present)

HIST 6900 (Graduate Independent Study)—Fall 2007 (James Cosner), Winter 2008 (Sophia Kovanis), Spring 2009 (Rebecca Villagran)

HIST 6909 (Master's Thesis/Project Supervision)—Winter 2012 (Mark Laluan), Spring 2009 (Audrey Zarrinkhat), Spring 2007 (James Cosner), Winter 2008 (Sophia Kovanis)

HIST 6300—"Conference in Asian History: Religion, Politics, and Intervention in the Modern Middle East". Graduate-level course. Fall 2008, 2011, Winter 2007

HIST 3340—"The Middle East and the Rise of Islamic Societies." Upper-division course. Spring 2008, Winter 2010

HIST 3345—"The Modern Middle East." Upper-division course. Fall 2010

HIST 3307—"Modern India Through Film." Upper-division course. Fall 2006, Spring 2007 (Hayward and Concord), 2008

HIST 3303—"Pre-Colonial India." Upper-division course. Fall 2007 (online), 2011, Spring 2009 (online), 2011

HIST 3305—"Modern South Asia." Upper-division course. Fall 2009, Winter 2005 (as lecturer), 2007 (online), 2008 (hybrid), 2012, Spring 2006 (Hayward & Concord)

HIST 3017—"The Twentieth Century." Upper-division course. Fall 2005, 2006, 2007, 2008, 2009, 2010, Winter 2008, Winter 2009 (2 sections: Hayward & Concord), 2010, 2011, 2012, Spring 2009, 2010, 2011

HIST 3010—"Historical Writing." Upper-division course. Spring 2006, Spring 2007, Winter 2009

HIST 1016—"Modern World Civilizations III." Lower-division course. Fall 2005, 2006, 2007, 2008, 2009, 2010, 2011, Winter 2006, 2007, 2008, 2009, 2010, 2011, 2012, Spring 2008, 2009, 2010, 2011

HIST 1000/2010—"The Nature of the Study of History." Lower-division course. Fall 2005, Winter 2006

Supervisor or Second Reader for Master's Thesis, Exam Option, or Teaching Option:

2007 – James Cosner (Teaching Option: World history)

2008 – Sophia Kovanis (Teaching Option: World history)

2009 – Audrey Zarrinkhat (Exam Option; Supervisor for major field: Middle East)

2009 – Owen Keville (Exam Option; Reader for minor field: Middle East)

2012 – Mark Laluan (Master's Thesis, Asian history)

Lecturer

HIST 3305—"Modern South Asia." Upper-division course. Winter 2005

Teaching Experience (cont.)

University of California, Berkeley, History Department:

Visiting Assistant Professor (January to May 2005)

“Modern South Asia” (HIST 114B). Upper-division lecture course. Spring 2005.

“Religion and Nation in Colonial South Asia” (HIST 103R). Undergraduate seminar. Spring 2005.

University of Washington, Seattle, Washington, History Department:

Post-doctoral Research Associate (September 2002 to June 2004)

“South Asian History: Prehistory to the Present” (HSTAS 200). Lower-division survey course. Fall 2002 and Winter 2004.

“Twentieth-Century India” (HSTAS 404). Upper-division course. Fall 2003.

“The History of Modern India to 1900” (HSTAS 403). Upper division course. Spring 2003.

Clarion University of Pennsylvania, Clarion, Pennsylvania, History Department:

Assistant Professor (August 2001 to May 2002)

“Imperialism in Asia” (HIST 205). Fall 2001.

“Modern Asia, 1500 to the Present” (HIST 200). Spring 2002.

“Modern Civilization, 1789 to the Present” (HIST 113). Fall 2001 and Spring 2002.

California College of Arts and Crafts, Oakland, California, Humanities and Sciences Department:

Lecturer (August 2000 to May 2001)

“History of World Cultures, II (1500 to the Present).” Fall 2000 and Spring 2001.

University of California, Davis, History Department:

Lecturer (March to June 1998)

HIST 8—“The History of Indian Civilization.” Spring 1998.

University of California, Berkeley:

Lecturer (January to May 1998)

Group in Asian Studies: “Asia from 1600 to the Present.” Team-taught by regions, I delivered five lectures on South Asia from the early modern period to the present. Spring 1998.

Graduate Student Instructor (1997 to 2001)

Undergraduate Interdisciplinary Studies Department (UGIS): “World Civilizations to 1500.” Fall 1998.

History Department: “South Asian History” (HIST 9). Spring 1994 and Spring 1995.

College of Engineering (Interdisciplinary Studies): “Introduction to Computers.” Fall 1997, Spring 1998, Spring 1999, Fall 1999, Spring 2000, Fall 2000, and Spring 2001.

Teaching Interests

South Asian History and Culture

World History

Southeast Asian History

Islamic History

European Colonialism/Imperialism

Fellowships and Grants

- Faculty Learning Community Grant, California State University, East Bay
4 units of course relief to develop online course in pre-colonial Indian history. Spring 2007
- New Faculty Support Grant, California State University, East Bay
To conduct research in the London and Edinburgh for book project. Summer 2006
- Summer Stipend, California State University, East Bay
A grant of one month's salary in connection with above grant. Summer 2006
- Post-Doctoral Fellowship, Undergraduate Asian Studies Initiative, University of Washington
One of two awarded campus-wide. 2002-03 and 2003-04 (acad. years)
- Undergraduate Asian Studies Initiative and History Department Travel Grants, University of Washington
To conduct research at the library of the Supreme Council, 33° (Scottish Rite Freemasonry), in Washington, D.C. March 2003
- Henry Morse Stephens Memorial Traveling Fellowship, U.C. Berkeley
For dissertation research in India. 1995-96 (acad. year)
- Sather Fellowship, U.C. Berkeley
For dissertation research in India. 1995-96 (acad. year)
- Foreign Language Area Studies Fellowship (F.L.A.S.) for Hindi-Urdu, U.C. Berkeley. 1993-94 (acad. year)

Scholarly Presentations and Guest Lectures

- American Historical Association 2005 annual meeting, Seattle, Washington. "*The Fatherhood of God and the Brotherhood of Man: Freemasonry and Socio-Religious Reform in Nineteenth-Century Bombay.*" January 9, 2005.
- "Great Game" Videoconference (academic conference linking CSUEB, CSU Long Beach, University of London, and American University of Afghanistan, Kabul). "*The Intersection of Imperialism, Nationalism, and Modernization in the 'Great Game' Plays.*" Nov. 10, 2010.
- "Empire and Education," Sixth Galway Conference on Colonialism, National University of Ireland, Galway. "*'Sons of Mystery' / 'Sons of Light': Freemasonry and the Promotion of Education in British India.*" June 26, 2010.
- Scholar-OLLI (Osher Lifelong Learning Institute at CSU East Bay), California State University, East Bay (Concord campus). "*Cult of Empire: Freemasonry and Christian 'Un-exceptionalism' in India.*" April 9, 2008.
- History Students Association, California State University, East Bay. "*Cult of Empire: Freemasonry and the De-centering of Christianity in India.*" May 14, 2007.
- Western Conference of the Association of Asian Studies 2004, Seattle, Washington. "*Lodge and Nation: the Masonic Roots of Indian Nationalism, 1865-1907.*" Oct. 2, 2004.
- Conference in honor of Thomas R. Metcalf: "How Empire Mattered: Imperial Structures and Globalization in the Era of British Imperialism," Berkeley, California. "*Imperial Brotherhood: Indian Freemasonry and Global Networking During the British Raj.*" April 5, 2003.
- South Asia Conference of the Pacific Northwest, University of Washington, Seattle. "*The Masonic Roots of Hindutva: the Case of the Aryan Lodge.*" March 8, 2003.
- Pacific Coast Conference on British Studies, Stanford, California. "*Cult of Empire: Freemasonry and Civil Religion in the British Raj.*" April 8, 2001.
- South Asia Conference, University of California at Berkeley. "*The Lodge in the Raj: Imagining State and Nation in The Masonic Record of Western India.*" February 20, 2000.
- Asian Studies on the Pacific Coast conference, Walla Walla, Washington. "*Lodge and Samaj: Freemasonry and Hindu Socio-Religious Reform in British India.*" June 20, 1998.
- Undergraduate Asian Studies Initiative (UASI) Pedagogy seminar presentation. University of Washington, Seattle. "*Western Orientalism and Eastern Occidentalism: Asian Studies After Said.*" Nov. 17, 2003

Undergraduate Asian Studies Initiative (UASI) Pedagogy seminar presentation. University of Washington, Seattle. *"The Comparative Method When Teaching the (South) Asian Survey."* March 7, 2003.

University Service

California State University, East Bay:

- Director, Asian Studies Program. May 2008 - present
- CSUEB representative to Hayward-Ghazni Sister-City Committee. 2011 to present.
- Senator, CSUEB Academic Senate. 2006-08
- Member, CSUEB CLASS Curriculum Committee. Spring 2008
- "Great Game" Videoconference. Coordinated planning and recruited panelists at CSUEB and UC Berkeley for a videoconference, sponsored by the British Council, linking academic panels at CSU East Bay, CSU Long Beach, the University of London, and the American University of Afghanistan, Kabul, to discuss a series of recent plays, originally produced by the Tricycle Theatre, London, entitled "The Great Game: Afghanistan." Nov. 10, 2010.
- Member, Retention, Promotion & Tenure Committee for Khal Schneider and Linda Ivey. Winter 2011
- Member, CSUEB Committee on Research. Elected for 2008-10
- Member, Planning Committee for CLASS Global Knowledge conference on "Afghan and Iranian Diaspora Cultures and Communities in the Bay Area," Oct. 2009. Appointed by Dean Dec. 2008
- Member, International Studies Faculty Committee. 2008 – present
- Faculty Coordinator, History Students' Association. Fall 2009 - present
- Member, History Department's Scholarship Committee. 2005 - present
- History Department's Library Liaison. 2006-07; 2007-08; 2008-09; 2009-10
- History Department's Assessment Coordinator. 2005-06
- Arranged lecture by Dr. Varija Bolar, of Karnataka University, Dharwar (India): *"Inscribing Indian History: Using Temple Inscriptions to Understand Indian Civilization."* Dec. 5, 2007.

Clarion University of Pennsylvania: served on the College of Arts and Sciences Dean's Advisory Committee on Faculty Development. 2001-02.

University of Washington, Seattle: designed and presented a South Asian film series for the South Asia Center. Fall 2003, Spring 2004

Consultant for Clarion's local newspaper, "The Derrick," regarding Afghanistan and 9/11: issue for Sept. 13, 2001.

Professional Memberships

American Historical Association (AHA)

Association of Asian Studies (AAS)

Languages

Hindi-Urdu

Arabic

Persian

French

Foreign Experience

Childhood

Lived for many years in Southeast Asia.

Sept. 1995 - June 1996

Did dissertation research in Bombay and New Delhi.

(I have also traveled numerous times to India and Southeast Asia for one month or more.)

Richard A Garcia Ph.D.

Professor of History, Department of History

California State University, East Bay

Abbreviated C.V.

Education:

Ph.D. American and European Intellectual/Cultural History, Ethnic History, UCI, 1980

Credential, Two year program, School of Social Science, Cultural Studies and History Department, History and Theory, UCI, 1974-76

M.A. American Intellectual and Ethnic History, UCI, 1976

M.A. Political Science (U.S. and L.A.) and Administrative Theory, UTEP, 1970

M.A. Educational History and Philosophy, UTEP, 1968

B.A. History and Political Science, UTEP, 1964

Summer Institutes

Participant, Cultural Studies and Feminist Theories, Sponsored by the Women Studies Program, Santa Clara University, 1995

Participant, Chicano Cultural Studies, Cultural Paradigms, and Post-Modern Theories, Newport Beach, California Sponsored by Stanford University and California State, Los Angeles, 1985

NEH Fellow, Mexican History and Culture, Colegio De Mexico, Mexico City, 1972

NEH Fellow, Chicanos History, Culture, Politic, Stanford University, 1971

Publications

2007 Ethnic Community Builders: Mexican Americans in Search of Justice and Power, The Struggle for Citizenship and Power (co-authors), Altamira Press

2001 Race and Class: An Anthology, (co-edited), Greenhaven Press

1997- Notable Latino Leaders, (co-authored), Greenwood Press
(Winner of the Choice Award, Best Book of the Year)

1995 Cesar Chavez: A Triumph of Spirit (co-authored), University of Oklahoma Press,

(Winner of the Critics Choice Award by San Francisco Review of Books, and Winner of the 1997 Myers Center Award for the Study of Human Rights in North America)

1991 Rise of the Mexican American Middle Class, San Antonio, 1929-1941, Texas A&M Press

1977 The Chicanos in America, 1540-1974: A Chronology, Anthology, and Fact Book, Oceana Publications, Inc.

1977 Political Ideology: A Comparative Study of Three Chicano Youth Organizations, R&E Publications, San Francisco, Ca.

1972 Bibliographia de Aztlan (Co Authors), San Diego State University Press

Books In Progress,

Mexican Americans: Essays of History, Culture, & Thought (Under Contract, Prentice Hall, Completed-under revision)

Chicano Intellectuals: Essays of De-Construction (9 of 10 chapters completed)

Liberal Visions and American Dreams: U.S. Congressmen Henry B. Gonzalez and Edward Royce—Fighters for Citizenship, 1950-1980 (Proposal and 1 chapter completed).

Articles and Reviews (Recent)

Encyclopedia of American Social History, Oxford University Press
Two Short Essays on Dolores Huerta, Mexican Farm Workers forthcoming

Journal of American History, Review of Naturalizing Mexican Immigrants: A Texas History by Martha Menchaca, forthcoming

The Journal of Southern History, Review of Quixote's soldiers: A Local History of the Chicano Movement, 1966-1981 by David Montejano, Volume LXXVIII No.1 February 2012, pp.234-235.

***Numerous Articles and Book Reviews on Mexican Americans/Chicanos
(Available if requested)

***Numerous Conference Presentations and Lectures given throughout the United States, Germany, Spain, Israel and Mexico

**8Papers presented at the American Historical Association Meetings, The Organization of American Historians Meetings, Western Social Science Association

Conferences, Southwestern Historical Conferences, Pacific Historical Association Conferences, Culture and Film Studies Conference, National Association of Chicano Studies Conference, and others, (Available if requested)

Awards

University of Colorado, Boulder, Chancellors', Summer Research Award, 1979

NEH, Summer Research, Grant, 1979

NEH Summer Fellowship, Institute at Colegio De Mexico, Mexico City, 1971

NEH Summer Fellowship, Institute at Stanford University, 1972

Ford Foundation Doctoral Fellowship, 1974-1979

University of California, Irvine, Chancellors' Doctoral Research Award, 1979

Summer Internship, State Department, Office of Panamanian Affairs, Washington D.C. Summer 1964

Teaching Positions:

Professor, California State University, East Bay, Ethnic Studies Department, 1990-1995, History Department 1995-Present

Visiting Professor, Santa Clara University, Ethnic Studies Department, 1989-1990

Professor, Santa Monica College, History Department, 1983-1989

Adjunct Professor, University of California, San Diego, History Department, 1982-83

Professor, University of Colorado, Boulder, Chicano Studies/History, Dual Appointment, 1979-82

Adjunct Lecture, University of California, Irvine, History Department, 1978-79

Teaching Assistant, University of California at Irvine, History Department 1977-78

Professor, 2 years Del Mar, Ca., Powell Community College, Social Science Department 1972-74

Teaching Assistant, University of California, San Diego, History Department 1971-72

Professor, San Diego State University, Chicano Studies Department, 1970-71

Teaching Assistant, UTEP, Political Science Department, 1968-1970

Substitute Teacher, Public Elementary Schools, Houston, Texas, 1971-72

Teacher, Texas Public Middle School, El Paso, Texas, 1967-68

Teacher, Texas Public Elementary School, El Paso, Texas, 1964-67

Teaching Certification Credentials:

California Community Colleges, Lifetime

Texas Secondary Schools, Lifetime

Texas Elementary Schools, Lifetime

Administration Experience:

Summer Chair, History Department, 1995, 1986

Chair, Ethnic Studies Department, California State University, Hayward, 1992-93

Chair, Board of Directors, El Paso, Mexican South Side, Poverty Program, 1968-1969

Summer Intern, U.S. State Department, Office of Panamanian Affairs,
Washington D.C., 1964

Summer Research Fellow, U.S. State Department, Study of Mexican Immigration on
The Texas Border, El Paso, Texas, 1963

*****Extensive University and Department Committee Work (Committees
Chaired or a participating Member available upon request.)**

J

Linda Leigh Ivey

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Alameda, CA 94501
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California State University East Bay
Department of History
25800 Carlos Bee Boulevard
Hayward, CA 94542
Tel. 510/885-4015

CURRENT POSITION

Assistant Professor, Department of History

California State University East Bay, Hayward, CA, 2006-present

- Specialize in Environmental History, Immigration History, and the American West
- Serve as Coordinator, Public History and Internships
- Teach core courses for the major: Historical Writing, Introduction to History, Introduction to Public History
- Mentor Master's Degree theses and Public History projects
- Lead Teaching Practicum and Independent Studies for MA students
- Direct students in exhibition projects with local museums and historical societies

EDUCATION

Ph.D., Department of History, Georgetown University, Washington, DC, 2003

Major Field: United States (focus on environmental history and ethnic/immigration history)

Minor Field: International Migration (case studies on Greece, Italy and Mexico)

Dissertation: *Poetic Industrialism: Environment, Ethnicity and Commercial Horticulture in California's Pajaro Valley, from the Progressive Era through the Great Depression* -- an examination of the relationship between modernization, immigration and environment in a small agricultural community.

Advisor: John R. McNeill, Georgetown University Department of History

B.A. with honors in History, Trinity College, Hartford, CT, 1991

Phi Beta Kappa; Faculty Honors List; Writing Center Fellow

PUBLICATIONS

Manuscript, in progress: *Poetic Industrialism: Race, Class, Environment and Notions of Sustainable Agriculture in 20th Century California*

"Apples and Experts: Evolving Notions of Sustainable Agriculture," (out for review).

Review of Philip L. Fradkin and Alex L. Fradkin, *The Left Coast: California on the Edge?*, H-Environment, H-Net Reviews. August, 2011. URL: <https://www.h-net.org/reviews/showrev.php?id=33697>

"Teaching Environmental History: Two Views from the United States," with George Vrtis, *Global History Review*, Beijing: China Social Sciences Press (volume and date to come), 2012.

"Foreward," in *Cultivating a Movement: An Oral History of Organic Farming and Sustainable Agriculture on California's Central Coast*, Sarah Rabkin and Irene Reti, eds. Santa Cruz, CA: University of California Santa Cruz Library, 2011.

Review of Robert M. Carriker, *Urban Farming in the West: A New Deal Experiment in Subsistence Homesteads*, in *Agricultural History* 85, no. 3 (2011): 433-4.

"Immigration" and "Monoculture," in *Encyclopedia of American Environmental History* (4 vols.), Kathleen A. Brosnan, editor. New York: Facts on File, Inc., 2010.

Review of Catherine S. Ramirez, *The Woman in the Zoot Suit: Gender, Nationalism and the Cultural Politics of Memory*, in *The History Teacher* 42, no. 4 (August 2009): 522-523.

"The Body Environmental," *Reviews in American History* 35, no. 4 (December 2007): 565-572.

Linda Leigh Ivey/2

PUBLICATIONS, cont'd

"Selling California: Industrial Shorts in the Classroom," *Environmental History* 12 (April 2007): 319-21.

"Ethnicity in the Land: Lost Stories in California Agriculture," *Agricultural History* 81, no. 1 (2007): 98-124.

"Ready to Rock and Roll? Journey with Aborigines Back to the Bush in Chris Walker's 'The Dreamers of Arnhem Land,'" *American Society for Environmental History News*, Winter 2006.

"The Scene of the Crime: Travis Wilkerson's 'An Injury to One' Investigates Class Conflict in Environmental History," *American Society for Environmental History News*, Winter 2005.

PROFESSIONAL PRESENTATIONS AND LECTURES

"*Bridging the Divide in Local Historical Societies*," (organizer), California Council for the Promotion of History, Riverside, CA, scheduled October 2011. (Panel includes CSU East Bay Graduate Students)

"*Mass Migration and Environmental History: Regional Perspectives*," (Roundtable) American Society for Environmental History, Phoenix, AZ, April 2011

"*Alien Invasions, Arsenic Poisonings, and Armed Fortresses: A History of Agriculture in Santa Cruz County*," Thom Gentle Lecture on Environmental History, University of California Santa Cruz, October 12, 2010

Comment: "Land Rights and Identity: Santa Clara County in the Late Nineteenth Century," American Historical Association/Pacific Coast Branch, Santa Clara, CA August 2010

Comment (in absentia): "California Exceptionalism Revisited," AHA/PCB, Tucson, AZ, August 2009

"*David Vaught's After the Gold Rush: Tarnished Dreams in the Sacramento Valley and the State of Rural History in California (Roundtable)*" Agricultural History Society, Reno, NV, June 2008

"*Demonstrating the New Deal: Government Programs and Agrarian Autonomy in California Soil Conservation*," American Society for Environmental History, Boise, ID, March, 2008

"*To Master the Secrets: Scientific Modernization and Multiculturalism in California Agriculture*," Agricultural History Society, Boston, MA, June, 2006

"*Multicultural Horticulture: The Complexity of Race, Ethnicity and Food Production*," from "White Food: Race and the Politics of Perfection," UC Humanities Research Institute residential research group workshop, University of California, Santa Cruz, October, 2005

"*Immigrants and Artichokes: Finding a Niche in California Agriculture*," American Society for Environmental History, Providence, RI, March, 2003

"*Race and Environment Across Borders-- A Roundtable Discussion*," (organizer), American Society for Environmental History, Denver, CO, March, 2002

"*Nativism and the Environment in California*," Western History Association, San Antonio, TX, October, 2000

"*And the Fruit Grows Heavy: Violence and the Environment in the Fields of California, 1930*," American Historical Association/Pacific Coast Branch, Park City, UT, August, 2000

"*Suffering New Transplantings: Immigration and Environment in Central California, 1846-1913*," American Society for Environmental History, Tucson, AZ, April, 1999

"Invading the Special Domain: Environment and Californian Nativism, 1880-1921,"
Rural History Series, The Newberry Library, Chicago, IL, March, 1999

Linda Leigh Ivey/3

AWARDS AND GRANTS

Samuel P. Hays Research Fellowship, American Society for Environmental History, 2011.
Faculty Learning Community for Hybrid Course Development, CSU East Bay, 2010
Faculty Learning Community for Early Career Faculty, CSU East Bay, 2009
Faculty Learning Community in Service Learning and Community Teaching, CSU East Bay, 2008
Faculty Learning Community in On-Line Course Design, CSU East Bay, 2007
University of California Instructional Improvement Grant, UCSC Center for Teaching Excellence, 2006
Stevenson College Development Grant, for Curricular Development, UCSC, 2005
Non-Senate Faculty Development Grant, for Curricular Development, UCSC, 2005
Ellen Swallow Richards Grant, American Society for Environmental History, 2003
Royden B. Davis Fellowship, Georgetown University, 1999
Fletcher Jones Foundation Fellowship, The Huntington Library, San Marino, CA, 1998
Georgetown University Thesis Research Scholarship, 1996-2001; Georgetown Fellowship, 1996
Irma T. Piepho Fund grant, Georgetown University, 1996, 2000

UNIVERSITY SERVICE

California State University East Bay:

Faculty Senate, 2009-present (elected for two terms)
Coordinator of Public History and Internships, 2008-present
University Committee on Instruction and Curriculum, General Education Subcommittee, 2008-present
University Committee on Instruction and Curriculum, Technology & Instruction Subcommittee, 2006-present
Scholarship Committee, Department of History, 2006-2010
Graduate Admission Committee, Department of History, 2007-2010
History Department Webmaster, 2008-present
Summer Chair, Department of History, 2007 and 2010
University Committee on Instruction and Curriculum, 2007-2009
Faculty Coordinator, History Student Association, 2008-2009

University of California Santa Cruz:

Planning Committee, Stevenson College Visiting Scholar, 2005-06
College Eight Core Curriculum Committee, 2005
University Lecturer Professional Development Fund Committee, 2003-04

OTHER ACADEMIC EXPERIENCE

- Editorial Board, *Agricultural History*, June 2011-present.
- Member, Board of Directors, Hayward Area Historical Society, 2010-present
- Chair, Program Development Committee, Hayward Area Historical Society, 2010-present
- Member, Board of Directors, Nea Community Learning Center, Alameda, CA, 2010-present
- Consultant, City of Dublin, Agricultural Heritage Center Project, 2010-present
- Guest Speaker, College Eight Core Course, University of California Santa Cruz, Fall 2010
- Consultant, Cengage Publications, Summer 2010
- Consultant, Oakland Museum of California/CSU grant development initiative, 2009-present
- Guest Speaker, Annual Meeting of the Walnut Creek Historical Society, November 2009
- Guest Speaker, Tri-Valley History Council, Pleasanton, CA, June 2009
- Advisory Board, "The Russell City Blues" Documentary Project, Past and Present Media, 2008
- Program Committee, National Council on Public History annual meeting, 2010
- Exhibit Consultant, Wells Fargo History Museum, San Francisco, CA, Summer 2008
- Consultant, San Luis Obispo County (CA) Office of Education, Environmental Education Initiative
- Program Committee, Agricultural History Society annual meeting, 2008
- Referee for article submissions for the journals *Pacific Historical Review* and *Agricultural History*.
- Consultant, "Words That Made America" Teaching Leadership Cadre, Teaching American History Grant,

Alameda County (CA) Department of Education, 2007-present

Linda Leigh Ivey/4

OTHER ACADEMIC EXPERIENCE, cont'd

- Crossroads Summer Institute, Hayward Area Historical Society, Summer 2007 and 2008
Mentored local elementary school teachers
- Assistant Editor, *Environmental History*, 2005-2006
Assisted editor of national scholarly journal; scouted, reviewed and edited submissions, assisted in developing new features
- Stevenson College Core Course Coordinator, University of California, Santa Cruz, 2004-2006
Coordinated first year program, serving as point person for faculty and students, and as liaison to the Provost; organized lecture series; led weekly staff meetings; developed grant proposal to fund and create course website.
- Teaching Practicum, Stevenson Junior Fellowship Program, University of California, 2004-2006
Provided pedagogical instruction and mentoring for competitively chosen upper division students who team-teach within the Stevenson College Core Course, UCSC.

PREVIOUS TEACHING EXPERIENCE

Lecturer, University of California, Santa Cruz, CA, 2001-2006

Visual Knowledge, Digital Media, and the Texts of Stevenson Core, Spring 2006: Explores pedagogy of digital learning and critical analysis of the Internet as a cultural and academic resource. Students develop digital stories and web-based content as a resource for future students.

Race, Ethnicity and The Environment, 2005-2006: Explores the historical link between race, class and the environment to frame contemporary issues of environmental justice in the U.S., and those involving the U.S. on a global scale.

Environment and Society -- College Eight Core Course, 2003-2006: First-year seminar explores the relationship between humans and their natural environment through environmental history and modern environmental conflicts.

Self and Society -- Stevenson College Core Course, 2001-2006: First-year seminar covers an interdisciplinary and multicultural selection of classic texts, from Confucius and Plato to Marx and Gandhi.

Adjunct Professor, Trinity College, Hartford, CT, Trinity-in-San Francisco program, 1999-2003

The West Coast Experience: Perspectives on US Social and Environmental History (2002-03): Historical introduction to California and the San Francisco Bay Area;

San Francisco, City of Arrival: Communities and Social Movements (1999-2002): Examined radical history of the Bay area through memoirs, documentaries, and other primary sources.

Adjunct Professor, Trinity College, CT, Trinity-in-San Francisco Summer Program, 2002

Created and taught a seven-week program, *Environment and the American Nation: An Introduction to U.S. Environmental History*, featuring two required courses: *Nature and Nationalism*, discussing the natural environment as it shapes American identity, and *Topics in U.S. Environmental History: California and the West*, seminar covering water rights, urbanization, agriculture and natural disasters.

Lecturer, Hartnell College, Salinas, CA, 1998-2005

US History to 1877; US History since 1877; US History since 1877 (honors)

Davis Fellow, Georgetown University, Washington, DC, 1999

Multiculturalism and the Environment in U.S. History: This course examines the links between race, ethnicity, class and national attitudes toward the environment in United States history.

**CURRICULUM VITAE
ROBERT PHELPS**

Department of History
California State University, East Bay
Concord, CA., 94521
(510) 885-3238
robert.phelps@csueastbay.edu

3411 Millbrook Ct.
Fairfield, CA
94534
(530) 318-3529

EDUCATION

Ph.D., History, University of California, Riverside

March, 1996

Fields:

Major: United States History, 1789-1900

Minor: United States History, 1900-present

Specialization:

Nineteenth and Twentieth Century Urban and Social History
History of the American West

Dissertation:

"Dangerous Class on the Plains of Id: Ideology and Homeownership in Southern California, 1880-1920." Professor Ronald Tobey, Dissertation Director, assisted by Professor Charles Wetherell

M.A., History, University of California, Riverside

June, 1990

Field: United States South

B.A., History, San Diego State University

August, 1987

EMPLOYMENT

Associate Professor, Department of History, California State University, East Bay

Fall 1998-Present

Associate Director, CSUEB Concord Campus

Fall 2010-Present

Director, CSUEB University Honors Program

Fall 2009-Present

Lecturer in United States History, Department of History, University of San Francisco

Summer, 1998

Visiting Professor, Department of History, University of the Pacific

1997-1998

Visiting Lecturer, Department of History, University of California, Los Angeles

Spring, 1997

History Instructor, Crafton Hills College

1996-1997

History Instructor, San Bernardino Valley College

Fall, 1996

Visiting Professor, Department of History, University of California, Riverside

Summer, 1996

COURSES TAUGHT

California State University, East Bay

- History of California
- History of the San Francisco Bay Area
- American West
- Historical Research Methods
- The Writing of History
- The Study of the Nature of History
- The United States in the Age of Empire
- The Great Depression and World War Two
- Conference in United States History (*Graduate Seminar*)
- Graduate Research Seminar

- Graduate Thesis Advisor

COURSES TAUGHT CONTINUED

Other Universities and Colleges

- Nineteenth and Twentieth Century United States Political and Social History
- Urban History
- American West
- United States History Survey
- University of the Pacific's Mentor I and II General Education Seminar

PUBLICATIONS

- Review of the Oakland Museum of California's "Coming to California Collection Gallery," in *The Public Historian*. Forthcoming.
- "Fixing California Will Require Some Tough Medicine," *Oakland Tribune*, October 24 2010
- "Teaching California History," *California History* 87 (Winter, 2009)
- "Sunshine and Smoke: The Environmental History of Los Angeles," *Reviews in American History* 34 (December 2006).
- "On Comic Opera Revolutions: Maneuver Theory and the Art of War in Mexican California," *California History* 84 (Fall 2006).
- Review of Villa and Sanchez, eds. *Los Angeles and the Future of Urban Culture in Pacific Historical Review* 75 (August 2006).
- Review of *The Elusive Eden: A New History of California*, 3rd edition, by Richard Orsi and Richard Rice in *Nevada Historical Quarterly* 49 (Spring 2006).
- *Images of America: Castro Valley* (Charleston, SC: Arcadia Press, 2005).
- *Images of America: Early Hayward* (Charleston, SC: Arcadia Press, 2004).
- "All Hands Have Gone Downtown: Urban Places in Gold Rush California," in Richard Orsi and Kevin Starr, eds., *Rooted in Barbarous Soil: California During the Gold Rush* (Berkeley: University of California Press, 2000).
- "Western History and Local Historians," in Carol Kammen and Norma Pendergast, eds., *The Local Historian's Encyclopedia* (New York: Alta Mira Press, 2000).
- "The Frontier Thesis," in Carol Kammen and Norma Pendergast, eds., *The Local Historian's Encyclopedia* (New York: Alta Mira Press, 2000).
- "The Manufacturing Suburb of Los Angeles: Henry Huntington, Alfred Dolge, and the Building of Dolgeville, California, 1903-19100," *Southern California Quarterly* 80 (Winter, 1998/99).
- "The Search for a Modern Industrial City: Urban Planning, the Open Shop, and the Founding of Torrance, California," *Pacific Historical Review* 64 (November, 1995).

ONLINE PUBLICATIONS

- "Picture This!" Historical Content Editor for Additions to Internet Exhibit on the History of California Presented by the *Oakland Museum of California* (www.museumca.org/picturethis/), Forthcoming.
- "Crossroads" Writer/Editor for Internet Based Resource for K-12 Teachers on the History of the San Francisco Bay Area (www.historycrossroads.org), 2004-Present.
- "Picture This!" Historical Content Editor for Internet Exhibit on the History of California Presented by the *Oakland Museum* (www.museumca.org/picturethis/), July, 2003.

PUBLIC HISTORY PRESENTATIONS

- Interpretive Advisor, "San Pasqual Battlefield Panel Revision," San Pasqual Battlefield Park, California State Parks.

- Interpretive Advisor, "Gallery Panel Revision," Hayward Area Historical Society (2005).
- Interpretive Advisor, "That 70's Exhibit," Hayward Area Historical Society (2005).

WORKS IN PROGRESS

- *Bungalow Paradise: Homeownership and Social Conflict in Los Angeles, 1900-1930*. Book-length manuscript in final stages of research and revision.

PRESENTATIONS

- "Failure to Govern: The Historical Origins of California's Political Crisis." Osher Lifelong Learning Institute, May 2010.
- "The Art of War in Mexican California." Osher Lifelong Learning Institute, April 2006.
- "The Urban West." CNTV, California State University, Hayward. Summer, 2002.
- "Saving First Mate Ryan: Living History and the USS Hornet Museum." Presentation, Annual Conference of the *National Council for History Education*. October 27, 2000.
- "The Habit of Self Promotion: The Historiographic Tradition of Los Angeles." Presentation, Annual Convention of the California Council for the Promotion of History, October 30, 1999.
- "Planning in the Borderlands: Frederick Law Olmsted, Jr., Central Los Angeles and City Planning in the Western Metropolis." Research Presentation. University of the Pacific. February 3, 1998.
- "A Modern Industrial City: Urban Planning, the Open Shop, and the Building of Torrance, California." Research Presentation. University of California, Los Angeles. June 3, 1995.
- "A Modern Industrial City: Urban Planning, the Open Shop, and the Building of Torrance, California." Research presentation. University of California, Riverside. March 2, 1995.
- "A Factory Town in Turn of the Century Los Angeles." Presentation of Teaching Methods to Los Angeles High School Teachers, History/Social Science Summer Institute. University of California, Los Angeles. July, 1995.

PROFESSIONAL SERVICE

- Member of the Board of Directors, *Hayward Area Historical Society*
- Chair, Program Development Committee, *Hayward Area Historical Society*
- Publication Referee, *California History*, the official journal of the California Historical Society
- Content Editor, *World Book Encyclopedia* (2007)
- Presenter, *Teaching American History Grant*, Alameda County School District, 2006-Present.
- Presenter, Hayward Area Historical Society's *K-12 Teaching Workshop*, 2007.
- Manuscript Reviewer for James Rawls, *California: An Interpretive History*, 9th Edition. McGraw-Hill Publishing, 2006.
- Manuscript Reviewer for Richard Stillson, *Spreading the Word: A History of Information in the California Gold Rush*. University of Nebraska Press, 2006.
- Senior Scholar, "Crossroads" K-12 Partnership. *Hayward Area Historical Society* 2002-Present.
- Member, Local Arrangements Committee for the annual conference of the American Historical Association, January 2002.
- Panel Chair, "Individuals in California History," at the annual conference of the *California Council for the Promotion of History*, September 23, 2000.
- Reviewer, *The Enduring Vision* (Houghton Mifflin College Level Textbook), 1998.

UNIVERSITY SERVICE

- Interim Associate Director, CSUEB Concord Campus (Fall 2010-Present)
- Director, University Honors Program. (Fall 2009-Present)

- Chair, Concord Campus Advisory Committee.
- Interim Chair, Department of History.
- History Major Coordinator, CSUEB Concord Campus.
- Member of the Academic Senate.
- Member, CLASS College Election Committee.
- Chair, Contra Costa Advisory Committee.
- Chair, California History/American West Search Committees.
- Member, Academic Standards Sub-Committee, CSU Hayward WASC Committee.
- Member, Faculty Diversity and Equity Committee.
- Undergraduate Coordinator/Advisor, Department of History.
- Coordinator, Committee to Promote the History Major.
- Coordinator, USS Hornet Museum/Cal State Hayward Internship Program.
- Member, Scholarship Committee, Department of History.
- Member, Graduate Admissions Committee.
- Member, Women's History Search Committee.
- Member, Modern Europe/Colonialism History Search Committee.
- Representative, Meeting on the Development of Assessment Programs in the CSU

COMMUNITY SERVICE

- History Instructor, Diversity Mural Project, Hayward Unified School District-CSU East Bay
- Vice Spokesman, San Pasqual Band of California Mission Indians (2007-2008)
- Enrollment Committee, San Pasqual Band of California Mission Indians (2006-2008)
- Mentor, National Groundhog Shadow Day, 1999-2003.
- "Cities of Gold." Presentation for the San Ramon Rotary Club 2001.
- Assistant Fencing Coach, National Youth Sports Program Summer, 2002-Summer, 2003.
- "Californio Society," Presentation at the San Lorenzo History Museum, April, 2004.
- Instructor, K-12 Teacher Training Program, Hayward Area Historical Society, June, 2004.

AWARDS

- *Distinguished Professor of the Year*, CSUEB Concord Campus, 2006-2007 (chosen by students from over 100 CSUEB faculty members teaching at the Concord campus).
- Faculty Activity Grant, California State University, Hayward, 2003.
- Eta Delta Sorority's *Professor of the Year Award*, California State University, Hayward, 2002.
- History Student Association, CSUH *Featured Professor Award*, 2002.
- *Doyce B. Nunis Award*. Award presented for the best article by an emerging scholar in the *Southern California Quarterly*, official journal of the Historical Society of Southern California, 2000.
- *President's Dissertation Year Fellowship*, University of California, 1994-95.
- *Teaching Assistant of the Year*, Department of History, University of California, Riverside, 1993.
- *Dean's Fellowship*, University of California, Riverside, 1990-92.
- *Graduate Opportunity Fellowship*, University of California, Riverside, 1988-90
- *The Honored Graduate*, Department of History, San Diego State University, 1987.

PROFESSIONAL AFFILIATIONS

- American Historical Association.
- Organization of American Historians.
- Historical Society of Southern California.

Khal Schneider
4030 Meiklejohn Hall
CSU, East Bay
Hayward, CA 94542
khal.schneider@csueastbay.edu

TEACHING

2006-Present Assistant Professor, California State University, East Bay
Department of History

EDUCATION

University of California, Berkeley 1998-2006

Ph.D., History (May 2006)

Dissertation: "Citizen Lives: California Indian Country, 1855-1940"

Dissertation Committee: Kerwin Klein (Chair), Paula Fass, Kent Lightfoot

M.A. U.S. History March 2000

University of Minnesota 1994-1998

B.A. Summa Cum Laude History April 1998

PUBLICATIONS

Articles

"Making Indian Land in the Allotment Era: Northern California's Indian Rancherias,"
Western Historical Quarterly, 41:4 (Winter 2010)

"Washington is a Long Way Off: The 'Round Valley War' and the Limits of Federal
Power on a Northern California Indian Reservation," Pacific Historical Review, 80:4
(November 2011) (co-authored with Kevin Adams)

Reviews

Wild Men: Ishi and Kroeber in Modern America, by Douglas Cazaux Sackman, Western
Historical Quarterly, 42:2 (Summer 2011)

Work in Progress

“Reinventing Indian Land: Pomo Rancherias, 1850-1942” (book manuscript)

AWARDS AND FELLOWSHIPS

- 2012 Winner of the Society for History in the Federal Government’s James Madison Prize for “Washington is a Long Way Off: The ‘Round Valley War’ and the Limits of Federal Power on a Northern California Indian Reservation”
- 2011 Winner of the Western History Association’s Arrell M. Gibson Award for “Making Indian Land in the Allotment Era: Northern California’s Indian Rancherias”
- 2011 Nominated for the Society for Historians of the Gilded Age and Progressive Era’s Fishel-Calhoun Award for “Making Indian Land in the Allotment Era: Northern California’s Indian Rancherias”
- 2011 Nominated for the American Society for Ethnohistory’s Robert F. Heizer Award for “Making Indian Land in the Allotment Era: Northern California’s Indian Rancherias”
- 2008 Faculty Support Grant – California State University, East Bay
- 2001-2002 Graduate Mentored Research Award – University of California, Berkeley
- 2001 Outstanding Graduate Student Instructor – University of California, Berkeley
- 2000 Mellon Foundation Dissertation Prospectus Fellowship – University of California, Berkeley
- 1998 Department of History “Class of 1889 Memorial Prize” (Senior Thesis)– University of Minnesota

PROFESSIONAL ACTIVITIES

Ongoing. Faculty Consultant to Alameda County Office of Education’s (ACOE) Teaching American History Grant, “Words That Made America”

CONFERENCES

Lead Organizer and Program Chair 2010 California Indian Conference, October 30-31, 2009, Hayward, California

PAPERS GIVEN

June 2007. “Skirmishes on the Borders of Indian Country: Round Valley in the Era of Allotment.” Round Valley Indian Tribes. Covelo, California

April 2007. “Land, Tribes and the State: California’s Indian Rancherias.” Woodrow Wilson International Center for Scholars. Washington, D.C.

April 2006. “‘A Square Deal and Equal Rights:’ Land, Labor, Law and the Landscape of Indian Rights in Northern California, 1880-1940.” Organization of American Historians. Washington, D.C.

UNIVERSITY SERVICE (Current)

History Department Graduate Coordinator and Chair of Graduate Committee
History Department Assessment Coordinator
Chair, History Department Scholarship Committee

CURRICULUM VITAE

(March 2012)

HENRY F. REICHMAN

Professor Emeritus of History
California State University, East Bay
Member-at-Large, Executive Committee of National Council
American Association of University Professors

EDUCATION:

- A.B. Columbia College of Columbia University
New York, N.Y., 1969
cum laude, Phi Beta Kappa
- Ph.D. University of California, Berkeley, 1977
Fields: Europe Since 1789; History of Revolutionary, Socialist and Labor
Movements: France, Russia, China; Political Science: Political Theory
Dissertation: "Russian Railwaymen and the Revolution of 1905"
Passed Ph.D. oral exams with distinction, 1972
Special Career Fellowship, 1969-1974
Certificate in Manuscript Editing, Book Clinic, University of Chicago, 1980

ACADEMIC EMPLOYMENT AND TEACHING EXPERIENCE:

- California State University, East Bay — Assistant Professor, 1989-91; Associate Professor, 1991-96; Professor, 1996-2010; Professor Emeritus, 2010-present
Courses: HIST 1000: The Nature and Study of History/ HIST 1012: History of the Western World Since 1400/ HIST 1016 World Civilizations III/ HIST 3010: Historical Writing/ HIST 3017: The Twentieth Century/ HIST 3160: Europe, 1789-1914/ HIST 3221: Russia to 1801/ HIST 3222: Russia, 1801-1917/ HIST 3223: History of the Soviet Union/ HIST 3224: The Cold War/ HIST 3947: The Rise and Decline of Communism in Eastern Europe/ HIST 3955 (3575): Baseball in America/ HIST 4030: Historiography/ HIST 4892: Fin-de-Siecle Europe/ HIST 4893: Karl Marx/ HIST 4898 (3200): Nationalism/ HIST 6030: Graduate Historiography / HIST 6200: Society, Culture and the State in Europe, 1789-1914/ HIST 6200: Nations and Nationalism in Modern Europe/ HIST 6200: The Social Transformation of Europe, 1750-1914/ HIST 6200: Power, Class and Culture in Soviet History/ HIST 6200: European Revolutions: 1789-1848-1917-1989/ HIST 6200 Historical Biography: European Lives/ HIST 6200: The European Left/ HIST 6200: Revolution, Nationality, and Identity in Central and Eastern Europe.
- University of California, Davis — Visiting Assistant Professor, Winter-Spring 1989
Courses: History of the Soviet Union; Gorbachev and Perestroika: The Historical Background (seminar); The Russian Revolution; Europe Since 1789
- Mills College — Part-time instructor, 1988-90
Courses: History of the Soviet Union
- College of Alameda — Part-time Instructor, Fall 1988
Courses: History of European Civilization: Ancient and Medieval
- Memphis State University — Assistant Professor, 1983-89
Courses: Graduate Readings in Russian History; Russia to 1917; History of the Soviet Union; History of Marxism and Socialism; World War II (team taught); U.S. Since 1877; The U.S. and the U.S.S.R. (honors seminar)
- Northwestern University — Visiting Assistant Professor, 1979-80
Courses: Russia and Eastern Europe; The Russian Revolutionary Movement (seminar); Russian History Through Novels (seminar)
- University of California, San Diego — Lecturer, 1978
Courses: Russia, 1855 to Present; Colloquium on World War II
- University of California, Berkeley — Instructor, 1975-76; Teaching Assistant, 1974-75, 1971-72
Courses: The Russian Peasant from Serfdom to Kolkhoz (seminar); World War II (seminar); Topics in the History of Communism (research seminar); Europe, 1400-present; Europe: 1600-1870; Europe: Renaissance and Reformation

OTHER EMPLOYMENT:

Editorial:

Editor (since April 2009) and Associate Editor, *American Library Association Newsletter on Intellectual Freedom*, 1982-present. Preparation and writing; copyediting; mark-up; dummyming; proofreading. Avg. bimonthly issue: 36 pp. Circulation: 3,500 approx. Published by the Committee on Intellectual Freedom of the American Library Association, the *Newsletter* is the only regularly published periodical in the U.S. devoted solely to defense of the First Amendment. It regularly reports incidents of attempted and successful censorship of library and school materials, controversies surrounding academic freedom, federal and state court decisions, and other issues. I write much of the content of each issue and editorially prepare it for publication. The *Newsletter* can be accessed online at

<http://www.ala.org/ala/aboutala/offices/oif/oifprograms/ifpubs/nif/newsletterintellectual.cfm>

Editor, American Library Association, Office for Intellectual Freedom, *Intellectual Freedom Manual*, 2d. ed., 1983.

Prepublication referee: Pearson Books (Library of World Biography), 2009; Heyday Books, 2004; *Russian Review*, 2004, 1991, 1988; Ohio State University Press, 1988; Harlan Davidson, Inc., 1987; *Carl Beck Papers on Soviet and E. European Studies*, 1987.

Other:

Expert Witness, *ACLU v. Gonzalez* (United States District Court Eastern District of Pennsylvania Civil Action No. 98-CV-5591), 2006

I provided a 32-page expert witness report, was deposed by government counsel, and testified at trial on behalf of the ACLU in its successful challenge to the constitutionality of the Children's Online Protection Act.

Assistant Director, Office for Intellectual Freedom, American Library Association, Chicago, Illinois, Sept. 1980-Aug. 1981. Duties included: writing and editing publications, assisting and advising assn. members, public speaking, media relations, conference and meeting organizing, budget and grant preparation.

Institute for Research in Social Behavior, Researcher, Oakland, 1978-79
Bay Area China Education Project, Consultant, 1974

ACADEMIC HONORS AND AWARDS:

CSU East Bay George and Miriam Phillips Outstanding Professor Award, 1998

Awarded annually by a faculty-student committee to one member of the university faculty in recognition of "superlative teaching," professional accomplishment and service to the university and the community.

CSU East Bay Sue Schaefer Faculty Service Award, 2005

Awarded annually since 2001 by a faculty committee to one member of the university faculty who "demonstrates sustained service to the faculty of Cal State East Bay." I am one of only two faculty members in the history of CSU East Bay to have been awarded both the Phillips and Schaefer awards.

Honorary Member, Golden Key Honor Society (elected by students), 1998

POST-DOCTORAL FELLOWSHIPS AND GRANTS:

California State University Research, Scholarship and Creative Activity (RSCA) Grant of term leave with pay, Spring 1992

National Endowment for the Humanities Summer Seminar for College Teachers: "Major Controversies in Soviet History" led by Prof. Alexander Dallin, Stanford University, 1985
IREX Graduate Student/Faculty Exchange with USSR, Leningrad State Univ., Leningrad, USSR, 1981-82

Memphis State University Faculty Research Grant, 1984-85

PROFESSIONAL PUBLICATIONS:

Books:

- Railwaymen and Revolution: Russia, 1905*. University of California Press, 1987. xvi, 336 pp.
"a valuable addition to literature on the revolution of 1905 based on extensive research in Soviet archives ... represents a high level of scholarship" (*American Historical Review*); "an indispensable tool for students of Russian labor and the revolutionary movement" (*Journal of Modern History*); "a meticulous reconstruction" based on "a rich fund of primary sources" (*Slavic Review*); "rectifies the previous imbalance resulting from a narrow focus on the revolutionary history of the northern capitals" (*Russian Review*); "a welcome addition to the burgeoning literature in English on the 1905 revolution" and "extremely successful in drawing out the complex character of Russian labor on the railroad" (*Business History Review*); "There is much to be learned from this carefully researched, skillfully conceptualized and well organized study" (*Europe-Asia Studies*).
- Censorship and Selection: Issues and Answers for Schools*. American Association of School Administrators/American Library Association, 1988. ix, 141 pp. Japanese edition: 1993. xii, 241 pp. Second revised edition: 1993. ix, 172 pp. Third revised edition: 2001. ix, 222 pp. Fourth revised edition, 2012 (under contract and in preparation)

Articles:

- "On Kanatchikov's Bolshevism: Workers and *Intelligenty* in Lenin's *What Is to Be Done?*" *Russian History*, special issue on "Labor, Thought and Society in Russia and the Soviet Union," Vol. 23, Nos. 1-4, 1996.
- "Reconsidering 'Stalinism,'" *Theory and Society*, vol. 17, no. 1, January 1988, pp. 57-90.
Reprinted in Alexander Dallin and Bertrand M. Patenaude eds., *Articles on Russian and Soviet History, 1500-1990; Volume 7: Stalin and Stalinism*. Garland Publishing, 1991.
- "The 1905 Revolution on the Siberian Railroad," *Russian Review*, vol. 47, no. 1, January 1988, pp. 25-48.
- "Tsarist Labor Policy and the Railroads, 1885-1914," *Russian Review*, vol. 42, no. 1, January 1983, pp. 51-72.
- "The Rostov General Strike of 1902," *Russian History*, vol. 9, pt. 1, 1982, pp. 67-85.

Review Articles:

- "The Optimist-Pessimist Debate Revisited," *Kritika* (forthcoming)
- "A Fading Tradition," Review of Linden, Marcel van der, *Western Marxism and the Soviet Union: A Survey of Critical Theories and Debates since 1917*. H-Russia, H-Net Reviews. November, 2008.
- "Marxism and Soviet History," Review of Resnick, Stephen and Wolff, Richard D., *Class Theory and History: Capitalism and Communism in the USSR* and Haynes, Mike, *Russia: Class and Power, 1917-2000*. H-Russia, H-Net Reviews. November, 2004.
- Review of Robert Cohen and Reginald E. Zelnik. eds., *The Free Speech Movement: Reflections on Berkeley in the 1960s*. *Newsletter on Intellectual Freedom*, January 2003.
- "A Magnificent Biography," Review of Haslam, Jonathan, *The Vices of Integrity: E. H. Carr, 1892-1982*. H-Russia, H-Net Reviews. January, 2002.
- "Dissolution and the Soviet Demise," Review of Hollander, Paul, *Political Will and Personal Belief: The Decline and Fall of Soviet Communism*. H-Russia, H-Net Reviews. December, 2000.
- Review of Pipes, Richard, *The Unknown Lenin: From the Secret Archive*. H-Russia, H-Net Reviews. November, 1997.
- "The Nazi-Soviet Pact After Fifty Years," *Radical History Review*, No. 50, Spring 1991, pp. 233-42.
- "Beyond the Good War: The Left, the Soviet Union and the Nature of WWII," *Radical History Review*, no. 40, Winter 1988, pp. 115-29.
- "Current Soviet Historiography of the Russian Revolution of 1905 and the Working Class," *International Labor and Working Class History*, no. 24, Fall 1983, pp. 39-48.

Book Reviews:

Numerous reviews in: *American Historical Review*, *Journal of Social History*, *Slavic Review*, *Russian Review*, *Russian History*, *Canadian-American Slavic Studies*, *Labor History*, *Nationalities Papers*, *Theory and Society*, *History: Reviews of New Books*, and other journals.

Op-Ed Pieces:

"Don't Limit Education Opportunities Locally," *Contra Costa Times*, October 27, 2007

"Fremont Better than Las Vegas for A's Fans," *Oakland Tribune*, April 21, 2006.

ACADEMIC PRESENTATIONS:

"Faculty Unions and Shared Governance: the California State University Experience," American Association of University Professors, Conference on Shared Governance, Washington, D.C., November 2011

"The Crisis of Shared Governance in the California State University," American Association of University Professors, Conference on Shared Governance, Washington, D.C., November 2010

"Soviet Rock Stars: Boris Grebenshchikov and Andrei Makarevich," American Association for the Advancement of Slavic Studies, Boston, November 2009

"Keynote Address: Academic Libraries Responding to Tough Times," Academic Section, California Library Association, Fullerton, CA, April 2009.

"Reginald Zelnik and the Responsibility of the Scholar," American Association for the Advancement of Slavic Studies Philadelphia, November 2008.

"From the Box Score to PECOTA: A Brief History of Statistics in Baseball," Symposium on Statistics and Operations Research in Baseball," CSU, East Bay, July 2007.

"The PATRIOT Act and Libraries," Association of College and Research Libraries, National Conference, Minneapolis, April 2005.

"Memorial Meeting in Honor of Prof. Reginald E. Zelnik" (speaker and organizer), American Association for the Advancement of Slavic Studies, Boston, November 2004.

"Keynote Address," American Association of School Librarians, National Conference, Atlanta, June 2002.

"On the Centenary of Lenin's *What is to Be Done?*" (Panelist), American Association for the Advancement of Slavic Studies, Washington, D.C., November 2001.

"History Departments in a New Century," (Panelist), American Historical Association, Chicago, January 2000.

"New Civic Cultures in Late Imperial and Early Soviet Russia," (Commentator), American Association for the Advancement of Slavic Studies, St. Louis, November 1999

"The Russian 'Bunt', Mindless and Pitiless?: Popular Violence in Early Twentieth-Century Russia" (Commentator), American Association for the Advancement of Slavic Studies, Seattle, November 1997

"Youth and Politics in The Soviet Union: The Komsomol in the 1920s and 1930s" (Commentator), American Historical Association, Chicago, December 1991

"Defining the Self: Popular Political Culture in late Imperial and Early Soviet Society" (Chair), American Association for the Advancement of Slavic Studies, Miami, November 1991

"Roundtable Discussion: 1905 in Provincial Russia's Cities," American Association for the Advancement of Slavic Studies, Chicago, November 1989

"Center and Periphery in Russia's Revolutions," Center for Slavic and East European Studies, U. of California, Berkeley, April 1988.

"From Stalin to Stalinism . . . and Back," Roundtable Program: "Stalin: Marxist, Monster or Misunderstood?" Center for Soviet and East European Studies, Stanford U., May 1987.

Featured Speaker, Leadership Development Institute, "Collaboration for Change: A Team Approach to Intellectual Freedom," American Association of School Librarians, Portland, Oregon, April 1997

"Workers and Working in 1905: Railroad Workers," American Assn. for the Advancement of Slavic Studies, New York, November 1984.

"The All-Russian Railroad Union and Liberal Unionism in 1905," Midwest Slavic Conference, Chicago, May 1983.

"Blue-Collar and White-Collar in the 1905 Revolution: The Railwaymen," Western Slavic Association, February 1978.

POPULAR PRESENTATIONS:

"Thirty Years of Censorship Struggles," Scholar-OLLI, CSU East Bay Concord, October 2007.

"Teaching American History Through Baseball." Numerous presentations at CSU East Bay events, and civic organizations including Oakland Rotary, Hayward and South Hayward Rotary Clubs, Hayward Lion's Club, Hayward SIRS, etc.

UNIVERSITY SERVICE:

Nominated to Gov. Arnold Schwarzenegger by Academic Senate of the CSU as one of two candidates for CSU Faculty Trustee, March 2009. Gov. has failed to make any appointment.

Academic Senate of the California State University:

CSU Academic Senator, 2002-2010

Member-at-Large, Executive Committee, 2005-2007

Chair, Fiscal and Government Affairs Committee, 2004-05

Member, Academic Affairs Committee, 2007-08

Member, Faculty Affairs Committee, 2002-04, 2008-10

Member, Faculty Trustee Nominating Committee, 2003, 2005

Member, General Education Advisory Committee, 2002-04

Liaison, CSU Council of Library Directors, 2002-05, 2009-10

Member, Admission Advisory Council, 2007-10

Additional CSU System-wide Service:

Access to Excellence Strategic Plan Steering Committee, 2006-08

California Faculty Association Collective Bargaining Team, 2003-present

California Faculty Association Northern Representative to American Association of University Professors, 2010-present

Outside Reviewer in History: San Jose State University, 2000; CSU, Northridge (with Robert Cherny), 2005

Chair, CSU History Council, 1997-98

California State University, East Bay:

Chair, Department of History, 1994-2003

Director, Jewish Studies, 2008-2010

Academic Senate, 1995-2001, 2002-2010

Chair, 1998-99, 2006-08

I am the only faculty member in the history of CSU East Bay to serve three full terms as Chair of the Academic Senate.

Executive Committee, 1995-2001, 2002-2010

Senate Standing Committees

Committee on Academic Planning and Resources, 1991-93, 1995-98

Fairness Committee, 1999-2001

Other Elected Committees (partial list)

Advisory Committee of the Trustees Committee for the Selection of the CSU East Bay President, 2006

University Promotion and Tenure Committee, 2003-04, 2008-09

Chair, College of Letters, Arts, and Social Sciences (CLASS) Promotion and Tenure Committee, 2005-06, 2007-08, 2009-10

PPI Appeals Committee, 2009

Review Committee for the Provost and VP Academic Affairs, 1999-2000

Review Committee for the University Librarian, 2003-04

Search Committee, Director of Research, 1994

Other Committees (various dates; selected; does not include the many committees on which I served ex officio in my capacity as Academic Senate Chair)

Academic Planning Task Force, 2007

In 2007 CSU East Bay began a major planning effort, focusing initially on the creation of an academic plan. A task force of six faculty members, six academic administrators, and a student prepared the final plan. I was one of two principal writers of the plan, which can be accessed at <http://www.csueastbay.edu/OAA/acplan.pdf>

Committee on Jewish Studies, 1995-present

Search Committee, Director of Student Center for Academic Achievement, 2000-2002

I also participated in the faculty group that lobbied for and helped create this tutoring center from a variety of previously existing but scattered programs.

Search Committee, CLASS Associate Dean, 2002

Advisory Committee, Student Center for Academic Achievement, 2002-2010

Advisory Committee, University Library, 2003-07

Committee "A" on hiring of tenure-track faculty, 1999

Chair, President's Working Group on the Campus Mission Statement, 1991-92

Chair, Committee on University Goals, 1996-97

Chair, Committee on University Goals, II, 1998

CLASS Council of Chairs Steering Committee, 2000-01

CLASS Curriculum Committee, 1997-98

CLASS Strategic Planning Committee, 1996-97

CLASS PSSI Committee, 1995

Committee on Instruction and Curriculum Writing Skills Subcommittee, 1995-97

Council on Teacher Education, 1992-94

Committee to Write Manual for Department Chairs, 1994-95

Ad Hoc Academic Senate Committee on Academic Freedom, 1993

Vice President, California Faculty Association, Hayward chapter, 2000-04

Member, California Faculty Association, East Bay chapter Executive Board, 2004-present

Participant, CSU Labor Relations Training, 2008

This nine-day training program, organized and led by C. Richard Barnes and Associates under contract with the CSU Chancellor's Office, involved members of all campus unions and representatives of administration at all levels.

Single Subject Waiver Adviser for Social Science, 1992-94

EXTERNAL SERVICE:

American Association of University Professors

District 1 Delegate to National Council 2011-2014

Member-at-Large, National Council Executive Committee, 2011-12

California Conference Executive Board, 2010-present;

American Association for the Advancement of Slavic Studies, Chair, Reginald E. Zelnik Book Prize Committee, 2009-2012

This memorial prize for the best book in English on the history of the regions covered by the AAASS (East-Central Europe and the former Soviet Union) will be awarded for the first time in 2009. I was appointed to chair the initial three-member selection committee.

The other members are Prof. Alice Freifeld of the University of Florida and Associate Professor Marianne Kamp of the University of Wyoming.

American Historical Association, Convention Local Arrangements Committee, 1994

Television news commentator on Soviet affairs, NBC-TV affiliate, Memphis, Tennessee, 1985-87

LANGUAGES:

Russian (read, write, speak); French (read); German (read some)

CURRICULUM VITAE

Nancy M. Thompson
3276 Madera Ave.
Oakland, CA 94619
(510) 436-5461

Department of History
California State University, East Bay
(510) 885-2592
nancy.thompso@csueastbay.edu

Degrees:

1994 Stanford University, Ph.D. in History.

Areas of concentration: Medieval Europe (primary field); Early Modern Europe (secondary field).

Dissertation: *The Milk of Doctrine: Translation and Homiletic Method in Early England*.
An examination of the ways Anglo-Saxon sermon-writers reshaped patristic and other authoritative Latin texts to make them intelligible to an English-speaking lay audience.

Advisor: Gavin I. Langmuir.

Reading Committee: George Hardin Brown (English), Philippe Buc (History)

1987 California State University, Fresno
Master of Arts, History, with Distinction.

Master's Thesis: *In Viculis atque Agellis: The Conversion of the Anglo-Saxon Peasantry, 596-800*. A study of the second stage of the English conversion, the christianization of the countryside after the baptism of kings and their courts.

Advisor: Professor Loy Bilderbach, CSU, Fresno.

1983 California State University, Fresno
Bachelor of Arts, History, Summa cum laude.

Research in Progress:

Preaching and Pastoral Care from Late Antiquity to the Eleventh Century. This study argues that after the patristic age, the religious instruction of lay people focused on the fundamentals, the paternoster and creed, while Christian theology became the preserve of monks. In the eleventh century, the secular clergy began to reconsider the nature of pastoral care. They began to adapt for lay use patristic and Carolingian Latin sources originally intended for monks, resulting in a shift in popular religiosity that presaged the Gregorian reform.

Publications:

"Carolingian *De festivitibus* and the Blickling Book" in *The Old English Homily: Precedent, Practice, and Appropriation*, edited by Aaron J. Kleist. (Turnhout, Belgium: Brepols Publishing, 2007).

"Anglo-Saxon Orthodoxy" in *Old English Texts in their Manuscript Context*, ed. Joyce Lionarons,

West Virginia University Press, 2004

“Clothild,” entry for the *Encyclopedia of Holy People*, ed. P. Jestice, ABC-Clio (2004)

“Swithin,” entry for the *Encyclopedia of Holy People*, ed. P. Jestice, ABC-Clio (2004)

“Æthelwold,” entry for the *Encyclopedia of Holy People*, ed. P. Jestice, ABC-Clio (2004)

Conference Presentations:

“Preaching in the Merovingian Centuries: the Evidence of Saints’ Lives,” paper presented in a session sponsored by the International Medieval Sermon Studies Society, *Approaches to the Sources*, at the International Congress of Medieval Studies, 2008

“*Canes muti non valentes latrare*: the State of Preaching in the Merovingian Centuries,” paper presented in a session sponsored by the International Medieval Sermon Studies Society, *Sermons and the History of Preaching*, at the International Congress of Medieval Studies, 2007

“Carolingian *De festivitibus* and the Blickling Book,” paper presented in a session sponsored by the Society for the Study of Anglo-Saxon Homiletics, *Sources and Influences of Monastic Learning*, at the International Congress of Medieval Studies, 2005

“*Be Cristendom*: Wulfstan and Ælfric on the Creed,” paper presented at the International Congress of Medieval Studies, 2004

“*Pa gylt ures fæderes*: Original Sin in the Anglo-Saxon Homilies,” paper presented at the International Congress of Medieval Studies, 2003

“*Hit is geræd in halgum bocum*: The Logic of Composite Old English Homilies,” paper presented at the International Congress of Medieval Studies, 2002

“The ‘Unknowable Audience’ Revisited: Ms. Bodleian Junius 85/85,” paper presented at the International Congress of Medieval Studies, 2001

“The Limits of Orthodoxy: The Homilies of Ms. CCCC 41,” paper presented at the International Society of Anglo-Saxonists, Notre Dame, IN, August 1999

“Clothilde’s Conversion,” paper presented at the International Congress of Medieval Studies, Kalamazoo, MI, May 1999

“*Godes Widersacan*: The Image of Jews in Anglo-Saxon Homilies,” paper presented at the Medieval Association of the Pacific Conference, San Diego, CA, March 1996

K-12 Education:

Principal Investigator with Jessica Weiss, California Subject Matters Project grant in International Studies, and Co-Director of the Hayward International Studies Project.

“The Black Death,” presentation to seventh-grade students, Winton Middle School, June 2003
Hayward International Studies Project, Presentations for Middle School Teachers: Women in Medieval East Africa, Spring 2000; Images in the Classroom: The Bayeux Tapestry, Fall 2001.

“Putting a Face on World History,” paper presented at National Council for History Education, History Matters Conference, October 2000.

Fellowships, Grants and Honors:

2005: Excellence in Teaching Award, Faculty Development Center

2002: Probationary Faculty Activities Grant for conference travel.

- 2001: Probationary Faculty Activities Grant for conference travel.
 2000: RSCA Summer Stipend, New Faculty Support Grant, for study at the British Library; Corpus Christi College, Cambridge; and the Bodleian Library, Oxford.
 1997: National Endowment for the Humanities, Summer Seminar, "Old English Literature in Its Manuscript Context," Corpus Christi College, Cambridge.
 1987-1990: History Fellow, Stanford University.
 May 1988: Social Sciences delegate for CSU, Fresno, California State University Student Research Competition (San Jose, CA).
 1983: Phi Kappa Phi Honor Society.
 1981: George Schultz Scholarship, California State University, Fresno.

Teaching:

California State University, Hayward (1994-1998, 1999- present)

- History 1000, How to Study History
- History 1014, World Civilizations, Prehistory to 800
- History 1015, World Civilizations, A.D. 800-1700
- History 1017, Ancient World Cluster: World Civilizations, Prehistory to 800
- History 3010, Historical Writing
- History 3108, Roman Republic and Empire
- History 3114, Early Christianity
- History 3123, Medieval Christianity
- History 3124, Ancient and Medieval Women
- History 3125, Women in the Middle Ages and the Renaissance
- History 3127, Europe in the Early Middle Ages
- History 3128, Europe in the Later Middle Ages
- History 3170, Twentieth-Century Europe
- History 4030, Historiography
- History 6030, Graduate Historiography
- History 6100, Graduate Conference Course in Medieval History

Taught as independent study courses:

- History 1015, World Civilizations, A.D. 800-1700
- History 3711, Greek, Roman and Medieval Political Philosophy
- History 3134, The Reformation
- History 3801, Topics in European History: England to 1688
- History 4031, Historical Method
- History 4900, Independent Study: Revolution of 1848, Medieval Clerics and Warfare, Reformation Ancient Egypt
- History 4900, Independent Study: Beginning Latin language (usually once or twice a year)
- History 6200, Graduate Conference Course in European History
- History 6899, Graduate Project
- History 6900, Graduate Independent Studies: Medieval History, The Historical Jesus, The Medieval Other, Early Modern Historiography and Literature, Victorian England, Early Modern and Enlightenment Political Theory
- History 6909, Department Thesis

California State University, Sacramento (1998-1999)

History 5, Survey of Modern Western Civilization

History 51, World Civilizations, Prehistory to 1600

History 114, Later Medieval Europe

History 299, Special Problems — Independent Study in Early Medieval Europe

1994-1998: Laney College, Oakland

History 2A, History of European Civilization, Prehistory to 1600

History 2B, History of European Civilization, 1600 to the present

1988-1991: Stanford University

History 12S, The Influence of Rome on Anglo-Saxon England

Teaching Assistant for Gavin Langmuir, The Christianization of Western Europe

1986-1987: California State University, Fresno

Latin 1A-1B, Introductory Latin

Professional Service:

Member, Animal Care and Use Committee, University of California, Berkeley, 2011-Present

Translated lyrics for a “secular mass” into Latin for Dennis Crimmons, Master’s Degree Candidate in Music at CSUEB

Consulted with and demonstrated World Civilizations teaching methods for Mark O’Tool et al. of Cengage Learning

Consulted with and demonstrated Historiography and World Civilizations teaching methods for Don Kuiper of Los Medanos Community College

Demonstrated World Civilizations teaching for English MA student Rebecca Dardenne in “Writing across the Curriculum”

Evaluated pre-tenure dossier for history faculty member at Menlo College at request of James Kelly, Vice President and Provost

Chair, panel on “Latin Texts by Anglo-Saxon Authors,” International Congress of Medieval Studies, May 2008

Chair, panel on “England and her Monasteries,” International Congress of Medieval Studies, May 2007

Chair, panel on “Merovingian Europe,” International Congress of Medieval Studies, May 2005

Chair, panel on “Jews and Judaism in a Christian Context,” International Congress of Medieval Studies, May 2004

Organizer, *Translation Methods and the Old English Homilies*, panel for the International Congress of Medieval Studies, May 2003

Member, Local Arrangements Committee for the annual conference of the American Historical Association, January 2002

Chair, panel on hagiography, International Congress of Medieval Studies, May 2000

Department Service

History Department Chair, Fall 2009 to present

Summer Chair (2008, 2009, 2011)

Graduate Coordinator, Department of History (2006-2009)
Department Search Committee, Colonialism and Imperialism (2004-2005)
Organizer, *Reflecting on History*, Student Research Conference held May 2003, California State University, Hayward
Editor, *History News*, departmental newsletter (Winter 2000-present)
Advisor, History Students' Association (1999-2006)
Department Graduate Committee (2003-2009)
Department Post Tenure Review Committee (2006, 2007)
Department Promotion Tenure and Review Committee (2006, 2007)
Department Library Liaison (2003-2006)
Department Lecturers Committee (2000-2009)
Chair, Department Search Committee Early Modern Position (2002-2003)

College and University Service

Reader, Commencement (2009, 2010, 2011)
Member, Graduation Rate Initiative Committee (2010-present)
General Education Subcommittee (Winter, Spring 2011)
Contributor, Diversity Day, and recipient of Faculty Diversity and Equity Committee Best Exhibit Award
Graduate School Open House/Pathway to Graduate School (2007, 2008, 2009, 2011)
Participant for Enrollment Development Training (2008)
Completed CSU Security Awareness Training (2009)
Interviewer, CSU Studies Abroad (2004, 2007)
Faculty Affairs Committee (Winter/Spring 2007)
Commencement (2007, 2008)
Freshman Convocation (2006, 2007)
Guest Lecture, COMM 4201 (Comparative Traditions of Rhetoric), "Politics in the Late Roman Republic"
Freshman and Transfer Orientations (2008, 2009, 2010, 2011, 2012)
Al Fresco (2004, 2011)
Majors/Minors Fair (2004)
Faculty Honors Escort/Honors Convocation (2004, 2005, 2008)
WASC, Library Outcome Team (2004)
University Fairness Committee (Summer 2004)
University History Grievance Hearing Panel (2007)
Basic Skills Requirements Appeals Committee (Fall 2005, 2002-2003, Spring 2000)
Committee on Instruction and Curriculum (substitute, Winter 2002)
GE Subcommittee (2002)
Fulbright Campus Screening Committee (Fall 2001, 2003)
Department Fellowship Committee (Spring 2000, 2005)
ALSS Curriculum Committee (1999-2000)

Professional Organizations:

American Historical Association
Medieval Association of the Pacific
International Society of Anglo-Saxonists

International Medieval Sermon Studies Society
National Council for History Education

Languages: Latin, Old English, French, German, Classical Greek, Arabic (beginning)

Curriculum Vitae (Brief)
JESSICA WEISS

4532 Harbord Drive
Oakland, CA 94618
(510) 547-0455
jessica.weiss@csueastbay.edu

Department of History
California State University, East Bay
Hayward, CA 94542
(510) 885-3239

EDUCATION

Ph.D. History, University of California, Berkeley, 1994
M.A. History, University of California, Berkeley, 1989
Parliamentary Internship, Boston University, London, England, 1987
A.B. History, with distinction, University of California, Berkeley, 1986

PROFESSIONAL

California State University, East Bay (formerly Hayward) Professor, 1999-
California State University, East Bay, Interim Co-Director, Student Center for Academic Achievement, 2007-2008
California State University, Hayward, Lecturer, 1995-1999
University of Utah, Visiting Assistant Professor, U.S. History/ Women's History, 1996-97
University of California, Berkeley, Lecturer, U.S. History/Women's History, 1995-1996

PUBLICATIONS

Book:

To Have and To Hold: Marriage, the Baby Boom, and Social Change* (Chicago: University of Chicago Press, 2000) **Sierra Prize, Western Association of Women Historians, 2001

Articles:

“ ‘In my Hand it’s the Future, Not Diapers, You See’: Domestic Ideals in the Responses to Phyllis McGinley’s *Sixpence in Her Shoe*, draft in progress
“ ‘Don’t Knock Motherhood:’ Attitudes Toward Domesticity and Feminism in Responses to Friedan’s “*Fraud of Femininity*” draft in progress
“She Also Cooks: Gender, Domesticity and Public Life in Oakland, California, 1957-1959,” in Sherrie Innes, ed. *Kitchen Culture* (Philadelphia: University of Pennsylvania Press: 2000)
“A Drop-In Catering Job: Middle-Class Women and Fatherhood, 1950-1980,” *Journal of Family History* (Summer 1999)
“Making Room for Fathers: Men, Women, and Parenthood during the Baby Boom,” in Laura McCall and Donald Yacovone, eds., *A Shared Experience: Men Women and the History of Gender* (New York: New York University Press, 1998)

WORKS IN PROGRESS

“Kitchen Debates: Gender, Domesticity, and Feminism, 1955-2005” A book-length survey of ideas about gender that surfaced in books, newspaper columns, letters to women’s magazines, and popular authors, and retrospective oral histories. This project excavates the voices of ordinary women using unique sources to reveal the roots of and reactions to the modern women’s movement
“Placing Women in California History and California in Women’s History: Diversity, Gender, and Place” anthology, co-edited with Edie Sparks, to be submitted Fall Spring 2010

RECENT BOOK REVIEWS

Making Marriage Work: A History of Marriage and Divorce in the Twentieth-Century United States, By Kristin Celello, *Journal of American History*, (Winter 2009).
Perfect Motherhood by Rima Apple, *Journal of American History*, (Spring 2007)
Huck’s Raft: A History of American Childhood by Steven Mintz, *History Teacher*, (August 2006)
Citizen, Mother, Worker, Debating Public Responsibility For Child Care After the Second World War, By Emilie

Stoltzfus, The Register of the Kentucky Historical Society, (Spring 2005)
Modern Love, by David Shumway, Journal of American History, (Fall 2004).
From Catherine Beecher to Martha Stewart: A Cultural History of Domestic Advice, by Sarah A. Leavitt, Journal of Interdisciplinary History, (Fall 2004)
Make Love not War: The Sexual Revolution, an Unfettered History, by David Allyn, Peace and Change, (October 2002)
New and Improved: The Transformation of American Women's Emotional Culture, by John C. Spurlock and Cynthia A. Magistro, Journal of the History of Sexuality, (July 2000)

ENCYCLOPEDIA ENTRIES

"Fathering and Fatherhood" in *Encyclopedia of Children and Childhood*, Paula Fass, ed. (New York: MacMillan & Co., 2003)
"Nancy Cott," "Laurel Thatcher Ulrich," "Women: North America," in *Historians and Historical Writing* (London: Fitzroy Dearborn, 1999)
"Tailhook Scandal Rocks Navy," "The Free Speech Movement," in *Great Events, North American Series* (Pasadena: Salem Press, 1997)

SELECTED PRESENTATIONS 2003-

"A Housewife and a Feminist: Readers Write *Ms.*," Western Association of Women Historians, Santa Clara, 2009
Participant, "Sequels to the Sixties," Radcliff Seminar in Women's History, Cambridge, MA, 2008
"One in the Eye for Betty Friedan and her Feminine Mystique': Housewives' Letters to Phyllis McGinley," Berkshires Conference of Women Historians, 2008
"The Woman who Found Herself: Redbook Readers Write Back, 1972," Western Association of Women Historians, Vancouver, BC, 2008
"Last of a Dying Breed:" Housewives and Domesticity in the Long Postwar U.S.," Gender and the Long Postwar, German Historical Institute, Washington, D.C., 2008
"An Answer to the Feminine Mystique': The housewife and domesticity in Phyllis McGinley's *A Sixpence in Her Shoe*," AHA-PCB, Honolulu, HI, 2007
"The Woman at Home' Talks Back: Women Defend the Choice to Stay Home in the 1970s," Western Association of Women Historians, San Diego, 2007
"Don't Knock Motherhood': Response to Friedan's "Fraud of Femininity," Organization of American Historians, Washington, 2006
"The Opt Out Revolution: a Round Table," Berkshires Conference of Women Historians, Claremont, 2005
"Postwar Femininity, Bay Area Style: Gender and Public Life 1957-1964," Western Association of Women Historians, Phoenix, 2005
"A Careerist is Also A Woman": Gender, Domesticity, and Public Life in Oakland, CA 1957-1964," American Studies Association, Atlanta, 2004
"Red Betty: Communism, Domesticity, and Feminism and the Response to *The Feminine Mystique*," Social Science History Association, Baltimore, 2003

FELLOWSHIPS (Recent)

Schlesinger Library Research Support Grant 2006-2007
Dean's Research Fellowship CSU East Bay, 2004-2005
Research Support Grant, CSU East Bay, 2001
New Faculty Support Grant, CSUH, 2000

INSTITUTES AND APPOINTMENTS

Principal Investigator, Teaching American History Grant, Alameda County Office of Education, 2006-7
Visiting Scholar, Institute for the Study of Social Change, University of California, Berkeley, 2005-2006
Regional Oral History Office, Advanced Oral History Workshop, University of California, Berkeley, 2005

Appendix 2

Rebuilding Tenure-Track Faculty

- 1. Five -year Hiring Plan (2010; resubmitted 2011)**
- 2. African American/Diaspora Request**
- 3. Ancient Mediterranean/Ancient World Request**
- 4. East Asian Request**
- 5. Latin American Request**
- 6. Tenure –Track requests (2008)**

Department of History: Five-Year Hiring Plan

In tenure-track faculty requests over the next five years, the History Department aims to achieve 3 goals:

- 1) to sustain our niche in California/ American West, and to build our niche in Global Studies, both areas incorporating strong multicultural components and History and Science and Medicine;
- 2) to adapt our substantial graduate program more closely to our work in teacher education and professional development of history teachers, matching our current contributions to Liberal Studies and the History/Social Science Single Subject Program;
- 3) and to sustain and develop our work as teachers of writing in the Major and Minor, General Education, Liberal Studies, and the Science Single Subject Program.

Each of our tenure-track requests meets these goals, as well as curricular needs, student demand, and the University's mission in the Seven Strategic Mandates and the Academic Plan.

To be specific:

- Teaching, learning, and academic quality: The Department has long sought academic distinction in its tenure-track hiring, bringing in faculty from leading US doctoral programs, and History Faculty have long track-records of distinction in scholarship, teaching and outreach, including four awards for Outstanding Professor, and the Award for Best Professor at the Concord Campus.
- An inclusive campus climate: The department's course offerings focus on multicultural aspects of the many subjects we teach, and we have sustained connections with the larger campus community through our annual recruitment of speakers for Black History Month, Women's History Month, and History Spring Speaker, as well as supporting speakers recruited by other departments.
- Strong growth and full enrollment: Each of the proposed tenure-track fields is of enduring significance. None will become obsolete; and all are adaptable to changes in curricular needs, student demand, and the University's mission over the next 30 years. an
- Vibrant university communities: The History Department is a close-knit and collegial faculty, with a strong commitment to our students, engaged in-depth work with MA students, and on-going contact with emeritus faculty and alumni through the department's Friends of History. The department prides itself on close attention to student learning, especially in writing.
- An efficient, well-run university: The History Department is one of the most efficient on campus: with one of the highest sfr's and low demand on University resources, with strong engagement in faculty governance, including establishing standards of accountability for university faculty.
- A quest for distinction realized: The department's faculty and programs are well regarded on campus; our established niche area in *California/American West* is a rising star among

these programs in the CSU; and our aimed-for niche in *Global Studies* has the same potential.

- A university of choice through regional stewardship: The department is strongly engaged in this area through Public History and the federal Teaching American History Program with Alameda County Office of Education, along with all our work in teacher education in History.

In addition, for each tenure-track request, we will seek “value-added” expertise in several of the following: online instruction, digital research, teacher education, historical writing, historical pedagogy, and/or public history outreach.

EAST ASIA: Our first priority is a specialist in any period of East Asian history, who will develop upper-division and graduate courses in traditional and modern China and Japan. Our tenure-track hire will also be expected to teach in the Department’s World Civilizations courses and in our core courses (HIST 2010, *Introduction to History*; HIST 3010, *Historical Writing*; and HIST 4030, *Historiography*) and especially graduate courses, since Asian history is one of the most popular graduate concentration areas. These courses have been offered in an online format, so familiarity with online instruction and digital research is an asset.

ANCIENT MEDITERRANEAN/ANCIENT WORLD: Our next priority is a specialist in any area of the Ancient Mediterranean (ancient Near East, Egypt, Greece or Rome, including appropriate sub-fields, such as Early Christianity) who can take a comparative approach to the civilizations of the ancient world. A tenure-track hire would develop upper division and graduate courses in his/her area of specialization, and teach the first part of the World Civilizations sequence, both for Department majors (HIST 1014) and in the popular freshman Ancient World cluster (HIST 1017). Since these courses are an essential part of the Liberal Studies Teacher Preparation track and the Single Subject Matter Preparation program, any hire would be expected to demonstrate a commitment to teacher education. He or she would also be expected to support the Department’s core offerings in historical writing (HIST 2010 and HIST 3010) and Historiography (HIST 4030) and graduate courses.

LATIN AMERICA: Our third priority is a specialist in any area of Latin American history, who can develop upper-division and graduate courses in colonial and modern Mexico and South America, including course that are part of the requirements for the Latin American Studies program (HIST 3600, 3622, 3632, and 3515). A tenure-track hire would also teach the period of World Civilization appropriate to his/her training and research interests. He or she would also be expected to support the Department’s core offerings in historical writing (HIST 2010 and HIST 3010) and Historiography (HIST 4030) or Historical research (HIST 4031) and graduate courses. Familiarity with online instruction and digital research is an asset, as is interest in teacher education and public history.

AFRICAN-AMERICAN/DIASPORA: Our fourth priority is a specialist in any area and any period of African American or African Diaspora history (e.g., the Caribbean), who could teach courses now in the catalogue (HIST 3567, *African American History*, and HIST 3568, *African Americans in the West*) and develop other upper-division and graduate courses in his or her field. Although we conceive of this position primarily in terms of the African Diaspora, a candidate

with a secondary field in sub-Saharan Africa, or willing to develop courses in that area, would be especially desirable for his or her potential contribution to our focus on Global Studies. Any hire would be expected to teach in either the World Civilizations or the U.S. History sequence, depending on his/her area of expertise, and to support the department's core offerings in historical research writing (HIST 2010, HIST 3010, and HIST 4031) and graduate courses. An interest in the Department's mission of teacher education and/or its expanding public history program would be an asset.

MODERN EUROPE/MODERN WORLD: Modern Europe—that is, Europe from the era of the French Revolution to the present—with the ability to teach the Modern World to the 21st century is not an immediate priority, as Prof. Reichman currently teaches those courses. He has now entered the FERP program, however, and when he does retire permanently, his departure will leave a serious gap in the Global Studies emphasis that we are developing. We anticipate that we will need a tenure-track hire toward the end of the Five-Year period under consideration. The new hire will be expected to teach upper-division and graduate courses in his or her area of specialization, to support the department's core offerings in historical research and writing (HIST 2010, HIST 3010, and HIST 4031), and to teach regular sections of World Civilizations III (HIST 1016) and The Twentieth Century (HIST 3017), a course which serves Liberal Studies, PACE, and International Studies students, as well as majors.

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New Faculty Justification

Introduction

Due to a large number of retirements and other changes at the University, some departments will need to start the process of hiring tenure-track faculty. While economic realities (and enrollment ceilings) will not permit as much hiring as we would like, we would like to begin thinking and hiring strategically for the decade(s) ahead.

Please use the below format to make each request for a tenure-track hire. Your request must go through the normal channels from Chair, to Dean, to Provost. The time line for these requests will be:

November 15, 2010	Departments submit tenure-track hire requests to Deans
December 15, 2010	Requests due in Provost's Office
December 15- Jan.10, 2011	Provost discusses tenure-track requests with the Academic Affairs Leadership Team
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Justification:

In tenure-track faculty requests over the next five years, the History Department aims to achieve 3 goals:

- 1) to sustain our niche in California/ American West, and to build our niche in Global Studies, both areas incorporating strong multicultural components and History and Science and Medicine;
- 2) to adapt our substantial graduate program more closely to our work in teacher education and professional development of history teachers, matching our current contributions to Liberal Studies and the History/Social Science Single Subject Program;
- 3) and to sustain and develop our work as teachers of writing in the Major and Minor, General Education, Liberal Studies, and the Science Single Subject Program.

The Department is seeking four tenure-track positions in East Asian, Ancient Mediterranean, Latin American, and African American/African Diaspora history. Each of our four tenure-track requests meets these goals, as well as curricular needs, student demand, and the University's mission in the Seven Strategic Mandates and the Academic Plan.

To be specific:

- Teaching, learning, and academic quality: The Department has long sought academic distinction in its tenure-track hiring, bringing in faculty from leading US doctoral programs. History Faculty have long track-records of distinction in scholarship, teaching and outreach, including four awards for Outstanding Professor, and the Award for Best Professor at the Concord Campus.
- An inclusive campus climate: The department's course offerings focus on multicultural aspects of the many subjects we teach. We have sustained connections with the larger campus community through our annual recruitment of speakers for Black History Month, Women's History Month, and History Spring Speaker, and we have supported speakers recruited by other departments.
- Strong growth and full enrollment: Each of the proposed tenure-track fields is of enduring significance. None will become obsolete; and all are adaptable to changes in curricular needs, student demand, and the University's mission over the next 30 years.
- Vibrant university communities: The History Department is a close-knit and collegial faculty, with a strong commitment to our students, engaged in-depth work with MA students, and on-going contact with emeritus faculty and alumni through the department's Friends of History. The department prides itself on close attention to student learning, especially in writing.
- An efficient, well-run university: The History Department is one of the most efficient on campus, with one of the highest sfr's and low demand on University resources, and with strong engagement in faculty governance, including establishing standards of accountability for university faculty.
- A quest for distinction realized: The department's faculty and programs are well regarded on campus; our established niche area in *California/American West* is a rising star among these programs in the CSU, and our aimed-for niche in *Global Studies* has the same potential.
- A university of choice through regional stewardship: The department is strongly engaged in this area through Public History and the federal Teaching American History Program with Alameda County Office of Education, along with all our work in teacher education in History.

In addition, for each tenure-track request, we will seek "value-added" expertise in several of the following: online instruction, digital research, teacher education, historical writing, historical pedagogy, and/or public history outreach.

1. Brief overview of the position.

AFRICAN AMERICAN/DIASPORA: We need a specialist in any area and any period of African American or African Diaspora history, including appropriate secondary fields such as the Caribbean or sub-Saharan Africa, who could teach courses now in the catalogue (HIST 3567, *African American History*, and HIST 3568, *African Americans in the West*) and develop other upper-division and graduate courses in his or her field. Any hire would be expected to teach in either the World Civilizations or the U.S. History sequence, depending on his/her area of expertise, and to support the department's core offerings in historical research writing (HIST 2010, HIST 3010, and HIST 4031) and graduate courses. Any new hire will be expected to

support the department's mission in online instruction, digital research, teacher education, historical writing, historical pedagogy, and/or public history outreach, as appropriate to his/her training and research interests.

2. How does this position help the department meet its strategic goals, those of the College, and those of the University?

Department: The department has three courses in this specialty, with no faculty members. An appointment in this field would strengthen significant existing segments in African and Black History in World Civilizations and in US history courses, as well as add to department expertise in this field, now represented by Profs. Andrews and Ford. The diaspora field would link this field to global studies and make possible the introduction of new African or Caribbean history courses to our curriculum. An African American specialist would teach an array of upper division Major and GE courses, World Civilizations II/III, or HIST 1101/1102, depending on his or her expertise, as well as historical writing, historiography, research, and graduate specialty courses.

College: The department has long cross-listed Black History courses with Ethnic Studies, and worked with ES to support speakers for Black History Month. A Black History specialist would be especially valuable in developing African American field specialties in the College and potentially more expansive GE offerings with Political Science in Minority Politics, another obvious necessity for Bay Area students.

University: An African American specialist would be valuable for the University's stewardship to the Bay Area, already under way with Super Sundays, and for links to Alameda County Office of Education and programs in professional development of history teachers working with minority student populations.

3. What are the three most pressing needs to be filled by this position? Curricular gaps? Student Demand? Accreditation requirements? Other?

1. *Curricular Gaps:* While all US faculty include Black History in their course offering, and two work extensively in research in the field, the department has no specialist in what is one of the most important fields in US history.

2. *University Mission:* Especially important for sustaining academic quality, campus inclusion, quest for distinction, and regional stewardship.

3. *Student Demand:* Less than the other fields, but reflects the absence of a regular faculty member. An African Americanist would also teach in high demand courses 1101/1102 or World Civilizations, whichever is more appropriate to his/her training and research interests.

4. If student demand is a key driver of this position, please analyze student demand over the past 5 years and how this position will help meet that need. Additionally, please describe how this position will impact the availability of part-time funds? Can the department afford a full-time hire, while maintaining a sufficient number of part-time lecturers to meet demand?

HIST 3567 (African American History) has been taught twice and HIST 3568 (African Americans in the West) has not been taught at all since Fall 2007, the earliest date for which mycsueb offers information. Enrollment was not high in either case (11 students/44 scus), but one course was taught at Concord, where demand is lower than at the Hayward campus, and the other was offered in Summer, when enrollments are often lower than in other quarters. If these courses were offered regularly with by a regular member of the faculty, we would expect enrollments to rise.

Enrollments for HIST 1015 and 1016 (World Civilizations II and III), HIST 3017 (Twentieth Century World) and HIST 1101, 1102, and 3400 (US History) are, by contrast, quite high, and a new hire would be expected to teach some or all of these courses, depending on his/her area of specialization. In the AY 2009-2010, for example, we offered 815 seats/3260 scus in 1101, 605 seats/2420 scus in 1102, 105 seats/420 scus in 1015, 105 seats/420 scus in 1015, 195 seats/780 scus in 3017, and 70 seats/280 scus. Almost all were fully enrolled. (Note that these numbers are also based on mycsueb, which does not provide information about the numbers of students on waitlists—that is, students wanting the class who could not be accommodated—or the number of students who might have been added by the instructor above the course caps.)

A hire with an emphasis on American history would also free up our Californianists, who currently teach US history, so that they could teach more sections of HIST 3500 (California History), another high demand course, both for majors and for students seeking to meet the American Institutions Requirement.

5. Does the department/school have a strong reputation and can it be made one of the strongest in the region/country by the addition/replacement of one or more faculty members?

The History Department faculty is a productive and cohesive group, and the department has a strong reputation for commitment to University service, outreach to the Bay Area community, and nationally recognized research, despite the fact that half of the faculty members have been hired since 2004. Several faculty members have won significant book or article prizes and/or external fellowships; most have won significant external research grants; faculty members are regularly asked to review other works in the field, including in numerous published book reviews; and all participate in the national conferences in their fields. Our goal is to build on our strengths rather than to cover all fields, though geographical and temporal range is always important in History.

The department's reputation is strongest in history of California/American West and the recently revived companion fields of Public History and Environmental History: we have an unusually strong contingent of scholars in this area – in urban history, Native American history, Mexican

American history, and agricultural and public history – although half again are new faculty and just breaking into the profession. In addition, our Women’s History specialist also works on California subjects. This concentration is highly distinctive. No other CSU in the area (San Francisco State, San Jose State, or CSU Sacramento) has the depth of specialization that we do, making our Department a destination campus providing exceptional training for students interested in California history.

The department does not need additional staffing in this area; we aim instead to develop a second major niche in Global Studies and multicultural World History, and each of our four requests fits this goal. We have the groundwork for this niche with Professors Fozdar (South Asia and the Islamic Middle East), Prof. Howard (History of Science and Medicine), Prof. Reichman (Modern Europe and 20th-Century World), and Prof. Thompson (Medieval Europe and Classical Rome). In addition, any one of the new faculty would be expected to promote our two other aims: to expand our involvement in teacher education programs in history/ social science; and to expand our commitment to teaching writing skills.

Please describe briefly;

6. Faculty Composition.

- a. The number of faculty in your department who have left, retired, or are in the FERP program over the last five years; and the dates of those events (a retirement does not automatically justify a replacement.)

Three members of our faculty have either retired or entered the Faculty Early Retirement Program: Prof. Sophia Lee retired at the end of Winter quarter, 2010; Prof. Gerald Henig was in the FERP program and retired in Spring 2010; and Prof. Henry Reichman entered the FERP in Fall 2010. In addition, Prof. Robert Phelps has been assigned full time to the Concord campus as Associate Director.

- b. The ratio of tenured/tenure-track faculty to total FTEF in your department

In 2009 our total Instructional FTEF was 12.6. Of these, 10.2, or 80.9%, were tenured/tenure-track. (2009 was also a year in which we laid off or had no work for most of our lecturers.)

- c. Why a tenured/tenure-track faculty position is needed over a full or part-time instructor.

While the History Department is justifiably proud of our lecturers, we cannot expect our part-timers to contribute to the department’s goals beyond the courses for which they have been hired. As noted above, we are seeking faculty members who can enhance our well-established programs in teacher education and public history outreach, both of which have required and will continue to require a substantial number of hours outside the classroom.

Moreover, this past quarter demonstrates the problems with our current level of staffing. Apart from the faculty members mentioned in #6 a. above, Prof. Howard is on Personal Leave and

Prof. Ivey will be on Maternity leave. Admittedly, their absences are temporary, but when our overall numbers of regular faculty are down, any leaves or sabbatical make it difficult to meet our obligations for our major core courses, the GE Ancient World cluster, and courses for nursing, liberal studies, PACE, International studies, and the Concord campus.

- d. The number of majors and the ratio of majors to tenured/tenure-track faculty in your department.

In 2009 we had a total of 201 Majors (both graduates and undergraduates) and 13 tenured/tenure-track faculty members, for a ratio of 15.5 majors per faculty member. This year, given the above mentioned decrease in faculty numbers, the ratio will be considerably higher.

Please note that the Department also provides a considerable number of upper-division General Education courses, and a substantial portion of our enrollment is non majors, as described below, section 7.

- e. Department/School SFR as compared to the College SFR.

The Department's SFR was 30.2 (all faculty) as of Fall 2009 and 27.6 for tenure-track or tenured faculty. This represents a steady increase from 2004, when it was just 22.0 for tenured/tenure-track faculty. The recent budgetary exigencies have undoubtedly increased that ratio further. In Fall 2009, we offered 45 sections averaging 37 students/148 scus. By contrast, in Fall 2010 we offered only 30 sections, four of which had enrollment caps of 120/480 scus each and two with enrollment caps of 70/280 scus.

- f. The need in the context of your five-year hiring plan. (Each Department must have a 5-year hiring plan in place before a new faculty request will be considered. The 5-year plan must emphasize which sub-disciplines within the department are designated as distinctive, and necessitate a T/TT faculty)

As noted in the introduction, over the next five years we plan to maintain our prominent place in the history of California and the West and to enhance our presence in Global Studies, where we have already laid strong foundations. The four positions currently requested (and a fifth proposed for the end of our five-year plan) fill critical gaps in the Department's course offerings. Both areas are naturally allied with the Department's mission to promote teacher education and public history, but that mission requires time commitments beyond classroom hours, and so cannot be effectively achieved with part-time faculty.

7. Curriculum:

- a. The percentage of teaching in your department which satisfies general education requirements

Please note History double-counts Major and GE Courses, so all our GE courses include substantial Major enrollment as well.

GE teaching is estimated at somewhere between 50% and 60 %. For example, in Fall 2009, we enrolled approximately 1335 students/5340 scus (number again based on mycsueb). Enrollment for courses that are largely GE (that is, the introductory US History surveys, 1101 and 1102) was approximately 490 students/1960 scus, and enrollment for courses designed for majors only was 145/560 scus. The rest of our courses were mixed GE and majors.

- b. Will online teaching and/or teaching at another campus site (i.e. Oakland/Concord) be a requirement of this position?

Yes: online teaching and teaching at Concord, when in demand, will be required.

- c. Does the position represent a central component of a CSU, East Bay's student's education? How?

As noted above, History faculty in all fields – including the fields for the requested positions – contribute substantially to GE. In addition, our US and California specialists teach the high-demand courses for the American Institutions Requirement. They also teach Liberal Studies Majors (including in the specially designed course for LS Majors, HIST 3400) and Single Subject Program students, as well as contribute to the professional development of teachers in the History Graduate Program. In upper division and graduate courses, History faculty teach substantial amounts of writing.

8. Scholarship/New Sources of Revenue

- a. Address the potential for scholarly success.

African American and Diaspora Studies are well-established fields nationally. Depending on his/her research interests, the proposed hire will be able to take advantage of the substantial research collections at Stanford and in the UC system. For example, a scholar interested in the Civil Rights Movement might use the King Institute at Stanford, and similar opportunities exist for scholars in other subfields. He or she could also tap into the network of specialists at other Bay Area and Northern California universities.

- b. Address the potential for external/internal support for scholarship.

Historians in all fields are eligible for many different varieties of individual travel and research grants for scholarship, as well as faculty fellowships: from the NEH, ACLS, and learned societies all over the country, and from research centers in their fields, also all over the country. The History faculty has done well in competition for external research grants and for internal RSCA and sabbatical awards. The department has also subcontracted twice with Alameda County Office of Education on federal Teaching American History Grants of \$1 million each. See section e below.

Historians, like other liberal arts specialists, do not customarily receive external grants with overhead coming back to the University, but receipt of distinguished fellowships and awards

raises the national profile of CSUEB faculty and sustains the university's academic distinction. Among the recent grants awarded to faculty are the following:

Mercantile Library Fellowship in North American Bibliography, Bibliographical Society of America, NYC, 2008

Scholar in Residence Fellowship, Pennsylvania Historical and Museum Commission, Harrisburg, PA, 2007

Franklin Research Grant, American Philosophical Society, Philadelphia, 2007

Gilder Lehrman Scholarly Fellowship, New-York Historical Society, NYC, 2007

Gest Research Fellowship, The Quaker Collection, Haverford College Library, Haverford, PA, 2005.

- c. Is a replacement critical to the scholarly/research/creative efforts of units both in and outside of the department or college? Does the position have the support of other colleges?

The History Department has a record of collaborating with other departments in shared programs within CLASS, when possible. For example, Prof. Ivey is working on a grant with the Multimedia program.

A specialist in Diaspora studies (American or elsewhere) has the potential to collaborate with members of other departments in CLASS (Ethnic Studies for example).

- d. What has the unit done to maximize its current resources (i.e., to help itself?) over the past four years?

The History Department has been engaged in substantial self-study and revisions to its programs, as well as new forms of outreach, over the past 10 years. These accomplishments include:

Introduction of Assessment Plan for Major core courses, and assessment exit-surveys for BA and MA Programs: *to provide clearer feedback on department achievement of outcomes and improvement of Major core and MA program.*

Introduction of new fields in History of Science and Medicine, Southeast Asia, the Middle East, and American Indian History: *to meet student demand.*

Revival and Revision of the Public History Program, with strong Environmental History Component: *for outreach and visibility in the Bay Area, and coordination with related CLASS programs, especially in Anthropology and Geography.*

Revision of the History Major and Minor course offerings: *to reduce numbers of infrequently offered or low-enrolled courses.*

Resubmission of all GE courses for new outcomes requirements in GE: *to meet student demand.*

Revision of the American Institutions Requirement: *with Political Science Department, to bring program into conformity with CSU Chancellor's Office policy.*

Revision of the History/Single Subject Program, in cooperation with CEAS and winning approval of the California Commission on Teaching Credentialing: *to sustain History's contributions to teacher education.*

Participation in revision of Liberal Studies Major: *to sustain History's contributions to teacher education and liberal arts on campus.*

Currently in the process of revising the Graduate Teaching Option to incorporate teaching practicums, connected to new mega-sections of HIST 1101 and 1102: *to sustain academic quality in large sections, and for graduate student preparation for teaching careers, and to attract Bay Area history teachers into the program*

Introduction of the Major at Concord: *to maintain profile of History at the Concord Campus.*

Introduction of mega-sections in HIST 1101 and 1102: *to sustain support for upper division History and GE courses.*

Introduction of online courses: *to attract students to the University and sustain unusual course offerings appropriate to online instruction.*

Introduction of new advising system for Majors and Minors: *to better serve the Majors and their progress to graduation.*

Extensive participation on faculty governance: *a long-standing commitment by the department, for sustaining the voice of the Liberal Arts on campus.*

Twice subcontracting with Alameda Co. Office of Education for a federal Teaching American Grant: *for Bay Area stewardship and work with in teacher education.*

Cooperation with Library on inventory of Special Collections: *part of commitment to campus service.*

Cooperation with Library in receiving Congresswoman Ellen Tauscher's Papers: *commitment to campus service and Bay Area stewardship.*

Endowment of the Friends of History: *for sustaining outreach to emeritus faculty and alumni, and paying for department improvements.*

Endowments for two scholarships (the Blanchette Family Scholarship and the Judith M. Stanley Scholarship), and an annual gift for graduate awards (the Kwon-Irish Award); an annual gift to the long-standing Rice Endowment; a one-time gift to the Public History Program; and a campaign underway to endow the Gilliard HIST 4030 Award *to provide fiscal support to our majors and recognition for their work.*

Support for History lectures on campus including the new "History Spring Speaker" series and annual speakers for Black History Month and Women's History Month: *to sustain profile of all kinds of History on campus, and outreach to the CSUEB and Bay Area communities.*

- e. Has the department raised funds effectively from external sources? Has it worked effectively with external agencies and constituencies?

The department's main extra-curricular activity has been twice subcontracting with Alameda Co. Office of Education for \$1 million federal Teaching American History Grants for professional development of K-12 history teachers, administered by ACOE (second 3-year grant just received in Fall 2010). Other partners are Martin Luther King, Jr. Institute at Stanford University and the National Archives at San Bruno. The history department faculty through this venue have now worked repeatedly with Bay Area high school history teachers, including in two Summer Institute historical tours relating to Black History and Women's History, a completely new initiative for the department. The Department is also seeking other funding opportunities: Prof. Ivey has submitted a grant application for \$50,000 to the NEH for Digital Humanities

9. Recruitment:

- a. How will your department ensure that hiring is performed with the diversity goals of the University in mind?

Each of the proposed tenure-track fields derives from the multicultural perspective of the department, and are also aimed attract minority faculty to the fields and the departments. The department will advertise the position in the *Perspectives* of the American Historical Association – the national source for all job listings in History – and in publications for minority faculty that include job listings. We will also work through several faculty members' many connections to the large field to get word out about the position.

- b. Is there a pressing need for a senior hire (tenured), either to ensure excellence or fill a leadership role?

No. The department currently has sufficient faculty to work in leadership capacities.

- c. Can you collaborate with another department on advertising or other costs of recruitment?

CLASS may want to issue a general advertisement in the venues for minority scholars; otherwise, History would automatically advertise in the *Perspectives* of the American Historical Association, which describes individual positions only, rather than collections of positions.

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Introduction

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To be specific:

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- Strong growth and full enrollment: Each of the proposed tenure-track fields is of enduring significance. None will become obsolete; and all are adaptable to changes in curricular needs, student demand, and the University's mission over the next 30 years.
- Vibrant university communities: The History Department is a close-knit and collegial faculty, with a strong commitment to our students, engaged in-depth work with MA students, and on-going contact with emeritus faculty and alumni through the department's Friends of History. The department prides itself on close attention to student learning, especially in writing.
- An efficient, well-run university: The History Department is one of the most efficient on campus, with one of the highest sfr's and low demand on University resources, and with strong engagement in faculty governance, including establishing standards of accountability for university faculty.
- A quest for distinction realized: The department's faculty and programs are well regarded on campus; our established niche area in *California/American West* is a rising star among these programs in the CSU, and our aimed-for niche in *Global Studies* has the same potential.
- A university of choice through regional stewardship: The department is strongly engaged in this area through Public History and the federal Teaching American History Program with Alameda County Office of Education, along with all our work in teacher education in History.

In addition, for each tenure-track request, we will seek "value-added" expertise in several of the following: online instruction, digital research, teacher education, historical writing, historical pedagogy, and/or public history outreach.

1. Brief overview of the position.

ANCIENT MEDITERRANEAN/ANCIENT WORLD: Our second, but critical, need is for a specialist in any area of the Ancient Mediterranean (ancient Near East, Egypt, Greece or Rome, including appropriate sub-fields, such as Early Christianity) who can take a comparative approach to the civilizations of the ancient world. A tenure-track hire would develop upper division and graduate courses in his/her area of specialization (including courses already in the catalogue, such as HIST 3107 and 3108), and teach the first part of the World Civilizations sequence, both for Department majors (HIST 1014) and in the popular freshman Ancient World cluster (HIST 1017). He or she would also be expected to support the Department's core

offerings in historical writing (HIST 2010 and HIST 3010) and Historiography (HIST 4030) and graduate courses. Any new hire will be expected to support the department's mission in online instruction, digital research, teacher education, historical writing, historical pedagogy, and/or public history outreach. Since the World Civilizations courses are an essential part of the Liberal Studies Teacher Preparation track and the Single Subject Matter Preparation program, any hire would be expected to demonstrate in particular a commitment to teacher education.

2. How does this position help the department meet its strategic goals, those of the College, and those of the University?

Department: Our courses in the classical Mediterranean (Greek and Roman history, as well as the history of Early Christianity) are among the most popular of our history courses, along with World Civilizations I, part of the also very popular Ancient World cluster. Although we have not offered classes in ancient Egypt for a number of years, it is another historical era that attracts student interest. Specialists in the ancient Mediterranean would teach an array of upper division Major and GE courses, multiple sections of World Civilizations I (HIST 1014 and 1017), historical writing, historical research, and graduate field courses. The department currently has no specialists in *any* area of the Ancient World, including ancient Asia. Just one faculty member, Prof. Thompson, our medievalist, has the ability and language qualifications to teach ancient Rome, but she is Department Chair and has her own substantial field obligations. Moreover, this new position is conceived as a *world* field position, rather than a European position, with a focus on the Ancient Mediterranean – encompassing the Classical World, the Ancient Middle East and North Africa – that would serve as a fundamental starting point for campus offerings in Global Studies.

College: The Ancient Mediterranean has logical connections with other strengths in CLASS: specifically Philosophy and Religious Studies, and Theatre Arts. These departments could develop overlapping GE courses in ancient multiculturalism.

University: The study of the Ancient World has traditionally formed the core of the liberal arts. Focusing on the Ancient *Mediterranean* would permit CSUEB to sustain this heart of the humanist enterprise connected with the university's multicultural mission.

3. What are the three most pressing needs to be filled by this position? Curricular gaps? Student Demand? Accreditation requirements? Other?

1. *Student Demand:* Student demand is very high in Ancient courses and World Civilizations, not only for majors, but for GE and Liberal Studies requirements. The Ancient World cluster is very popular with incoming freshman and is often one of the first clusters to fill.

2. *Curricular Gaps:* One faculty member is qualified to teach Roman history: otherwise, no faculty have expertise in the many teaching areas associated with this field.

3. *University Mission:* Especially important for sustaining academic quality, campus inclusion, enrollment growth, and quest for distinction.

4. If student demand is a key driver of this position, please analyze student demand over the past 5 years and how this position will help meet that need. Additionally, please describe how this position will impact the availability of part-time funds? Can the department afford a full-time hire, while maintaining a sufficient number of part-time lecturers to meet demand?

Demand as demonstrated here is based on enrollments as reflected by the course schedules on mycsueb since Fall 2007. Information about earlier classes is not available.

Between Fall 2007 and Fall 2010, we offered 19 sections (690 seats/2760 scus) of World Civilizations I (HIST 1014 and the Freshman HIST 1017), and we enrolled 658 students/2632 scus (95.4% of capacity). We offered 5 sections of upper-division Ancient History (HIST 3107 and HIST 3108) with 200/800 scus seats and enrolled 179 students (716 scus or 90 % of capacity).

Please note that actual demand for courses may have been *higher* than these figures show. Mycsueb shows seats available, not actual enrollment. Without any way to access information about waitlists (that is, unmet student demands in the 13 sections that were fully enrolled), nor actual final enrollments (in cases where instructors added students above the course caps), there is no way to calculate demand above the enrollment caps. (For example, mycsueb shows HIST 1017 in Spring 2010 full at 35. I taught the course, so I do have access to the actual enrollment, which was 49.)

5. Does the department/school have a strong reputation and can it be made one of the strongest in the region/country by the addition/replacement of one or more faculty members?

The History Department faculty is a productive and cohesive group, and the department has a strong reputation for commitment to University service, outreach to the Bay Area community, and nationally recognized research, despite the fact that half of the faculty members have been hired since 2004. Several faculty members have won significant book or article prizes and/or external fellowships; most have won significant external research grants; faculty members are regularly asked to review other works in the field, including in numerous published book reviews; and all participate in the national conferences in their fields. Our goal is to build on our strengths rather than to cover all fields, though geographical and temporal range is always important in History.

The department's reputation is strongest in history of California/American West and the recently revived companion fields of Public History and Environmental History: we have an unusually strong contingent of scholars in this area – in urban history, Native American history, Mexican American history, and agricultural and public history – although half again are new faculty and just breaking into the profession. In addition, our Women's History specialist also works on

California subjects. This concentration is highly distinctive. No other CSU in the area (San Francisco State, San Jose State, or CSU Sacramento) has the depth of specialization that we do, making our Department a destination campus providing exceptional training for students interested in California history.

The department does NOT need additional staffing in this area; we aim instead to develop a second major niche in Global Studies and multicultural World History, and each of our four requests fits this goal. We have the groundwork for this niche with Professors Fozdar (South Asia and the Islamic Middle East), Prof. Howard (History of Science and Medicine), Prof. Reichman (Modern Europe and 20th-Century World), and Prof. Thompson (Medieval Europe and Classical Rome). In addition, any one of the new faculty would be expected to engage in our two other aims: to expand our involvement in teacher education programs in history/ social science; and to expand our commitment to teaching writing skills.

Please describe briefly;

6. Faculty Composition.

- a. The number of faculty in your department who have left, retired, or are in the FERP program over the last five years; and the dates of those events (a retirement does not automatically justify a replacement.)

Three members of our faculty have either retired or entered the Faculty Early Retirement Program: Prof. Sophia Lee retired at the end of Winter quarter, 2010; Prof. Gerald Henig was in the FERP program and retired in Spring 2010; and Prof. Henry Reichman entered the FERP in Fall 2010. In addition, Prof. Robert Phelps has been assigned full time to the Concord campus as Associate Director.

- b. The ratio of tenured/tenure-track faculty to total FTEF in your department

In 2009 our total Instructional FTEF was 12.6. Of these, 10.2, or 80.9%, were tenured/tenure-track. (2009 was also a year in which we laid off or had no work for most of our lecturers.)

- c. Why a tenured/tenure-track faculty position is needed over a full or part-time instructor.

This area has suffered neglect since the retirement of the late Prof. Gilliard a number of years ago. Our medievalist has filled some of the gap, regularly teaching World Civilizations and Roman History, but she has obligations to her own field and additional responsibilities as the current department chair. We also have a regular lecturer who is well qualified in World, Greece and Rome, but he too has other obligations, holding down part-time jobs at several local colleges and universities. For that reason, we will be bringing in a new lecturer for the Freshman cluster this quarter.

While the History Department is justifiably proud of our lecturers, we cannot expect our part-timers to contribute to the department's goals beyond the courses for which they have been hired.

The freshman cluster in particular benefits when a tenured member of the faculty is involved, as the interdepartmental collaboration that is an integral part of the cluster philosophy can only be achieved when instructors are in place to plan the course well ahead of time. Apart from the cluster, we are seeking a faculty member who can enhance our well-established program in teacher education, since World Civilizations is an important part of both single- and multiple-credential preparation. Involvement in teacher education requires and will continue to require a substantial number of hours outside the classroom.

This past quarter demonstrates the problems with our current level of staffing. Apart from the faculty members mentioned in #6 a. above, Prof. Nicole Howard is on Personal Leave and Prof. Linda Ivey will be on Maternity leave. Admittedly, their absences are temporary, but when our overall numbers of regular faculty are down, any leaves or sabbatical make it difficult to meet our obligations for our major core courses, the GE Ancient World cluster, and courses for nursing, liberal studies, PACE, International studies, and the Concord campus.

- d. The number of majors and the ratio of majors to tenured/tenure-track faculty in your department.

In 2009 we had a total of 201 Majors (both graduates and undergraduates) and 13 tenured/tenure-track faculty members, for a ratio of 15.5 majors per faculty member. This year, given the above mentioned decrease in faculty numbers, the ratio will be considerably higher.

Please note that the Department also provides a considerable number of upper-division General Education courses, and a substantial portion of our enrollment is non majors, as described below, section 7.

- e. Department/School SFR as compared to the College SFR.

The Department's SFR was 30.2 (all faculty) as of Fall 2009 and 27.6 for tenure-track or tenured faculty. This represents a steady increase from 2004, when it was just 22.0 for tenured/tenure-track faculty. The recent budgetary exigencies have undoubtedly increased that ratio further. In Fall 2009, we offered 45 sections averaging 37 students/148 scus. By contrast, in Fall 2010 we offered only 30 sections, four of which had enrollment caps of 120/480 scus each and two with enrollment caps of 70/280 scus.

- f. The need in the context of your five-year hiring plan. (Each Department must have a 5-year hiring plan in place before a new faculty request will be considered. The 5-year plan must emphasize which sub-disciplines within the department are designated as distinctive, and necessitate a T/TT faculty)

As noted in the introduction, over the next five years we plan to maintain our prominent place in the history of California and the West and to enhance our presence in Global Studies, where we have already laid strong foundations. The four positions currently requested (and a fifth proposed for the end of our five-year plan) fill critical gaps in the Department's course offerings. Both areas are naturally allied with the Department's mission

to promote teacher education and public history, but that mission requires time commitments beyond classroom hours, and so cannot be effectively achieved with part-time faculty.

7. Curriculum:

- a. The percentage of teaching in your department which satisfies general education requirements

Please note History double-counts Major and GE Courses, so all our GE courses include substantial Major enrollment as well.

GE teaching is estimated at somewhere between 50% and 60 %. For example, in Fall 2009, we enrolled approximately 1335 students/5340 scus (number again based on mycsueb). Enrollment for courses that are largely GE (that is, the introductory US History surveys, 1101 and 1102) was approximately 490 students/1960 scus, and enrollment for courses designed for majors only was 145/560 scus. The rest of our courses were mixed GE and majors.

- b. Will online teaching and/or teaching at another campus site (i.e. Oakland/Concord) be a requirement of this position?

Yes: online teaching and teaching at Concord, when in demand, will be required.

- c. Does the position represent a central component of a CSU, East Bay's student's education? How?

The importance of this position for the Freshman Ancient World Cluster has already been noted above.

More generally, History faculty in all fields, including the Ancient Mediterranean, contribute substantially to GE. They also teach Liberal Studies Majors (including in the specially designed course for LS Majors, HIST 3400) and Single Subject Program students, as well as contribute to the professional development of teachers in the History Graduate Program. In upper division and graduate courses, History faculty teach substantial amounts of writing.

8. Scholarship/New Sources of Revenue

- a. Address the potential for scholarly success.

Classical History has traditionally been regarded as a foundation for a liberal education; its newer incarnation, Ancient World History, incorporates more recent concerns about cross-cultural perspectives. As a result, there are excellent resources at Stanford, Berkeley, and other area universities for research, and there is ongoing public interest in publications in these fields

- b. Address the potential for external/internal support for scholarship.

Historians in all fields are eligible for many different varieties of individual travel and research grants for scholarship, as well as faculty fellowships: from the NEH, ACLS, and learned societies all over the country, and from research centers in their fields, also all over the country. The History faculty has done well in competition for external research grants and for internal RSCA and sabbatical awards. The department has also subcontracted twice with Alameda County Office of Education on federal Teaching American History Grants of \$1 million each. See section e below.

Historians, like other liberal arts specialists, do not customarily receive external grants with overhead coming back to the University, but receipt of distinguished fellowships and awards raises the national profile of CSUEB faculty and sustains the university's academic distinction. Among the recent grants awarded to faculty are the following:

Mercantile Library Fellowship in North American Bibliography, Bibliographical Society of America, NYC, 2008
Scholar in Residence Fellowship, Pennsylvania Historical and Museum Commission, Harrisburg, PA, 2007
Franklin Research Grant, American Philosophical Society, Philadelphia, 2007
Gilder Lehrman Scholarly Fellowship, New-York Historical Society, NYC, 2007
Gest Research Fellowship, The Quaker Collection, Haverford College Library, Haverford, PA, 2005.

- c. Is a replacement critical to the scholarly/research/creative efforts of units both in- and outside of the department or college? Does the position have the support of other colleges?

The History Department has a record of collaborating with other departments in shared programs within CLASS, when possible. For example, Prof. Ivey is working on a grant with the Multimedia program.

A Latin Americanist has the potential to collaborate with members of other departments in CLASS (Ethnic Studies for example).

- d. What has the unit done to maximize its current resources (i.e., to help itself?) over the past four years?

The History Department has been engaged in substantial self-study and revisions to its programs, as well as new forms of outreach, over the past 10 years. These accomplishments include:

Introduction of Assessment Plan for Major core courses, and assessment exit-surveys for BA and MA Programs: *to provide clearer feedback on department achievement of outcomes and improvement of Major core and MA program.*

Introduction of new fields in History of Science and Medicine, Southeast Asia, the Middle East, and American Indian History: *to meet student demand.*

Revival and Revision of the Public History Program, with strong Environmental History Component: *for outreach and visibility in the Bay Area, and coordination with*

- related CLASS programs, especially in Anthropology and Geography.*
- Revision of the History Major and Minor course offerings: *to reduce numbers of infrequently offered or low-enrolled courses.*
- Resubmission of all GE courses for new outcomes requirements in GE: *to meet student demand.*
- Revision of the American Institutions Requirement: *with Political Science Department, to bring program into conformity with CSU Chancellor's Office policy.*
- Revision of the History/Single Subject Program, in cooperation with CEAS and winning approval of the California Commission on Teaching Credentialing: *to sustain History's contributions to teacher education.*
- Participation in revision of Liberal Studies Major: *to sustain History's contributions to teacher education and liberal arts on campus.*
- Currently in the process of revising the Graduate Teaching Option to incorporate teaching practicums, connected to new mega-sections of HIST 1101 and 1102: *to sustain academic quality in large sections, and for graduate student preparation for teaching careers, and to attract Bay Area history teachers into the program*
- Introduction of the Major at Concord: *to maintain profile of History at the Concord Campus.*
- Introduction of mega-sections in HIST 1101 and 1102: *to sustain support for upper division History and GE courses.*
- Introduction of online courses: *to attract students to the University and sustain unusual course offerings appropriate to online instruction.*
- Introduction of new advising system for Majors and Minors: *to better serve the Majors and their progress to graduation.*
- Extensive participation on faculty governance: *a long-standing commitment by the department, for sustaining the voice of the Liberal Arts on campus.*
- Twice subcontracting with Alameda Co. Office of Education for a federal Teaching American Grant: *for Bay Area stewardship and work with in teacher education.*
- Cooperation with Library on inventory of Special Collections: *part of commitment to campus service.*
- Cooperation with Library in receiving Congresswoman Ellen Tauscher's Papers: *commitment to campus service and Bay Area stewardship.*
- Endowment of the Friends of History: *for sustaining outreach to emeritus faculty and alumni, and paying for department improvements.*
- Endowments for two scholarships (the Blanchette Family Scholarship and the Judith M. Stanley Scholarship), and an annual gift for graduate awards (the Kwon-Irish Award); an annual gift to the long-standing Rice Endowment; a one-time gift to the Public History Program; and a campaign underway to endow the Gilliard HIST 4030 Award *to provide fiscal support to our majors and recognition for their work.*
- Support for History lectures on campus including the new "History Spring Speaker" series and annual speakers for Black History Month and Women's History Month: *to sustain profile of all kinds of History on campus, and outreach to the CSUEB and Bay Area communities.*

- e. Has the department raised funds effectively from external sources? Has it worked effectively with external agencies and constituencies?

The department's main extra-curricular activity has been twice subcontracting with Alameda Co. Office of Education for \$1 million federal Teaching American History Grants for professional development of K-12 history teachers, administered by ACOE (second 3-year grant just received in Fall 2010). Other partners are Martin Luther King, Jr. Institute at Stanford University and the National Archives at San Bruno. The history department faculty through this venue have now worked repeatedly with Bay Area high school history teachers, including in two Summer Institute historical tours relating to Black History and Women's History, a completely new initiative for the department. The Department is also seeking other funding opportunities: Prof. Ivey has submitted a grant application for \$50,000 to the NEH for Digital Humanities

9. Recruitment:

- a. How will your department ensure that hiring is performed with the diversity goals of the University in mind?

Each of the proposed tenure-track fields derives from the multicultural perspective of the department, and are also aimed attract minority faculty to the fields and the departments. The department will advertise the position in the *Perspectives* of the American Historical Association – the national source for all job listings in History – and in publications for minority faculty that include job listings. We will also work through several faculty members' many connections to the large field to get word out about the position.

- b. Is there a pressing need for a senior hire (tenured), either to ensure excellence or fill a leadership role?

No. The department currently has sufficient faculty to work in leadership capacities.

- c. Can you collaborate with another department on advertising or other costs of recruitment?

CLASS may want to issue a general advertisement in the venues for minority scholars; otherwise, History would automatically advertise in the *Perspectives* of the American Historical Association, which describes individual positions only, rather than collections of positions.

CALIFORNIA STATE
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E A S T B A Y

New Faculty Justification

Introduction

Due to a large number of retirements and other changes at the University, some departments will need to start the process of hiring tenure-track faculty. While economic realities (and enrollment ceilings) will not permit as much hiring as we would like, we would like to begin thinking and hiring strategically for the decade(s) ahead.

Please use the below format to make each request for a tenure-track hire. Your request must go through the normal channels from Chair, to Dean, to Provost. The time line for these requests will be:

November 15, 2010	Departments submit tenure-track hire requests to Deans
December 15, 2010	Requests due in Provost's Office
December 15- Jan.10, 2011	Provost discusses tenure-track requests with the Academic Affairs Leadership Team
January 10, 2011	First release of authorized recruitments to the Colleges

Justification:

In tenure-track faculty requests over the next five years, the History Department aims to achieve 3 goals:

- 1) to sustain our niche in California/ American West, and to build our niche in Global Studies, both areas incorporating strong multicultural components and History and Science and Medicine;
- 2) to adapt our substantial graduate program more closely to our work in teacher education and professional development of history teachers, matching our current contributions to Liberal Studies and the History/Social Science Single Subject Program;
- 3) and to sustain and develop our work as teachers of writing in the Major and Minor, General Education, Liberal Studies, and the Science Single Subject Program.

The Department is seeking four tenure-track positions in East Asian, Ancient Mediterranean, Latin American, and African American/African Diaspora history. Each of our four tenure-track requests meets these goals, as well as curricular needs, student demand, and the University's mission in the Seven Strategic Mandates and the Academic Plan.

To be specific:

- Teaching, learning, and academic quality: The Department has long sought academic distinction in its tenure-track hiring, bringing in faculty from leading US doctoral

programs. History Faculty have long track-records of distinction in scholarship, teaching and outreach, including four awards for Outstanding Professor, and the Award for Best Professor at the Concord Campus.

- An inclusive campus climate: The department's course offerings focus on multicultural aspects of the many subjects we teach. We have sustained connections with the larger campus community through our annual recruitment of speakers for Black History Month, Women's History Month, and History Spring Speaker, and we have supported speakers recruited by other departments.
- Strong growth and full enrollment: Each of the proposed tenure-track fields is of enduring significance. None will become obsolete; and all are adaptable to changes in curricular needs, student demand, and the University's mission over the next 30 years.
- Vibrant university communities: The History Department is a close-knit and collegial faculty, with a strong commitment to our students, engaged in-depth work with MA students, and on-going contact with emeritus faculty and alumni through the department's Friends of History. The department prides itself on close attention to student learning, especially in writing.
- An efficient, well-run university: The History Department is one of the most efficient on campus, with one of the highest sfr's and low demand on University resources, and with strong engagement in faculty governance, including establishing standards of accountability for university faculty.
- A quest for distinction realized: The department's faculty and programs are well regarded on campus; our established niche area in *California/American West* is a rising star among these programs in the CSU, and our aimed-for niche in *Global Studies* has the same potential.
- A university of choice through regional stewardship: The department is strongly engaged in this area through Public History and the federal Teaching American History Program with Alameda County Office of Education, along with all our work in teacher education in History.

In addition, for each tenure-track request, we will seek "value-added" expertise in several of the following: online instruction, digital research, teacher education, historical writing, historical pedagogy, and/or public history outreach.

1. Brief overview of the position.

EAST ASIAN HISTORY: Our first priority is a specialist in any period of East Asian history, who will develop upper-division and graduate courses in traditional and modern China and Japan. Our tenure-track hire will also be expected to teach in the Department's World Civilizations courses and in our core courses (HIST 2010, *Introduction to History*; HIST 3010, *Historical Writing*; and HIST 4030, *Historiography*) and especially graduate courses, since Asian history is one of the most popular graduate concentration areas. Any new hire will be expected to support the department's mission in online instruction, digital research, teacher education, historical writing, historical pedagogy, and/or public history outreach. Since many of our Asian courses have been offered in an online format, we particularly desire a person familiar with online instruction and digital research.

2. How does this position help the department meet its strategic goals, those of the College, and those of the University?

Department: East Asia, covering the long histories of China and Japan, is a fundamental field in global studies. Understanding of the area and its cultures is especially important, situated as we are on the Pacific Coast, where many Californians are of East Asian descent, and trade ties with the East are a vital part of the California economy. The Department currently has seven courses on the books in this area, but no faculty, due to the retirement of our East Asianist, Prof. Lee, last year. Specialists in this field would teach an array of upper division Major and GE courses, period-appropriate sections of World Civilizations, historical writing, historiography, and graduate field courses. Graduate student interest in Asian history has always been very strong: Prof. Lee had one of the highest number of graduate thesis students recently in the department, second only to our senior California specialist. East Asia forms the critical half of our total Asia coverage, other half being covered by Prof. Fozdar.

College: This position will build connections among the few other Asianists in the College, and would help the College to develop its own larger niche in this area, especially the standing Asian Studies Minor, directed by Prof. Fozdar.

University: This position serves our large East and South Asian student body – both foreign and domestic – especially given the very few Asian subject matter specialists on campus. It is key for outreach to our foreign students, and especially for CBE students seeking expertise in Asian subject matters for work in Asian business.

3. What are the three most pressing needs to be filled by this position? Curricular gaps? Student Demand? Accreditation requirements? Other?

1. *Student Demand:* Student demand at both undergraduate and graduate levels has been very high over the last twenty years. Professor Lee's courses always filled quickly, with substantial foreign student enrollment.

2. *Curricular Gaps:* Absence of these courses creates a huge gap in Asian history and world subject matter offerings, not just in the department but at the university.

3. *University Mission:* Especially important for sustaining academic quality, campus inclusion, enrollment growth, and quest for distinction.

4. If student demand is a key driver of this position, please analyze student demand over the past 5 years and how this position will help meet that need. Additionally, please describe how this position will impact the availability of part-time funds? Can the department afford

a full-time hire, while maintaining a sufficient number of part-time lecturers to meet demand?

Demand as demonstrated here is based on enrollments as reflected by the course schedules on mycsueb since Fall 2007. Information about earlier classes is not available.

Between Fall 2007 and Winter 2008, we offered 18 sections (552 seats/2208 scus) of upper-division Asian History, and enrolled 538 students (2152 scus or 97.5% of capacity).

We offered 2 sections of HIST 3312 during the self-support Summer 2010 session. Both filled (70 seats/280 scus and 69 students/276 scus enrolled: 98.6% of capacity), despite the additional costs to students.

This quarter, Winter 2010, we are offering three sections of HIST 3313 (The People's Republic of China) this quarter. At the time I write (the first week of enrollment), those 90 seats/360 scus are already half full.

Please note that actual demand for courses may have been *higher* than these figures show. Mycsueb shows seats available, not actual enrollment. Without any way to access information about waitlists (that is, unmet student demands in the 13 sections that were fully enrolled), nor actual final enrollments (in cases where instructors added students above the course caps) there is no way to calculate demand above the enrollment caps. (For example, mycsueb shows HIST 1017 in Spring 2010 full at 35. I taught the course, so I do have access to the actual enrollment, which was 49.)

Since Prof. Lee's retirement, we have found a strong part-time lecturer; however, her expertise is in Chinese history, and we also need someone who can teach the history of Japan. The Department's three-year contract lecturers all teach American/California history. When part-time funds dried up, we had no one to teach these courses.

5. Does the department/school have a strong reputation and can it be made one of the strongest in the region/country by the addition/replacement of one or more faculty members?

The History Department faculty is a productive and cohesive group, and the department has a strong reputation for commitment to University service, outreach to the Bay Area community, and nationally recognized research, despite the fact that half of the faculty members have been hired since 2004. Several faculty members have won significant book or article prizes and/or external fellowships; most have won significant external research grants; faculty members are regularly asked to review other works in the field, including in numerous published book reviews; and all participate in the national conferences in their fields. Our goal is to build on our strengths rather than to cover all fields, though geographical and temporal range is always important in History.

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strong contingent of scholars in this area – in urban history, Native American history, Mexican American history, and agricultural and public history – although half again are new faculty and just breaking into the profession. In addition, our Women’s History specialist also works on California subjects. This concentration is highly distinctive. No other CSU in the area (San Francisco State, San Jose State, or CSU Sacramento) has the depth of specialization that we do, making our Department a destination campus providing exceptional training for students interested in California history.

The department does NOT need additional staffing in this area; we aim instead to develop a second major niche in Global Studies and multicultural World History, and each of our four requests fits this goal. We have the groundwork for this niche with Professors Fozdar (South Asia and the Islamic Middle East), Prof. Howard (History of Science and Medicine), Prof. Reichman (Modern Europe and 20th-Century World), and Prof. Thompson (Medieval Europe and Classical Rome). In addition, any one of the new faculty would be expected to engage in our two other aims: to expand our involvement in teacher education programs in history/ social science; and to expand our commitment to teaching writing skills.

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6. Faculty Composition.

- a. The number of faculty in your department who have left, retired, or are in the FERP program over the last five years; and the dates of those events (a retirement does not automatically justify a replacement.)

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- b. The ratio of tenured/tenure-track faculty to total FTEF in your department

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- c. Why a tenured/tenure-track faculty position is needed over a full or part-time instructor.

While the History Department is justifiably proud of our lecturers, we cannot expect our part-timers to contribute to the department’s goals beyond the courses for which they have been hired. As noted above, we are seeking faculty members who can enhance our well-established programs in teacher education and public history outreach, both of which have required and will continue to require a substantial number of hours outside the classroom.

Moreover, this past quarter demonstrates the problems with our current level of staffing. Apart from the faculty members mentioned in #6 a. above, Prof. Nicole Howard is on Personal Leave

and Prof. Linda Ivey will be on Maternity leave. Admittedly, their absences are temporary, but when our overall numbers of regular faculty are down, any leaves or sabbatical make it difficult to meet our obligations for our major core courses, the GE Ancient World cluster, and courses for nursing, liberal studies, PACE, and International studies.

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Please note History double-counts Major and GE Courses, so all our GE courses include substantial Major enrollment as well.

GE teaching is estimated at somewhere between 50% and 60 %. For example, in Fall 2009, we enrolled approximately 1335 students/5340 scus (number again based on mycsueb). Enrollment for courses that are largely GE (that is, the introductory US History surveys, 1101 and 1102) was approximately 490 students/1960 scus, and enrollment for courses designed for majors only was 145/560 scus. The rest of our courses were mixed GE and majors.

- b. Will online teaching and/or teaching at another campus site (i.e. Oakland/Concord) be a requirement of this position?

Yes: online teaching and teaching at Concord, when in demand, will be required.

- c. Does the position represent a central component of a CSU, East Bay's student's education? How?

As noted above, History faculty in all fields – including the fields for the requested positions – contribute substantially to GE. They also teach Liberal Studies Majors (including in the specially designed course for LS Majors, HIST 3400) and Single Subject Program students, as well as contribute to the professional development of teachers in the History Graduate Program. In upper division and graduate courses, History faculty teach substantial amounts of writing.

8. Scholarship/New Sources of Revenue

- a. Address the potential for scholarly success.

An East Asian historian will be able to take advantage of the substantial research collections at Berkeley, Stanford, and UC Davis, and to tap into the network of specialists at other Bay Area and Northern California universities.

- b. Address the potential for external/internal support for scholarship.

Historians in all fields are eligible for many different varieties of individual travel and research grants for scholarship, as well as faculty fellowships: from the NEH, ACLS, and learned societies all over the country, and from research centers in their fields, also all over the country. The History faculty has done well in competition for external research grants and for internal RSCA and sabbatical awards. The department has also subcontracted twice with Alameda County Office of Education on federal Teaching American History Grants of \$1 million each. See section e below.

Historians, like other liberal arts specialists, do not customarily receive external grants with overhead coming back to the University, but receipt of distinguished fellowships and awards raises the national profile of CSUEB faculty and sustains the university's academic distinction. Among the recent grants awarded to faculty are the following:

Mercantile Library Fellowship in North American Bibliography, Bibliographical Society of America, NYC, 2008
Scholar in Residence Fellowship, Pennsylvania Historical and Museum Commission, Harrisburg, PA, 2007

Franklin Research Grant, American Philosophical Society, Philadelphia, 2007
Gilder Lehrman Scholarly Fellowship, New-York Historical Society, NYC, 2007
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Haverford, PA, 2005

- c. Is a replacement critical to the scholarly/research/creative efforts of units both in- and outside of the department or college? Does the position have the support of other colleges?

The History Department has a record of collaborating with other departments in shared programs within CLASS, when possible. For example, Prof. Ivey is working on a grant with the Multimedia program. An East Asianist has the potential to collaborate with members of other departments in CLASS (Ethnic Studies for example).

- d. What has the unit done to maximize its current resources (i.e., to help itself?) over the past four years?

The History Department has been engaged in substantial self-study and revisions to its programs, as well as new forms of outreach, over the past 10 years. These accomplishments include:

- Introduction of Assessment Plan for Major core courses, and assessment exit-surveys for BA and MA Programs: *to provide clearer feedback on department achievement of outcomes and improvement of Major core and MA program.*
- Introduction of new fields in History of Science and Medicine, Southeast Asia, the Middle East, and American Indian History: *to meet student demand.*
- Revival and Revision of the Public History Program, with strong Environmental History Component: *for outreach and visibility in the Bay Area, and coordination with related CLASS programs, especially in Anthropology and Geography.*
- Revision of the History Major and Minor course offerings: *to reduce numbers of infrequently offered or low-enrolled courses.*
- Resubmission of all GE courses for new outcomes requirements in GE: *to meet student demand.*
- Revision of the American Institutions Requirement: *with Political Science Department, to bring program into conformity with CSU Chancellor's Office policy.*
- Revision of the History/Single Subject Program, in cooperation with CEAS and winning approval of the California Commission on Teaching Credentialing: *to sustain History's contributions to teacher education.*
- Participation in revision of Liberal Studies Major: *to sustain History's contributions to teacher education and liberal arts on campus.*
- Currently in the process of revising the Graduate Teaching Option to incorporate teaching practicums, connected to new mega-sections of HIST 1101 and 1102: *to sustain academic quality in large sections, and for graduate student preparation for teaching careers, and to attract Bay Area history teachers into the program*
- Introduction of the Major at Concord: *to maintain profile of History at the Concord Campus.*

Introduction of mega-sections in HIST 1101 and 1102: *to sustain support for upper division History and GE courses.*

Introduction of online courses: *to attract students to the University and sustain unusual course offerings appropriate to online instruction.*

Introduction of new advising system for Majors and Minors: *to better serve the Majors and their progress to graduation.*

Extensive participation on faculty governance: *a long-standing commitment by the department, for sustaining the voice of the Liberal Arts on campus.*

Twice subcontracting with Alameda Co. Office of Education for a federal Teaching American Grant: *for Bay Area stewardship and work with in teacher education.*

Cooperation with Library on inventory of Special Collections: *part of commitment to campus service.*

Cooperation with Library in receiving Congresswoman Ellen Tauscher's Papers: *commitment to campus service and Bay Area stewardship.*

Endowment of the Friends of History: *for sustaining outreach to emeritus faculty and alumni, and paying for department improvements.*

Endowments for two scholarships (the Blanchette Family Scholarship and the Judith M. Stanley Scholarship), and an annual gift for graduate awards (the Kwon-Irish Award); an annual gift to the long-standing Rice Endowment; a one-time gift to the Public History Program; and a campaign underway to endow the Gilliard HIST 4030 Award *to provide fiscal support to our majors and recognition for their work.*

Support for History lectures on campus including the new "History Spring Speaker" series and annual speakers for Black History Month and Women's History Month: *to sustain profile of all kinds of History on campus, and outreach to the CSUEB and Bay Area communities.*

- e. Has the department raised funds effectively from external sources? Has it worked effectively with external agencies and constituencies?

The department's main extra-curricular activity has been twice subcontracting with Alameda Co. Office of Education for \$1 million federal Teaching American History Grants for professional development of K-12 history teachers, administered by ACOE (second 3-year grant just received in Fall 2010). Other partners are Martin Luther King, Jr. Institute at Stanford University and the National Archives at San Bruno. The history department faculty through this venue have now worked repeatedly with Bay Area high school history teachers, including in two Summer Institute historical tours relating to Black History and Women's History, a completely new initiative for the department. The Department is also seeking other funding opportunities: Prof. Ivey has submitted a grant application for \$50,000 to the NEH for Digital Humanities.

9. Recruitment:

- a. How will your department ensure that hiring is performed with the diversity goals of the University in mind?

Each of the four proposed tenure-track fields, including East Asia, derives from the multicultural perspective of the department, and are also aimed attract minority faculty to the fields and the departments. The department will advertise the position in the *Perspectives* of the American Historical Association – the national source for all job listings in History – and in publications for minority faculty that include job listings. We will also work through several faculty members' many connections to the large field to get word out about the position.

- b. Is there a pressing need for a senior hire (tenured), either to ensure excellence or fill a leadership role?

No. The department currently has sufficient faculty to work in leadership capacities.

- c. Can you collaborate with another department on advertising or other costs of recruitment?

CLASS may want to issue a general advertisement in the venues for minority scholars; otherwise, History would automatically advertise in the *Perspectives* of the American Historical Association, which describes individual positions only, rather than collections of positions.

CALIFORNIA STATE
UNIVERSITY
E A S T B A Y

New Faculty Justification

Introduction

Due to a large number of retirements and other changes at the University, some departments will need to start the process of hiring tenure-track faculty. While economic realities (and enrollment ceilings) will not permit as much hiring as we would like, we would like to begin thinking and hiring strategically for the decade(s) ahead.

Please use the below format to make each request for a tenure-track hire. Your request must go through the normal channels from Chair, to Dean, to Provost. The time line for these requests will be:

November 15, 2010	Departments submit tenure-track hire requests to Deans
December 15, 2010	Requests due in Provost's Office
December 15- Jan.10, 2011	Provost discusses tenure-track requests with the Academic Affairs Leadership Team
January 10, 2011	First release of authorized recruitments to the Colleges

Justification:

In tenure-track faculty requests over the next five years, the History Department aims to achieve 3 goals:

- 1) to sustain our niche in California/ American West, and to build our niche in Global Studies, both areas incorporating strong multicultural components and History and Science and Medicine;
- 2) to adapt our substantial graduate program more closely to our work in teacher education and professional development of history teachers, matching our current contributions to Liberal Studies and the History/Social Science Single Subject Program;
- 3) and to sustain and develop our work as teachers of writing in the Major and Minor, General Education, Liberal Studies, and the Science Single Subject Program.

The Department is seeking four tenure-track positions in East Asian, Ancient Mediterranean, Latin American, and African American/African Diaspora history. Each of our four tenure-track requests meets these goals, as well as curricular needs, student demand, and the University's mission in the Seven Strategic Mandates and the Academic Plan.

To be specific:

- Teaching, learning, and academic quality: The Department has long sought academic distinction in its tenure-track hiring, bringing in faculty from leading US doctoral programs. History Faculty have long track-records of distinction in scholarship, teaching and outreach, including four awards for Outstanding Professor, and the Award for Best Professor at the Concord Campus.
- An inclusive campus climate: The department's course offerings focus on multicultural aspects of the many subjects we teach. We have sustained connections with the larger campus community through our annual recruitment of speakers for Black History Month, Women's History Month, and History Spring Speaker, and we have supported speakers recruited by other departments.
- Strong growth and full enrollment: Each of the proposed tenure-track fields is of enduring significance. None will become obsolete; and all are adaptable to changes in curricular needs, student demand, and the University's mission over the next 30 years.
- Vibrant university communities: The History Department is a close-knit and collegial faculty, with a strong commitment to our students, engaged in-depth work with MA students, and on-going contact with emeritus faculty and alumni through the department's Friends of History. The department prides itself on close attention to student learning, especially in writing.
- An efficient, well-run university: The History Department is one of the most efficient on campus: with one of the highest sfr's and low demand on University resources, with strong engagement in faculty governance, including establishing standards of accountability for university faculty.
- A quest for distinction realized: The department's faculty and programs are well regarded on campus; our established niche area in *California/American West* is a rising star among these programs in the CSU; and our aimed-for niche in *Global Studies* has the same potential.
- A university of choice through regional stewardship: The department is strongly engaged in this area through Public History and the federal Teaching American History Program with Alameda County Office of Education, along with all our work in teacher education in History.

In addition, for each tenure-track request, we will seek "value-added" expertise in several of the following: online instruction, digital research, teacher education, historical writing, historical pedagogy, and/or public history outreach.

1. Brief overview of the position.

LATIN AMERICA: Our third priority is a specialist in any area of Latin American history, who can develop upper-division and graduate courses in colonial and modern Mexico and South America, including courses that are part of the requirements for the Latin American Studies program (HIST 3600, 3622, 3632, and 3515). A tenure-track hire would also teach the period of World Civilization appropriate to his/her expertise. He or she would also be expected to support the Department's core offerings in historical writing (HIST 2010 and HIST 3010) and Historiography (HIST 4030) or Historical research (HIST 4031) and graduate courses. Any new hire will be expected to support the department's mission in online instruction, digital research,

teacher education, historical writing, historical pedagogy, and/or public history outreach, as appropriate to his/her training and research interests.

2. How does this position help the department meet its strategic goals, those of the College, and those of the University?

Department: Latin America – which includes history from pre-Columbia era to the modern day and the extraordinarily diverse societies from Argentina and Brazil, to Central America, Mexico, and the Caribbean – is another massive field missing in action. The department once employed two full-time Latin Americanists. We currently have none, although a number of courses remain in the catalogue. These have not been in as great demand as Asia and Ancient subjects (see # 3 below); but the field is critical to any university in California. Latin American history is the missing ingredient for our strong specialties in US West and Mexican American history, a strong niche area for the department covered by Profs. Phelps, Garcia, Ivey, and Schneider. Depending on their expertise, a specialist in this field would teach an array of upper division Major and GE courses, and either World Civilization I/ II or HIST 1101/ 1102, depending on his/her expertise, as well as historical writing, historiography or research, and graduate field courses.

College: Latin American history would be a significant addition to Latin American Studies program, and new faculty member would be encouraged to assist the LAS Director in developing this major or minor. The Department will be cross-listing Latin American courses with Ethnic Studies. Latin American history is also important for links to Modern Languages, with its niche specialty in Spanish language and literature.

University: California's origins and our increasing Hispanic student presence on campus make Latin American history a critical offering. An understanding of Latin American history is especially critical for an understanding of global connections within North America for CBE majors.

3. What are the three most pressing needs to be filled by this position? Curricular gaps? Student Demand? Accreditation requirements? Other?

1. *Curricular Gaps:* No faculty have expertise in this area, despite long-standing courses on the books. We have occasionally been able to make use of Prof. Salomon of Ethnic Studies, but he has obligations to his home department.

2. *University Mission:* Especially important for sustaining academic quality, campus inclusion, quest for distinction, and regional stewardship.

3. *Student Demand:* Because of the absence of a regular faculty member (due to faculty separations and administrative assignments) for many years, courses have been rarely offered, but they fill when they are available. Enrollments were especially high when we had a regular lecturer to fill in the gap, but she left for other opportunities.

4. If student demand is a key driver of this position, please analyze student demand over the past 5 years and how this position will help meet that need. Additionally, please describe how this position will impact the availability of part-time funds? Can the department afford a full-time hire, while maintaining a sufficient number of part-time lecturers to meet demand?

Demand as demonstrated here is based on enrollments as reflected by the course schedules on mycsueb since Fall 2007. Information about earlier years is not available. Summer has been excluded.

We offered 5 sections of Latin American courses between Spring 2008 and Spring 2010, with 173 seats/692 scus available. Enrollment was 165/660 scus (95.4%).

Note that actual demand for courses may well have been higher than these figures show: there is no information available about waitlists (that is, unmet student demands) for the two sections that were full, nor do the numbers indicate whether the instructor may have added students above the course cap. Myscueb shows only the seats available, not actual enrollment.

5. Does the department/school have a strong reputation and can it be made one of the strongest in the region/country by the addition/replacement of one or more faculty members?

The History Department faculty is a productive and cohesive group, and the department has a strong reputation for commitment to University service, outreach to the Bay Area community, and nationally recognized research, despite the fact that half of the faculty members have been hired since 2004. Several faculty members have won significant book or article prizes and/or external fellowships; most have won significant external research grants; faculty members are regularly asked to review other works in the field, including in numerous published book reviews; and all participate in the national conferences in their fields. Our goal is to build on our strengths rather than to cover all fields, though geographical and temporal range is always important in History.

The department's reputation is strongest in history of California/American West and the recently revived companion fields of Public History and Environmental History: we have an unusually strong contingent of scholars in this area – in urban history, Native American history, Mexican American history, and agricultural and public history – although half again are new faculty and just breaking into the profession. In addition, our Women's History specialist also works on California subjects. This concentration is highly distinctive. No other CSU in the area (San Francisco State, San Jose State, or CSU Sacramento) has the depth of specialization that we do, making our Department a destination campus providing exceptional training for students interested in California history.

The department does NOT need additional staffing in this area; we aim instead to develop a second major niche in Global Studies and multicultural World History, and each of our four requests fits this goal. We have the groundwork for this niche with Professors Fozdar (South Asia and the Islamic Middle East), Prof. Howard (History of Science and Medicine), Prof. Reichman (Modern Europe and 20th-Century World), and Prof. Thompson (Medieval Europe and

Classical Rome). In addition, any one of the new faculty would be expected to engage in our two other aims: to expand our involvement in teacher education programs in history/ social science; and to expand our commitment to teaching writing skills.

Please describe briefly;

6. Faculty Composition.

- a. The number of faculty in your department who have left, retired, or are in the FERP program over the last five years; and the dates of those events (a retirement does not automatically justify a replacement.)

Three members of our faculty have either retired or entered the Faculty Early Retirement Program: Prof. Sophia Lee retired at the end of Winter quarter, 2010; Prof. Gerald Henig was in the FERP program and retired in Spring 2010; and Prof. Henry Reichman entered the FERP in Fall 2010. In addition, Prof. Robert Phelps has been assigned full time to the Concord campus as Associate Director.

- b. The ratio of tenured/tenure-track faculty to total FTEF in your department

In 2009 our total Instructional FTEF was 12.6. Of these, 10.2, or 80.9%, were tenured/tenure-track. (2009 was also a year in which we laid off or had no work for most of our lecturers.)

- c. Why a tenured/tenure-track faculty position is needed over a full or part-time instructor.

We have no regular full- or part-time lecturer in Latin American History, so the courses which are in the catalogue have been offered sporadically, when we can find someone to teach them and have funds to hire. We have also called on Prof. Salomon of Ethnic Studies, but he has obligations to his own department, and cannot teach as many courses as we need

Even if we had an effective lecturer in this field, we cannot expect our part-timers to contribute to the department's goals beyond the courses for which they have been hired. As noted above, we are seeking faculty members who can enhance our well-established programs in teacher education and public history outreach, both of which have required and will continue to require a substantial number of hours outside the classroom.

Moreover, this past quarter demonstrates the problems with our current level of staffing. Apart from the faculty members mentioned in #6 a. above, Prof. Nicole Howard is on Personal Leave and Prof. Linda Ivey will be on Maternity leave. Admittedly, their absences are temporary, but when our overall numbers of regular faculty are down, any leaves or sabbatical make it difficult to meet our obligations for our major core courses, the GE Ancient World cluster, and courses for nursing, liberal studies, PACE, and International studies.

- d. The number of majors and the ratio of majors to tenured/tenure-track faculty in your department.

In 2009 we had a total of 201 Majors (both graduates and undergraduates) and 13 tenured/tenure-track faculty members, for a ratio of 15.5 majors per faculty member. This year, given the above mentioned decrease in faculty numbers, the ratio will be considerably higher.

Please note that the Department also provides a considerable number of upper-division General Education courses, and a substantial portion of our enrollment is non majors, as described below, section 7.

e. Department/School SFR as compared to the College SFR.

The Department's SFR was 30.2 (all faculty) as of Fall 2009 and 27.6 for tenure-track or tenured faculty. This represents a steady increase from 2004, when it was just 22.0 for tenured/tenure-track faculty. The recent budgetary exigencies have undoubtedly increased that ratio further. In Fall 2009, we offered 45 sections averaging 37 students/148 scus. By contrast, in Fall 2010 we offered only 30 sections, four of which had enrollment caps of 120/480 scus each and two with enrollment caps of 70/280 scus.

- f. The need in the context of your five-year hiring plan. (Each Department must have a 5-year hiring plan in place before a new faculty request will be considered. The 5-year plan must emphasize which sub-disciplines within the department are designated as distinctive, and necessitate a T/TT faculty)

As noted in the introduction, over the next five years we plan to maintain our prominent place in the history of California and the West and to enhance our presence in Global Studies, where we have already laid strong foundations. The four positions currently requested (and a fifth proposed for the end of our five-year plan) fill critical gaps in the Department's course offerings. Both areas are naturally allied with the Department's mission to promote teacher education and public history, but that mission requires time commitments beyond classroom hours, and so cannot be effectively achieved with part-time faculty.

7. Curriculum:

- a. The percentage of teaching in your department which satisfies general education requirements

Please note History double-counts Major and GE Courses, so all our GE courses include substantial Major enrollment as well.

GE teaching is estimated at somewhere between 50% and 60 %. For example, in Fall 2009, we enrolled approximately 1335 students/5340 scus (number again based on mycsueb). Enrollment for courses that are largely GE (that is, the introductory US History surveys, 1101 and 1102) was approximately 490 students/1960 scus, and enrollment for courses designed for majors only was 145/560 scus. The rest of our courses were mixed GE and majors

- b. Will online teaching and/or teaching at another campus site (i.e. Oakland/Concord) be a requirement of this position?

Yes: online teaching and teaching at Concord, when in demand, will be required.

- c. Does the position represent a central component of a CSU, East Bay's student's education? How?

As noted above, History faculty in all fields – including the fields for the requested positions – contribute substantially to GE. They also teach Liberal Studies Majors (including in the specially designed course for LS Majors, HIST 3400) and Single Subject Program students, as well as contribute to the professional development of teachers in the History Graduate Program. In upper division and graduate courses, History faculty teach substantial amounts of writing. A Latin Americanist, with appropriate graduate training, would teach the high-demand 1101/1102 sections.

8. Scholarship/New Sources of Revenue

- a. Address the potential for scholarly success.

A Latin American historian will be able to take advantage of the substantial research collections at Stanford and in the UC system, and to tap into the network of specialists at other Bay Area and Northern California universities.

- b. Address the potential for external/internal support for scholarship.

Historians in all fields are eligible for many different varieties of individual travel and research grants for scholarship, as well as faculty fellowships: from the NEH, ACLS, and learned societies all over the country, and from research centers in their fields, also all over the country. The History faculty has done well in competition for external research grants and for internal RSCA and sabbatical awards. The department has also subcontracted twice with Alameda County Office of Education on federal Teaching American History Grants of \$1 million each. See section e below.

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9. Recruitment:

- a. How will your department ensure that hiring is performed with the diversity goals of the University in mind?

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No. The department currently has sufficient faculty to work in leadership capacities.

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CALIFORNIA STATE UNIVERSITY, EAST BAY
Department of History

To: CLASS Dean Benjamin Bowser and College Council
From: Dee Andrews, Chair
Subject: 2008-09 HISTORY Tenure-Track Requests
Date: 17 March 2008

The History Department is requesting two tenure-track positions for searches in AY 2008-09, in the following order:

Priority # 1: African American History, with ability to teach History of the African Diaspora and U.S. History.

Curricular need: *African American History* is a central field in U.S. History, with a dynamic historical literature relating to all aspects of the Black experience in America. The African Americanist will teach courses in *African American History*, *African Americans in the West*, and the *History of the African Diaspora*. As such, s/he would contribute to the *Major*, to *General Education*, to new programmatic needs in *Liberal Studies* (the required course HIST 6400), new programmatic needs in the *History/ Social Science Single Subject Program* (for U.S. History), and the History M.A. program. The field, along with Diasporan history, is especially suitable for the department's 3 main focuses: *American History*, *World History*, and the *History of the American West*. S/he will be vital in sustaining the university's History programs, which in Fall 2007 enrolled 191 Majors – *an increase of 11%* from the previous fall. **Multicultural outreach:** In keeping with the CSUEB Academic Plan, African American history is especially important for the department's and university's *outreach to African American students* and is a mainstay in the department's contributions to Cultural Groups and Women. An African Americanist with ability to teach the African Diaspora would also be expected to *expand coverage* of Black history in American history classes; and to introduce students to other elements of the black experience *outside the U.S.*. In addition, the link to world history aims to fulfill the Academic Plan's goals to provide a *global education* for our students. **Building tenure track faculty:** An African Americanist will assist the department and university in meeting other goals in the Academic Plan through offering of Black History at the *Concord campus* (especially GE courses) and expanding our offerings in the U.S. History survey to meet the needs of our *increasing numbers of first-time freshmen*. An African Americanist will be particularly important for teaching and advising in the *History M.A. Program*, which currently enrolls 40 students and graduates approximately 10 students annually, almost all of whom complete theses in U.S. history. The position, finally, will permit the department to *diminish its dependence* on lecturers who this academic year (2007-08) are teaching a total of 36% of History sections.

Priority # 2: Latin American History, with ability to teach U.S. History or World History.

The department ranks Latin American History second because our need for an African Americanist is more long standing and our curricular requirements in U.S. history are greater. However, we have been absent the services of a regular faculty member in Latin America for six years, when our former Latin Americanist entered administration and ultimately left the university.

Curricular need: *Latin American History is one of the department's Major options, and a major world field.* The Latin Americanist will teach any of a number of topic courses but most certainly Mexican History, Colonial and Modern Latin America, the popular mainstay course Film and Society in Latin America, and the department's graduate conference course in Latin America. As such, s/he would contribute to the *Major and the Master's Program*, to the *Latin American Studies Program*, to *General Education*, to new programmatic needs in *Liberal Studies* (required world civilization courses), and to new programmatic needs in the *History/ Social Science Single Subject Program* (required world history). Latin Americanists often bridge Latin America and the U.S. history – and especially the History of the American Southwest -- but are also trained in Latin America's global links: hence the field is especially suitable for the department's 3 main focuses: *American History*, *World History*, and the *History of the American West*. S/he will be vital in sustaining the university's History programs, which in Fall 2007 enrolled 191 Majors – *an increase of 11%* from the previous fall. **Multicultural outreach:** In keeping with the CSUEB Academic Plan, Latin American history is especially important for the department's and university's *outreach to Hispanic students*. A Latin Americanist with expertise in the Mexican frontier could be expected to introduce *courses on Spanish America (i.e., the early Mexican frontier)*, increasing the profile of the university in subjects relating to *Hispanic and Chicano/a History*. In addition, Latin American history helps to fulfill the Academic Plan's goals to provide a *global education* for our students. **Building tenure track faculty:** A Latin Americanist will assist the department and university in meeting other goals in the Academic Plan through continued offerings in Latin American history (especially GE and Liberal Studies courses) at the *Concord campus* and expected expansion of offerings in world civilization for *Liberal Studies students*; or alternatively increased numbers of U.S. survey courses for *first-time freshmen*. The position, finally, will permit the department to *diminish its dependence* on lecturers who this academic year (2007-08) are teaching a total of 36% of History sections.

Appendix 3

Community Outreach

- 1. Summary of Departmental Outreach**
- 2. Recent Newsletters**
- 3. Diversity Day Award Certificate**
- 4. Friends of History Outreach Letters**
- 5. Sample flyers for Recent History-Sponsored Events**
- 6. Current Scholarship Funds for History Students**
- 7. Work with the Library**

DEPARTMENT OUTREACH

The History Department is engaged in various forms of outreach to History Alumni, the CSUEB community, and Bay Area teachers.

History Department Newsletter

The History publishes a twice yearly Newsletter to keep the History community informed of public events and the latest developments in the Department. Recent examples are included in thi8s appendix.

Diversity Day

The History Department participates annually in the University's Diversity Day, a university-wide celebration sponsored by the Faculty Diversity and Equity Committee. Among the events is an annual poster contest. Our entry in 2011, which consisted of two posters, one featuring undergraduate work in HIST 2010 and the other showing graduate research, won First Place for Best Exhibition.

1882 Chinese Exclusion Act Commemoration

The History Department observed the legacy of the 1882 Chinese Exclusion Act by sponsoring two May, 2008, events. Professor George Miller of the Anthropology Department was invited to present a slide lecture on the excavation of a historical Chinese labor camp near San Leandro Reservoir. His discussion started with a newspaper account of an explosion that occurred during the work on the reservoir. Four laborers died. The local newspaper reported the accident, displaying the anti-Chinese sentiment that was typical of the time, but also giving the names of the dead. This was one of the rare instances where individual workers appear in the historical record, although the construction of the dam required a Chinese labor force of at least five hundred men. The excavation of the camp, which Prof. Miller undertook with colleagues and CSUEB students over a number of years, unearthed 60,000 objects reflecting the workers' diet, recreation, and living quarters. Professor Miller's talk rounded out the picture of the everyday life of the hardworking immigrants who built so much of the state's infrastructure, but whose names are now lost to history.

The Departments of History and Ethnic Studies joined together on the evening of May 22 to present a student symposium, *Remembering 1882: Fighting for Civil Rights in the Shadow of the Chinese Exclusion Act*. History students William Straube, Julie Cain, and Josue Quinteros joined Eugenia Rodriguez (Spanish) and Sye-Ok Sato (Sociology) to present papers on immigration that ranged from the meticulously researched to the intensely personal. The evening included exhibits on the Chinese Exclusion Act of 1882, courtesy of the Chinese Historical Society of America, and on immigration and the Bay Area, courtesy of Professor David Woo (Geography and Environmental Studies). Prominently displayed was the History Department's "Wall" commemorating the legacy of 1882. Inspired by the poetry that Chinese

immigrants inscribed on the walls of the detention center at Angel Island, **Professors Linda Ivey** and **Khal Schneider** asked CSUEB students and faculty to share their own immigration experiences and post them on a huge cardboard panel—our wall. The stories reflect the great diversity of the CSU community: there is an expression of thanks for the brave parents who fled Southeast Asia by boat, and there are recent immigrants' accounts of tension and readjustment as they try to adapt to a new country and culture. People whose ancestors came to America generations ago, or who were part of the “Great Migration” from the southern U.S. to the north, reflect on their family’s experience or comment on their interaction with more recent arrivals. The Wall is an on-going project, part of a CSUEB conversation about immigration issues. The organizers invite contributions from throughout the community.

The Friends of History

The History Department established the Friends of History in 2004 with a \$10,000 endowment from a History alumnus.

Since then, each April the department has mailed an annual fund-raising letter to emeritus faculty and alumni, featuring department activities and announcement of the History Spring Speaker, an annual event initiated with the Friends. Numerous emeritus faculty and approximately 60 different alumni have contributed to the fund.

Funds contributed to the Friends have underwritten important department activities and upkeep. They have paid for numerous public lectures (see Public Lectures below), special events for students, the annual end-of-year reception for students, new office furniture for the department Administrative Coordinator, and new desk chairs for faculty.

Additional gifts to the department since 2004 include, most importantly: the Blanchette Family Scholarship, the Judith M. Stanley Scholarship in Women’s History, the Gerard C. and John M. Stanley Scholarship, seed money for the California Native American Scholarship Fund, the Kwon-Irish annual gift for graduate support, and an alumnus gift in memory of the late Professor Emeritus John Morby.

In addition, in 2009, the department initiated a campaign to endow the F. Daniel Gilliard Award in Historiography (HIST 4030), up to this time funded by the Evelyn Whitman Rice Endowment. The necessary funds have been raised, and the endowment agreement will be finalized this quarter.

Public Lectures

The History Department sponsors or co-sponsors numerous public lectures on campus, supported by the Friends of History and other campus departments. Since 2006, these have included:

History Spring Speakers

- 04 Gregory MacGregor, “On the Trail of Lewis and Clark”; and Dee Andrews, Scott Stine, and Terry Wilson, “Lewis and Clark”
- 05 Richard Orsi, “Sunset Limited: Reinterpreting the Southern Pacific Railroad”

- 06 Philip Fradkin, "Earthquake!"
- 08 George Miller, "Wild Horses, Water Barons, and Chinese Sojourners"
- 09 Gerald Henig, "The Union's First Black Hero"
- 10 Margaret Chowning, "Mexico 1819, 1910, and 2010"
- 11 Robert Cherny and Mary Ann Irwin, "Women Get the Vote"

The Carter G. Woodson Lecturer in Black History (with Ethnic Studies Department)

- 07 Staff from the Martin Luther King, Jr., Papers Project, Stanford University
- 08 Terry Wilson, "From Frederick Douglass to Snoop Dogg"
- 09 Film: "Blacks and Jews", also with the Jewish Studies Program
- 10 Regina E. Mason, "The Life of William Grimes and My Journey to Him"
- 11 Bruce Glasrud, "The African American Road to the White House"
- 12 Sonya Douglass Horsford, "Learning in a Burning House," also with the College of Education and Allied Studies

Women's History Month

- 05 Barbara Sonnenbonn, on her Vietnam film, "Regret to Inform"
- 07 Penelope Seambly Schott, on her new book of poetry, with the English Department
- 09 Ruthanne McCunn, on her new book, "Wooden Fish Songs"
- 10 Jessica Weiss, "On Phyllis McGinley," With the Scholar-Olli Program
- 11 Anita Amirrezvani, "The Blood of Flowers," with the Department of English
- 12 Gerald Henig, "The Triangle Shirtwaist Fire," with the Library

Other

- 07 Penelope Seambly Schott, talk with History students about her book on Anne Hutchinson
- 08 Bob Weick, "Marx in Soho": with the Theatre and Dance Department, and the Jewish Studies Program
- 11 Anita Amirrezvani: discussion of early modern Iran with History students

”

History Newsletter

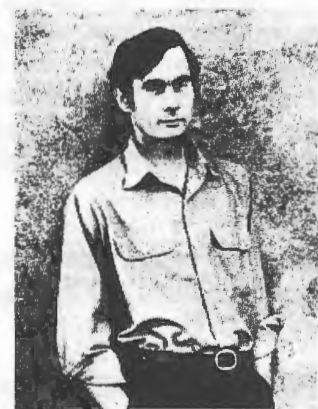
Newsletter of the
Department of History, California State University, East Bay
4036 Meiklejohn Hall
(510) 885-3207

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January 2012



In Memoriam



Richard B. Rice
(1924-2012)

Theodore Roszak
(1933-2011)

Professor Richard Rice

Professor Emeritus Richard B. Rice passed away on January 12, 2012, after a long illness. Professor Rice was a veteran of World War II, where he served in the Pacific as an ensign in the US Navy. Following the war, he attended the University of California, Berkeley, earning a B.A. (1945), M.A., (1947), and Ph.D. (1957). In 1960, after a brief stint as Assistant to UC Berkeley's president, he joined the History faculty at the newly established State College for Alameda County (now CSU, East Bay), which was still holding classes at Hayward High School, pending the completion of the Hayward hills campus in 1961.

A specialist in California history, Professor Rice co-authored *The Elusive Eden: A New History of California* with Professors **William A. Bullough** and **Richard J. Orsi**. This popular text is now in its fourth edition. In Professor Orsi's words, he was "the mainstay of California history instruction at CSU Hayward." He also served as professor, department chair, and acting dean for the college. He retired in 1995 to his farm in the Fall River Valley, near McArthur, CA, where he grew hay, grain, and alfalfa.

While recent History students may not have had the benefit of attending his classes, they are no doubt familiar with his name thanks to the **Evelyn Whitman Rice** Endowment that he established in memory of his wife. The fund has provided scholarships for undergraduate majors, research support for graduate students, and prizes for superior work in our senior-level capstone courses, *Historiography* (HIST 4030) and *Historical Research Methods* (HIST 4031).

Professor Rice is survived by his daughters Lindy and Katie, four grandchildren and three great-grandchildren. A memorial service is being planned. Please contact Nancy Thompson for further information at 510 885-2166 or at nancy.thompson@csueastbay.edu.

Professor Theodore Roszak

Professor Emeritus Theodore Roszak passed away on July 5, 2011, at the age of 77. He earned his B.A. at the University of California, Los Angeles, and his Ph.D. at Princeton. He taught at Stanford, the University of British Columbia and San Francisco State before joining the faculty at CSU Hayward in 1963 to teach Tudor-Stuart English history. His broad interests were reflected in his teaching. He developed courses on such historic individuals as Henry VIII and Queen Elizabeth I and also a popular course based on Mary Shelley's *Frankenstein*. He also taught engaging sections of the US history survey for many years.

Professor Roszak was a prolific scholar and social critic. He is perhaps best known for his book, *The Making of a Counter Culture*—indeed, he coined the term “counter culture”—but he wrote more than a dozen works of non-fiction, six novels, and numerous articles and essays. He was a Guggenheim fellow and two-time National Book Award nominee for *The Making of a Counter Culture* (1970) and *Where the Wasteland Ends* (1973). He also won the James Tiptree, Jr., award for *The Memoirs of Elizabeth Frankenstein* (1995). His most recent book, *The Making of an Elder Culture: Reflections on the Future of America's Most Audacious Generation*, appeared in 2009.

The University recognized Professor Roszak's achievements in scholarship and teaching when he was named the George and Miriam Phillips Outstanding Professor for the academic year 1970-1971.

Professor Roszak entered the Faculty Early Retirement Program (FERP) in 1998. He is survived by his wife Betty, his daughter Kathryn, and a granddaughter, Lucy.

Annual Awards:

Congratulations to the super students whose efforts earned them Department scholarships for the 2011-2012 academic year. Undergraduate awards went to

Nora Morton: Evelyn Whitman Rice Scholarship for a Senior History Major

Sean Gallagher: Judith M. Stanley Scholarship

Katherine Schoenrank: Blanchette Family Scholarship

Luis DeGuzman: Evelyn Whitman Rice Scholarship for a Lower-Division History Major:

Ami Jones: Sandoval Scholarship

Graduate students receiving support were:

Jared White: Evelyn Whitman Rice Graduate Award:

Monica Devi: Kwon-Irish Award

Lee Davenport: Kwon-Irish Award

In addition to our annual scholarships, the History Department awards prizes to the top students in our capstone courses (*Historiography*, *Historical Research Methods*, and *Introduction to Public History*) and in the *World Civilizations* courses.

Prizes in HIST 4030 (*Historiography*), which are offered in memory of **F. Daniel Gilliard**, went to **Matt Sommers, Chad Barr, Marcelle Levine, Jonathan Steffen, Milly Eastburn**

In HIST 4031 (*Historical Research Methods*), prizes went to **Matt Sommers** for his paper, “5,080 Miles Away from Revolution: The Easter Rising and the Irish Americans of San Francisco,” and to **Lauryn Cisowski** for her paper, “An Industrialized Workforce: The Effects

of the WWII Home Front on California's Young Workers." These awards were provided by the **Evelyn Whitman Rice** fund.

Two students won prizes provided by an anonymous donor for their work in Public History. They were **Matt Riley** for his project, "Orchard Agriculture of Alameda County, 1860-1920," and **Melanie Rivera** for "The McConaghy House: the Modern American Home."

The **John E. Morby** Book Award, provided by **Michael J. Costa**, for the top History major in the World Civilizations courses went to **Luis De Guzman** for his work in the HIST 1017 (World Civilizations I), which is part of the Freshman Ancient World Cluster.

Would you like to help future historians like these? Your contributions are always welcome. Please specify if you wish your donation to be applied to a memorial fund (Dan Gilliard or John Morby), or to the Public History or History Scholarship funds. Contact Professor Dee Andrews at dee.andrews@csueastbay.edu for further information.

Gilliard Fund Endowed

The History Department is pleased to announce that the campaign to endow the **F. Daniel Gilliard** Awards for Students' Outstanding Work in Historiography at CSUEB has successfully reached its goal. The awards are named in memory of the late Professor of History, Dan Gilliard, who taught World Civilizations I, Greek and Roman History, Early Christianity, and of course Undergraduate and Graduate Historiography (HIST 4030 and HIST 6030) at CSUEB from his appointment in 1966 to 2002, when he completed his years in the Faculty Early Retirement (FERP). Dan always referred to himself as "the ancient historian" but in fact he was a youthful live-wire in spirit. Students and faculty at CSUEB will remember his lively intellect and high expectations in the classroom, his sometimes skewering wit, his passion for the study of the Ancient World, and his dedication to the University, especially many years as an Academic Senator. His area of publication was philology, the structure of languages: an essential element in the scholarship of Ancient history.

Donations from eighteen generous contributors—Dan's History colleagues and their partners, a colleague from the Math Department, a former colleague now teaching at U.C. Berkeley, and a former student who went on to receive his Ph.D. in Latin American History at U.C. Davis—made this accomplishment possible in just three years' time. The History Department extends our heartfelt thanks to **Mark J. and Dolores Van Aken, Judith M. Stanley, William C. Reuter and Ruth Major, Alan M. Smith, Richard B. Rice, Bruce A. and Pearlene Glasrud, Russell L. and Karen D. Merris, Louis D. Segal, Margaret Chowning, Henry F. Reichman and Susan Hutcher, Dee E. Andrews, and Nancy M. and Andrew S. Thompson.**

The Department is also grateful to the Friends of History, for a contribution to the campaign and to the Rice Endowment for support the Gilliard Awards since 2006.

The Gilliard Prize is only one of the ways the History Department recognizes and supports our students. Other generous donors have made our annual scholarships and graduate research awards possible. We are especially grateful to **Drs. Marina and Robert Whitman, Terri and Stephen Blanchette, and Myoung-Ja Lee Kwon and Ernest Irish.**

We also wish to express our appreciation to the Friends of History whose contributions continue to support our mission: **Sandra Anderson, C. Wayne Ashcraft, Mark J. Barbero, Sherry Cortez-Fassler, Sandra L. Coulter, David P. Darlington, Robert Enzminger, Laura M. Gilley, Lynne L. Goodman, Roger A. Green, Deborah Grochau, Lewis P. Hewitson, Frances G. Joyce, Amy and Mark Kidwell, Thomas R. Konkle, Timothy Magill, Esq., Jennifer and Jeff McCort, Marilyn J. Mosher, Dr. Graham and Rosemary Peck, Dr. Bennett Stark, Margaret Stortz, Cleveland Valrey, Mary-Jo Wainwright, and Louise Wall.** In addition, we thank **Mark J. Barbero** for contributing to the Public History Fund and **Kristina Drobocky, Patricia A. Geister, Eleanor L. Hart, Harry J. Jacobs, Frances G. Joyce, Mary-Jo Wainwright, and Roy L. Towers, Jr.** for supporting the History Scholarship Fund.

CSUEB Historians at Saint Mary's Wo/men's Conference

The History Department will be well represented at St. Mary's College's "Wo/men's Conference 2012: Women Engaging in Change." **Professor Jessica Weiss**, lecturer **Mary Ann Irwin**, and recent graduate **Diana Stephens** (MA, 2011) will hold a workshop on *Gender and Power in California: A Historical Perspective*. Their presentations will focus on women's political struggles and changing roles from the 1911 Women's Suffrage Campaign to the sexual revolution of the 1960s.

The conference, which celebrates International Women's Day, will be held on the St. Mary's campus in Moraga on Saturday, March 3, 2012, from 8:30 a.m. to 5 p.m. and is open to the public. To register, go to <http://www.stmarys-ca.edu/events/womens-conference-2012>.

CSUEB History at the Oakland Museum

The Oakland Museum of California has mounted an exhibit entitled *Cultures in Contact*, which is based on the research of CSU public history students. The exhibit is the first of what will be a CSU-wide project inspired by our students' work. The names of the History Department students involved and Public History Coordinator Professor Linda Ivey are featured on the exhibit.

Spotlight on the Faculty

Professor Dee Andrews has published an article, "From Natural Rights to National Sins: Philadelphia Churches Face Antislavery," in the new anthology, *Antislavery and Abolition in Philadelphia: Emancipation and the Long Struggle for Racial Justice in the City of Brotherly Love*. The collection is part of the series, *Antislavery, Abolition, and the Atlantic World*, edited by R.J.M. Blackett and James Brewer Stewart for Louisiana State University Press (Baton Rouge, 2011).

Professor Bridget Ford was awarded tenure and promotion to the rank of Associate Professor in June. She is currently on leave at Stanford University's Research External Faculty Fellows program at the Institute of Comparative Studies in Race and Ethnicity where she is working on her book, *American Crossings: Forging Union in a Civil War Borderland*.

Professor Vahid Fozdar has published an article in the *Journal of World History*, vol. 22, no. 3 (Sept. 2011): “‘That Grand Primeval and Fundamental Religion’: The Transformation of Freemasonry into a British Imperial Cult.”

Professor Linda Ivey was awarded the annual Samuel P. Hays Research Fellowship by the American Society for Environmental History. It supports her current book project, *Poetic Industrialism: Race, Class, Environment, and Evolving Notions of Sustainable Agriculture in 20th Century California*, an examination of agriculture and ethnicity in the Pajaro Valley (Watsonville, Santa Cruz County) Professor Ivey appeared on the cover of the *Cal State East Bay Magazine*, which featured her work; her research was also profiled in the *Santa Cruz Sentinel*.

Professor Khal Schneider won the Western History Association's Arrell M. Gibson Award for the year's best essay on the history of Native Americans. “Making Indian Land in the Allotment Era: Northern California's Indian Rancherias” appeared in *Western Historical Quarterly* in November 2010.

Professor Jessica Weiss' article, “‘Fraud of Femininity’: Domesticity, Selflessness, and Individualism in Responses to Betty Friedan,” is forthcoming in *Liberty and Justice for All? Rethinking Politics in Cold War America*, a collection edited by Kathleen G. Donohue (University of Massachusetts Press, February 2012). Her opinion piece on the culture wars, “Not Enough Has Changed,” appeared in *Zócalo Public Square*, an on-line magazine (<http://www.zocalopublicsquare.org/>) published by the Center for Social Cohesion at Arizona State University in partnership with the New America Foundation. Professor Weiss will also be serving as Faculty in Residence for Online Course Design for the 2011-12 academic year. She is one of five Faculty in Residence selected by CSUEB's Office of Faculty Development.

Dr. Charles Witschorik, who has taught in the History Department for several quarters, has completed his dissertation and earned his Ph.D. He graduated from the University of California, Berkeley in the Spring semester.

Ms. Mary Ann Irwin, who is teaching a course in California history this quarter, will present a paper, “Private Charity and Public Activism: Jewish Women in San Francisco, 1855-1911,” at “Lehrhaus 360,” a workshop on Bay Area Jewish history. The workshop, which is co-sponsored by U.C. Berkeley and Lehrhaus Judaica, will be held in Berkeley on February 12, 2012.

News from Current Students

Olga Kachina, who is completing her Master's Degree this year, has had two articles accepted for publication in the journal *Contemporary Issues in Education Research*: “Teaching the Geographical Component in a World History Curriculum” and “Using WebQuests in the Social Sciences Classroom.” Ms. Kachina also applied for and received a CSUEB grant for Graduate Student Research, which provides financial assistance to support the publication of research in professional journals.

M.A. student **John Christian** was hired as the assistant archivist at the Hayward Area Historical Society out of very competitive pool of applicants.

As part of her M.A. project-in-progress, M.A. candidate **Lynn Houlihan** has redesigned the HAHS downtown walking tour for elementary school students in its entirety, rescuing a dinosaur and infusing it with multicultural history and sensitivity to local students, using public history to inspire imagination and tap into current issues faced by school children. She will be building in a digital component for her M.A. project.

Senior **Blair Andersen** has been accepted to the British Archaeology Summer School, sponsored by Corpus Christi College, Cambridge University in England. The course is taught by senior academic staff and provides students with an introduction to basic excavation techniques. The program also includes trips to such important archaeological sites as Stonehenge and Sutton Hoo.

M.A. candidate **Melanie Rivera** has been hired at the Shadelands Ranch, part of the Walnut Creek Historical Society, after her impressive work as an intern there last year.

Alumni

Ryan McIlhenny (M.A. 2002; Ph.D. UC, Irvine) is now Associate Professor of History and Humanities at Providence Christian College in Pasadena, California. He is working to build the history program there—an “exciting opportunity,” he says—while he continues an active program of research and publication on the interaction between anti-Catholic and abolitionist sentiments in the early American republic. His numerous articles have appeared in the *Journal of the Early Republic*, *American Theological Inquiry*, and elsewhere; the most recent, “I am not my own director: Protestant Freedom and Catholic Slavery in George Bourne's Lorette,” will be published in *Nineteenth-Century Prose* this spring, and a book-length project, based on his doctoral dissertation, is also in the works.

Michele N. Zugnoni (B.A. 2002) writes that she has returned to school, this time with the Department of English at CSU Stanislaus, in order to pursue her interest in creative writing. She has just finished her first novel, which she describes as “a young adult paranormal romance,” and is now working on her second.

Alumni! Keep us up to date! What are you doing these days? Drop a line to Nancy Thompson, Newsletter Ed., at nancy.thompson@csueastbay.edu.

Among intellectual pursuits, one of the most useful is the recording of past events. As many have spoken of its value, I think it best to remain silent on the subject—especially as someone might think my vanity was making me sing the praises of my own favorite occupation. I do not doubt that some people, because I have determined to keep aloof from politics, will describe the arduous and profitable task I am undertaking as a lazy man's amusement. It will certainly seem so to those whose idea of hard work is to court the rabble and curry favor by lavish entertaining. But I would ask them to consider . . . what kinds of men have since gained admission to the Senate. If they will do so, they will surely conclude . . . that more profit is likely to accrue to the state from my leisured retirement than from the busy activity of others.

--Sallust, preface to *The Jugurthine War*

This newsletter is offered as a public service to the History
community at CSU East Bay. Address questions
or comments to Nancy Thompson, ed.,
(510) 885-2166
email: nancy.thompson@csueastbay.edu

History Newsletter

Newsletter of the
Department of History, California State University, East Bay
4036 Meiklejohn Hall
(510) 885-3207

Number 24

Spring 2011



New Scholarship for History Majors

(Photo by Ben Ailes)

Professor Judith Stanley has endowed a second scholarship for History Majors, the **Gerard C. and John M. Stanley Scholarship**, which will be granted for the first time in Spring 2012. Readers of the *History Newsletter* will recall that two years ago Professor Stanley, the department's pioneer in Women's History, established the **Judith M. Stanley Scholarship in Women's History** through a CSU charitable gift annuity. The first award in 2009 was \$500. In light of tuition increases, Professor Stanley raised the award amount to \$750 in 2010. This year's recipient will receive \$1,000.

The new Stanley Scholarship, also in the amount of \$1,000, completes a circle of gifts that Judy has made honoring family members who provided consistent encouragement and support when she herself was in college. The first, in memory of her grandmother and mother, established the

Blanche M. Tully and Katherine M. Stanley Scholarship at Seton Hill University, Judy's undergraduate alma mater. The second, at CSUEB, honors her father and twin brother.

Judy says: "I consider myself fortunate to be able to provide financial assistance for History Majors. I have first-hand experience of how important this support is, since I was a scholarship recipient at Seton Hill: and the scholarship—and Seton Hill—made all the difference for my future. I am especially happy to be able to endow another award at a time when the ever-rising cost of attending the CSU threatens the futures of our students." The History Department is grateful to Professor Stanley for her extraordinary generosity and our major will be as well.

History Honors Grads

We extend our hearty congratulations to the outstanding History majors who are graduating this year with University Honors. Their accomplishments were recognized at the Honors Convocation on May 14. The students are:

Nathan Backlund Summa Cum Laude
Elizabeth Chueka Magna Cum Laude
Keith Loudermilk Cum Laude

Milly Eastburn Cum Laude
Maurice Lieberman Cum Laude

End of Year Party and Annual Awards

ANNUAL AWARDS: It's the end of the year and time to celebrate! The Scholarship Committee, headed by **Professor Khal Schneider**, is planning a gathering to be held in the History Department on Wednesday, June 1st, at 5:00 p.m.

Along with the general festivities, we'll take the opportunity to announce this year's winners of History Department scholarships. Thanks to the continuing generosity of our benefactors, the following awards will help some of our hard-working, dedicated students ease the burden of ever-increasing CSU fees.

For Undergraduates:

The **Evelyn Whitman Rice Scholarship** for a senior History major (\$2,000)

The **Judith M. Stanley Scholarship** for a full-time junior or senior History major (\$1,000—preference given to students with an interest in the history of women, gender and/or the family)

The **Blanchette Family Scholarship** for a full-time junior or senior History major (\$700)

The **Evelyn Whitman Rice Scholarship** for a freshman or sophomore History major (\$500)

The **Sandoval Scholarship** for a History major (\$250)

For Graduates:

The **Kwon-Irish Award** for one or two Master's students (\$1,000 total award—may be divided)

The **Evelyn Whitman Rice Graduate Award** for theses or research projects

NEW THIS YEAR: CSUH alumnus **Michael J. Costa** (BA, Anthropology, 1999), who fondly remembers **Professor John Morby's** classes in the history of ancient Egypt, has offered a donation to support the new John Morby Book Prize for an outstanding student in the World Civilizations courses (HIST 1014, 1015, 1016, or the Freshmen HIST 1017). In addition, the Department offers prizes for distinction in the senior-level capstone courses, HIST 4030 (*Historiography*) in memory of **Professor Daniel Gilliard**, HIST 4031 (*Historical Methods*) supported by the **Evelyn Whitman Rice Fund**, and HIST 4032 (*Introduction to Public History*), supported by an anonymous donor.

OUR DONORS: We couldn't make these awards without donor support. The History Department extends its sincere thanks to those who have recently contributed to the Friends of History and departmental scholarship funds. Here are some of the fine folks who made it all possible:

Candilyn Ashcraft
Terri S. Blanchette
Michael J. Costa
Robert A. Enzlinger
Patricia A. Geister
Laura M. Gilley
Louis P. Hewitson
Harry J. Jacobs
Amy M. Kidwell
Thomas R. Konkle

Timothy V. Magill
Marilyn J. Mosher
Graham A. Peck
David Pelfrey
William C. Reuter
Alan M. Smith
Judith M. Stanley
Louis D. Segal
Bennett Stark
Margaret R. Stortz-Postolaki

Roy L. Towers
Cleveland Valrey
Mary Jo Wainwright
Marina V. Whitman

Thank you!

Your contributions are always welcome. Please specify if you wish your donation to be applied to a memorial fund (Dan Gilliard or John Morby). Contact Professor Dee Andrews at dee.andrews@csueastbay.edu for further information.

Major to Attend Gilder Lehrman Scholars Program

History major **Dexter Coleman** has been awarded a place in the prestigious Gilder Lehrman Institute History Scholars Program. He was one of 30 finalists in a pool of 250 applicants. As a Gilder Lehrman Scholar, Dexter will spend a week in New York City. He will hear lectures by prominent historians, take field trips to historical sites, and learn more about career options for history majors. His award will pay his travel and living expenses for the week.

The Gilder Lehrman Institute was established to promote the study of US history by providing resources to scholars, teachers and students. The History Scholars Program attracts sophomores and juniors from all over the country who have demonstrated an interest in American history and have a record of academic excellence.

History Department Wins Diversity Day Poster Contest



On Friday, May 6th, the History Department participated in CSUEB's Diversity Day, held in the New University Union. There were many fine exhibits on display, but the Faculty Diversity and Equity Committee gave the Best Exhibit Award to the History Department. In making the award, the Committee members said that they were particularly impressed by the way oral history projects encouraged students to interact with members of the community, preserving their stories as part of the historical record.

Special thanks go to the student researchers whose work was featured on the Department's posters: **Reuben Quilalang**, **Danielle Lopez**, and **Carlos Meza** from Professor **Bridget Ford's** HIST 2010 class; and graduate students **John Christian**, **Lee Davenport**, **Monica Devi**, **Eleanor Wylde Morrice**, and **Matt Riley**. The posters will be on display in the History Department through the end of the quarter. Then they will go to the Dean's office to be displayed in the CLASS conference room.

Professor Ford Awarded Stanford Fellowship

Professor Bridget Ford will be spending the next academic year as Stanford University as a participant in the External Faculty Fellows program at the Research Institute of Comparative Studies in Race and Ethnicity. The award comes with a stipend and access to the libraries and other facilities. While on campus she will join other fellows in faculty seminars and fora while taking advantage of Stanford's resources as she completes her book, *American Crossings: Forging Union in a Civil War Borderland*.

Spring Speakers

The History Department had a great line-up of speakers this spring. In February to celebrate Black History Month, **Professor Emeritus Bruce Glasrud** returned to CSUEB to talk about his new book, *African Americans and the Road to the White House* (Routledge, 2010), which he co-edited with Cary D. Wintz. Professor Glasrud taught at CSUEB until 1993, then joined the

faculty at Sul Ross State University in Texas, where he served as Dean of the School of Arts and Sciences. He has published extensively on the African-American experience in Texas and the West. His most recent book, *Harlem Renaissance in the American West: The New Negro's Western Experience*, also co-edited with Cary D. Wintz, is due out from Routledge Press in September.

In March, in an event co-sponsored with the English Department and celebrating Women's History Month, author **Anita Amirrezvani** spoke on her book, *The Blood of Flowers* (Back Bay Books, 2008). The historical novel is the coming-of-age story of a Persian girl who carves out a life for herself as a carpet weaver. Before her evening talk, Ms. Amirrezvani joined faculty and students in the History Department, where she talked about her inspiration for the book—a carpet given to her by her Iranian father when she was 14. She also discussed the research methods she used to recreate life in seventeenth-century Persia.

Our annual May Spring Speaker event featured a panel consisting of **Professor Emeritus Robert Cherny** (San Francisco State University) and **Mary Ann Irwin** (Diablo Valley College and Chabot), who together with Ann Marie Wilson are co-editors of an anthology, *California Women and Politics, from the Gold Rush to the Great Depression* (University of Nebraska Press, 2011). Their program was organized to coincide with the 100th anniversary of women's suffrage in California. The program was moderated by **Professor Jessica Weiss**.

Graduate Student Presents at ASEH Conference

Edward O'Rourke, MA 2011, presented a paper at the annual conference of the American Society for Environmental History, held in Phoenix AZ, April 13 - 17, 2011. The title of his paper was "The Contribution of Environmental Issues to the 1982 Defeat of California's Peripheral Canal." It was part of a panel titled *The Promise and Perils of Environmental Planning and Development*. Ed reports that his paper proposal for the same conference next year has been already been accepted.

Professor Linda Ivey also attended the conference as a participant in a Roundtable discussion on *Mass Migration and Environmental History: Regional Perspectives*.

National Council On Public History: A Graduate Student's Report By Matt Riley (MA expected, 2011)

"At the suggestion of Professor Ivey, I attended the National Council On Public History annual convention in Pensacola, Florida in April. I specifically went to participate in their THAT (Teaching Humanities and Technology) camp,, which is a one day workshop that provides attendees the opportunity to "brainstorm" on topics of their choice. Since I am helping put together a Hayward Area Historical Society teen film-making camp for this summer, I had contributed my suggestion of a film-making session prior to attending. I got some great ideas from the other participants (a film's story is everything, use wireless microphones, keep it short and simple) and made connections that I will continue to use throughout the HAHS project. I also attended a session on Oral History and on the teaching of Public History on line. I was able to attend a main convention session on Civil War Contraband Camps.

"This was a real eye-opener for me. There were academics, historical society professionals, National Park Service staff, and graduate students as well as persons from other associated industries. They were all approachable, down-to-earth, and with the same historical curiosity

and passion that I believe I can claim. I am thinking that the History Department would be well-served to plan ahead and try and get grad student participation at next year's get-together, which will be in Milwaukee. It is not necessary to present a paper in order to attend, and the networking that is possible, combined with the many fascinating topics of the various sessions, made it a worthwhile trip. Perhaps the Department can get creative in its fund raising/grant writing practices, and send a couple of students next year. I also believe that it is good exposure for the Public History program at CSUEB.”

Department Work-Study Students to Visit Japan

History Department Work-study students, **Montserrat (Monse) Rueda** and **Celene Alva** along with President Mo Qayoumi, Sally Murphy (Director of the General Education and Freshman Year Programs) and Valerie Machacek (Director of the Peer Mentoring Services) will be traveling to Japan this summer. Students from the University of Fukuoka, located on the northern shore of the island of Kyushu, will be here the last week of August, then they will travel together to Japan for a full week. The purpose of this trip is to help understand the importance of general education for a well-rounded education. Nine CSUEB Peer Mentors will provide insight into the whole idea of students teaching/mentoring students and developing leadership capacity.

Spotlight on the Faculty

Professor Dee Andrews attended the annual meeting of the Organization of American Historians in Houston in early April. This was her last meeting as a member of the editorial board of the *Journal of American History*. Professor Andrews will be on leave next fall to continue her work on her current project, “Thomas Clarkson's *History of the Abolition of the African Slave-Trade: The Transatlantic Biography of an Anti-Slavery Classic*.” She and co-author Professor Emma Lapsansky-Werner, Curator of the Quaker Collection at Haverford College, PA, have presented their work at a series of conferences, including several honoring the 200th anniversary of the abolition of British and American involvement in the African slave trade. They intend to publish the results of their research in article or book form.

Professor Richard Garcia will be on sabbatical in fall. He is currently working on a book of essays for a collection entitled *Mexican American History: Essays on Thought and Culture*, contract with Prentice Hall.

Dr. Kevin Kaatz, who teaches World Civilizations, Greek History, and now Historiography for the department, is under contract to write a book called *Voices of Early Christianity: Documents from the Origins of Christianity*. The projected publication date is late 2012. In addition, he has an article published in the conference proceedings of the **7th International meeting of Manichaean Studies** titled “The Mystery of the Epistula Fundamenti.”

Professor Linda Ivey is on leave this spring, enjoying the March 8th arrival of her daughter **Lilia Ivey Kaufman** (also known as Liv), but her presence is still felt in the department through the work of her public history students. A number of them have contributed to the new “Gallery of California History” at the Oakland Museum of California, which explores the state’s past and its cultural influence through an extensive collection of artifacts.

Professor Henry (Hank) Reichman was elected to the National Council of the American Association of University Professors (AAUP).

Professor Khal Schneider has an article forthcoming: "Washington is a Long Way Off: The 'Round Valley War' and the Limits of Federal Power on a Northern California Indian Reservation." It was co-authored with Kevin Adams of Kent State University and will appear in the November 2011 or February 2012 issue of the *Pacific Historical Review*.

Professor Jessica Weiss is president-elect of the Western Association of Women Historians. She recommends the organization to East Bay alumni as a great place to network and nourish scholarly pursuits. The annual meeting will be in Berkeley in 2012. She'll be traveling east in early June to participate in a panel at the Berkshire Conference of Women Historians. She also periodically arranges a meeting of the Culinary Historians of Northern California which at CSUEB's Oakland Center. This group welcomes scholars, foodies, and food professionals to its meetings. Information on upcoming meetings can be found at: <http://chonc.com/>. She just returned a copy-edited article manuscript for an anthology. Look for more details on that in the Spring 2012 newsletter.

News from Current Students

Catherine Saephan wrote from South Korea, where she has been pursuing her studies in Asian History as part of the International Studies Program. She has taken several classes in Korean history and culture. Included in her coursework, she says, are "a lot of educational and unique classes I know I could never take in the U.S. with the same impact such as *North Korean Politics and Society*. Interesting right? Especially after witnessing the North Korean attack on South Korea [in November 2010]."

Amanda Davison (MA. expected June 2011) will be entering the Stanford Teacher Education Program in June for a Master's Degree in Teaching and a Teaching Credential. This twelve-month program emphasizes research, institutional and community collaboration to develop effective teaching techniques for today's diverse student population. Amanda is looking forward to the challenges and benefits, especially to library privileges.

Graduate student **Bruce Herke** is going to be completing his degree long distance. He has followed his fiancée, a microbiologist who is doing a post-doc at Cornell, to New York, where he is starting a new job as North American Marketing Coordinator for Osprey Publishing. The Osprey Group publishes military history, antiquarian and social science books, science fiction and fantasy. Bruce writes, "I read and sold Osprey's military history books for many years when I worked in hobby distribution, and that, combined with my knowledge of military history and some corporate marketing experience landed the job for me. Indeed, it almost seems the job was written with my resume in mind."

Alumni

Walter C. Cambra (BA, 2002) writes that he recently passed the eight-hour Certification Examination of the American Federation of Astrologers (AFA). He is now an accredited astrologer, listed on the AFA website for referral. He received his AFA diploma in natal astrology in 2008.

Jonathan (John) Guy emailed from China to report that he has been teaching English, Australian Culture, and Western Culture at Anhui International Economy College in Anhui. His students are working to improve their English in order to pass the International English Language Testing System (IELTS) Examinations so that they can further their education in Australia.



“Teaching is one of the most incredible things I’ve ever done,” he says. Although he has been invited to remain in his job after his contract ends in July, he will be returning home this summer to pursue a Master’s degree in Teaching in Secondary Education. “China’s completely changed my life,” he adds, “and when I return to America, I want to keep moving forward while working harder and gaining more education.”



John and his freshman class in Anhui

Eric Niderost, who graduated from the History Department with both a BA and MA, informs us that he continues to be active in the field. He is a freelance writer, who also teaches part time at Chabot College. He has published about three hundred articles and was co-author with Professor Gerald S. Henig on *Civil War Firsts: The Legacies of America’s Bloodiest Conflict* (Mechanicsburg, PA: Stackpole Books, 2001), later republished as *A Nation Transformed: How the Civil War Changed America Forever* (Nashville: Cumberland House, 2007).

Eric’s recent and forthcoming articles include:

“Blood on the Border,” *Military Heritage* (Oct 2010), an article on Pancho Villa and the raid on Columbus, New Mexico

“Charles Dickens and the Victorian Railways,” *History Magazine* (April/May 2011)

“Hotel from Hell,” *WWII Quarterly* (Winter 2011), an article on the Bridge House Hotel in WWII Japanese-occupied Shanghai.

“A View from the Top: the First Stewardesses,” *History Magazine* (Oct/Nov, 2010)

Alumni! Keep us up to date! What are you doing these days? Drop a line to Nancy Thompson, Newsletter Ed., at nancy.thompson@csueastbay.edu.

Risky endeavors though they are, historical accounts, nevertheless, have informed us about glorious human achievements and the ash heaps of overreaching ambitions, the morally best and the abysmally evil, the needed balance between change and continuity, and hope on the human rather than the utopian scale. This record of the human experience over the millennia, always incompletely understood but cumulatively becoming clearer, has been the responsibility of historians to keep and make known and will be so in postmodernity and beyond.

--Ernst Breisach, *On the Future of History*

This newsletter is offered as a public service to the History community at CSU East Bay. Address questions or comments to Nancy Thompson, ed., (510) 885-2166
email: nancy.thompson@csueastbay.edu

DIVERSITY DAY 2011

*The FDEC Award for Best Diversity Day Exhibition is
awarded to*

Nancy Thompson, Department of History

for demonstrating a commitment to diversity in the area of

Academic Excellence

At California State University East Bay

May 6, 2011


TERRY JONES, CHAIR, FDEC


LINDA DOBB, INTERIM ASSOCIATE
PROVOST AND UNIVERSITY LIBRARIAN



April 25, 2011

Dear History Alumni, Emeritus Faculty, and Friends of the History Community:

I am very pleased to send here the History Department's annual letter to all good CSUEB History folk. We are doing fine despite California's unprecedented fiscal circumstances. Below are the highlights of what the Friends of History have provided to the department in this challenging year, reflecting the lively community that the department represents and our esteem for the study and celebration of history.

For our History Spring Speaker – the 7th such event – sponsored by the Friends of History, the department is featuring a discussion led by **Professor Jessica Weiss** in honor of the 100th anniversary of Woman's Suffrage in California. The panelists will be **Robert Cherny**, Professor Emeritus of History at San Francisco State University, along with his co-editor **Mary Ann Irwin** and contributor **Susan Englander**, speaking on their new anthology, ***CALIFORNIA WOMEN AND POLITICS*** (University of Nebraska Press). The session will be held on **Thursday, May 12, from noon to 1:15 pm** in Old University Union Room 311. The event is free, and all are welcome to attend with family and/or friends. The panel and audience (through Q&A) will explore the larger historical forces that brought women to the forefront of Progressive reform in 1911 and made California the model Progressive state.

The Friends of History continue to be an essential part of the department's efforts to provide more than course offerings to our students, and to sustain the University's commemoration of Black History and Women's History Months each year. This year, **Professor Emeritus Bruce A. Glasrud** returned to campus to deliver the Carter G. Woodson Lecture in Black History, speaking on his new co-edited anthology, *African Americans and the Road to the White House* (Routledge Press) about the dozens of Black Americans who have been nominated as U.S. Presidential candidates across the spectrum of American political parties. In March, Bay Area author **Anita Amirrezvani** previewed an evening talk for the University's Distinguished Writers Series by joining History students and faculty for a lively discussion on her acclaimed novel, *The Blood of Flowers* (Little, Brown), a coming-of-age story about a seventeenth-century Persian girl.

The Friends' annual contributions also make possible our annual celebration for graduating seniors, and this year the Friends' contributions underwrote the cost of photographic portraits of our faculty for the College of Letters, Arts, and Social Sciences, to be posted shortly on the department website.

Most essentially, individual Friends have come through for History **Majors** in the all-important form of financial support, so I'd like to devote the rest of this message to highlighting these quite wonderful gifts.

Judith M. Stanley, Professor Emeritus, has initiated her second scholarship endowment for History Majors, the **Gerard C. and John M. Stanley Scholarship**, in memory of her father and of her brother. Friends will recall that just a few years ago Professor Stanley endowed the **Judith M. Stanley Scholarship in Women's History** for \$1,000, through a charitable gift annuity with the University. The new scholarship, also an annuity, will be open to all upper division History Majors. We all know how much this will matter to worthy undergraduates whose annual tuition is rising every year. The Stanley endowments together are the second largest gift to the department ever. The department is deeply grateful to Judy for her unparalleled generosity. It would be difficult to overstate what a strong department figure she has been and continues to be.

The **Evelyn Whitman Rice Endowment** – the department’s largest and oldest – makes possible not just our largest award, the **Rice Scholarship** of \$2,000, but also a smaller **Rice Scholarship** of \$500, the **Gilliard Awards for Outstanding Undergraduate Work in Historiography** (see more below), the **Rice Awards for Outstanding Undergraduate Historical Research**, and, funds permitting, the **Rice Graduate Award** for outstanding graduate research. The endowment was initiated by **Professor Emeritus Richard B. Rice** in memory of his wife and has been supported generously for many years by Dick and by the Whitman family.

The Blanchette Family Scholarship, endowed by History alumna **Terri Blanchette** and her husband **Stephen Blanchette**, has awarded \$700 to an excelling History Major since 2007. The Blanchettes live in Pittsburgh, PA, where Terri, who received her M.A. in Historical Preservation from Duquesne University, is the Director of School and Public Programs at the Senator John Heinz History Center. (Last seen, Terri provided an entertaining orientation for a group of traveling Alameda County teachers and History faculty exploring the Center’s resources on the history of abolition: part of the department’s federal Teaching American History grant with Alameda County Office of Education.)

Myoung-ja Lee Kwon, Librarian Emeritus this year has kindly renewed the annual **Kwon-Irish Award** of \$1,000, named for herself and her husband, **Ernest Irish**, for one or more graduate students. The first Kwon-Irish Award was granted in 2010 to an excelling M.A. student. The award generously expedites strong students’ progress through the M.A. program, given the rising costs of graduate education as well.

Thirteen donors are supporting a 3-year campaign to endow the **F. Daniel Gilliard Awards for Outstanding Undergraduate Work in Historiography (an endowment for the Gilliard Awards mentioned above)**. Please see the form attached to contribute to this effort.

The department continues to welcome contributions to the **Public History Fund** for our renewed **Public History Program and Public History Certificate**, initiated by an anonymous History alumna: the same donor who endowed the Friends of History some eight years ago, sparking the efforts that you are reading about here. The department will always be grateful to this farsighted member of our History community.

And last but not least, History alumnus **Michael Costa** has worked with the department to establish a new annual **John E. Morby Book Award** for an outstanding **History Major in World Civilizations** (HIST 1014, 1015, and 1016), to cover the cost of book expenses. The award will be in memory of Professor Emeritus John Morby, one of the department’s Europeanists, who died too young this past fall. Please see the form attached to contribute to the Morby Award.

Alumni and faculty and other members History community are invited to become Friends of History through an annual contribution of \$35 and/or by contributing to one of the History award funds. **And as always, we look forward to your news!** We feature messages in the semi-annual History *Newsletter*. Just drop a line to the Department Chair, Professor Nancy Thompson, at nancy.thompson@csueastbay.edu.

With warm regards to our nearly 1,500 History graduates and other members of the wider History community,

Dee E. Andrews
Professor of History
Coordinator of Friends of History

CSUEB Friends of History Gift Form

Yes! I would like to contribute to the Friends of History. I am making a tax-deductible gift in the following amount:

\$35 annual gift _____

Contribution in memory of Professor John E. Morby _____

Contribution in memory of Professor F. Daniel Gilliard _____

Contribution to the Public History Fund _____

TOTAL amount of my gift: _____

◇ My check, made out to the “**Cal State East Bay Educational Foundation,**” is enclosed.

◇ Please charge my credit card.

◇ MasterCard

◇ Visa

◇ American Express

Account number: _____ expiration date: _____

Signature: _____

Name as it appears on card: _____

Name: _____

Address: _____

Telephone: (Day) _____ (Evening) _____

E-mail address: _____

Year graduated: _____

Please include my name on the Friends of History e-mail list so that I may receive (check items):

____ Invitations to “Friends of History” sponsored activities and events

____ The e-mail edition of the History Newsletter

____ CSUEB Alumni E-News

Please complete and return form with gift to Cal State East Bay University Advancement, 25800 Carlos Bee Blvd, WA 908, Hayward, CA 94542-9988. For additional information on giving to the History Department, please call (510) 885-2150.

The fine print: Gifts to the *Friends of History* will become part of the *Friends of History Fund*. You may also contribute using the University’s secure on-line gift form at www.csueastbay.edu by clicking on the giving to Cal State East Bay quick link on the homepage. Be sure to indicate “**Friends of History**” on the gift line and add “Gilliard,” “Morby,” and/or “Public History Fund” if desired.

10 July 2009

Dear friends of Dan Gilliard,

This is a much belated communication that I've been aiming to send for a long time. For those of you who have contributed so generously to the Friends of History in the last five years, I hope you will forgive another solicitation. This time I am writing to Dan's good friends and colleagues as part of the History Department's honoring of his myriad contributions to the CSUEB students and faculty and to the University as a whole.

Several years ago, as most of you know, the department voted to introduce the new Gilliard prizes for the best work in HIST 4030, our course in historiography, which Dan taught so well and with such dedication for so long. We have been awarding approximately five to six \$100 prizes each year ever since.

The Gilliard prizes have been paid for by Friends' contributions, and most recently by the Evelyn Whitman Rice Fund which supports two of our scholarship as well as the HIST 4031 Rice prizes. In addition, the History Scholarship Fund contains \$2,700 in monies contributed in Dan's memory thus far.

We would like to work to convert the monies in the Scholarship Fund into a permanent Gilliard Awards Endowed Fund, so that the department can have a permanent source of income to cover the expense of the prizes each year, and so that the Whitman Fund can continue to grow without this additional expense.

If ten of Dan's friends were to commit to contributing \$150 a year for 3 years ~ for a total of \$450 each ~ we would be able to combine these with smaller gifts and Friends of History funds to endow the Gilliard prizes by the end of AY 2010-11, at the request level of \$10,000.

That may seem like a long time from now, but it will be only part way through the tenure of our new Department Chair: that would be Nancy Thompson, another of Dan's good friends, who is taking over from me this Fall. I will be staying on as the Friends of History Coordinator because, in all sincerity, I really love doing this work.

We think that Dan would have been delighted to lead this campaign himself, perhaps all the way into Gaul, which, as you'll recall, is also divided into three parts. We hope that you will join this effort to make the Gilliard Awards permanent.

With warmest regards,

Dee E. Andrews

**DEPARTMENT OF HISTORY
GILLIARD AWARDS ENDOWMENT**

Yes! I would like to contribute to the Gilliard Endowment for the Department of History.

_____ I am committing to a gift of \$450 over three years. My first installment of \$150 is enclosed.

_____ I am giving the following amount: _____.

◇ My check, made out to the "Cal State East Bay Educational Foundation," is enclosed.

◇ I have made a contribution at www.csueastbay.edu.

◇ Please charge my credit card.

◇ MasterCard ◇ Visa ◇ Discover ◇ American Express

Account number: _____ expiration date: _____

Signature: _____

Name as it appears on card: _____

Name: _____

Address: _____

Telephone: (Day) _____ (Evening) _____

**Please complete and return form with gift to Cal State East Bay University Advancement,
25800 Carlos Bee Blvd, WA 908, Hayward, CA 94542-9988. For additional information on
giving to the History Department please call (510) 885-2150.**

CALIFORNIA STATE
UNIVERSITY
E A S T B A Y

The History and Ethnic Studies Departments, and College of Education and Allied Studies present

THE CARTER G. WOODSON LECTURE IN BLACK HISTORY

SONYA DOUGLASS HORSFORD, Ed.D.

Senior Resident Scholar/The Lincy Institute, University of Nevada, Las Vegas

speaking on

***Learning in a Burning House:
School Desegregation and the
Disintegration of the American Dream***

Tuesday, February 28, 2012 6-7:30 p.m.

Original University Union, Room 311 25800 Carlos Bee Blvd., Hayward 94542

FREE, Open to the public, Refreshments

Professor Horsford will examine the complex legacy of school desegregation and its implications for educational opportunity, resources, and achievement by race. Inspired by Dr. Martin Luther King, Jr.'s belief that advocates for integration were "integrating into a burning house," Professor Horsford will explore how the politics of race and growing wealth inequality have undermined efforts to advance educational equity and equality in the post-Civil Rights Era.

For information, contact Dee Andrews: (510) 885-3207, dee.andrews@csueastbay.edu • Join the CSUEB CLASS mailing list: http://class.csueastbay.edu/Mailing_List.php

Cal State East Bay welcomes persons with disabilities and will provide reasonable accommodation upon request. Call 510-885-3207 in advance if accommodation is needed. Campus parking: \$2/hour.

COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES (CLASS)



CALIFORNIA STATE
UNIVERSITY
E A S T B A Y

Department of History, University Libraries present

History Professor Emeritus
Gerald S. Henig

speaking on the

**101st Anniversary of the
Triangle Shirtwaist
Factory Fire**

IN CELEBRATION OF WOMEN'S HISTORY MONTH

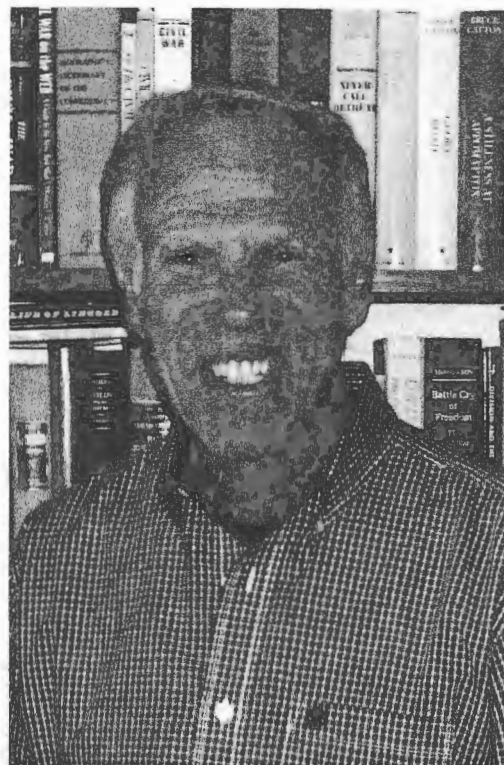
Thursday, March 8, 2012

1-2 p.m.

Biella Room, University Library

FREE

25800 Carlos Bee Blvd., Hayward



Gerald S. Henig

On March 25, 1911, a cataclysmic fire swept through the Triangle Shirtwaist Factory building in lower Manhattan. One hundred and forty-six employees perished, most of whom were Jewish and Italian immigrant women and girls, some as young as 13. It was the worst disaster to befall a New York City workplace until the 9/11 attack on the World Trade Center. Many of the issues it raised remain in the forefront today: immigration, women's rights, the role of organized labor, and government regulation in the workplace.

Professor Henig's writings on the period from 1901-1919 include "California Jewry and the Mendel Beiliss Affair, 1911-1913," *Western States Jewish Historical Quarterly*; "He Did Not Have a Fair Trial: California Progressives React to the Leo Frank Case," *California History*; and "San Francisco Jewry and the Russian Visa Controversy of 1911," *Western States Jewish Historical Quarterly*.

Linda Dobb at (510) 885-3664, linda.dobb@csueastbay.edu Join the CSUEB CLASS mailing list: http://class.csueastbay.edu/Mailing_List.php

Cal State East Bay welcomes persons with disabilities and will provide reasonable accommodation upon request.
Please call 510-885-3664 well in advance if accommodation is needed. Campus parking: \$2 per hour at meters, or in lots

COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES (CLASS)

6. SCHOLARSHIP FUNDS FOR HISTORY STUDENTS

ACTIVE:

EK105: HISTORY SCHOLARSHIP FUND: holding fund for annual scholarship donations, including for the Gilliard, Stanley, and Kwon-Irish gifts below: entire principal distributed each year for various awards; \$10,000 currently in account being reserved for Fund Agreement for the Gilliard Awards (see pending MOU's below)

EH027: EVELYN WHITMAN RICE MEMORIAL ENDOWMENT: Long-standing MOU, for two undergraduate scholarships (\$2,000 + \$500), the Rice Awards for Outstanding Work in Historical Research (\$100 each, undergraduate), and Rice Awards for Graduate Study (\$500 each for graduate students): substantial principal

JUDITH M. STANLEY SCHOLARSHIP IN WOMEN'S HISTORY: \$1,000 a year to undergraduate with interest in Women's History: the U's first charitable gift annuity: Prof. Stanley receives annuity income and donates sufficient funds back to EK105 for annual distribution of awards

GERARD AND JOHN STANLEY SCHOLARSHIP: \$1,000 a year for undergraduate: same process as the other Stanley Scholarship: first award will be in Spring 2012

KWON-IRISH GRADUATE AWARD: \$1,000 annual gift from Librarian Emeritus Myoung-Ja-Lee Kwon and her husband, for graduate students: deposited into the History Scholarship Account for annual distribution of awards each year

PENDING MOU's

The BLANCHETTE FAMILY SCHOLARSHIP: for an annual undergraduate scholarship of \$400: monies currently held in EK031 = \$6,000; will be transferred to an ED account and combined with additional funds for completion of MOU.

The F. DANIEL GILLIARD AWARD FOR OUTSTANDING WORK IN HISTORIOGRAPHY (\$100 each, undergraduate): funds currently held in the History Scholarship Account; will be transferred to an ED account when Fund Agreement is completed

DONATION IN PROCESS:

EK 220: CALIFORNIA NATIONS SCHOLARSHIP: \$2,300 donated by Prof. Robert Phelps; building of funds in process.

WORK WITH THE LIBRARY

The History Department has been engaged with the Library in numerous ways.

Special Collections

Professor Nicole Howard won a \$4,000 grant from the National Endowment for the Humanities for her project “Developing a Plan for Preserving the Special Collections at the CSUEB Library” in 2008.

Liaison Work

The Department works with the Library’s History Liaison on budgetary measures, including unfortunate but unavoidable cuts to the periodicals budget and good use of the book budget.

History Student Use

The department relies on the Library’s expert instruction on reference sources and Internet instruction, especially in HIST 2010 (Introduction to History); HIST 4031 (undergrad Historical Research Methods); and HIST 6010 (graduate Historical Research Methods). Our students use the Library heavily for these courses, and for HIST 3010 (Historical Writing) and for paper assignments throughout their college and M.A. careers.

History Lectures/ History Day/ World History Project

The department works with the Library to provide intellectual stimulation for students and a wider audience. Professor Emeritus Gerald Henig has recently delivered two very well attended public lectures on the American Civil War.

In 2009 and 2010, the Department and Library working with Alameda Co. Office of Education, provided instruction for high school students working on History Day projects.

History faculty have agreed to serve as a consultant for a plan, sponsored by the Art Department, for a virtual Teaching Museum in World History, to be housed in the Library.

Library RTP and Review

A History faculty member, as Chair of the University FAC, assisted with the Library’s recent revision of the Library RTP Policy and Procedures.

A History faculty member is one of 2 UTP Committee’s Subcommittee on Library Tenure and Promotion.

In the past, Historians have served on the Library Advisory Committee and Library Staff Search Committees, including for University Librarian. A History faculty member is currently running in the Academic Senate elections for the Review Committee of the University Librarian.

Appendix 4

Support of K-12 Teaching

- 1. Summary of Department Accomplishments**
- 2. Social Science Subject Matter Preparation Program**
 - a. Overview of CSUEB**
 - b. Memorandum to Dean Badejo**
 - c. Statement of Philosophy and Goals**
 - d. Chapter Headings for Two-Volume Document Submitted to the California Commission on Teacher Credentialing**
- 3. Words That Made America**
 - a. Speakers and topics 2006-2009**
 - b. 2009 Summer Tour**
 - c. 2008 Summer Tour**
 - d. Project outline for WTMA3**
 - e. WTMA3 Reader**
 - f. Sample Event Flyer, "War and Peace," 2008**
 - f. Bibliography, "War," 2008**
 - g. Bibliography, "Peace," 2008**

WORK WITH TEACHERS

1. New History/ Social Science Single Subject Program

In 2006, the History Department, under the leadership of Jessica Weiss, History/ Social Science Single Subject Coordinator, completely revised the University's Program to meet the state's new standards and to clarify the goals of the program.

Professor Weiss and the then Department Chair worked directly with an advisory council with representation from Political Science, Geography, Economics, Ethnic Studies, and Teacher Education to make the changes.

The revision was approved by CCTC in 2008.

2. Liberal Studies Core

The Liberal Studies Program also went through a significant revision in 2007 to meet the new requirements of the major. Various subject matter options were replaced by two major pathways and professional options.

History remains in place in two areas:

- a. In the core curriculum (4 units out of 20):

HIST 3400 America to 1900 (4)

or HIST 3017 The Twentieth Century (4) (Area C4)

- b. In The Teacher Preparation Degree Pathway (12 units out of 106-107)

HIST 1014 World Civilizations I (4)

HIST 1015 World Civilizations II (4)

HIST 3500 History of California (4)

3. M.A. Program

We recently developed and received approval for a new course, HIST 4033: Introduction to teaching history at the K-16 level. The course presents an overview of the way history has been taught in the U.S.; a survey of current pedagogic trends; examination of the role of primary sources in the history classroom, and methods for developing courses. In addition Students will also get practical experience developing and delivering lectures.

4. Teaching American History Grant with ACOE

Since 2006, the History Department has partnered with Alameda County Office of Education on two Teaching American History grants from the federal Department of Education, directed by Avi Black, History/Social Science Curriculum Coordinator at ACOE. "Words That Made America" began with a 3-year program between ACOE and Mills College focusing on teachers' incorporation of primary sources into classroom teaching (hence the title). The CSUEB Department of History took Mills' place for WTMA2, and is currently in the second year of WTMA3, scheduled to conclude in Summer 2013.

WTMA has been a very successful program and partnership. The federal Evaluators for WTMA3 reported to Director Black and Content Coordinator Dee Andrews this year that WTMA3 and the Oakland TAH grant are the only TAH programs in northern California that have received more than 2 awards. WTMA's fundamental pedagogy is fashioned on Lesson Study, a form of lesson planning entailing intensive feedback from classroom observations by the teachers themselves. In addition, WTMA3 has enlisted 10 teacher-mentors to work with new teachers in the program, in an effort to establish an enduring cohort of Lesson Study practitioners at participating schools.

WTMA2 began in Fall 2006, with Professor Jessica Weiss as the CSUEB Content Coordinator. Working with Director Black, Professor Weiss initiated several features for WTMA3, most notably the "Meet the Scholars" series in which participating history teachers meet historians and get exposure to new work in American history.

Professor Dee Andrews took over as Coordinator in Fall 2007-Summer 2009, and then again in Fall 2010-present. She continued to organize Meet the Scholars and worked with Director Black on two historical tours, of the Civil Rights South (in Summer 2008) and of the Abolitionist North (in Summer 2009). In addition to assisting with standard teachers' release days and Summer Institutes, she helped to write the application for WTMA3, recruits CSUEB faculty for teachers' consultation on historical content for Lesson Study, reviews annual assessment tests for the project, and oversees the new "book club" feature for Meet the Scholars. She has regularly attended meetings for the project, traveled on both Summer tours (along with Professor Weiss and Professor Ford in Summer 2009), provided supporting material for release days, and supporting faculty for the national History Day competitions. This year she also produced the project Reader, "The History of American Equality through the Prism of American Education."

Professors Andrews, Ford, Henig, Ivey, Phelps, Schneider, and Weiss have all participated in either or WTMA2 and WTMA3, as well as faculty from Ethnic Studies, Geography and Environmental Studies, and Political Science at CSUEB; plus faculty (already visited or scheduled to) from SFSU, Berkeley, Stanford, UC Davis, UCLA, University of the Pacific, Santa Clara University, UN Las Vegas, CSU Long Beach, Evergreen State U., and Columbia, as well as independent scholars: and several dozen speakers on the two Summer tours.

Representative materials from the History Department's work on WTMA follow.

4.2. Catalog Description Social Science

Completion of the Single Subject Matter Preparation Program in Social Science is certified by the Department of History. The program may be completed by students in any major, but overlaps major requirements in several Social Science fields such as History, Political Science, Geography, and Economics. The Single Subject Matter Preparation program in Social Science requires 84 units. This program has been designed to meet the new CCTC standards. For additional information, contact the Social Science Coordinator in the Department of History: Meiklejohn Hall 4031; 510-885-3207; website: <http://class.csueastbay.edu/history/>^[9].

1. Core Curriculum (48 units)

World History and Geography (16 units)

- HIST 1014 World Civilizations I (or 1017) (4)
- HIST 1015 World Civilizations II (4)
- HIST 1016 World Civilizations III (4)
- GEOG 2300 Cultural Geography (4)

U.S. History and Geography (12 units)

- HIST 1101 History of the United States to 1877 (4)
- HIST 1102 History of the United States Since 1877 (4)
- GEOG 3360 Historical Geography of North America (4)

California History (4 units)

- HIST 3500 History of California (4)

American Government (8 units)

- POSC 1201 American Political Institutions (4)
- POSC 1202 Public Policy/California Politics (4)

Economics (8 units)

- ECON 2301 Principles of Microeconomics (4)
- ECON 2302 Principles of Macroeconomics (4)

2. Breadth and Perspectives (35 units)

Historiography and Research Methods (4 units)

- HIST 3010 Historical Writing (4)

History/Social Science Teaching (3 units)

- TED 3001 Exploring Education (3)

American Democracy (12 units)

One of the following:

- HIST 3412 (4)
- HIST 3413 (4)
- HIST 3414 (4)

One of the following:

- HIST 3415 (4)
- HIST 3416 (4)
- HIST 3417 (4)

One of the following:

- POSC 3111 (4)
- POSC 3120 (4)
- POSC 3150 (4)
- POSC 3410 (4)
- POSC 3441 (4)
- POSC 3442 (4)

American Diversity (4 units)

One of the following:

- ES 3810 (4)
- HIST 3571 (4)
- HIST 3572 (4)
- POSC 3333 (4)
- POSC 3340 (4)
- SOC 3420 (4)
- SOC 3425 (4)
- SOC 3520 (4)
- WOST/ES 3420 (4)

Global Perspectives (12 units)

One of the following:

- GEOG 3515 (4)
- GEOG 3540 (4)
- GEOG 3550 (4)

One of the following:

- HIST 3017 (4)
- HIST 3160 (4)
- HIST 3170 (4)
- HIST 3223 (4)

One of the following:

- HIST 3305 (4)
 - HIST 3312 (4)
 - HIST 3313 (4)
 - HIST 3325 (4)
 - HIST 3345 (4)
 - HIST 3605 (4)
3. **Assessment Capstone (1 unit)**
- HIST 4500 The California History/Social Science Framework (1)

No more than 8 units may be taken on a CR/NC basis. No more than 8 units with a grade below "C" may be submitted in fulfillment of any program requirement. To successfully complete the program, a student must have a minimum 2.5 GPA in courses taken to fulfill program requirements or complete additional coursework to be determined by the program advisor. Students must successfully complete the "capstone course" in the final quarter of their participation in the program.

CALIFORNIA STATE UNIVERSITY, EAST BAY: AN OVERVIEW

California State University, East Bay (CSU East Bay) is a four-year institution enrolling approximately 13,000 students and offering undergraduate and graduate programs in a wide range of disciplines. The university is fully accredited by the Western Association of Schools and Colleges (WASC). The CSU East Bay Teacher Education Program in the College of Education and Allied Studies is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). The majority of our graduates begin their college career elsewhere, most often in one of several California community colleges in the San Francisco Bay area. All local community colleges have transfer agreements with CSU East Bay for lower division (freshman and sophomore) courses in History and the Social Sciences.

Because of the size and diversity of academic programs at CSU East Bay many of the courses taken by teacher candidates in Social Science are also required for a variety of other majors. Consequently, Social Science Single Subject Matter Preparation Program (hereafter “Social Science Program”) candidates study along with students who aspire to careers in a variety of occupations and professions in addition to teaching—as well as those who aspire to graduate study in the various social sciences. Nonetheless, a prospective teacher enrolled in the Social Science Program will receive an undergraduate education or postgraduate studies that ground them thoroughly in the California public school 6-12 Social Science content, expose them to a variety of teaching strategies, provide training in Social Science research methods, develop their written and oral communication skills, and expose them to the contemporary public school classroom.

Memorandum

Date: October 15, 2008

To: Dr. Diedre Badejo, Dean, College of Letters, Arts, and Social Sciences

From: Dr. Bridget Ford, Assistant Professor, Single Subject Matter Preparation Program
Coordinator, Department of History
Dr. Dee Andrews, Chair, Department of History

Re: Single Subject Matter Preparation Program in the Social Sciences

The Department of History is seeking additional support from CLASS to enhance student awareness of the College's Single Subject Matter Preparation Program (SSMP) in the Social Sciences. In keeping with the University's mission to train professionals for California's high demand careers, the SSMP prepares its graduates to be knowledgeable and effective teachers in the state's public schools. Although California's Commission on Teacher Credentialing (CTC) requires that administrative support be provided to any SSMP, the program at CSU East Bay currently receives none. Since the Fall of 2006, the Department of History has appointed a faculty coordinator who undertakes the SSMP advising work as service to the department and College, but without the assigned time formerly accorded to the program's coordinator.

Approved by the CTC in early 2008, recent revisions to CSU East Bay's SSMP created a more integrated and academically rigorous course of study in the Social Sciences (please see the attached program description). Nevertheless, student interest in the program remains strong, with an uptick in enrollment over the past two years (from 25 new students in AY 2006-07 to 35 new students in AY 2007-08). Student interest is keen because the SSMP at CSU East Bay offers outstanding preparation for teaching in secondary school classrooms. The state's alternative route to establish prospective teachers' subject matter competency, the CSET examination, does not model high-quality instruction and disciplinary best practices in the Social Sciences in the manner provided by CSU East Bay's SSMP instruction and coursework. With more students graduating from our SSMP, we would ensure a greater number of first-time teachers ready to enter their classrooms with a dynamic program of study for their pupils. Recently, national and statewide initiatives have arisen to address the woefully inadequate preparation of history and social science instructors, and Drs. Andrews and Ford (as well as other members of our department) have been actively involved in these programs and organizations.* Yet

* This includes the federally funded Teaching American History grant programs and the University of California Davis's California History-Social Science Project initiative to improve social science teaching in the public schools.

CSU East Bay's SSMP offers us an immediate solution to the statewide problem of inadequate teacher preparation.

Despite our superior subject matter training and preparation, CSU East Bay's SSMP is underutilized. We believe this stems from several causes, one of the foremost being students' lack of awareness of our program early in their college careers. By the time most students reach us, in their final quarters of study at CSUEB, or as recent graduates of other universities, the SSMP looks to be a daunting program relative to cramming for the CSET examination. If we reached prospective teachers early in their college careers, as freshman or sophomores, we could more easily persuade them to pursue our rigorous course of study and provide them with the advising necessary to complete their majors in conjunction with the SSMP required classes. With CSU East Bay's fast-growing freshman enrollment, we have a remarkable opportunity to draw more undergraduates into Social Science majors with the promise to fast-track them into satisfying teaching careers.

However, we currently have no promotional literature, and make very little outreach efforts to incoming freshman or transfer students. Our coordinator's service is devoted to assisting the enterprising students who manage to find us, often through circuitous and frustrating routes. Our coordinator has received several plaintive telephone calls from students stating that they "have no idea if they are calling the right number" and that they "have been calling all over to find" the program's adviser. To remedy the lack of awareness of SSMP in the Social Sciences, we would like to propose 4 wtus assigned time annually to develop an outreach program and other aspects of the program while also supporting the department's coordinator in the program's current workload and advising (please see below for an itemization of the program's workload demands).

At this time, the coordinator advises prospective students, reviews their transcripts, and teaches the capstone course for the program, History 4500. Our coordinator spends quite a lot of time explaining what is a somewhat mysterious program to students who first contact us. However, transcript reviews are the most time consuming elements of the coordinator's work. Averaging 2.5 hours per student, transcript reviews require evaluation of multiple college records for a single student and looking up course catalog descriptions for a wide variety of institutions of higher learning, including foreign universities. There are often multiple consultations with the students during the review process. Many prospective students also are seeking general career guidance, since we are offering a path into a specialized profession. The assessment portion of the program, History 4500, results in student portfolios of their future teaching requiring careful review and feedback from our coordinator.

In short, CSU East Bay's SSMP is a service burden for our department, but one we support wholeheartedly, and a program we hope to expand with support from CLASS in the form of a 4 wtus assigned time annually.

Workload Measures:

- Total Students Enrolled in Program from 2003 through 2008: 233
- New Students Enrolled in Program in AY 2007-08: 34
- Students Completing Program in AY 2007-08: 5
- Students Enrolling in Capstone Course (History 4500) in AY 2007-08: 5
- New Students Enrolled in Program in AY 2006-07: 25
- Students Completing Program in AY 2006-07: 3
- Average Time to Complete Transcript Evaluations and Forms to Enroll One Student in Program: 2.5 Hours
- Approximate Number of Hours Spent Enrolling Students in Program during Academic year 2007-2008: 85 Hours
- Number of Phone Contacts Initiated by Students Seeking Program Information, AY 2007-08: 35
- Approximate Number of Emails Responded to by SSMP Advisor, AY 2007-08: 225
- Number of Scheduled Meetings with Prospective Students, AY 2007-08: 14
- Number of Drop-In Meetings with Prospective Students, AY 2007-08: 15

Single Subject Matter Preparation Program in the Social Sciences

Statement of Philosophy and Goals

The purpose of the Social Science Single Subject Matter Preparation (SSMP) Program at the California State University, East Bay (CSU East Bay) is to prepare students to be knowledgeable and effective teachers of history and Social Science in the California Public Schools. Our goal is to produce individuals who have subject matter competency in these fields, an appreciation of the richness and variety of teaching and scholarship in history and Social Science, and an understanding of the political, social, and economic, diversity that comprises the human experience throughout history and around the globe. They will gain a sense of chronology or world events and developments accompanied by an understanding of regional variation. In addition to rich content acquisition, prospective teachers need to acquire perspective, engage with ideas, examine data, weigh points of view, and reach conclusions. They must also develop intellectual curiosity, sharpen their critical thinking skills, learn to express themselves coherently, and gain an appreciation of the wide range of circumstances and abilities found among students throughout California. In sum, future teachers require preparation that grounds them in content knowledge but also conveys the skills of critical thinking and written and oral communication. They must learn to weigh evidence and consider perspectives other than their own. Social science teachers play a critical role in educating students for citizenship in the United States and in an interdependent world and they do so with a student population that is diverse in terms of cultural differences as well as in terms of advantages and abilities. The rigorous and intellectually challenging courses in CSU East Bay's Preparation Program in Social Science prepares teachers to fulfill this important responsibility.

To achieve our purpose we require prospective teachers of Social Science to complete an integrated and academically rigorous (84) quarter unit program in core and extended studies coursework that aligns with the History-Social Science Standards. To assess and review student progress throughout the Program we require that students maintain a minimum 2.5 grade point average in all Program courses and permit them to enroll in no more than two courses (8 quarter units) on a credit/no credit basis. We will also require a capstone course where students will prepare an assessment portfolio with reflective essays and complete exit surveys.

The courses in the CSU East Bay SSMP in Social Science are discipline-based: there are eleven (11) courses in United States and world history, three (3) in political science, three (3) in geography, two (2) in economics, one (1) in a social science course that acquaints students with diversity in American society, one (1) in historical writing and research, and one (1) course in social science teaching. This social science discipline-based study assures that students are prepared to teach social science and history in secondary school. It exposes them to the rich variety of cutting-edge research methodologies and pedagogical models in social science and history while introducing them to up-to-date scholarship and intellectual trends in the field. Scholarship in all the fields addresses diversity, reflected in the attention paid to race, gender, and ethnicity in course topics and

readings. The ethics of good citizenship on a national and global scale are incorporated in the content of history, political science, and geography classes. The ethical implications of public policy decisions are part of the content of these classes and economics courses as well. Students are schooled in the history of American political institutions and forms of government across time and around the globe. Completion of the Social Science Program at CSU East Bay provides students with the necessary depth and breadth of knowledge, hands-on pedagogical and technological experience, and access to professional resources that will permit them to become informed, effective, and engaged teachers.

Learning Outcomes: The expected learning outcomes of the SSMP Program in Social Science at CSU East Bay are as follows:

- a. Students will acquire an in-depth understanding of subject matter and methodology of History and the Social Sciences and understand the basic themes and issues of the history of the United States and Europe and non-western regions of the world (Africa, Asia, and Latin America).
- b. Students will acquire a mastery of the basic principles of historical analysis and discourse. They will have a mastery of the research methodology appropriate to historical study. They will be able to locate and retrieve and evaluate information.
- c. Students will gain an understanding of the methodology of other social sciences in the Program and be able to interpret data and concepts drawn from these disciplines (economics, geography, and political Science) and integrate them with historical understanding in the analysis and solution of problems.
- d. Students will be able to communicate the results of their studies in appropriate written form.
- e. They will be able to give oral presentations.
- f. Furthermore, prospective teachers will be able to demonstrate specific content knowledge as outlined in the *California History-Social Science Framework* and the *History-Social Science Content Standards for California Public Schools*.
- g. Prospective Teachers will acquire experience with and exposure to a variety of teaching strategies and assessment methods.

Appendix III: Social Science Program Documents

Statement of Philosophy and Goals

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To achieve our purpose we require prospective teachers of Social Science to complete an integrated and academically rigorous (84) quarter unit program in core and extended studies coursework that aligns with the History-Social Science Standards. To assess and review student progress throughout the Program we require that students maintain a minimum 2.5 grade point average in all Program courses and permit them to enroll in no more than two courses (8 quarter units) on a credit/no credit basis. We will also require a capstone course where students will prepare an assessment portfolio with reflective essays and complete exit surveys.

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- b. Students will acquire a mastery of the basic principles of historical analysis and discourse. They will have a mastery of the research methodology appropriate to historical study. They will be able to locate and retrieve and evaluate information.
- c. Students will gain an understanding of the methodology of other social sciences in the Program and be able to interpret data and concepts drawn from these disciplines (economics, geography, and political Science) and integrate them with historical understanding in the analysis and solution of problems.
- d. Students will be able to communicate the results of their studies in appropriate written form.
- e. They will be able to give oral presentations.
- f. Furthermore, prospective teachers will be able to demonstrate specific content knowledge as outlined in the *California History-Social Science Framework* and the *History-Social Science Content Standards for California Public Schools*.
- g. Prospective Teachers will acquire experience with and exposure to a variety of teaching strategies and assessment methods.

**SOCIAL SCIENCE SUBJECT MATTER
PREPARATION PROGRAM**

**California State University, East Bay
Hayward, California**

2 Volumes

**Submitted to
California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814
Attn: Helen Hawley**

**SOCIAL SCIENCE SUBJECT MATTER
PREPARATION PROGRAM
California State University, East Bay**

Table of Contents for Entire Project

VOLUME 1

Preconditions.....	1
Course List.....	2

Standards Common To All

California State University, East Bay: An Overview.....	4
1: Program Philosophy and Purpose.....	4
2: Diversity and Equity.....	11
3: Technology.....	21
4: Literacy.....	24
5: Varied Teaching Strategies.....	26
6: Early Field Experiences.....	30
7: Assessment of Subject Matter Competence.....	32
8: Advisement and Support.....	35
9: Program Review and Evaluation.....	40
10: Coordination.....	42

Social Science Standards

11: Overall Quality of Program Content.....	43
12: Emphasis and Depth of Study.....	52
13: Integration of Studies.....	57
14: World Perspective.....	62
15: National Perspective.....	67
16: State Perspective.....	73
17: Citizen Perspective.....	76
18: Ethical Perspective.....	82
19: Teaching and Learning History/Social Sciences.....	85

Appendix I: Course Syllabi

A. Core Curriculum (48 units)

1. World History and Geography.....	1
2. U.S. History and Geography.....	17
3. California History.....	32
4. American Government.....	41
5. Economics.....	77

B. Breadth and Perspectives (35 units)

1. Historiography and Research Methods.....	91
2. History/Social Science Teaching.....	101

3. American History and Politics	
a. American Democracy:	
Early American History.....	107

VOLUME 2

3. American History and Politics (continued)	
a. American Democracy (continued)	
Recent American History.....	116
American Politics.....	129
b. American Diversity.....	164
4. Global History and Geography	
Geography.....	210
Modern European and World History.....	229
Non-Western History.....	263
C. Assessment Capstone (1 unit).....	300

Appendix II: Matrixes

Domain 1: World History.....	302
Domain 2: U.S. History.....	303
Domain 3: California History.....	305
Domain 4: American Democracy: Political Science.....	306
American Democracy: American History.....	308
Domain 5: Economics.....	309
Domain 6: Geography.....	310
Standards Matrix.....	311

Appendix III: Social Science Program Documents

Statement of Philosophy and Goals.....	315
CSUEB Catalog Course Descriptions.....	317
Transcript Evaluation/Advisement Form.....	326
Program Guide.....	328
Exit Survey.....	334

Appendix IV: Curriculum Vitae

Economics.....	346
Ethnic Studies.....	354
Geography.....	357
History.....	370
Political Science.....	416
Sociology.....	439
Teacher Education.....	444

SOCIAL SCIENCE SUBJECT MATTER PREPARATION PROGRAM

California State University, East Bay
Hayward, California

Volume 1

Table of Contents for Volume 1

Preconditions.....	1
Course List.....	2
<i>Standards Common To All</i>	
California State University, East Bay: An Overview.....	4
1: Program Philosophy and Purpose.....	4
2: Diversity and Equity.....	11
3: Technology.....	21
4: Literacy.....	24
5: Varied Teaching Strategies.....	26
6: Early Field Experiences.....	30
7: Assessment of Subject Matter Competence.....	32
8: Advisement and Support.....	35
9: Program Review and Evaluation.....	40
10: Coordination.....	42
<i>Social Science Standards</i>	
11: Overall Quality of Program Content.....	43
12: Emphasis and Depth of Study.....	52
13: Integration of Studies.....	57
14: World Perspective.....	62
15: National Perspective.....	67
16: State Perspective.....	73
17: Citizen Perspective.....	76
18: Ethical Perspective.....	82
19: Teaching and Learning History/Social Sciences.....	85
Appendix I: Course Syllabi	
A. Core Curriculum (48 units)	
1. World History and Geography.....	1
2. U.S. History and Geography.....	17
3. California History.....	32
4. American Government.....	41
5. Economics.....	77
B. Breadth and Perspectives (35 units)	
1. Historiography and Research Methods.....	91
2. History/Social Science Teaching.....	101
3. American History and Politics	
a. American Democracy:	
Early American History.....	107

SOCIAL SCIENCE SUBJECT MATTER PREPARATION PROGRAM

California State University, East Bay
Hayward, California

Volume 2

Table of Contents for Volume 2

B. Breadth and Perspectives (35 units)	
3. American History and Politics (continued)	
a. American Democracy (continued)	
Recent American History.....	116
American Politics.....	129
b. American Diversity.....	164
4. Global History and Geography	
Geography.....	210
Modern European and World History.....	229
Non-Western History.....	263
C. Assessment Capstone (1 unit).....	300

Appendix II: Matrixes

Domain 1: World History.....	302
Domain 2: U.S. History.....	303
Domain 3: California History.....	305
Domain 4: American Democracy: Political Science.....	306
American Democracy: American History.....	308
Domain 5: Economics.....	309
Domain 6: Geography.....	310
Standards Matrix.....	311

Appendix III: Social Science Program Documents

Statement of Philosophy and Goals.....	315
CSUEB Catalog Course Descriptions.....	317
Transcript Evaluation/Advisement Form.....	326
Program Guide.....	328
Exit Survey.....	334

Appendix IV: Curriculum Vitae

Economics	346
Ethnic Studies	354
Geography	357
History	370
Political Science	416
Sociology	439
Teacher Education.....	444

WORDS THAT MADE AMERICA 2

**Speakers and Topics
2006-2009**

Speaker	Topic	When and to whom
Clayborne Carson Martin Luther King, Jr. Research and Ed. Institute	"The Future of Economic Justice Through the Lens of History"	WTMA2 Lesson Study Design Teams 5/26/09 (<i>to come</i>)
Mark Summers University of Kentucky	"Return of the Gilded Age?" (as part of "Presidents in Times of Economic Challenge" series)	Meet the Scholars 5/1/09 (<i>to come</i>)
Gerald Henig CSU-East Bay	"Lincoln and the Economic Challenges of the Civil War" (as part of "Presidents in Times of Economic Challenge" series)	Meet the Scholars 4/3/09 (<i>to come</i>)
Jim Charkins California Council for Economic Education	"Economic Justice in the Free Market System"	WTMA2 Lesson Study Design Teams 3/31/09 (<i>to come</i>)
Clayborne Carson Martin Luther King, Jr. Research and Ed. Institute	"President Johnson and Dr. King: The Struggle for Workers' Rights" (as part of "Presidents in Times of Economic Challenge" series)	Meet the Scholars 3/6/09
Alan Taylor UC Davis	"Economics and the Declaration of War: James Madison and the War of 1812" (as part of "Presidents in Times of Economic Challenge" series)	Meet the Scholars 2/6/09
Robin Einhorn UC Berkeley	"Understanding Patterns of Economic Inequity and Inequality in American History"	WTMA2 Lesson Study Design Teams 1/6/09
Martha Wallner Media Justice Social History Project	"The Civil Rights Movement: Fast Forward to 2008"	WTMA2 Lesson Study Design Teams 10/7/08
Peter Irons UC San Diego	"Putting a Human Face on the Constitution: Can Change Be Legislated?"	WTMA2 Lesson Study Design Teams 10/7/08
Linda Ivey CSU-East Bay	"FDR and Labor Rights" (as part of panel on "American Presidents and Civil Rights: A Love-Hate Relationship, Part 2")	WTMA2 Summer Institute 8/5/08
Susan Englander Martin Luther King, Jr. Research and Ed. Institute	"LBJ and the Voting Rights Act" (as part of panel on "American Presidents and Civil Rights: A Love-Hate Relationship, Part 2")	WTMA2 Summer Institute 8/5/08
Emily Stoper CSU-East Bay	"Military Commissions and George W. Bush's War on Terror" (as part of panel on "American Presidents and Civil Rights: A Love-Hate Relationship, Part 2")	WTMA2 Summer Institute 8/5/08
Dee Andrews CSU-East Bay	"Thomas Jefferson and Religious Freedom" (as part of panel on "American Presidents and Civil Rights: A Love-Hate Relationship, Part 1")	WTMA2 Summer Institute 8/4/08
Gerald Henig CSU-East Bay	"Lincoln Suspends Habeas Corpus in the Civil War" (as part of panel on "American Presidents and Civil Rights: A Love-Hate Relationship, Part 1")	WTMA2 Summer Institute 8/4/08
Bridget Ford CSU-East Bay	"Lincoln and Black Citizenship" (as part of panel on "American Presidents and Civil Rights: A Love-Hate Relationship, Part 1")	WTMA2 Summer Institute 8/4/08
Gerald Henig CSU-East Bay	Book Club Facilitator (three sessions): <i>Team of Rivals</i> by Doris Kearns Goodwin	WTMA2 Book Club June-August 2008 (3)

WORDS THAT MADE AMERICA 2

Reverend Billy Kyles Monumental Baptist Church	“King’s Last Days”	WTMA2 Study Tour 7/28/08
Clayborne Carson and Ashni Mohnot Martin Luther King, Jr. Research and Ed. Institute	“Dr. King’s Mountaintop Speech and Economic Justice: Past and Present”	WTMA2 Study Tour 7/28/08
Dee Andrews CSU-East Bay	Memorializing History (Parts 1-2)	WTMA2 Study Tour 7/25/08, 7/27/08
Leslie Burl McLemore, Michelle Deardorff and Jeff Kolnick Fannie Lou Hamer Institute	“The Mississippi Civil Rights Movement – Then and Now”	WTMA2 Study Tour 7/22/08
Clayborne Carson and Andrea McEvoy Spero Martin Luther King, Jr. Research and Ed. Institute	“Understanding the Little Rock Crisis”	WTMA2 Study Tour 7/21/08
Robert Phelps CSU-East Bay	“East Bay Kids: Researching the Lives of Children in US and California History” (as part of “A Children’s History of the United States” series)	Meet the Scholars 5/29/08
Bridget Ford CSU-East Bay	“Objecting to the Mexican-American War” (as part of panel on “War, Peace, and Civil Rights in American History, Session 2: Peace and Civil Rights”)	WTMA2 Teacher Leadership Cadre 5/27/08
Khal Schneider CSU-East Bay	“Establishing Indian Land Rights” (as part of panel on “War, Peace, and Civil Rights in American History, Session 2: Peace and Civil Rights”)	WTMA2 Teacher Leadership Cadre 5/27/08
Robert Phelps CSU-East Bay	“Andrew Carnegie and the Anti-Imperialist Movement” (as part of panel on “War, Peace, and Civil Rights in American History, Session 2: Peace and Civil Rights”)	WTMA2 Teacher Leadership Cadre 5/27/08
Linda Ivey CSU-East Bay	“Cesar Chavez and Farmworkers’ Rights” (as part of panel on “War, Peace, and Civil Rights in American History, Session 2: Peace and Civil Rights”)	WTMA2 Teacher Leadership Cadre 5/27/08
Clayborne Carson Martin Luther King, Jr. Research and Ed. Institute	“Reframing the African American Freedom Struggle: Through TIME”	WTMA Lesson Study Teams 5/21/08
Francisco Jimenez Santa Clara University	“The Immigrant Experience: Personal Accounts” (as part of “A Children’s History of the United States” series)	Meet the Scholars 5/1/08
Bridget Ford CSU-East Bay	“John Brown and the Raid on Harper’s Ferry” (as part of panel on “War, Peace, and Civil Rights in American History, Session 1: War and Civil Rights”)	WTMA2 Teacher Leadership Cadre 4/24/08
Khal Schneider CSU-East Bay	“Geronimo and the end of the U.S.-Indian Wars” (as part of panel on “War, Peace, and Civil Rights in American History, Session 1: War and Civil Rights”)	WTMA2 Teacher Leadership Cadre 4/24/08

WORDS THAT MADE AMERICA 2

Richard Speed CSU-East Bay	"Jewish Refugees from Nazism and the Manhattan Project" (as part of panel on "War, Peace, and Civil Rights in American History, Session 1: War and Civil Rights")	WTMA2 Teacher Leadership Cadre 4/24/08
Linda Ivey CSU-East Bay	"The Trinity Test and American Environmental Rights" (as part of panel on "War, Peace, and Civil Rights in American History, Session 1: War and Civil Rights")	WTMA2 Teacher Leadership Cadre 4/24/08
Jessica Weiss CSU-East Bay	"POW Wives in the Era of Vietnam" (as part of panel on "War, Peace, and Civil Rights in American History, Session 1: War and Civil Rights")	WTMA2 Teacher Leadership Cadre 4/24/08
Ruthanne Lum McCunn Author/Historian (<i>A Thousand Pieces of Gold</i>)	"Research, Writing, and Teaching Historical Fiction" (as part of "A Children's History of the United States" series)	Meet the Scholars 4/3/08
James Zarrillo CSU-East Bay	"History as a Story Well Told: The Uses of Fiction in the History Curriculum" (as part of "A Children's History of the United States" series)	Meet the Scholars 3/6/08
Paula Fass UC Berkeley	"The History of Childhood and the World Today: Seeing Things in Perspective" (as part of "A Children's History of the United States" series)	Meet the Scholars 2/7/08
Clayborne Carson Martin Luther King, Jr. Research and Ed. Institute	"Reframing the African American Freedom Struggle: Through SPACE"	WTMA Lesson Study Teams 3/5/08
Bridget Ford CSU-East Bay	"Using Children's Literature to Explore Race and Abolitionism: 1830-1860" (as part of "A Children's History of the United States" series)	Meet the Scholars 1/10/08
Clayborne Carson Martin Luther King, Jr. Research and Ed. Institute	"Reframing the African American Freedom Struggle: Through a HUMAN RIGHTS LENS"	WTMA Lesson Study Teams 1/9/08
Khal Schneider CSU-East Bay	"We Are Well But My Brother Moses James Got Arrested: A California Perspective on Indian Children in American History" (as part of "A Children's History of the United States" series)	Meet the Scholars 11/29/07
Caroline Cox University of the Pacific	"Boy Soldiers in the American Revolution" (as part of "A Children's History of the United States" series)	Meet the Scholars 10/25/07
Clayborne Carson Martin Luther King, Jr. Research and Ed. Institute	"The Civil Rights Movement in a Global Context"	WTMA Lesson Study Teams 10/3/07

WORDS THAT MADE AMERICA 2

Cecilia Tsu UC Davis	“Themes in Asian American History”	WTMA2 Summer Institute B 8/8/07
Alex Saragoza UC Berkeley	“Themes in Latin-American History”	WTMA2 Summer Institute B 8/7/07
Ula Taylor UC Berkeley	“Themes in African American History”	WTMA2 Summer Institute B 8/6/07
Bridget Ford, Jessica Weiss, and Linda Ivey CSU-East Bay	“Approaches to Japanese Internment in Surveys of U.S. History” panel presentation	WTMA2 Summer Institute A 6/18/07
Jessica Weiss CSU-East Bay	“Pursuits of Happiness: Women Shape the Nation Before and After the Ballot” (as part of “Presenting the Past: Historical Perspectives on Contemporary Issues” series)	Meet the Scholars 5/24/07
Louis Jackson Martin Luther King, Jr. Research and Ed. Institute	“The Man Who Was A Fool: the Acquisition, Transcription, and Annotation of Dr. Martin Luther King’s Sermons” as part of “Presenting the Past: Historical Perspectives on Contemporary Issues” series)	Meet the Scholars 4/26/07
Thomas Wellock Central Washington University	“Preserving the Nation: Conservation and Environmental Movements, 1870-1920” (as part of “Presenting the Past: Historical Perspectives on Contemporary Issues” series)	Meet the Scholars 3/29/07
Allison Varzally CSU-Fullerton	“From Minutemen to Minutemen: Changing Perspectives on Immigration and National Identity” (as part of “Presenting the Past: Historical Perspectives on Contemporary Issues” series)	Meet the Scholars 2/22/07
Robert Phelps and Jessica Weiss CSU-East Bay	“Red State, Blue State – How Did We Get Here?” (as part of “Presenting the Past: Historical Perspectives on Contemporary Issues” series)	Meet the Scholars 2/1/07
John Judis Visiting Scholar, Carnegie Endowment for International Peace	“Imperialism, Then and Now” (as part of “Presenting the Past: Historical Perspectives on Contemporary Issues” series)	Meet the Scholars 1/11/07
Linda Ivey CSU-East Bay	“Sharing Space: Cultural Contests and Social Justice in America” (Spring Seminar: six four-hour sessions)	WTMA2 Teacher Leadership Cadre
Gary Nash UCLA	“Framing Historical Narratives” (as part of “Presenting the Past: Historical Perspectives on Contemporary Issues” series)	Meet the Scholars 11/30/06

WORDS THAT MADE AMERICA

**SUMMER TOUR: CLOSING THE GAP BETWEEN PAST AND PRESENT
JULY 21-28, 2008**

Monday, July 21, 2008

4:00AM Participants on Continental Flight #CO416 meet at SFO

5:40AM Participants on Continental Flight # CO1444 meet at SFO

6:00 AM Continental Flight #CO416 departs SFO

7:40AM Continental Flight #CO1444 departs SFO

3:00 PM Continental Flight #CO2674 arrives Little Rock

4:12 PM *Bus departs Little Rock Airport for Comfort Inn after baggage pick-up*
Continental Flight #CO3110 arrives Little Rock

_____ *Bus departs Little Rock Airport for Comfort Inn after baggage pick-up.*

6:30PM Bus departs for _____

7:00-9:30PM Opening Plenary Session, _____
Activities and Dinner

9:30PM Bus returns to Comfort Inn

Little Rock Resources

- a. King Institute primary sources
- b. Site to supply
- c. Little Rock: Fifty Years Later

WORDS THAT MADE AMERICA

**SUMMER TOUR: CLOSING THE GAP BETWEEN PAST AND PRESENT
JULY 21-28, 2008**

Tuesday, July 22, 2008

- | | |
|---------------|--|
| 8:30AM | Bus departs for Little Rock Central High School |
| 9:00-10:30 AM | Tour of the Little Rock Central High School Historic Site |
| 10:30AM-Noon | Panel Discussion with Elizabeth Eckford and Sybil Jones-Hampton |
| 12:00PM | Bus departs for Jackson, MS
* Box lunch included |
| 5:00PM | Check into Jameson Inn, Jackson, MS |
| 5:30PM | Bus departs for The Smith Robertson Museum & Cultural Center |
| 6:00-9:00PM | "Overview: The Mississippi Civil Rights Movement – Then and Now", facilitated by faculty of the Fannie Lou Hamer Institute
* Buffet dinner and blues performance included |
| 9:00PM | Return to hotel |

Mississippi Resources

- a. King Institute primary sources
- b. Site to supply
- c. Freedom on My Mind, California Newsreel, 1994

WORDS THAT MADE AMERICA

**SUMMER TOUR: CLOSING THE GAP BETWEEN PAST AND PRESENT
JULY 21-28, 2008**

Wednesday, July 23, 2008

- | | |
|---------------|---|
| 8:00AM | Bus departs for Ruleville, MS |
| 10:00AM | Arrival in Ruleville |
| 10:00-12:00PM | “The Mississippi Civil Rights Movement – Then and Now”,
led by faculty of the Fannie Lou Hamer Institute
* Discussion of Current Issues in the Delta
* Civil Rights Walking Tour |
| 12:00-1:00PM | Lunch in Ruleville |
| 1:00-5:00PM | “The Mississippi Civil Rights Movement – Then and Now” (cont.)
* Civil Rights Oral History Panel
* Freedom Song Sing-a-long
* Discussion of Sunflower County Freedom Project |
| 5:00PM | Bus departs for Jackson |
| 7:00PM | Larkin Family BBQ, Jackson |
| 9:00 PM | Bus returns to Jameson Inn, Jackson |

WORDS THAT MADE AMERICA

**SUMMER TOUR: CLOSING THE GAP BETWEEN PAST AND PRESENT
JULY 21-28, 2008**

Thursday, July 24, 2008

8:30AM	Bus departs for Selma
12:00PM	Arrival in Selma
12:00-1:00PM	Lunch
1:00PM	Walking Tour of Selma, led by Joanne Bland
4:00PM	Check into St. James Hotel, Selma
5:00-6:30PM	Viewing of <i>Four Little Girls</i> , at St. James Hotel
6:30 PM on	Free evening

Selma to Montgomery Resources

- a. King Institute primary sources
- b. Site to supply
- c. "Children's March", Teaching Tolerance (40 min.)

WORDS THAT MADE AMERICA

**SUMMER TOUR: CLOSING THE GAP BETWEEN PAST AND PRESENT
JULY 21-28, 2008**

Friday, July 25, 2008

- | | |
|---------------|---|
| 9:00AM | Bus departs for Montgomery |
| 9:30-10:30 AM | Stop at |
| 11:00AM | Teaching Tolerance at the Southern Poverty Law Center,
Montgomery |
| 1:00-3:00PM | Self-guided tour of Montgomery
* Box lunch included |
| 3:00-4:30PM | Discussion on "Memorializing History (Part 1)", led by Professor
Dee Andrews |
| 5:00PM | Bus departs for Birmingham |
| 6:30PM | Check into Hyatt Place, Birmingham |
| 6:30 on | Free evening |

WORDS THAT MADE AMERICA

**SUMMER TOUR: CLOSING THE GAP BETWEEN PAST AND PRESENT
JULY 21-28, 2008**

Saturday, July 26, 2008

- 8:00AM Bus departs for Kelly Ingram Park
- 8:30-10:00AM Kelly Ingram Park tour, with Barry McNealy
- 10:00-12:00PM 16th Street Baptist Church tour, with Caroline McKinstry
- 12:00-1:00PM Lunch in Birmingham
- 1:00-5:00PM At Birmingham Civil Rights Institute
 1-3 *Self-guided tour
 1-5 *????
- 5:00PM Bus departs for Memphis
 * Box dinner included
- 9:00PM Arrival and check-into La Quinta Inn, Memphis

Birmingham Resources

- a. King Institute primary sources
- b. Four Little Girls
- c. Site to supply
- d. Montgomery to Memphis, Fox, 1988 (103 min).

WORDS THAT MADE AMERICA

**SUMMER TOUR: CLOSING THE GAP BETWEEN PAST AND PRESENT
JULY 21-28, 2008**

Sunday, July 27, 2008

AM	Open morning
11:00 AM-12:45 PM	Meet for brunch at * Clay
12:45-1:00 PM	Walk to National Civil Rights Museum
1:00-6:00PM	National Civil Rights Museum
1-4	*Self-guided tour
4-5	*Debriefing and "Memorializing History (Part 2)" by Professor Dee Andrews
5:00-7:30PM	Break
7:30PM	Group dinner on Beale Street

Memphis Resources

- e. King Institute primary sources
- f. Michael Honey article, OAH, p.18-21
- g. Site to supply

WORDS THAT MADE AMERICA

**SUMMER TOUR: CLOSING THE GAP BETWEEN PAST AND PRESENT
JULY 21-28, 2008**

Monday, July 28, 2008

8:30AM	Bus departs for offices of Facing History and Ourselves
9:00AM-1:00PM	At Facing History and Ourselves
9:30-11	*Discussion with Rev. Billy Kyles: "The Memphis Sanitation Workers' Strike, the Assassination of Dr. Martin Luther King, Jr., and Dr. King's Legacy"
11-1	*Discussion with Facing History staff: "The Civil Rights Movement and the Struggle for Human Rights" * Lunch _____
2:00PM	Bus departs for Memphis Airport
_____	Continental Flight # departs Memphis for SFO
4:21PM	Continental Flight #CO2449/CO361 departs for SFO
_____	Continental Flight # arrives SFO
9:23PM	Continental Flight #CO2449/CO361 arrives SFO

WORDS THAT MADE AMERICA

**SUMMER TOUR: CLOSING THE GAP BETWEEN PAST AND PRESENT
JULY 21-28, 2008**

Section Index <Full citations needed. Rename? To become first page after each tab, before readings>

Closing the Gap

- d. Enid Lee
- e. American Anthropological Association
- f. Smedley
- g. Tatum 1
- h. Tatum 2
- i. Teaching Tolerance Article 1
- j. Teaching Tolerance Article 2
- k. Lewis p. 29-33

Civil Rights History

- l. *Walking with the Wind*
- m. *Weary Feet Rested Soul*
- n. Civil Rights Chronicle
- o. King's Why We Can't Wait
- p. Andrea, p. 22-24
- q. Eyes on the Prize
- r. Eyes on the Prize Reader
- s. American Experience, Citizen King, PBS Home Video (120 min).

Memorializing Civil Rights

- t. Dee's article 1
Kim Lacy Roberts, "Oral History and the history of the Civil Rights Movement," JOURNAL OF AMERICAN HISTORY, vol. 75, no. 2 (Sept. 1988), 567-76. This one cites Clay right on the first page.
- u. Dee's article 2
David Paul Nord, "The Uses of Memory," JOURNAL OF AMERICAN HISTORY, vol. 85, no. 2 (Sept. 1998), 409-410. Nice summary of contemporary uses of history.
- v. Dee's article 3
Hilde Hein, "What is Public Art? Time, Place, and Meaning," JOURNAL OF AESTHETICS AND ART CRITICISM, vol. 5, no. 1 (Winter 1996), pp. 1-7. Great on why public art matters.
- w. SF Chronicle article

Civil Rights Education and Teaching

- x. NARA article
- y. Rethinking Schools (to slip in)
- z. Brown, 50 Years Later
- aa. Andrea, p.39-48
- bb. Putting the Movement Back
- cc. Teaching Civil Rights excerpt

WORDS THAT MADE AMERICA 2 SUMMER TOUR

CLOSING THE GAP BETWEEN PAST AND PRESENT RECONSTRUCTING THE
UNDERGROUND RAILROAD: DRAWING CONNECTIONS BETWEEN ABOLITIONISM
AND WOMEN'S SUFFRAGE MOVEMENT
AUGUST 3-10, 2009

Monday, August 3, 2009

7:00-9:30PM

Opening Plenary Session, facilitated by Alameda County Office of Education and the History Department of CSU-East Bay, Sheraton University Hotel

* Kick-off Activities

* Dinner provided

* *"Intersections Between the Underground Railroad and the Emerging Women's Rights Movement"*: **Jessica Weiss**, Professor of History, CSU-East Bay

* Study Group

**CLOSING THE GAP BETWEEN PAST AND PRESENT RECONSTRUCTING THE
UNDERGROUND RAILROAD: DRAWING CONNECTIONS BETWEEN ABOLITIONISM
AND WOMEN'S SUFFRAGE MOVEMENT
AUGUST 3-10, 2009**

Tuesday, August 4, 2009

- 7:30AM Bus departs for Onondaga Historical Association Museum
- 8:00-9:30AM Onondaga Historical Association Museum with **Scott Peal**,
Education Department
- 9:30AM Bus departs for Fayetteville
- 10:00-12:00PM Matilda Joslyn Gage Home with **Sally Roesch Wagner**, Director
- 12:00PM Bus departs for Peterboro
- 1:00-5:00PM Gerrit Smith National Historic Site with **Norman K. Dann**,
Professor Emeritus, Morrisville State College, and **Milton Sernett**,
Professor Emeritus, Syracuse University
* Lunch provided by the Smithfield Community Center
* Slide Show on the North Star Country by Milton Sernett
* "*Gerrit Smith and the Crusade for Social Reform*", Guided Tour led
by Norman K. Dann
- 5:00PM Bus departs for Auburn
- 6:00PM Check into the Inn at Finger Lakes
* Dinner on own

WORDS THAT MADE AMERICA 2 SUMMER TOUR

CLOSING THE GAP BETWEEN PAST AND PRESENT RECONSTRUCTING THE
UNDERGROUND RAILROAD: DRAWING CONNECTIONS BETWEEN ABOLITIONISM
AND WOMEN'S SUFFRAGE MOVEMENT
AUGUST 3-10, 2009

Wednesday, August 5, 2009

- 8:30AM Bus departs for the Seward House
- 9:00-10:45AM William Seward House
* *"African Americans and Evangelicalism: Creating the Great American Cross-Road"*: **Dee Andrews**, Professor of History, CSU-East Bay
* Guided Tour
- 10:45-11:00AM Bus departs for the Tubman House
- 11:00-12:00PM Harriet Tubman House
* Documentary viewing
* Guided Tour
- 12:00PM Bus departs for Seneca Falls
* Lunch en route
- 1:00-5:00PM Women's Rights National Historical Park
- 1:00PM * Film Viewing
- 1:30PM * Tour of the Wesleyan Chapel
- 2:15PM * Tour of the Stanton House
- 3:00PM * Tour of the M'Clintock House
- 3:45PM * *"The Emerging Women's Rights Movement"*: **Jessica Weiss**,
Professor of History, CSU-East Bay
- 4:30PM * Self-guided tour of the Visitors' Center
- 5:00PM Bus departs for Erie, PA
* View "Ida B. Wells: A Passion for Justice" (1989)
* View "Iron Jawed Angels" (2004)
- 10:00PM Check into Sheraton Erie Bayfront Hotel
* Dinner on own

CLOSING THE GAP BETWEEN PAST AND PRESENT RECONSTRUCTING THE
UNDERGROUND RAILROAD: DRAWING CONNECTIONS BETWEEN ABOLITIONISM
AND WOMEN'S SUFFRAGE MOVEMENT
AUGUST 3-10, 2009

Thursday, August 6, 2009

- 9:00AM Bus departs for Pittsburgh
- 11:00AM Arrival at the Heinz History Center
* Lunch at the Heinz History Center
- 12:00-5:00PM Heinz History Center with **Terri Blanchette**, Director of Community Programs, **David Grinnell**, Chief Archivist, **Sam W. Black**, Curator of the African American Collection at the Heinz Center, and **Karen James**, Division of History, Pennsylvania Historical and Museum Commission, Harrisburg
- 12:00-12:30PM * *Introduction to the History Center Archives*: David Grinnell
12:45-1:30PM * *Social Movements in Pittsburgh During and After the Civil War Era*: Samuel W. Black, Curator, African American Collection, Heinz History Center
- 1:45-2:30PM * *Introduction to State Archives, and Notable Pennsylvanians Through the State Archives*: Karen James, Coordinator for African American programs Archives and History, Pennsylvania State Archives, Harrisburg
- 2:30-3:30PM * *Collections of the History Center on Slavery and the Civil War Era*: David Grinnell, Chief Archivist, Heinz History Center
- 3:30-4:30PM * Break out into groups – begin collection discovery & discussion
4:30-5:00PM * Q & A – with Karen & David
- 5:00PM Bus departs the Heinz History Center for hotel
- 5:30PM Check into Hampton Inn and Suites
* Dinner on own

WORDS THAT MADE AMERICA 2 SUMMER TOUR

CLOSING THE GAP BETWEEN PAST AND PRESENT RECONSTRUCTING THE
UNDERGROUND RAILROAD: DRAWING CONNECTIONS BETWEEN ABOLITIONISM
AND WOMEN'S SUFFRAGE MOVEMENT
AUGUST 3-10, 2009

Friday, August 7, 2009

- 8:30AM Bus departs for the Heinz History Center
- 9:00-12:00PM Heinz History Center with **Terri Blanchette, David Grinnell, Sam Black, and Karen James**
- 9:00-10:00AM * *"Was There an Antislavery Movement before the Antislavery Movement?"*: **Dee Andrews**, Professor of History, CSU-East Bay
- 10:00-11:30AM * Resume with groups for collection study & discussion
- 11:30-12:00PM * Final Q & A – with Karen & David
- 12:00PM Bus departs for Washington, PA
* Lunch en route
- 1:00-3:00PM Francis Julius LeMoyne House with **Jim Ross**
* Guided Tour
- 3:00-6:00PM Drive to Columbus
* View "Beloved"
- 6:00-8:00PM Dinner Lecture with **John Brooke**, Professor of History, Ohio State University, the Worthington Inn
* *"Hotspots of Abolition: Politics and the Environment, from Syracuse to Cincinnati"*
- 8:00PM Bus departs for Cincinnati
* View "Unchained Memories"
* View "Roots of Resistance: The Story of the URR"
- 10:00PM Check into Hilton Cincinnati Netherland Plaza

WORDS THAT MADE AMERICA 2 SUMMER TOUR

CLOSING THE GAP BETWEEN PAST AND PRESENT RECONSTRUCTING THE
UNDERGROUND RAILROAD: DRAWING CONNECTIONS BETWEEN ABOLITIONISM
AND WOMEN'S SUFFRAGE MOVEMENT
AUGUST 3-10, 2009

Saturday, August 8, 2009

- | | |
|---------------|--|
| 8:00AM | Bus departs for the University of Cincinnati |
| 8:30-9:30AM | Lecture on the Ohio River Valley with Nikki Taylor , Professor of History, University of Cincinnati |
| 9:30AM | Bus departs for the Harriet Beecher Stowe House |
| 10:00-11:00AM | Tour of the Harriet Beecher Stowe House |
| 11:00AM | Bus departs for the National Underground Railroad Freedom Center |
| 11:30-5:00PM | National Underground Railroad Freedom Center with Carl Westmoreland
* Lunch
* Guided and self-guided tour
* Working with the Union Baptist Church archives |
| 5:00PM | Bus departs the NURFC |
| 5:30PM | Return to hotel
* Optional Dinner with Union Baptist Church or dinner on own |

WORDS THAT MADE AMERICA 2 SUMMER TOUR

CLOSING THE GAP BETWEEN PAST AND PRESENT RECONSTRUCTING THE
UNDERGROUND RAILROAD: DRAWING CONNECTIONS BETWEEN ABOLITIONISM
AND WOMEN'S SUFFRAGE MOVEMENT
AUGUST 3-10, 2009

Sunday, August 9, 2009

- 9:30 AM Bus departs for Union Baptist Church
- 10:00AM Union Baptist Church
* Attend Sunday morning church services
* **Bridget Ford**, Professor of History, CSU-East Bay, shares her research on the Union Baptist Church
- 11:00AM Bus departs for Maysville, KY
- 12:30-7:30PM Freedom Time Tours with **Jerry Gore**
12:30 * Lunch
1:00-2:15 * Guided Tour of the courthouse auction site where enslaved Africans were sold, the John Marshall Plantations site, and the Paxton Inn Underground Railroad Station
- 2:30 - 3:15PM * National Underground Railroad Museum (Underground Railroad Station)
- 3:30 - 4:45PM * Freedoms Underground Railroad Station Museum (Underground Railroad Station)
- 4:45 - 5:05PM * Travel to Ripley
5:05 - 6:05PM * Tour the John Rankin House (Underground Railroad Station) with **Betty Campbell**
- 6:10 - 7:00PM * Tour the John P. Parker House (Underground Railroad Station)
7:00 - 7:30PM * Driving tour of "Freedoms Landing", Front St, Ripley, Ohio
* Box dinner provided
- 7:30PM Depart for Cincinnati, Ohio
- 8:30PM Return to hotel

WORDS THAT MADE AMERICA 2 SUMMER TOUR

CLOSING THE GAP BETWEEN PAST AND PRESENT RECONSTRUCTING THE
UNDERGROUND RAILROAD: DRAWING CONNECTIONS BETWEEN ABOLITIONISM
AND WOMEN'S SUFFRAGE MOVEMENT
AUGUST 3-10, 2009

Monday, August 10, 2009

9:00AM	Bus departs for the Cincinnati Museum Center at Union Terminal
9:30AM-2:00PM	At the Cincinnati Museum Center at Union Terminal
9:30-11:30	* Introduction to the Cincinnati Museum Library Archives with M'lissa Kesterman
	* Working with selections from the archives
	* Whole Group Share-out and Study Group Reflections
11:30-12:00	* Lunch at the Museum Rotunda
12:00-2:00	* Museum Tour with Karen Venetian
2:00 PM	Bus departs for Cincinnati-N. Kentucky International Airport
4:50PM	Flights depart for CA
Evening	Flights arrive at SFO

Words that Made America 3 (WTMA3)

TABLE OF CONTENTS FOR PROJECT NARRATIVE

Priorities	1
Absolute Priority: Collaboration	1
Invitational Priority 1: Disseminating Project Resources.....	1
Invitational Priority 2: Collection of Student Data	3
Introduction	4
Project Quality	5
Strand 1: The Historian’s Craft	5
Content Focus	6
Annual Course of Historical Study	7
Programming of Historical Study	9
Quality of Project Design	12
Strand 2: <i>Content to Classroom: Curriculum Design/Development</i>	12
Strand 3: <i>The Teacher’s Craft</i>	14
Lesson Study: “The Glue”	1
Activities Calendar	18
Web-Based Support and Other Means of Dissemination.....	22
Need for Project	23
Quality of Management Plan	26
Management Timeline.....	27
Key Personnel	28
Administrative Personnel.....	29

Project Leadership Team..... 29

Project Advisory Committee..... 29

Quality of the Project Evaluation..... 30

Bibliography.....34

EXCERPT on historical content for grant (pp. 5-12):

Project Quality (35 points)

Strand 1 The Historian’s Craft (“what to teach”)

The central element of the *WTMA3* program is the **study of history**. We are fortunate to have California State University-East Bay (CSUEB) and the Martin Luther King, Jr. Research and Education Institute at Stanford University (MLKI) as project partners. Both will provide faculty to support the grant, all of whom participated extensively in *WTMA2* and thereby gained valuable experience in working with middle and high school teachers. CSUEB’s faculty comprises a range of experienced and young scholars with degrees from leading history programs such as U.C. Berkeley, the University of Pennsylvania, George Washington University and U.C. Davis, with several having won awards for scholarship and teaching. Dr. Clayborne Carson, director of the MLKI, is recognized as one of the world’s foremost experts on the life of Dr. Martin Luther King, Jr. and connections between his work and the struggles for justice of others around the world over the course of history. (See Appendix A for a list of participating faculty from CSUEB and Appendix B for curriculum vitae of the primary scholars from each institution.)

With support from our partners, we will establish teacher-participants essentially as “graduate students,” introducing them to innovative scholarship while simultaneously immersing them in exploration of historiographical issues – particularly, the nature, use and selection of

primary sources. Our goal is to increase participants' knowledge, understanding and appreciation of U.S. history through a focus on reading key documents in American history – the “words that made America” – with context-setting lectures and discussions of secondary source readings, all relating to key historical events and turning points, critical developments and personages, important theories and controversies, and the current work of historical scholars. We intend to go beyond simply reading primary sources to take up the issues involved in using primary and secondary sources to build and evaluate historical arguments.

Content Focus

WTMA3 will focus on interconnections between national rebuilding and social justice movements. American history teachers today are introducing their students to the American story in an era of unprecedented change. The challenge for American history teachers is to show students how the imperatives for national renewal in the past were not unlike those of today, and the ways in which nationalism and social justice movements have worked both in conflict and in concert through American history.

WMTA3 will “re-see” the history of the American nation through exploration of three core political values -- **freedom, equality, and democracy** – as they appear in key primary sources and have been contested and redefined – “perfected” – over time, both by important leaders and by grassroots movements. The teachers will concentrate on one value in each year. The overall goal will be to comprehend the links among the three concepts and their relationship to the history of nation-building (and rebuilding) and social justice in the United States. The speakers and teacher-participants will explore the three concepts over the long course of American history; but they will also examine the ways in which Americans' understanding of freedom, equality, and democracy has *shaped* the course of American history.

Annual Course of Historical Study

In Year One, the project will focus on *American (national) and Americans' (personal) freedom*. The project begins with “freedom” since national independence was Americans’ first step in nation-building and in establishing the groundwork for citizenship, rights, and political organization. Since national and personal independence were so closely related at the time of the founding, the teacher-participants will explore both national and personal freedom as important American values in United States history since 1776, especially in movements for social justice.

In Year Two, the project will turn to the subject of *American equality and American rights* broadly defined. Although famously pronounced as a core American value in the Declaration of Independence, and assumed as a core legal value in the U.S. Constitution, scholars generally agree that the Founding Fathers conceived of equality as an abstract political value, deriving from classical republicanism, rather than a social one. American citizenship was not fully defined until the 14th Amendment, and political equality has often claimed greater place in American public discourse than social and economic equality. But grassroots movements for equality and personal rights accompanied the American Revolution, followed by organized freedom movements and critical legal cases, which broadened the application and meaning of the words “equality” and “rights” for all Americans.

In Year Three, the project will turn to the subject of *American democracy*. This concept includes Americans’ developing understanding of *nationalism*, its connections to *freedom* and *equality*, and its consequences for *social justice*. Democracy was less readily accepted as an American value than the classical republican ideals that informed the resistance to empire. In the third year, the teacher-participants will pay special attention to the ways in which the three core values – *freedom*, *equality*, and *democracy* – overlap, and how democracy is complicated when

the tyranny of the majority prevents advances in freedom and equality. This year will include at least one event designed to look back on the historical celebration of Lincoln's Bicentennial (in 2009) for understanding the history of American social justice.

Programming of Historical Study

Recognizing the need for teachers to learn both broadly and deeply within the limited time available to us, we will address content from a variety of perspectives, balancing a "panoramic" *overview* level of inquiry that explores long-term patterns of continuity and change with *case studies* investigating specific people, events and developments. The case studies will encompass pivotal events or lives that are emblematic of major historical themes and that illustrate interconnected topics or issues from a variety of different realms –economic, political and sociocultural.

By choosing topics that connect a variety of interrelated issues, we engage teachers in study of historical matters about which they may be unfamiliar. This dispels their aversion to teaching about those topics by connecting them to others with which they are more familiar and comfortable and which they know, by experience, will engage students. This approach also serves as a model for addressing 'coverage' concerns that are nearly universal among teachers.

To develop the "historian's craft," core project members will have the opportunity to work as apprentices to our project faculty. Over three years, the relationship between historian and teacher will evolve into one of historian-teacher and teacher-historian. CSUEB and MLKI

faculty will model the process of working with primary sources, while secondary teachers at first observe and question, then practice the process, and eventually apply their skills to their own classes as they develop and implement units in the process of lesson study. Historical and historiographical study will take place in a wide variety of forums, from lecture/discussion to

debate, from analysis of primary sources to reading of secondary and tertiary sources (particularly, textbook analysis), and through active research. The project director will work with faculty presenters to design activities that model effective practices – for example, by using primary sources during lectures and involving teachers directly in the course of presentations. A characteristic presentation will challenge teachers to establish the external context of primary sources, to identify and interpret the internal aspects of sources, and then move on to discussion of how to reach students through incorporation of primary sources into lesson plans. Using organizing tools provided to them, teachers will then generate ideas on classroom applications, share best practices, identify major themes they could incorporate into their own classes, and identify target issues for further study. Finally, participants will examine the historiography behind the history, identifying “cautions” to historical interpretation and discussing how to find sources like those used during the session and how to critique and use them responsibly.

In the first year, all core members will attend four release days studying the theme of “freedom in American history” with CSUEB and MLKI faculty. Acting as historians, teachers will explore a range of primary sources in order to guide them through the complexities of their interpretation while providing substantial content to illuminate both significant elements and general trends in American history. Reading and discussion of important scholarly works will forge discussion around how historians choose the topics they research, the questions they ask, the sources they seek to answer these questions, and which aspects of the stories they choose to include and omit in their interpretations.

During the first year, we will also introduce the after-school *Meet the Scholars* lecture-discussion series, open to all teachers in Alameda County and to the general public. Each year, guest speakers will focus on a selection of topics related to the core themes of the project –

nation-building and social justice – and to pressing contemporary issues. As an example, in *WTMA2* last year’s theme was “Presidents in Times of Economic Crisis.” This represents an opportunity to tie the project to the larger teaching community in the county, and to the broader community, by bringing prominent historians to a prominent place, the Oakland Museum of CA.

A week-long Summer Institute at the end of Year 1 will serve as one of *WTMA3*’s main forums for intensive historical study. The team of faculty from CSUEB and the MLKI, with direction from the Project Director and Content Coordinator, will forge the transition between the first two years’ themes of “freedom” and “equality.” Study will focus on key documents and “nodal events” in American history that highlight the consonances and conflicts between those two ideals. For example, the Declaration of Independence will be studied alongside the Declaration of Sentiments to explore how promises of freedom and equality were, and were not, achieved for different groups of citizens at different points in time. In so doing, teachers will work to identify key concepts and themes around which they can build curricula, and develop “cautions” which they and their students should use to guide historical study.

Throughout the remaining years of *WTMA3*, participants will engage in continued study of the project’s core historical themes in quarterly release days. A second one-week Summer Institute between Years 2 and 3 will continue historical study by making the transition to the theme of democracy in U.S. history. As they develop topics for lesson study (see below), small teams of core participants will be supported by faculty advisors to do in-depth research of historical topics linked to the core themes addressed during the whole-group lectures. The process of engaging participants interactively in study of primary source documents will continue in the *Meet the Scholars* series.

Words That Made America 3
ACOE
2011-12

*THE HISTORY OF
AMERICAN EQUALITY
THROUGH THE PRISM OF EDUCATION:
A READER*

*Edited by Dee E. Andrews
Department of History
CSU East Bay*

TABLE OF CONTENTS

Preface by DA

Prologue: Benjamin Franklin, *The Autobiography*, ed. Louis Masur, 2d edition (Boston: Bedford Books at St. Martin's Press, 2003), pp. 36-42

Part One: Education and equality in a segregated society

Winter Release Day (82 pages)

1. Martha Menchaca, "The Treaty of Guadalupe Hidalgo and the Racialization of the Mexican Population," in *The Elusive Quest for Equality: 150 Years of Chicano/Chicana Education*, ed. Jose F. Moreno (Cambridge, MA: Harvard Educational Review, 1999), pp. 3-29.
2. Primary source: Frederick Douglass, *Narrative of the Life*, ed. David W. Blight, 2d edition (Boston: Bedford Books at St. Martin's, Press, 2003), pp. 63-71.
3. Adam Fairclough, *A Class of Their Own: Black Teachers in the Segregated South* (Cambridge, MA: The Belknap Press of Harvard U. Press, 2007): Prologue: "The Odyssey of Black Teachers," pp. 1-24 + notes.
4. Robert L. Osgood, *The History of Special Education: A Struggle for Equality in American Public Schools* (Westport, CT: Praeger, 2008): Chapter 1: "The Changing Worlds of American Children, 1800-1940," pp. 1-22.

Part Two: Education and equality on the eve of desegregation

Spring Release Day (74 pages)

5. Robert L. Osgood, *The History of Special Education*: Chapter 3: "Public Schools and the Accommodation of Students with Disabilities to 1940": pp. 41-78.
6. Primary source: Jeanne Wakatsuki Houston and James D. Houston, *Farewell to Manzanar: A True Story of Japanese American Experience during and after the World War II Internment* (Boston: San Francisco Book Company at Houghton Mifflin, 1973), pp. 129-45.
7. Philippa Strum, *Mendez v. Westminster: School Desegregation and Mexican-American Rights* (Lawrence: U. Kansas Press, 2010): Chapter 6, "We Always Tell Our Children They Are Americans," pp. 98-110.
8. Clayborne Carson, "Two Cheers for *Brown v. Board of Education*," *Journal of American History* (June 2004), pp. 26-31.

Part Three: American education policy, equality, and inequality since desegregation: where do we go from here?

Summer Institute (47 pages)

9. Diane Ravitch, *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education* (NY: Basic Books, 2010): Chapter 6, “NCLB: Measure and Punish,” pp. 93-111.
10. Sonya Douglass Horsford, *Learning in a Burning House: Education Inequality, Ideology, and (Dis)Integration* (NY: Teachers College Press, 2011), Chapter 5, “A Burning House: The Disintegration of Integration,” pp. 81-91.
11. Linda Darling-Hammond, *The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future* (NY: Teachers College Press, Columbia U., 2010): Chapter 2, partial: “The Anatomy of Inequality: How the Opportunity Gap is Constructed,” pp. 27-43.

PREFACE

WTMA3’s “text” for 2011-2012 takes up the project’s second major theme in US history: the idea and practice of American equality.

This year, the text is an anthology, compiled especially for WTMA3! and focusing on equality and the history of American education, with readings aligned with our remaining meeting days: Part Two for Winter, Part Three for Spring, and Part Four for the Summer Institute.

The idea for the anthology came about accidentally. Avi and I were each trying to identify a particular academic book to address the subject of the history of American equality in a sufficiently engaging and wide-ranging way. To each our surprises, this wasn’t an easy task. Two major works, by J.R. Pole and Michael J. Thompson (see **Suggested Readings at end**), for various reasons didn’t quite fit the bill, and, with two major exceptions, historians tend to incorporate discussions of equality under other headings – American freedom, political values, or constitutional issues. The two exceptions were Women’s Rights and Civil Rights (taken as related subjects) and the history of American education.

Since WTMA3 already explored rights movements in our first year, we began to look a little more closely at the history of education, and it became apparent that not only is American education one of the few areas where equality is addressed explicitly by historians, but issues of equality and equity are fundamental to the whole subject matter, even though learning itself –

unlike Women’s Rights and Civil Rights – is not necessarily inherently about equality. Through most of human history education has been about creating elites, not creating equality.

Teachers, of course, won’t be surprised by the links between American education and equality. Anyone familiar with Benjamin Franklin’s emphasis on self-education (see Prologue) and the Jeffersonian ideal of democratic education based on republican learning in common schools will recognize how old this historical theme is. But I was still struck by how much we can learn about how and the degree to which Americans value equality and equity simply by looking at the history of American education, particularly the education of “special” or “minority” groups.

From this perspective, recent historical literature on education and equality falls into two major categories: education in a racially segregated society, as was most of the United States up through World War II (see Part One); and education on the eve of desegregation, following World War II (see Part Two). By examining American equality through the prism of American education we can see just how powerful is the dividing line between the idea and practice of American equality before and after desegregation, whether or not one considers desegregation to have successfully led to integration (see Part Three). In short, educational reform was the driving force behind one of the most important shifts in Americans’ understanding of the meaning of equality.

The design of the Reader follows the same line of thought. Here’s a brief overview to get you started. Simply read each of these “Part” summaries before starting in on the readings for each release day.

Prologue*

In this excerpt from Benjamin Franklin’s *Autobiography*, the Founding Father recalls how as the youngest son of a Boston candle-maker he taught himself to read, marking the early start of his rise from “rags” to riches. Readers can ask themselves: is Franklin’s story an early example of American equality as a form of individualism, a cultural force that ultimately resulted in the American Revolution? of a talented boy breaking the bounds of an economically unequal colonial society that kept less singular boys oppressed? or of how scarce and difficult things were before the American Revolution?

Part One, “Education and equality in segregated society,” explores education for three “unequal” groups in the century and a half before racial segregation in schools was declared unconstitutional, showing how by the end of the nineteenth century, intentional separation was a commonly held standard not just for minority children but for disabled children as well.

Martha Menchaca explores the long history of education for Indians and Spanish colonists on the Mexican northern frontier, including California, before and after the American victory in the Mexican-American War. American dominance brought with it the American system of racial segregation, including segregated schools, despite provisions in the 1848 peace treaty promising Mexican inhabitants the rights of U.S. citizenship.

In this section of *Narrative of the Life*, **Frederick Douglass** recounts how living as an enslaved child in Baltimore he learned to read, first through tutoring by his master's wife and then through his own efforts. As with Franklin, one can consider, does this child's experience under segregation reflect an American individualist striving to achieve equality? the crushing weight of racial inequality on a talented boy? or how life in an age of scarcity led to deep racial and social inequities?

In his book on African American teachers in the Jim Crow South, **Adam Fairclough** explores these educators' achievements between the rise of formal segregation in the last third of the nineteenth century and its abolition one hundred years later. In this Prologue, Fairclough describes the he subject of his book, and his reasons for wanting readers to better understand this major leadership group, largely displaced by Civil Rights leaders and organizations after World War II.

Focusing on another population of children frequently separated from the "mainstream," **Robert L. Osgood's** study of special education begins with this useful overview, illustrating the larger world in which educational institutions and ideas evolved in the nineteenth century, and how professionals' initially pessimistic assessment of the capacities of disabled children led to their treatment as inferior: or, less equal.

Part Two, "Education and equality on the eve of desegregation," explores the emergence of the movement for desegregation, beginning with a further exploration of the place of disabled children in public education in the forty years leading up to World War II, and then through the two monumental federal court decisions outlawing racial segregation in schools. *Farewell to Manzanar* tells the story of the child of another severely segregated minority group in this same era.

In this subsequent chapter of his study of special education, **Robert L. Osgood** traces specialists' struggles from 1900 to World War II with the contradictory aims of segregating disabled children for particular treatment while maintaining their place in publicly supported schools. Although on a very different subject from racial segregation, Osgood's work reveals that on the eve of the great desegregation cases, public schools had become major vehicles for equal access to opportunity.

In *Farewell to Manzanar*, co-authored with her husband James D. Houston, **Jeanne Wakatsuki Houston** traces her difficult re-entry into California public school as child newly released from Japanese-American internment in World War II. As with the other memoirs above, a number of interpretations of the source are possible. Does this girl's experience reflect an American individualist striving to achieve equality despite all obstacles? the damaging impact of indiscriminate separation, and then equally indiscriminate integration? or how World War II marked the end of hard times for Americans of all backgrounds, despite the problems of adjustment?

Then, highlighting the transition that was to follow almost immediately after World War II, **Philippa Strum** tells the story of pioneering 1946 case of *Mendez v. Westminster*, decided first in a federal District Court in Orange County, California on the 14th Amendment grounds of equal protection of the laws and barring segregation of white and Mexican and

Mexican American students in public schools. (The 9th Circuit Court of Appeals, upheld the district court decision, but on different grounds, opening the way to *Brown v. the Board of Education*). In chapter 6 of her study, Strum presents the vivid participation of plaintiffs in Judge Paul McCormick's district court room.

And Clayborne Carson reflects on the 50th anniversary of the 1954 U.S. Supreme Court decision of *Brown v. the Board of Education*, in which the plaintiffs renewed the argument that racial segregation in public schools contradicted 14th Amendment provisions for equal protection of the laws. While noting that because of the 1954 decision, women and minorities, including disabled people, "have gained new legal protections modeled on the civil rights gains of African Americans," the decision ended legal segregation in schools while failing to bring about genuine integration.

Part Three, "American education policy, equality, and inequality since desegregation: where do we go from here?" brings the story up to present times, with a set of discussions by some of the most important thinkers in American educational reform today, as well as an overview on the subject of California's system of higher education.

Educational historian and political consultant, Diane Ravitch, lets loose on *No Child Left Behind* in her bracing return to a more economic explanation for the problems faced by public schools today and the un-equal performance of students in un-equal conditions.

Sonya Douglass Horsford provides an alternative critique: calling for A reexamination of the benefits of integration, and the crisis of "dis-integration" of equality in her compellingly titled study (based on a Martin Luther King, Jr. quote) of the state of education for African American youth since desegregation.

Finally, Linda Darling-Hammond begins Chapter two of her book on the crisis in public education, "The United States of America is founded on the idea of educational equality." Why that has not been achieved is the question posed by her sweeping survey of the origins of the achievement gap among contemporary American students.

*In several books above, we had to omit the source referencing because of page limits. All these writers carefully reference their work: go to the original items themselves for that information.

Additional Recommended Readings

On American equality:

J.R. Pole, *The Pursuit of Equality in American History*, revised edition (Berkeley: U. California Press, 1993)

Michael J. Thompson, *The Politics of Inequality: A Political History of the Idea of Economic Inequality in America* (NY: Columbia U. Press, 2007)

On American equality and education:

John Aubrey Douglass, *The California Idea and American Higher Education, 1850 to the 1960 Master Plan* (Stanford: Stanford U. Press, 2000)

Irving G. Hendrick, "From Indifference to Imperative Duty: Educating Children in Early California," in *Rooted in Barbarous Soil: People, Culture, and Community in Gold Rush California*, ed. Kevin Starr and Richard J. Orsi (Berkeley: University of California Press, 2000), pp. 226-49

R. Laurence Moore, "Bible Reading and Nonsectarian Schooling: The Failure of Religious Instruction in Nineteenth-Century Public Education," *Journal of American History* (March 2000), pp. 1581-99

Gary B. Nash and Charlotte Crabtree, "Preface" to special section, "The Revised National History Standards," *The History Teacher* (May 1997), pp. 302-305

Ronald J. Schmidt, "Uniformity or Diversity? Recent Language Policy in California Public Education," *California History* (Winter 1989/90), pp. 230-39 + notes

Daryl Michael Scott, "Postwar Pluralism, *Brown v. Board of Education*, and the Origins of Multicultural Education," *Journal of American History* (June 2004), pp. 69-82

Joel Spring, *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States*, 2d edition (NY: McGraw Hill, 1997)

Sharon Braslaw Sundue, "Class Stratification and Children's Work in Post-Revolutionary Urban America," in *Class Matters: Early North America and the Atlantic World*, ed. Simon Middleton and Billy G. Smith (Phila.: U. Pennsylvania Press, 2008), pp. 198-212 + notes

Sam Wineburg, "Crazy for History," *Journal of American History* (March 2004), pp. 1401-14

Jonathan Zimmerman, "Ethnics against Ethnicity: European Immigrants and Foreign-Language Instruction, 1890-1940," *Journal of American History* (March 2002), pp. 1383-1404



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FOR MORE INFORMATION, PLEASE CONTACT:
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Bibliographic Material
ACOE WTMA : April 24, 2008
WAR

John Brown: Raid on Harpers Ferry

Best Secondary Source (and Accessible in CSUEB library):

Carton, Evan. *Patriotic Treason: John Brown and The Soul of America*. New York: Free Press, 2006.

Studies the Harper's Ferry event from various points of view. Book begins with quote from W.E.B. Dubois book on John Brown, "Was John Brown simply an episode or was he an eternal truth? And if a truth, how speaks that truth today?" (see Dubois entry in this bibliography)

Excellent source notes that lead to other bibliographic information.

Best Website with Teaching Curriculum:

National Park Services Website on Harpers Ferry: Very High Value!

www.nps.gov/hafe Check tabs for "History and Culture," "Photos and Multimedia," and most importantly "For Teachers": Curriculum Materials

Historical Reactions to the Event: From 19th Century Sources(all at CSUEB library):

Dubois, W.E.B. (William Edward Burghardt, 1868-1963). *John Brown*. Centennial Edition. New York: International Publishers (1969, c1962).

Redpath, James. (1933-1891). *The Public Life of Capt. John Brown*. Freeport, NY: Books for Libraries Press, 1970.

Autobiographical introduction. Also has trial transcripts from trial of John Brown, and also letters of JB.

Ruchames, Louis. *A John Brown Reader: The Story of John Brown in His Own Words and the Words of Those Who Knew Him*. New York: Grosset & Dunlap (1969) OR London and New York: Abelard-Schuman, 1959.

Rich source: over 300 pages of letters.

Sanborne, F.B. (1831-1917). *The Life and Letters of John Brown: Liberator of Kansas*. New York: Negro Universities Press, 1969, c1885.

Offers great genealogy of John Brown's family going back several generations.

Thoreau, Henry David. (1817-1862). *Anti-slavery and Reform Papers*. Edited by H.S. Salt. London: Swan Sonnenschein, 1890.

Bibliographic Material
ACOE WTMA : April 24, 2008
WAR

Page Two

Warch, Richard, & Fanton, Jonathan. *John Brown*. Englewood Cliffs, NJ: Prentice Hall, 1973.

Excellent source of letters from/to John Brown. Also entries from Frederick Douglass, Ralph Waldo Emerson, John Greenleaf Whittier, and others on John Brown. Also several newspapers reaction to the Harpers Ferry Raid and John Brown's trial, and his death.

Other Sources(text):

Albrecht, Robert C. "Thoreau and his Audience: 'A Plea for Captain John Brown.'" *American Literature* 32, no. 4 (January 1961): 393-402.

Finkleman, Paul (Ed.). *His Soul Goes Marching On: Responses to John Brown and the Harpers Ferry Raid*. Charlottesville, VA: University Press of Virginia.

McDonald, John J. "Emerson and John Brown." *The New England Quarterly* 44, no. 3 (September 1971): 377-396.

National Park Service History Series, 1973. CSUEB Library: E451. U58 1974.

Other Media: Websites, Videos, DVDs:

American Experience, PBS. John Brown's Holy War. Text on PBS site. Also Teachers' Guide.

Geronimo: End of the Indian Wars

Secondary Literature

The Apaches and the Old Army:

Angie Debo. *Geronimo: The Man, His Time, His Place*. Norman: University of Oklahoma Press, 1976.

Edward Spicer. *Cycles of Conquest: The Impact of Spain, Mexico, and the United States on the Indians of the Southwest, 1533-1960*. Tucson: University of Arizona Press, 1976.

Robert Utley. *Frontier Regulars: The United States Army and the Indian, 1866-1891*. New York: Macmillan Press, 1967.

Robert Wooster. *The Military and United States Indian Policy, 1865-1903*. New Haven: Yale University Press, 1988.

Bibliographic Material
ACOE WTMA : April 24, 2008
WAR

Page Three

Sonnichsen, C. L. *Geronimo and the End of the Apache Wars.* Nebraska: University of Nebraska Press, 1990. Written by participants and eyewitnesses, white and Indian, this work presents the accounts of the surrender of Geronimo and Chiricahua chief Naiche in September 1886 and its aftermath.

For more:H. Henrietta Stockel. "An Annotated Chiricahua Apache Bibliography: Selected Books." *American Indian Quarterly.* 25:1 (Winter, 2001).

For a comprehensive overview of Indian policy:

Francis Paul Prucha. *The Great Father: The United States Government and the American Indians.* Lincoln: University of Nebraska Press, 1984.

Primary Sources

Published:

S.M. Barrett. *Geronimo: His Own Story.* New York: Dutton, 1970.

Anton Mazzanovich. *Trailing Geronimo.* Hollywood, CA: A. Mazzanovich, 1931.

Leonard Wood. *Chasing Geronimo.* Albuquerque: University of New Mexico Press, 1970.

George Crook. *Autobiography.* Norman: University of Oklahoma, 1960.

O.O. Howard. *My Life and Experiences Among Our Hostile Indians.* New York: De Capo Press, 1972.

Nelson Miles. *Personal Recollections and Observations.* New York: De Capo Press, 1969.

United States Army, Pacific Division. *Annual Reports of the Pacific Division* (especially 1886-1887)

United States, Office of Indian Affairs. *Annual Reports of the Commissioner of Indian Affairs.*

Bibliographic Material
ACOE WTMA : April 24, 2008
WAR

Page Four

Unpublished Sources:

Most of the textual Indian Office records pertaining to the Arizona and New Mexico will be held at the Laguna Niguel and Denver regions of the National Archives (Record Group 75 is the group for all of the records of Office of Indian Affairs [Bureau of Indian Affairs after 1947]). The San Bruno regional facility will have microfilmed copies of letters sent and received by the Indian Office (microfilm records M21 and M234), and special files of the Indian Office (M574).

Most of the records of the Pacific Division of the Army are held at the National Archives in Washington, D.C. The National Archives Pacific Branch (San Bruno) does have some records from the Presidio in Record Group 393: Records of United States Army Continental Commands, 1821-1920. If anything, there may be correspondence to and from Major General O.O. Howard, head of the Pacific Division. There are also microfilmed records of textual records held in Washington.

Atomic Age: Jewish Emigres and Manhattan Project;
Environmental Rights:Trinity test, July 16, 1945

General Sources on Atomic Age

Some of the important names related to early 20th century nuclear physics and the quest to split the atom and also make an atomic weapon include:

Becquerel, Antoine, Chadwick, James, Curie, Marie and Pierre, Einstein, Albert. Fermi, Enrico, Fuchs, Klaus, Hall, Theodore, Hahn, Otto, Lawrence, Ernest O., Meitner, Lise, Oppenheimer, J. Robert, Seaborg, Glenn T, Szilard, Leo.

Some of the government organizations involved in the Manhattan project included: Atomic Energy Commission (AEC), Counterintelligence Corps (CIC), Manhattan Engineer District (MED), Military Personnel of Los Alamos National Defense Research Committee (NDRC), Office of Scientific Research and Development (OSRD), S-1 (Uranium) Committee, Special Engineering Detachment (SED) Women's Army Corps (WAC).

Bibliographic Material
ACOE WTMA : April 24, 2008
WAR

Page Five

Texts:

Clark, Ronald. *The Greatest Power on Earth: The International Race for Nuclear Supremacy from Earliest Theory to Three Mile Island.* New York: Harper and Row, 1980.

_____ . *Einstein: The Life and Times.* New York: World Publishing Co, 1971.

Gowing, Margaret. *Britain and Atomic Energy, 1939-1945.* London: Macmillan, 1964.
British side of the story of atomic development.

Isaacson, Walter. *Einstein: His Life and Universe.* New York: Simon and Schuster, 2007.
Walter Isaacson is a first-class biographer. Recently, also wrote a well-received biography of Benjamin Franklin.

Sime, Ruth Lewin. *Lise Meitner : A Life in Physics.* Berkeley, CA: UC Press. 1996.
Biography of the woman who invented fission (along with Otto Hahn) and got no credit for it, and no Nobel Prize(as Hahn did), because she was a Jew during the Nazi regime.

Szilard, Gertrude Weiss (Ed.). *Leo Szilard: His Version of the Facts: Selected Recollections and Correspondence, vol. 2.* Cambridge, MA: MIT Press, 1980.

Williams, Robert C., & Cantelon, Philip (Eds). *The American Atom: A Documentary History of Nuclear Policies from the Discovery of Fission to the Present, 1939-1984.* Philadelphia, PA: University of Pennsylvania Press. 1984.

Excellent book for documents related to sources from atomic testing and Manhattan Project in general to nuclear energy, test ban treaties, the hydrogen bomb, deterrence, and more: letters, publications, excerpts from press conferences, government memos, etc.

SEE “Trinity Atomic Website” link to:

www.cddc.vt.edu/host/atomic/biblio.html

SEE Department of Energy main website and also for Manhattan Project link to:

www.cfo.doe.gov/me70/manhattan/

Bibliographic Material
ACOE WTMA : April 24, 2008
WAR

Page Six

For explanations of nuclear processes, such as fission, fusion, and tests on your knowledge see:

library.thinkquest.org/17940/texts/timeline/manhattan.html

For information and sources for Albert Einstein:

www.einstein.caltech.edu/

Also Google: Einstein

P.O.W. Wives: The Crisis of Masculinity During Vietnam War

On POWS the film "return with honor" and its American Experience website

<http://www.pbs.org/wgbh/amex/honor/index.html>

On American Society in these years,

Natasha Zaretsky, *No direction Home: The American Family and the Fear of National Decline, 1968-1980* Chapel Hill, UNC press, 2007

Here's a bibliography on women and Vietnam

<http://www.oakton.edu/user/~wittman/women.htm>

It includes Smith, Winnie. *American Daughter Gone to War: On the Front Lines With an Army Nurse in Vietnam* . New York : Morrow, 1992

Which is a great book

on other Vietnam homefront issues and their legacy:

The Spitting Image: Myth, Memory, and the Legacy of Vietnam (Paperback)

by Jerry Lembcke (Author), NY U press, 2000.

PBS Video Documentary on war widows: *Regret to Inform*: Barbara Sonneborn, 1996.

http://www.pbs.org/pov/pov1999/regrettoinform/bg_making.html

Bibliographic Material
ACOE WTMA : April 24, 2008
WAR

Page Seven

Articles from Era closer to the Vietnam War:

Hamilton I. McCubin, Barbara B. Dahl, Gary R. Lester and Beverly A. Ross. The Returned Prisoner of War: Factors in Family Reintegration. *Journal of Marriage and the Family*, Vol. 37, No. 3 (Aug., 1975), pp. 471-478.

Hamilton I. McCubbin, Barbara B. Dahl, Gary R. Lester, Dorothy Benson and Marilyn L. Robertson. Coping Repertoires of Families Adapting to Prolonged War-Induced Separations. *Journal of Marriage and the Family*, Vol. 38, No. 3 (Aug., 1976), pp. 461-471

Nice, D. Stephen, McDonald, Barbara and Tom McMillian. The Families of U. S. Navy Prisoners of War from Vietnam Five Years after Reunion. *Journal of Marriage and the Family*, Vol. 43, No. 2 (May, 1981), pp. 431-437

Walker, Keith. *A Piece of My Heart: 26 Women in Vietnam*. Novato, CA: Presidio Press, 1986. Ds 559.8 W6 P54 1986

Robbins, Mary S. (Ed.). *Against the Vietnam War: Writings By Activists*. Syracuse, NY: Syracuse University Press, 1999.

Wells, Tom. *The War Within: America's Battle Over Vietnam*. Berkeley, CA: UC Press, 1994.

JSTOR: Journal Storage:

Take advantage of the Cal State East Bay library where you have access to the entire digital collection of journal articles going back several decades from numerous scholarly journals.

Go to the CSUEB library, sit at an available computer, go to the CSUEB library home page, click electronic sources, select JSTOR. You can plug in author name, article title, subject, get help from a librarian.

Bibliographic Material
ACOE WTMA: May 27, 2008
Peace

Dissent vs. Expansion of Slavery in the Mexican-American War

Gene M. Brack. *Mexico Views Manifest Destiny, 1821-1846: an essay on the origins of the Mexican War*. Albuquerque: University of New Mexico Press, 1975.

Paul Foos, *A Short, Offhand, Killing Affair: Soldiers and Social Conflict During the Mexican American War*. Chapel Hill: University of North Carolina Press, 2002□

Donald S. Frazier, ed. *The United States and Mexico at War: Nineteenth-Century Expansionism and Conflict*. New York: Macmillan Reference USA, 1998.

David S. Heidler and Jeanne T. Heidler. *The Mexican War*. Westport, Conn.: Greenwood Press, 2006.

Thomas R. Hietala. *Manifest Design: Anxious Aggrandizement in Late Jacksonian America*. Ithaca : Cornell University Press. 1985.

Robert W. Johannsen, *To the Halls of the Montezumas: The Mexican War in the American Imagination*. New York: Oxford University Press. 1985

John Schroeder, *Mr. Polk's War: American Opposition and Dissent, 1846-1848*. Madison: University of Wisconsin Press. 1973.

Websites:

Library of Congress: Guide to the Mexican War
<http://www.loc.gov/rr/program/bib/mexicanwar/>

Includes link to The Abraham Lincoln Papers

“This guide compiles links to digital materials related to the Mexican War that are available throughout the Library of Congress Web site. In addition, it provides links to external Web sites focusing on the Mexican War.”

PBS: US Mexican War Video Clip Library

http://www.pbs.org/kera/usmexicanwar/resources/video_library.html

A site that is good on the Mexican War, Manifest Destiny and related issues.

Bibliographic Material
ACOE WTMA: May 27, 2008
Peace

The Legacy of American Indian Treaties in the 20th Century

Stuart Banner. *How the Indians Lost Their Land: Law and Power on the Frontier*. Cambridge, MA: Belknap Press, 2005.

Peter Iverson. *We Are Still Here: American Indians in the Twentieth Century*. Wheeling, IL: Harlan Davidson, 1998.

Edward Lazarus. *Black Hills/White Justice: The Sioux Nation versus the United States, 1775 to the Present*. New York: Harper Collins, 1991.

Jeffrey Ostler. *The Plains Sioux and U.S. Colonialism from Lewis and Clark to Wounded Knee*. Cambridge, UK: Cambridge University Press, 2004.

Francis Paul Prucha. *American Indian Treaties: The History of a Political Anomaly*. Berkeley: University of California Press, 1997.

James J. Rawls. *Chief Red Fox is Dead: A History of Native Americans Since 1945*. Orlando, FL: Harcourt, Brace, and Co., 1996.

David E. Wilkins and K. Tsianina Lomawaima. *Uneven Ground: American Indian Sovereignty and Federal Law*. Norman: University of Oklahoma Press, 2002.

Websites:

Library of Congress: History of the American West

<http://memory.loc.gov/ammem/award97/codhtml/hawphome.html>

"Over 30,000 photographs, drawn from the holdings of the Western History and Genealogy Department at Denver Public Library, illuminate many aspects of the history of the American West...(including) the lives of Native Americans from more than forty tribes living west of the Mississippi River." This is a great find!

Clarke Historical Society: Central Michigan University

<http://clarke.cmich.edu/indian/treatyeducation.htm>

Indian Treaties: Their Ongoing Importance to Michigan Residents
 Federal Education Policy & Off-Reservation Schools 1870-1933

A presentation of the Clarke Historical Library U.S. Indian school students, Mt. Pleasant, MI: "This discussion of federal education policy toward Native

Bibliographic Material
ACOE WTMA: May 27, 2008
Peace

Americans and the experiences of Indians who attended off-reservation boarding schools.” Since some of you expressed interest in the boarding schools and may be working on lesson plans this might be a good connection.

Andrew Carnegie, Mark Twain, and the Anti-Imperialist Movement

Robert L. Beisner. *Twelve Against Empire: The Anti-Imperialists, 1898-1900*. New York: McGraw-Hill, 1968.

Stanley Karnow, *In Our Image: America's Empire in the Philippine*. (1990)

Stuart Creighton Miller, *Benevolent Assimilation: The American Conquest of the Philippines, 1899-1903*. New Haven: Yale University Press, 1984.

Louis A. Pérez, Jr. *Historiography in the Revolution: a bibliography of Cuban scholarship, 1959-1979*. New York: Garland Pub., 1982.

David Silbey, *A War of Frontier and Empire: The Philippine-American War, 1899-1902*. New York: Hill and Wang, 2007.

Jim Zwick, *Confronting Imperialism: Essays on Mark Twain and the Anti-Imperialist League*. West Coshohocken, Pa.: Infinity Publishing.com, 2007.

Websites:

Library of Congress Web-Page: “The World of 1898: The Spanish-American War”

<http://www.loc.gov/rr/hispanic/1898/index.html>

“Resources and documents.” Good pictures and a good chronology of the War!

Library of Congress: The Anti-Imperialist league

<http://www.loc.gov/rr/hispanic/1898/league.html>

On June 15, 1898, the Anti-imperialist league formed to fight U.S. annexation of the Philippines... It included among its members...Andrew Carnegie, Mark

Bibliographic Material
ACOE WTMA: May 27, 2008
Peace

Twain, William James, David Starr Jordan, and Samuel Gompers with George S. Boutwell, former secretary of the Treasury and Massachusetts, as its president.”

Library of Congress: Mark Twain 1835-1910
<http://www.loc.gov/rr/hispanic/1898/twain.html>

Twain was an influential writer of his time and remains so today. During the Spanish-American War, Twain became a fervent anti-imperialist, even joining the Anti-Imperialist League. His sentiments about the war and the war in the Philippines were published nationwide.

Liberty and American Anti-Imperialism Website: University College Cork, National University of Ireland.

<http://www.antiimperialist.com/webroot/1647.html>

This site holds a lot of pdf's of the original pamphlets of the Anti-imperialist League!

About Jane Addams: University of Illinois at Chicago

<http://www.uic.edu/jaddams/hull/newdesign/ja.html>

This is a nice introduction to Addams, a famous woman that was a part of the League as well as other peace and social organizations of the day.

Cesar Chavez, Civil Rights, and Nonviolent Direct Action

Terry H. Anderson. *The Movement and the Sixties: Protest in America from Greensboro to Wounded Knee*. New York: Oxford University Press, 1995.

Clayborne Carson, ed., *The Autobiography of Martin Luther King, Jr.* New York: Warner Books, 1998.

Jacques E. Levy. *Cesar Chavez: Autobiography of La Causa*. New York: W.W. Norton & Co. Inc. 1975.

Peter Matthiessen *Sal Si Puedes: Cesar Chavez and the New American Revolution*. Berkeley: University of California Press, 2000.

Linda Nash, *Inescapable Ecologies: A History of Environment, Disease and Knowledge*. Berkeley: University of California Press, 2007.

Bibliographic Material
ACOE WTMA: May 27, 2008
Peace

Andrew Young, *An Easy Burden: The Civil Rights Movement and the Transformation of America*. New York: Harper Collins, 1996.

Websites:

Chavez Research: California Department of Education
<http://chavez.cde.ca.gov/researchCenter/default.aspx>
Lots of pictures and speeches. An all around great site for this section.

Las Culturas: The Story of Cesar Chavez
<http://www.lasculturas.com/biographies/214-civil-rights/112-cesar-chavez>
Cesar was influenced by Father Donald McDonnell on the issue of non-violence. They talked about farm workers and strikes. Cesar began reading about St. Francis and Gandhi.

Cesar E Chavez Foundation
<http://www.chavezfoundation.org/page.php?code=001001000000000>
". In 1968 (Chavez) fasted for 25 days to affirm his personal commitment and that of the farm labor movement to non-violence. He fasted again for 25 days in 1972, and in 1988, at the age of 61, he endured a 36-day "Fast for Life" (against the effect) of pesticides."

Poor People's Campaign: King Encyclopedia, Stanford
http://www.stanford.edu/group/King/about_king/encyclopedia/poorpeoples.html
"The Poor People's Campaign grew out of what King termed the "second phase" of the civil rights struggle... King and SCLC hoped to focus the nation on economic inequality and poverty...it aimed to address the struggles of a cross-section of minority groups. "We must include American Indians, Puerto Ricans, Mexicans, and even poor whites."

Appendix 5
Lecturers' Handbook

*Introduction & Guidelines
for Part-Time Faculty in
History*

Table of Contents

Welcome to the History Department!

The History Department Office

The Concord Campus

University Library Services

The History Programs

*Offices, Telephones and Computers, Office Keys, Mailboxes, Net-ids, University
Email, and University Library Access*

Book Orders, Reading Assignments, and Copyright Permissions

Course Syllabi

Office Hours

Photocopying

Copies of Course Materials

Blackboard

mycsueb

Registration, Add/Drop, Waitlists, and Open University

About Our Students

General Education Requirements

Graduate Students in Undergraduate Courses

Independent Studies

On-line Instruction

Grading

Problems with Student Plagiarism

Student Advising and Disabled Students

Problems with Disruptive Students

Office of Faculty Development

Teaching Evaluations

Annual Evaluation of Part-Time Lecturers

Annual Pool of Part-Time Lecturers

Appendices

Pertinent Websites

History Department Syllabus Policy

Academic Dishonesty Incident Report Form

Periodic Evaluation of Part-Time, Temporary Faculty Form

CSUEB Academic Senate Resolution on Compensation for Lecturers

CSUEB Academic Senate Guidelines to Departments for the Treatment of Lecturers

CSUEB Academic Senate Range Elevation Policy and Procedures

Welcome to the History Department!

The following introduction to the History Department aims to provide our part-time faculty (lecturers) with detailed information on teaching history at CSUEB.

Much of what follows will be familiar to our long-time lecturers; but much will also be new or hopefully clearer, particularly regarding the department's role in General Education and the many University services that exist to help students when faculty simply can't make the difference.

History lecturers will also be pleased to know that the department has a long and proud record of stellar teaching in all manner of settings and with all manner of approaches, by regular faculty and part-time faculty alike. Since the University was founded, four History faculty have won the Outstanding Professor Award. Four more, regular and part-time, have won campus teaching awards in the last several years. We've accomplished this distinction by doing what we do best: which is to impart our subject matter to our students with enthusiasm and expertise, as well as with insight into their almost impossibly varied abilities and aspirations.

But of course we all work in an institution: and that's where guidelines are handy. So, with no further ado, for a good experience in teaching history on our campus, please follow the pointers below.

The History Department Office

The *History Department Administrator* is Wanda Washington in the Department Office, MI 4036 (wanda.washington@csueastbay.edu; telephone: 510-885-3207). She is the main contact person for questions relating to Human Resources, book orders, photocopying, office assignments, office hours, course evaluations, and other administrative issues.

She will refer problems between faculty and students to the *History Department Chair*. Part-time faculty are always very welcome to come to the Chair with questions regarding teaching and employment at CSUEB.

The Concord Campus

For lecturers teaching at the Concord, the University's extension campus:

All book and photocopy orders should be directed through the Department Office at Hayward: electronically to wanda.washington@csueastbay.edu is good. Concord faculty share offices with a telephone and computer-access, and the campus includes a cafeteria and small bookstore. For class support at Concord, faculty may call 925-602-6775.

We also provide regular advising for history students through the *Concord History Advisor*, a regular faculty member. Feel free to refer students with questions about the Major, about how to become public school history teachers, or anything else relating to studying history, directly to the Advisor. The Hayward Department Office will let you know who that is.

If you wish to place items on reserve at the Concord Campus Library, you will need to arrange to have them transferred from the Main Library at the Hayward Campus. Call Media Reserves at the main campus at 510-885-2299.

University Library Services

CSUEB has a fine full-service teaching library with enormous numbers of reference, primary, and electronic sources available to those with CSUEB net id's. The reference staff is excellent and very cooperative. Please feel free to make as extensive use of these resources while you're on campus, for yourself as well as your students. Link+ ("link plus") at the Library's online catalog will give you access to materials in a consortium of libraries, usually in 2-3 days. There is also an Interlibrary Loan service for harder to

find items. Both are part of the University's online catalog. See the library's main webpage: <http://www.library.csueastbay.edu/?a=1&h=45>

Note that CSUEB students must take a library skills class their freshmen year, and History Majors are regularly introduced to the Library in their core courses. Many transfer students will not have had these advantages and should be encouraged to become familiar with the Library's many services and its website.

Library Circulation is located on the first floor of the building, and Library Reserves Desk – along with the Media Collection -- is on the second floor.

The History Programs

The History Department offers or participates in a number of programs on campus: the *History Major*; the *History Master's Degree*; the *History Minor*; the *History Option* in the Liberal Studies Major; the University's *General Education* requirements; the *Social Science Single Subject Program*; and the *American Institutions Requirement*.

Substantial history course enrollment derives from the *American Institutions Requirement*, shared with Political Science and Ethnic Studies. This is a state-mandated requirement in American history, the U.S. Constitution and Federal System, and California State and Local Government. If you'll be teaching a course that fulfills any part of this requirement (**HIST 1101, 1102, 3400, 3500, or 3540**), the Department Chair will provide you with information on necessary minimal content.

Lecturers also teach many *History Majors, Minors, and History Option* students (taking the Liberal Studies Major in preparation for elementary school teaching), as well as some *history graduate students* enrolled in elective units, and *Social Science Single Subject students* (taking coursework in preparation for middle and high school history teaching). For outlines of the requirements in these programs, feel free to refer to the University Catalog.

Lecturers should also keep in mind that a significant portion of enrollment in HIST 1014, 1015, and 1016 (the World Civilizations sequence) and in our 3000-level courses is of students completing *General Education* requirements in the humanities. A number of other courses, specifically HIST 3515, 3567, 3568, 3571, and 3572, also fulfill the *Cultural Groups and Women Requirement* in GE.

These courses have components, established by the Academic Senate, that History faculty are obliged to include in their course plans. See "General Education Requirements" below.

Offices, Telephones and Computers, Office Keys, Mailboxes, NetID's, University Email, and University Library Access

All faculty share offices at CSUEB. The Department Administrator provides **office assignments** with **telephones and computers**, and arranges for faculty to pick up **office keys** at Facilities, **open from 7am to noon and 1 to 4pm** weekdays. Unfortunately the department cannot pick up keys for individual faculty. Do note, lecturers teaching on campus for more than one quarter may be moved to a different office each time, based on their teaching schedule, but we work to keep moves to a minimum. All faculty have individual **mailboxes** in the History Mailroom.

The Department Office also provides lecturers with instructions for sign-in procedures at Human Resources (HR). HR will provide you with a **NetID** for access to **University email** and **University Library access**. To spare the department having to chase after you, please be sure to check your telephone, email, and department mailbox for messages each time you come to campus.

Book Orders, Reading Assignments, and Copyright Permissions

Book orders for the campus Pioneer Bookstore are put through the Department Office and approved by the Department Chair. Please do not send book orders directly to the bookstore, but you may send them by

electronic attachment to wanda.washington@csueastbay.edu. **Reading assignments** vary a great deal, depending on whether or not the course is using primarily secondary or primary sources. We urge that faculty use one overall text in each course, including upper division classes, but we also expect students to be able to master monographic literature. Generally lower division courses require reading assignments of 50 to 100 pages per week; and upper division courses require 150-200 pages per week. This translates roughly into a text and at least one other substantial book or several shorter readings per quarter in lower division courses; and 4 substantial books in upper division courses.

Note: For faculty coming from universities on semester systems, please do remember that quarters are one-third shorter in time span, and students simply cannot and should not be expected to cover the same amount of material as in a 15-week semester.

We try to be aware of the cost of books for our students, by using paperback editions and textbooks without excessive illustrative sidelines or doodadery. But students should expect that they may be paying \$75 or more for books in lower division courses, and \$100 or more for books in upper division courses.

You may also compile an individual reader for a course, but readers must have **copyright permissions** included. The Pioneer Bookstore on campus is happy to oblige, or you can contact Copy Pacific in Hayward. Expect this process to take several weeks, and note that permissions will increase the reader's cost. Permissions are also needed for posting copyrighted materials on Blackboard (see below) or to place on Library Reserve photocopied materials that are not the property of the Library.

In short, it's generally easier and probably better to simply use published anthologies or documents collections or link to online resources for your courses than to put your own collection together.

Course Syllabi

University policy requires that faculty provide students with a course **syllabus** no later than the end of the second class meeting. The department urges faculty to provide course syllabi **via Blackboard** (see below) by the first class meeting. We no longer have resources to provide hard-copy syllabi. Fortunately students are now accustomed to checking Blackboard for course information.

See the "History Department Syllabus Policy" in the Appendices for what to include on your syllabus.

Faculty should remember that course syllabi represent an informal agreement between faculty and students regarding expectations for the course. Faculty should make only very necessary changes once the course is under way.

Office Hours

Faculty must also hold regularly-scheduled **office hours in your campus office**, one per week per class. Most faculty schedule their office hours on either side of their class meeting times. During finals week, faculty must hold office hours whether or not they are administering a final examination, and are urged to schedule the hour when it will most benefit students preparing for exams or other concluding coursework.

Faculty should be willing to answer students' questions by university email; however, you are never expected to provide students with personal contact information.

Photocopying

Alas, one thing lecturers will learn shortly upon arriving on our campus is that frugality is exercised in all manner of supplies and services, but especially in photocopying, which takes up a very substantial portion of the department's annual budget.

Consequently, the Department Office can **only** make photocopies of your **in-class examinations**. All other materials, including syllabi, take-home examinations, and handouts, instead need to be posted on Blackboard (see next section) for downloading and printing by students themselves. If you include this information on your syllabus, you can require students to use Blackboard discussion access as part of their class participation.

Photocopy requests should to be provided to the office 48 hours ahead of time if at all possible: an email attachment in a message to wanda.washington@csueast.bay will do fine.

Copies of Course Materials

Note that the Department Office needs to maintain current files for copies of syllabi, examinations, and required paper assignments for all courses. If you are posting these items on Blackboard (see below), please be sure to send a copy also to the Department Office as well (again, at wanda.washington@csueastbay.edu).

Blackboard

To make up for our inadequate supplies budgets, the University provides faculty and students with this quite good on-line instructional support, for all classes, not just online courses. Through Blackboard, faculty can post handouts and web links as well as graphical materials, send emails to students, establish discussion groups, list grades, and the like. The system is being used all over the country in all kinds of academic institutions and students seem to like it.

See this website for more information, or request a list of Blackboard Seminars from the Faculty Development Center (see below):

| <http://bb.csueastbay.edu/webapps/portal/frameset.jsp>

mycsueb

Another online tool is *mycsueb*, which can be accessed with your net idea and password. The site can generate course rosters and is used to record final grades.

Registration, Add/Drop, Waitlists, and Open University

Students **register** for courses online. Rosters are available through "MYCSUEB" (click on "Faculty Center"). Note that class enrollment can change through the **add-drop period**, in the first two weeks of each quarter. Students can add courses with available spaces from the through the first 8 days of the quarter, or with Departmental permission during the Late Add period, which lasts another week. They may drop a course or change their grading pattern (letter grade or Credit/No Credit) any time before the end of the Late Add period. The add-drop dates for each quarter are posted on the University calendar.

If all spaces are taken, students can still place themselves on a **waitlist** through online registration as well. To be added to a course, students must first place themselves on the waitlist (through on-line registration) and then must fill out add-forms provided by the instructor. The instructor then provides the signed forms to the Department Administrator, who formally registers the student for the course.

A word re: the timing and utility of adding waitlisted students:

Waitlisted students are automatically added to classes for the first 11 days of the quarter (that is, until right before the end of add/drop): but that leaves 4 days for students to drop a course, producing lower enrollment in the course, sometimes significantly below the course capacity, even though students are still on the waitlist. The department frequently sees critical enrollment vanish over those 4 days.

All riches flow to the department from our enrollments, so voluntary additions of waitlisted students by everyone – regular and part-time alike– right at the start of the course before students choose an alternative -- are critical to our ability to offer as many sections as we do. Given our students' tendency to drop classes even after add/drop, signing on a reasonable number of waitlisted students right at the start is not likely to increase your final course enrollment all that greatly; and we're grateful to faculty who have repeatedly done so. Faculty should use their judgment here, depending on the character of the class, but we all need to aim to meet course capacity by the end of the add/drop time.

Finally, the last students to enroll each quarter are those taking courses through **Open University**, the continuing education program. These students will need faculty signatures and a stamp from the Department Administrator on their course add-forms whether or not the class has reached capacity. Please especially take care to sign Open University students into your class if enrollment is not yet at capacity.

About Our Students

For success in teaching, it's essential for lecturers who are new to CSUEB to understand some basic points regarding our students. In brief, East Bay students are *not* traditional college students. The majority are transfers from the community colleges and many are resuming their educations after interruptions of several, and occasionally many, years. Most work part-time or even full-time, and more than a few carry a full course load while working 30 hours a week and taking care of a family. Because of our many graduate students, the average age of our students is in the mid-20's, but our freshmen classes have been rising significantly in number as well. Our students also reflect the variety of ethnic groups in the Bay Area: we are among the most diverse campuses in California, and more than 60% of our students are women.

Most important, however, is the diversity of our students' academic preparation and ability to handle the demands of a college history course.

A good number of our students could be, and have been, competitive almost anywhere: History Majors have gone on to graduate studies at Davis, Berkeley, UCLA, Irvine, Riverside, Northwestern (3 different graduates), Indiana, Delaware, Penn State, among other distinguished institutions. A larger group is under-prepared. The great majority range across the territory between these two extremes.

In particular, students' writing skills are not well developed, as is a problem throughout higher education. Lower division students' reading skills are also not what we would hope for, since many students have rarely been asked to do the kind of sustained reading of advanced material that we demand, and most students' factual knowledge is limited. So, the biggest challenge History faculty face at East Bay is to meet the varied and sometimes conflicting needs of all types of students.

Please keep in mind that a significant part of the University's mission is to *encourage* and *provide the conditions* for students to succeed, not to simply expect them to. In history courses, this may mean paying as much attention to students' difficulties with reading and writing as with the content of the course.

A good way to evaluate the level of your students is to administer a quick diagnostic quiz or some other measure at the start of each course. Most of our faculty pitch their classes toward the top half of the course; but it is important to simultaneously assist students in the lower half by assigning required revisions of coursework, extra credit for improved work, office hour counseling, and/or class-time review sessions in preparation for examinations. Faculty are also urged to gently refer students with noticeable limitations in writing skills to the Student Center for Academic Achievement (SCAA) for tutoring; and all students to SCAA's many other workshops and sessions on academic improvement. See more information under "Student Advising and Disabled Students" below.

No matter what their weaknesses in preparation, however, it should be stressed that most East Bay students are enthusiastic and dedicated learners. In most cases, if you work to reach them they will respond

positively. Teaching here can be a challenging but also a deeply rewarding experience.

General Education Requirements

All History faculty need to keep in mind that History's role in General Education obliges us to incorporate the elements of the overall GE program into our courses.

First: all history courses providing GE credit must contain two general components:

a significant amount of writing (such as full-sentence quizzes, essays and revised essays, term papers, and/or blue books exams), totaling approximately 10 pages per student in lower division courses, and 15 pages per student in upper division courses;

and

formally graded oral communication (such as class participation, paper presentations, panels, reenactments, and/or class debates).

Second: history courses providing GE credit should aim to educate students in the "outcomes" (forgive the jargon: it's everywhere) for its particular GE area. History provides this credit in 3 categories as follows:

1. Lower Division GE in the Humanities:

HIST 1014, 1015, and 1016 fulfill this requirement.

Students completing these courses should be able to:

- a) demonstrate how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise;
- b) demonstrate a developing

understanding of how historical and cultural contexts, individual works, and the development of humanities over time, interact; c) demonstrate the ability to critically employ concepts, theories, and methods of analysis used in the humanities to interpret and evaluate enduring human concerns; and d) critically reflect on the formation of human goals and values, and articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.

2. Upper Division GE in the Humanities:

All 3000-level courses, except HIST 3010 and 3400, fulfill this requirement.

Students completing these courses should be able to:

a) comprehend the principles, methodologies, value systems, and thought processes in human inquiry; b) understand the cultural endeavors and legacies of human civilization; c) discuss opposing viewpoints; d) develop intellectual curiosity and a habit of lifelong learning; e) participate in and contribute to a democratic society.

3. Cultural Groups and Women Requirement:

In addition to upper division GE components, students completing HIST 3515, 3567, 3568, 3571, and 3572 should acquire:

a) a knowledge of and respect for major cultural groups' and/or women's contributions to American society; b) an ability to analyze the relationship between these groups and the dominant society, among the groups themselves, and among members of the same group; d) a knowledge of the groups' histories, contemporary experiences as subjects (as opposed to objects or victims), and voices and expressions; and d) comprehension of the origins and functions of discrimination, exploitation, and oppression of these groups, both historically and in the present, and the ability to identify various patterns of discrimination.

The department has observed that suitably demanding college-level courses in history, by virtue of the humanistic nature of our endeavors, often automatically fulfill these goals; but faculty should make up for inadequate coverage of these areas, especially for courses in the Cultural Groups and Women Requirement, which includes a contemporary component.

Graduate Students in Undergraduate Courses

Graduate students may take 3000-level courses as electives in their M.A. degree programs. The department has agreed to a policy, in effect since Fall 2007, requiring students taking undergraduate courses for their Master's programs to complete fuller work at the instructor's discretion than undergraduate students. Faculty are asked to include a sentence to this effect in their course syllabi and to require graduate students in their courses to fill out an agreement regarding the nature and grade percentage for additional work (see the form in the Appendices).

Feel free to consult with the History Graduate Coordinator if you have any question about these or other aspects of the M.A. program relevant to your teaching.

Independent Studies

Part-time faculty are not obliged to offer independent studies. The department generally discourages the practice for all faculty, since it can lower enrollment in our regular classes. But feel free to consult with the Department Chair if this question arises with any of your students.

Online Instruction

A number of lecturers have begun to teach online courses for the department. The University is currently working on improving oversight and development of online instruction. For the time being, the main

advisors for preparing for and designing these courses are the Department Chair and the Faculty Development Center (see below).

Grading

Lecturers should acquaint themselves with University grading policies as outlined in the catalog:

<http://www.csu Hayward.edu:8080/ecat/20062007/i-120grading.html>

The History Department is strongly committed to fighting grade inflation. Do not hesitate to hold students to standards that you believe are appropriate to a college-level course. Students who take a course CR/NC can obtain credit only if they earn at least a C-.

It is best to discourage students from taking an incomplete ("I") grade, because students should complete coursework in a timely manner and because incompletes are often not finished for several quarters, which may be after you've finished your teaching. Note: students must also agree to an "I" grade, and faculty must fill out an "Incomplete Grade Report" appearing on the online grading system on Blackboard so that the department has a record of the student's work completed thus far.

Of course, grading should not be done in a pedagogical void: please see the section "About Our Students" above regarding the challenges many of our students face in college. We believe in high standards, but not in unreasonable or unfair standards.

Final course grades are posted electronically through "mysueb," thereby sparing faculty an extra trip to campus after final exams week.

Problems with Student Plagiarism

As at all University campuses today, we have our share of problems with plagiarism. It is now department policy to include a statement regarding

academic honesty, and consequences of dishonesty, on course syllabi. (See "History Department Syllabus Policy" in the Appendices).

Please note also that the University has a formal system for dealing with cases of academic dishonesty, outlined in the University catalog: it will be helpful to review this, at the end of the section on grading:

<http://www.csuhayward.edu:8080/ecat/20062007/i-120grading.html>.

As the catalog warns students: "*Whenever dishonesty occurs, your instructor will take appropriate action and file an 'Academic Dishonesty Incident Report' detailing the infraction and the action taken.*" This means that even if you are just warning a student that he or she has committed plagiarism and you do not plan to lower his or her grade, if you have clear proof that the student has cheated, you should send a copy of this report to the Provost's office. In this way, a record will be kept of the infraction, and the student will be warned of the consequences of repeated offenses.

As with all matters of academic discipline, be sure to keep copies of the plagiarized material to include with this report, or to write a description of the incident as quickly as possible (if it takes place during an in-class exam, for example) to substantiate your warning.

A copy of the Incident Report form is attached. It may also be found at the end of the formal university policy on academic dishonesty at <http://www.csueastbay.edu/OAA/acdis.pdf>.

Student Advising and Disabled Students

Part-time faculty do not serve as formal advisors at East Bay, although a number of lecturers have voluntarily and kindly worked on Graduate Committees through the years, but only voluntarily. As a teacher, however, you are *implicitly* an advisor and mentor as well as an imparter of information. So the three websites below will be useful should you need to assist students in academic or personal need.

The Student Center for Academic Achievement (SCAA) provides academic tutoring and regular seminars on avoiding plagiarism: please feel free to refer students to their services.

We also warmly welcome disabled students at East Bay, and you may occasionally be asked to agree to alternative testing arrangements at the Accessibility Services. You are required to conform to these requests but the conditions of the test are up to you: indicate these on the SDRC form provided by the student.

For students showing signs of psychological distress, you may also confer directly with Counseling and Psychological Services (CAPS); but please refer any students exhibiting worrying behavioral problems directly to the Department Chair as soon as you detect these. Do not try to solve these problems yourself.

The 3 main websites for student counseling =

Student Center for Academic Achievement (SCAA)
<http://wwwsa.csueastbay.edu/~lrcweb/message.shtml>

Accessibility Services
<http://wwwsa.csueastbay.edu/~sdrweb/>

Counseling and Psychological Services (CAPS)
<http://wwwsa.csueastbay.edu/~capsweb/>

Problems with Disruptive Students

Students may also occasionally be disruptive in classes. Tell the Department Chair immediately if you are facing such difficulties, both for advice on how to proceed and so that the Chair can determine whether the student has a pattern of disruptive behavior. Never remain in a classroom or office alone with a troubled, angry, or potentially violent student.

In the case of an emergency, either immediately call or go to University Police on campus. The number is 510-885-3791; and the office is located directly opposite the basement entrance to Warren Hall, on the street level. They will ask you to fill out a report. Don't hesitate to do so.

Part-timers will find it useful to review the material especially on the first of these websites, regarding students' rights and responsibilities in the classroom:

<http://wwwsa.csueastbay.edu/~jaf/disruptive.shtml>

<http://wwwsa.csueastbay.edu/~jaf/>

Office of Faculty Development

For assistance with pedagogy, lecturers are also urged to take advantage of the resources of the Office of Faculty Development. This is the website:

http://www.csueastbay.edu/faculty_dev/

Faculty Development provides very useful tutorials and workshops on all manner of issues relating to teaching, including technology. They are the main tutors for Blackboard and for on-line teaching. They are very happy to work with part-time faculty.

Teaching Evaluations

Do note: All History Department courses taught by part-time faculty must be formally evaluated by students, generally during the final week of the instruction before final exams. Each quarter, in keeping with Academic Senate policy, the Department Office will contact faculty regarding distribution and administration of course evaluation forms, which include bubble sheets and comment sections. Please respond promptly and follow

the instructions provided with the evaluation packets. Evaluations are anonymous, but faculty do not have access to the forms or results until grades have been submitted.

The department takes teaching evaluations seriously, and the numerical summaries are maintained in lecturers' Personnel Action Files at the Provost's Office (see next section). Part-time faculty are welcome to review their evaluations and can receive photocopies on request to the Department Office.

Faculty are also welcome to administer their own evaluations for student feedback at any time in the course; but these cannot be considered official evaluations.

Note: Faculty teaching night and Saturday courses should make it possible for students to leave evaluations in Wanda Washington's mailbox in the History Mailroom.

Annual Evaluation of Part-Time Lecturers

The History Department follows University regulations for annual evaluation of lecturers, called "Periodic Evaluation of Part-Time, Temporary Faculty." A sample of the form used by department chairs is attached.

The department policy is to evaluate all lecturers each year. The evaluation is the responsibility of the History Lecturers Committee (the "peer review" committee) and the Department Chair and is completed in June. In this process, the department especially considers part-time faculty's course materials, teaching evaluations, and classroom visits by CSUEB faculty (the last are regularly carried out for new faculty, and intermittently for long-time part-timers). Part-time faculty will receive copies of the evaluations, even if they are not teaching in the Spring.

Documentation of lecturers' hiring and annual evaluation, including the numerical summaries from course evaluations, are maintained in their

“Personnel Action File” (PAF) in the Provost’s Office. Part-time faculty will receive copies of all materials relating to their review, sent to their home addresses if they are not teaching in the Spring. No material can be placed in the PAF without a faculty member’s knowledge.

The Department Chair is happy to discuss part-time faculty’s periodic evaluation. Lecturers are especially urged to follow the Chair’s narrative feedback, if any, regarding improvements in instruction.

Annual Pool of Part-Time Lecturers

To be considered for subsequent employment, current part-time faculty must submit to the Department Office a brief statement requesting inclusion in the History Lecturers’ Pool and an updated *curriculum vitae*. Pool announcements are sent to eligible part-time faculty’s home addresses each spring.

If a lecturer has been employed by the University for 5 years, they will want to consult with the Department Chair regarding range elevation (see “Range Elevation Policy and Procedures” at end of Appendices).

APPENDICES

I. PERTINENT WEBSITES

For more general information on University-wide policies and procedures especially regarding teaching, feel free to refer to the CSUEB catalog at <http://www.csuhayward.edu/ecat/20062007/index.html>.

For policies relating to University faculty, see the website for CSUEB Academic Affairs (the Provost's Office) at <http://www.csueastbay.edu/OAA/>,

and/or

the CSUEB Academic Senate website for all issues relating to faculty governance on campus at <http://www.csueastbay.edu/senate/>.

Note also that all faculty, permanent and part-time, teach under the terms of the Collective Bargaining Agreement (CBA) between the California State University and the California Faculty Association (CFA). You may view the contract at <http://www.calfac.org/contract.html>.

For more about the History Department and our current regular faculty, see our own website: <http://class.csueastbay.edu/history/>.

II. HISTORY DEPARTMENT SYLLABUS POLICY:

What to Include on Your Syllabus

Course outcomes: To meet GE requirements, all GE courses should include a statement of intended learning outcomes on the syllabus. See above, under GE, for outcomes for upper- and lower-division GE outcomes.

An example taken from a lower-division GE course follows. Feel free to modify it as appropriate for your particular course and the GE category it is intended to fulfill.

Specific Goals for this course: By the end of this course, you should

Demonstrate an ability to read and evaluate primary source documents as historical evidence. Learn to collaborate with other students on a historical issue or problem and to present group findings.

Demonstrate a broad understanding of the development of human civilizations and the diversity of humanity's responses to enduring social concerns.

Demonstrate an ability to write a sustained historical argument supported by appropriate evidence.

Reach a nuanced evaluation of past practices and beliefs by reflecting on how history and culture influence the construction of social values.

Show an enhanced understanding of role of historical interpretation and use of evidence in formulating narratives about the past.

Course assignments are designed to help you reach these goals.

Disability Statement: All syllabi should state the faculty member's willingness to assist with accommodations for disabled students. Here's a sample statement:

DISABILITIES: Students who need disability-related accommodations should meet with me privately to discuss their needs. I will happily work with the Student Disability Resource Center (SDRC; ph: 885-3868 or email sdrc@csueastbay.edu) to make appropriate arrangements.

Student Center for Academic Affairs: Your syllabus should advise students about SCAA as a resource. They may find more information at <http://www20.csueastbay.edu/library/scaa/misson-statement.html>

Academic Dishonesty: Your syllabus should spell out the potential consequences (e.g., failing the assignment or failing the course) of plagiarism and other forms of academic dishonesty. In addition, you should caution students that an Academic Dishonesty Report must be filed:

I will also file an Academic Dishonesty report. You can find the complete CSUEB statement on Academic Dishonesty in the current catalogue (p. 89 [2010-2011 catalogue] or online at www.csuhayward.edu/ecat/20032004/i-120grading.html#section12).

Graduate work: As noted above, it is now Department policy to assign additional work to graduate students who are taking your upper-division course as part of their Master's Degree program. Your syllabus should describe any additional requirements or expectations.

III. Academic Dishonesty Incident Report Form

The Academic Dishonesty Incident report form can be downloaded at
<http://www20.csueastbay.edu/academic/files/pdf/Academic%20Dishonesty.pdf>

IV. Periodic Evaluation of Part-Time, Temporary Faculty Form

A copy of the Periodic Evaluation of Part-Time, Temporary Faculty Form can be found at
http://www20.csueastbay.edu/oaa/files/policy_files/pept.pdf

V. CSUEB Academic Senate Resolution on Compensation for Lecturers

The resolution of the Academic Senate on Lecturer Compensation can be accessed at
<http://www20.csueastbay.edu/faculty/senate/files/documents/LecturerComp.pdf>

VI. CSUEB Academic Senate Guidelines to Departments for the Treatment of Lecturers

The resolution of the Academic Senate on Lecturer Treatment can be accessed at
<http://www20.csueastbay.edu/faculty/senate/files/documents/Treatment%20of%20Lect.pdf>

VII. RANGE ELEVATION POLICY AND PROCEDURES

<http://www20.csueastbay.edu/faculty/senate/files/documents/05-06/05-06%20FAC%208.Range%20Elevation.5.30.06.clean.pdf>

Appendix 6
Graduate Students' Handbook

Third Edition
August 2006

Dear History Graduate Student:

In this new edition of the *Handbook*, we have changed the location of a few sections that had appeared in previous editions, updated information regarding the University's on-line sources, and added a few explanations and check lists for your convenience. Please take time to read "A Few Words about Graduate Study" following the Table of Contents before making use of the rest of the *Handbook*. The only significant change in this edition is that it will be distributed to both incoming and continuing students in electronic format. Please store this in a handy place on your computer for easy reference.

As always, we do not want to force our great variety of graduate students on to a single track or career plan. Rather, the graduate program is organized with the recognition that students have different goals and frequently other professional and personal obligations. It is expected, nonetheless, that graduate students in History aspire to professional-quality work and will adhere to professional standards while working towards their degrees. We hope the Handbook will serve as useful guide and assist students in completing their individual programs expeditiously

In the event of discrepancies, the provisions of the History Graduate Students' Handbook are superseded by those of the CSUEB Catalog.

We wish you a prosperous and intellectually engaging time at CSUEB.

Sophia Lee
Associate Professor
Graduate Program Coordinator, 2003-6

Nancy Thompson
Associate Professor
Graduate Program Coordinator, 2006-

Dee Andrews
Professor and Department Chair

TABLE OF CONTENTS

A Few Words about Graduate Study	1
I. Starting Out in the M.A. Program	2
II. Financial Aid	5
III. The Four Options	6
IV. Planning an Individual Program	8
V. On-line Services	13
VI. The M.A. Project	14
VII. Completing the M.A. Program	20
VIII. Solving Problems	22
Appendix A: Option Worksheets	24
Appendix B: Check List for the M. A. Project	26
Appendix C: Check List for Graduation	27
Appendix D: Format for Title and Signature Pages for the Teaching and Public History Projects	28

FIRST, A FEW WORDS ABOUT GRADUATE STUDY...

The M.A. Program in History is more than just study beyond the bachelor's degree. Entry into the program represents a commitment to professional training. Graduate students are expected to engage not only in course work, but also in self-motivated study and consultations with faculty as mentors. Graduate students should show initiative, keep appointments with their professors and other members of the university administration, faculty, and staff, and keep faculty informed of their progress on assignments and projects. Students should direct general questions about courses and projects to the graduate coordinator. Both the graduate coordinator and the department's administrative support coordinator will assist with the processing of paperwork and other administrative matters. However, students should remember that it takes time to answer email and telephone inquiries and to complete paperwork. Courtesy and patience are especially appreciated by the Office Administrator and the Graduate Coordinator.

Good communications with the advisor and reader are critical for a rapid and happy completion of the M.A. project. Students may eventually want to request letters of recommendation from various faculty members, so making a good impression has its concrete merits. The same rules apply for students' interactions with the librarians and staff at the University Library. Librarians have access to vital information for students' course work and projects. Their attention is worth its weight in gold.

Finally, it is understood that history graduate students will adhere to the ethics, values, and standards of the academic community while working toward their degrees. The CSUEB Catalog specifies some of the penalties for not doing so. We know that students often have legitimate questions about proper use of sources, suitable forms of class participation, when it is necessary to give credit, and other kinds of issues relating to scholarly behavior, research, and writing. Students are urged to raise matters of concern, which may come up at any time in their graduate careers, with their advisors, the Graduate Coordinator, or the Department Chair.

I. STARTING OUT IN THE M.A. PROGRAM

A. The CSUEB Catalog

The on-line University Catalog is the primary guide to Department and Program descriptions, University regulations, and course offerings. Updated annually, it also describes the structure of the University and the various academic and administrative offices with which students may have occasion to consult. Outside the History Department, students are most likely to have contact with Enrollment Services and Academic Programs and Graduate Studies. The catalog is accessible through the university's website at www.csueastbay.edu.

B. The Student's Catalog Year

Graduate students are bound by the requirements in the CSUEB Catalog for the academic year in which they were admitted. This is called the student's "catalog year." The catalog year begins in the Fall, even if a student is admitted in a subsequent quarter.

C. Classified & Conditionally Classified Status

Graduate students' status is either Classified or Conditionally Classified, as indicated in the letters they receive from the History Department and the Director of Enrollment Services. Both Classified and Conditionally Classified students are regular graduate students fully admitted to the University. Conditionally Classified students are admitted with prerequisite requirements, usually in the form of undergraduate History courses necessary for their success in the Program. These students should confer with the Graduate Coordinator once they have completed prerequisite course work. A formal change to Classified status must be made before advancement to candidacy and graduation (see p. 21).

D. The Writing Skills Test (WST)

The Writing Skills Test is a CSU-wide requirement for all undergraduate and graduate students. The test is held every quarter and must be completed in the student's first quarter of enrollment. Information and registration forms can be obtained from the Office of Testing and Evaluation in Warren Hall or on-line. Classified students without previous CSU degrees are considered Conditionally Classified until they have passed the Writing Skills Test. Students with other CSU degrees are not required to repeat the test. Those with appropriate CBEST, GRE, or GMAT scores may be exempted from the WST. Consult the University Catalog for details.

E. Registering for Classes

Students may register for classes several weeks before the quarter for which they are admitted, or late-register during the first two weeks of the quarter (for specific dates, check the University's on-line "Schedule and Catalog"). New and continuing students will receive information from the University indicating when they may register. History graduate courses (6000-level) are open to all admitted History graduate students. Undergraduate courses (electives), however, often fill up during registration, so students are urged to register promptly.

F. Non-Residential Units

With the Graduate Coordinator's permission, students may transfer up to 13 non-residential quarter units into their individual programs (see pp. 8-9). Transferable units exclude those already used toward the baccalaureate degree, but these units may include courses completed as a post-baccalaureate student in preparation for entering the program or taken at other academic institutions. Exceptions are HIST 3400, 4030, and 4031 in CSUEB's undergraduate program.

New students should confer as early as possible with the Graduate Coordinator about potentially transferable units. Any units used toward the student's individual program are subject to the Five-Year Rule (see p. 4).

G. Full-Time & Part-Time Enrollment

Full-time and part-time enrollment for graduate students is measured in weighted units. For clarification, see "Classification of Students" in the Catalog. Generally, full-time graduate students are those enrolled for 8 or more graduate level units per quarter, or 12 or more undergraduate units, or some combination of the two.

The History Department makes no distinction between full-time and part-time graduate students, but candidates for financial aid must be enrolled for certain numbers of quarter units, and only full-time students may cross-register for courses at other universities (see pp. 11-12).

H. Library Privileges

After registration, a new student's chief concern should be access to privileges at the University Library. The Library is an excellent resource with skilled and responsive staff of reference, interlibrary loan, on-line, and catalog specialists. Students will find that much of their course work and planning for M.A. projects will be carried out here. Information on the Library, including the "University Library Self-Guided Walking Tour and Handbook," and zebra-coding of identification cards for borrowing privileges, can be obtained from the Circulation

Desk on the main floor. Students will find they will confer with the Reference Librarians *many* times during their graduate career.

I. The Five-Year Rule

Students entering the History M.A. Program at CSUEB are under the University's "Five Year Rule" for completion of graduate work. All course work to be applied to a student's individual program, including those taken as a post-baccalaureate student, must be completed within five calendar years immediately preceding receipt of the M.A. degree.

Students who wish to complete their degrees within one year beyond the five-year limit must petition the Associate Vice President of Graduate Studies for an extension for all courses that will be out of date (see Graduate Coordinator for details). An additional one-year extension is possible, but only after the student has demonstrated competence in outdated work through oral examination or other forms of evaluation.

M.A. students should make every effort to complete their work in a timely fashion to avoid losing credit for course work and possibly eligibility for the degree.

II. FINANCIAL AID

A. Scholarships and Loans

Information on financial aid for graduate students, including loans and fellowships, is available at the Financial Aid Office in Warren Hall. See especially the “Financial Aid Handbook” and the “Graduate and Other Postbaccalaureate Programs Brochure,” updated each year. Applicants for financial aid must first submit a FAFSA (Free Application for Financial Aid).

Other than loans, financial aid for graduate students regrettably is not as abundant as for undergraduates. Graduate students must also be enrolled for specific numbers of quarter units, often full-time, for various forms of aid.

For detailed information on-line, click on ‘Financial Aid & Scholarships’ in the “For Students” section on the University website.

B. The Evelyn Whitman Rice Fund for M.A. Students in History

The History Department grants the Rice award to one or more History graduate students each spring, pending available funds. The award is part of a fellowship endowment named after the late wife of Emeritus Professor Richard B. Rice.

These small scholarships of \$100 to \$500 are intended to assist in the completion of M.A. projects. Applications will be mailed to students each spring and are due on a specified date in May for awards made payable after July 1.

III. THE FOUR OPTIONS

Students have a choice of four options in the M.A. Program: the **Thesis Option**, the **Examination Option**, the **Teaching Option**, and the **Public History Option**. A student's choice of an option should be based on overall interests, career goals, or the kind of M.A. project he or she would like to complete. Full course requirements for each option are listed below. To generalize, the Thesis, Examination, and Teaching Options have relatively similar course requirements and differ mainly in the M.A. project required. The Public History Option has a more distinct set of course requirements. Students should complete some course work and become relatively familiar with the History Department *before* choosing an option.

A. The **Thesis Option** requires completion of a University Thesis (2 sets of 4 units of HIST 6910) under regulations set by the University. The thesis option is recommended for students especially interested in original historical research. Students selecting the Thesis Option must complete

- HIST 6010 Seminar in History (5 units)
- HIST 6030 Graduate Historiography (4 units)
- HIST 6910 University Thesis (8 units)
- Four conference courses (16 units in total) in at least **two areas** from HIST 6100, 6200, 6300, 6400, and 6500
- Three upper-division (3000-level) or graduate courses in history (12 units in total).

B. The **Examination Option** requires completion of major and minor field examinations. Students prepare for the examinations by registering for 4 units of Departmental Thesis (HIST 6909). Both examinations are written (see pp. 17-18 for more details). While any student may choose this option, it is especially suited to students interested in areas other than U.S. history. Students selecting the Examination Option must complete

- HIST 6010 Seminar in History (5 units)
- HIST 6030 Graduate Historiography (4 units)
- HIST 6909 Departmental Thesis (4 units). Departmental Thesis is a course title; it does not refer to a different type of thesis. A University Thesis is the only type of thesis recognized by the University and the History Department.
- Five conference courses (20 units in total) in at least **two areas** from HIST 6100, 6200, 6300, 6400, and 6500
- Three upper-division (3000-level) or graduate courses in history (12 units in total).

C. The Teaching Option is suitable for students interested in becoming or currently employed as secondary school teachers or considering community college employment, although teachers are free to explore other options as well. The Teaching Option requires completion of a curriculum project for which the student registers for 4 units of HIST 6900 (Independent Study) and 4 units of HIST 6909 (Departmental Thesis). These two course designations are for administrative purposes only; the curriculum project is one single project. Students selecting the Teaching Option must complete

- HIST 6010 Seminar in History (5 units)
- HIST 6030 Graduate Historiography (4 units)
- HIST 6900 Independent Study (4 units)
- HIST 6909 Departmental Thesis (4 units)
- Four conference courses (16 units in total) in at least **two areas** from HIST 6100, 6200, 6300, 6400, and 6500
- Three upper-division (3000-level) or graduate courses in history (12 units in total).

D. The Public History Option is designed for students interested in training for work in historical archive management, historical editing, or public history employment other than teaching. Students interested in the Public History Option should confer with the Public History advisor as early as possible in their graduate career. Students selecting the Public History Option must complete

- HIST 4032 Introduction to Public History (4 units)
- HIST 6010 Seminar in History (5 units)
- HIST 6030 Graduate Historiography (4 units)
- HIST 6901 Internship in Public History (5 units)
- HIST 6909 Departmental Thesis (3 units)
- Four conference courses (16 units in total) in at least **two areas** from HIST 6100, 6200, 6300, 6400, and 6500
One course must be HIST 6400. At least one course must be in a different area.
- Two upper-division (3000-level) or graduate courses in history (8 units in total).

IV. PLANNING AN INDIVIDUAL PROGRAM

Some General Points:

In planning their graduate careers, students should distinguish the **History M.A. Program** from their **individual programs**. The **M.A. Program** is the collection of options, courses, and requirements available or necessary for the M.A. degree in History. **Individual programs** are the set of courses taken by the student to fulfill these requirements.

A student's basic goal in planning an individual program is to take a set of courses that fulfills, as much as possible in a small department, his or her interests or long-term goals while at the same time meeting the M.A. requirements.

Keeping the Five-Year Rule in mind, students may nonetheless take very different lengths of time to complete the M.A. degree. A full-time graduate student may be able to complete the program in 18 months. But since most of our students combine school with employment, completion of the program usually takes two or more years' time.

A. Getting Advice

History graduate student's general advisor is the History Graduate Coordinator. This faculty member is available for planning individual programs, filling out forms, and for information on upcoming courses, composition of faculty committees, the Rice Fund, and other general and academic questions. The Graduate Coordinator is *not* the best source of information on technical problems, such as fees, registration for courses, University Thesis regulations, or other administrative questions. For answers to these, graduate students should consult the appropriate sections of the University website or contact the proper administrative officer or unit in the University, such as the Associate Vice President of Academic Programs or the Graduation Evaluators in Enrollment Services. Note: the Coordinator's approval is required for the following: independent and individual studies for work other than the M.A. project, non-residential units, Advancement to Candidacy, the Master's Project Description, and the Major Check.

B. Residential Units & Non-Residential Units

Residential course units are those taken after a student has been admitted to the History Program, including courses taken in other departments at CSUEB or under cross-registration at other universities. **Non-residential course units** are those completed before the student enters the program or taken *without* cross-registration at other universities.

Graduate students must complete a total of 45-quarter units to qualify for the M.A. degree. Of these, 32 must be residential units; up to 13 may be non-residential. Students must consult with the Graduate Coordinator before pursuing course work in other departments or at other schools. These and non-residential units can be applied to the student's individual program only with the Graduate Coordinator's permission.

C. Scheduling Classes

One to two graduate (6000-level) courses are offered by the History Department per quarter, excluding the Summer Quarter. Graduate courses are scheduled at night to accommodate our many students with full-time jobs. Students can expect to be able to complete as many as 16 to 20 graduate courses units (or 17 to 21 graduate units with the 5-unit HIST 6010) from the Fall through the Spring Quarters. *Students should be forewarned, however, that graduate courses are intensive. Taking a single graduate course in a quarter, or combining one graduate course with undergraduate elective, independent, or project units, is usually the best way to set up your individual schedules.*

D. Choosing an Option

See Part III (pp. 6-7). Students should complete some course work and become relatively familiar with the History Department *before* choosing an option. Students interested in the Public History Option should pay particular attention to the constellation of courses required, since these are significantly different from the other options.

E. HIST 6010 & HIST 6030

The two core courses required of all students are HIST 6010 (The Seminar in History) and HIST 6030 (Graduate Historiography). These are usually offered once a year. The core courses are best completed as soon as possible. Students may also wish to confer in advance with the instructors regarding the courses' contents and goals. Choosing a topic ahead of time is usually the best preparation for HIST 6010. Your 6010 paper may also become the core of your future Master's project.

F. Conference Courses

The main subject matter courses taken by students in the M.A. Program are the conference or seminar classes. These are readings courses in various fields intended to provide students with an overview of topics selected by individual instructors. Students are required to complete conference courses in at least two different areas (HIST 6100, 6200 etc.) for graduation. Students may take two conference courses with the same faculty member *as long as these courses cover different topics.*

Conference course topics vary, based on the department faculty's expertise. Over a cycle of approximately four to five years, courses will likely be offered in:

Native America
California and the U.S. West
The American Revolution
American Intellectual History
Gender and the Family in America
Western History and the Environment
Civil War America
Recent U. S. History
Printing in Early Modern Europe
Modern Europe
Modern China
Modern Japan
The Middle East and U.S. Relations
Latin America and U.S. Relations

G. Electives

Each of the options in the M.A. program also includes a choice of 8 to 12 elective units. These may be upper-division undergraduate (3000-level) courses or graduate (6000-level) courses in history. Students may use elective units to shape their individual programs in one or another direction, such as emphasizing one or another field of history. *In special circumstances, students may also take elective units in other departments, as long as these relate in some way to the student's goals and are pre-approved by the Graduate Coordinator.*

H. The M.A. Project (University Thesis, Examinations, Teaching Project, or Public History Project)

Course work in the graduate program is completed with the M.A project, which may take the form of University Thesis, Examinations, Teaching Project, or Public History Project. See Part VI (pp. 14-19) for detailed descriptions.

The M.A. Project is a substantial part of each student's program. Students should expect to take more than one quarter to complete the project. Satisfactory progress on projects will be graded "RP." Projects are given "RP" grades until the work is completed.

I. Faculty Committee for the M.A. Project

Projects are carried out under a faculty committee comprised of two faculty members: an advisor and a reader. The advisor must be a regular member of the History Department faculty. The reader may be a visiting instructor or a faculty member of another department or institution. In the Examination Option, students customarily complete their major field with their advisor and their minor field with their reader.

Students should take the initiative in forming their committees. This task is usually best accomplished after or near the end of students' conference course work. It goes without saying that students should choose an advisor with whom they are compatible, though exact matching of areas of interest – or personalities! -- is not always possible.

The reader on the faculty committee serves as a second evaluator of the final version of the project. Unless a student's advisor suggests otherwise, the reader need not be consulted until the final stages of a project. In the Examination Option, however, the advisor and the reader evaluate the examinations for both the major and minor fields. Students should feel free to seek advice on their work from any member of the CSUEB faculty, *keeping in mind that the project's final grade is determined by the faculty committee.*

J. Independent Study & Individual Study

A **graduate independent study** (HIST 6900) is a course taken separately with a faculty member, sometimes in conjunction with an undergraduate course. A **graduate individual study** is a *replication* of a conference course taken separately with a faculty member under the appropriate *conference course number*. [Note: the course number 6900 has also been used in the Teaching Option.]

Independent and individual studies are useful ways for students to explore their particular interests in the M.A. program, but these opportunities should not be abused. Students should be aware that these courses are offered by the faculty in excess of their quarterly teaching obligations. Independent studies may also be discouraged if a course on the same subject is to be offered in a short time. Students are also advised to take coursework with a variety of History faculty.

Students should confer with the appropriate faculty member and sign up for independent and individual studies through special registration at the History Department office. These must be approved by the Graduate Coordinator and the Department Chair.

K. Cross-Registering for Courses at Other Universities

CSUEB graduate students may cross-register for courses at other universities in the CSU and UC systems. See the CSUEB Catalog for details. *Students must*

be enrolled full-time to be eligible to cross-register for off-campus courses. Students may take off-campus courses without cross-registering but will be responsible for delivering grade transcripts to CSUEB Records. Non-cross-registered courses will be considered non-residential. Courses taken at other universities must be approved by the Graduate Coordinator.

L. Maintaining a 3.0 or better GPA

Graduate students are required to maintain a Grade Point Average (GPA) of 3.0 (B) or better in their course work. Students should confer with the Graduate Coordinator if their GPA falls below 3.0.

M. The Summer Quarter

Graduate (6000-level) courses, other than independent study, individual study, and project units (HIST 6900, 6901, 6909, and 6910), are not offered in the Summer Quarter. Students should consider the summer as an opportune time to begin or conclude work on projects, or to take elective units and prepare for HIST 6010, the Seminar in History.

N. Completing two M.A. degrees at the same time

If you are interested in pursuing two M.A. degrees or more than one program at the same time, confer with the Office of Academic Programs and Graduate Studies. This is generally *not* recommended as one graduate program is surely enough work for anyone.

V. ON-LINE SERVICES

A. The University and History Websites

The University maintains a website with links to all important University offices and departments at: www.csueastbay.edu

The History Department website may be accessed through the University homepage under "Colleges/Departments," click on 'History.' The History page includes full information on graduate course requirements, as well as profiles of the History faculty.

B. HISTGRAD Listserv

Graduate students are required to subscribe to HISTGRAD, the History Graduate Program listserv. The list is for informational items only, sent from the History Department. The Graduate Coordinator periodically posts information of interest to graduate students, including university events, scholarships, and job opportunities. The list is a convenient and inexpensive way for the Department to stay in touch with graduate students.

To subscribe, students should send a Plain text (not html) message to:

listproc@csueastbay.edu

The message should contain only the following:

join histgrad [your name without brackets] end

C. The University Library

The University Library's website may also be accessed through the "Index" of the University site, or at www.library.csueastbay.edu. The Library's on-line catalog is called "Haystac." The Library includes *numerous* other on-line services. See the website or talk to one of the Reference librarians for further information.

D. Unofficial Transcripts on MYINFO

Grades are posted after the end of each quarter on students' unofficial transcripts located in MYINFO, which students access with their personal net-id and password. Students should contact the Graduate Coordinator if they see unfamiliar symbols or notations on their unofficial transcripts.

VI. THE M.A. PROJECT

A. A FEW GENERAL POINTS:

The culminating experience of the M.A. Program is the Master's project (the University Thesis, Examinations, Curriculum Project, or Public History Project). As noted under Part III, the options in the History M.A. Program are distinguished by the different types of projects each requires. It is generally expected that Thesis and Public History Option students will pursue research at libraries or collections outside the University in completing their projects. Examination and Teaching Option students are more likely to complete their projects on campus. See detailed descriptions of the M.A. projects below (pp. 17-19).

1. Master's Project Description

To be eligible for advancement to candidacy, students must first provide the Graduate Coordinator with a completed "**Master's Project Description**," available from the department office. The "Description" requires identification of the student's option, a brief description of the proposed master's project, and signatures of the student's faculty committee and the Graduate Coordinator. Upon acceptance of the proposal and completion of HIST 6010, HIST 6030 and 12 additional units of coursework, the Graduate Coordinator informs Enrollment Services that the student is recommended for advancement to candidacy.

2. Registering & Grading for Project Units

Students may register for M.A project units at the start of any quarter with the advisor's permission. Students must fill out a special registration form (available from the department office or on-line under "Enrollment Services," click on 'For Students') which also needs to be signed by the advisor and the Department Chair before submission to the Dean's office for approval. The Dean's office handles this registration upon the Dean's approval, which may take some time. Students should have sufficient tuition in their account to cover the credit units requested on the special registration form. It is up to students to keep their advisors informed of their work, of any delays interfering with completion of their projects, or of any plans to change the subjects or research strategies of their projects.

Usually students will not need to relay the same information to their readers until they are ready to submit their work for final feedback. Work "successfully in progress" in HIST 6900, 6909, and 6910 will receive an "RP" (Report in Progress) grade until final evaluation by the faculty committee and a change to a letter grade. *No courses with unchanged RP grades may be used for completion of the degree.* RP grades for projects are governed by the same University's Five-Year Rule that cover grades for regular course work. Note an exception: an RP-

grade in HIST 6900 is equivalent to an I-grade and will convert to a failing grade after one calendar year.

3. Special Regulations for the University Thesis

The formal regulations for the final version of the University Thesis (HIST 6910) -- that is, formatting, typing/printing, binding, copying, and meeting deadlines -- are determined by the University rather than the Department. Before starting work on a University Thesis, students should consult the *University Thesis Writing Guide* available online at:

http://www.csueastbay.edu/csu_students/grad_students/thesis/. You may also pick up a printed copy of the *Guide* from the Office of Academic Programs and Graduate Studies (WA 859). CSUEB, like all universities, requires strict adherence to the University Thesis regulations before a thesis will be accepted (and the student allowed to graduate).

The last step for the thesis is obtaining the signatures of the advisor and reader. *If students are completing their work in the Summer Quarter, they should find out whether their advisor and reader would be available to complete this one final task.* Otherwise students may find themselves meeting every requirement for graduation except this one.

4. Human Subjects Research Protocol

Graduate students should be aware that any research involving live informants falls under the purview of the University's Institution Review Board. Since historians generally undertake research on individuals who have long since expired, students generally need not concern themselves with these regulations. But Public History Option students, and those undertaking oral history projects, should confer with the Graduate Coordinator about possible legal ramifications.

5. Proficiency in a Foreign Language

M.A. Students may undertake projects requiring proficiency in a foreign language. Such research should be pursued only with reading knowledge of the necessary language and the advisor's recommendation. An advisor may withhold approval of a project if he or she determines that a student's abilities in the requisite language are not adequate to the task.

Students preparing for doctoral programs in History are advised to acquire proficiency in a foreign language relevant to their area of interest.

6. Certification of Completion of Projects

The Graduation Evaluators in Enrollment Services require verification of the completion of the M.A. project for the various options. Consequently students should consult with the Graduate Coordinator upon completion of their University Thesis, Examinations, Curriculum Project, or Public History Project to make sure all the proper forms are filed in all the proper places.

7. Theses & Projects on File

University Theses are kept on file at the Department and the University Library. Other M.A. projects are housed at the Department. Students beginning work on their projects may wish to consult former M.A. theses for ideas to avoid duplicating work already accomplished.

8. Graduate Study Completion Units

Graduate students who have completed all of their course units, even with RP grades, may continue to have access to the University's research facilities through Graduate Study Completion units, GS-x6990-HA. See Section 8, "Can I use university research facilities after I have taken all my required units," in the Graduate Studies section of the on-line University Catalog.

B. GUIDELINES FOR SPECIFIC M.A. PROJECTS IN HISTORY

1. THE UNIVERSITY THESIS

A university thesis is an extended historical study based on primary research and focusing on a particular historical subject or problem. Students register for 8 units of HIST 6910 (University Thesis), in two sets of 4 units each, while completing their work.

Scope:

Most history theses at CSUEB have been completed on subjects in California or Bay Area history. Numerous archives exist in the area for pursuing original research in these fields, including Bancroft Library, the San Francisco Public Library, the National Archives and Federal Records Center in San Bruno, and the California State Archives and State Library in Sacramento, as well as numerous special collections. Students may also complete theses in other fields for which department faculty have expertise. The thesis must contain historiographical content relating to the research field.

Committee:

The thesis committee is comprised of an advisor who is the main guide for research and writing, and a reader who generally reviews the final draft of the work. The advisor and reader together determine the student's final grade to be applied to all 8 units of HIST 6910. The reader for the thesis may be a faculty member from a different department at CSUEB, another university, or an outside historical agency.

University Thesis format:

The final thesis format is governed by Curriculum and Academic Programs. See the *University Thesis Guide* for details. Theses range from 100 to 200 pages, including full scholarly supporting material in the form of notes, bibliography, and (optional) appendices.

Foreign language requirement:

A student writing a thesis on a subject requiring the knowledge of a foreign language must first receive approval from their advisor verifying that he or she is qualified to carry out research in the field.

Final bound copies of university theses are kept on file at the University Library and at the Department of History.

2. EXAMINATIONS IN MAJOR & MINOR FIELDS

Students completing the Examination Option take separate written examinations in a major and a minor field at the end of their graduate work. Students register for 4 units of HIST 6909 (Departmental Thesis) while preparing for their examinations.

Scope:

Major and minor field examinations are distinguished from each other by their purposes. The purpose of the major field exam is for students to acquire in-depth knowledge of the historical literature of a particular field. The purpose of the minor field exam is for students to acquire a broad familiarity with the historical literature in a second field. Major and minor fields are *not* distinguished by the scope of subject matter. Students have completed major field examinations in such topics as the U.S. in the Gilded Age, Modern Germany, and California History; and

minor field examinations in the American Revolution, Nineteenth-century U. S. women's history, Latin America, and Modern China. At least one of the field examinations should derive from a conference course. Both examinations will include substantial historiographical content.

Committee:

The examination committee is comprised of an advisor who oversees the preparation of bibliographies for the student and examines him or her in the major field; and a reader who likewise prepares and examines the student in the minor field. Committee members then confer to determine the student's final grade for HIST 6909.

Parameters:

The major field examination is usually composed of two or more extended essays and is four hours in length, plus an interval, completed at the History Department. The minor field examination varies: the exam may be in a two-hour format at the Department or as a take-home examination or in the form of a bibliographic essay, as determined by the student's reader. Major and minor field examinations may be taken from a week to several months apart.

Foreign language requirement:

Students taking examinations in fields requiring knowledge of a foreign language must first receive approval from their advisor verifying he or she is qualified to carry out reading in the field.

Copies of the examinations are filed in the student's department file. Copies of the students' field bibliographies are bound in a master file in the Department of History.

3. TEACHING OPTION PROJECTS

Teaching option projects are designed to enhance the student's teaching of history at the secondary or community college level. Students register for 4 units of HIST 6900 (Graduate Independent Study) and 4 units of HIST 6909 (Departmental Thesis) while completing their projects.

Scope:

Students may complete curriculum projects for particular classes and grade levels based on intensive reading or original research on a particular subject. Teaching option projects have been completed in a variety of subjects, including documentary sources in high school instruction, everyday life in America, 1870-1914, immigration history, a course design in California history, and a high school course in modern Chinese history. The length of the project also varies, depending on the quantity of ancillary supporting material attached. The project must include a historiographical essay relating to the subject matter.

Committee:

The Teaching Option Committee is comprised of an advisor who oversees and evaluates the conception and preparation of the project while the student is enrolled in HIST 6900 and HIST 6909, and a reader who assists in evaluating the final draft of the project. The committee together determines the final grade for all 8 units of project work (HIST 6900 and HIST 6909).

Teaching option projects are bound in loose-leaf binders and filed at the Department of History. The project must include the standard departmental thesis title and signature pages (see Appendix D, pp. 28-29).

4. PUBLIC HISTORY PROJECTS

Public History projects are designed to provide students with hands-on experience in archives, museums, historical societies, or other public history settings in preparation for work in public history. Students register for 3 units of HIST 6909 (Departmental Thesis) while completing their project.

Scope:

Projects may take the form of collection histories, catalogs, exhibitions, oral histories, media presentations, or other forms of public historical work. The project must include a historiographical essay relating to the subject matter.

Committee:

The student's committee is comprised of an advisor who supervises his or her project, and a reader who assists in evaluating the project's final draft. The committee together determines final grade for HIST 6909.

VII. COMPLETING THE M.A. PROGRAM

As students near completion of their course work and prepare for their project work, they will need to complete several simple formal steps to be qualified to graduate.

A. Advancement to Candidacy

In advancing a graduate student to candidacy, the Department confirms to the University that a graduate student is in good standing and likely to finish the degree. The conditions for advancement to candidacy in the History M.A. Program are straightforward:

--Completion of HIST 6010

--Completion of HIST 6030

--Submission of the "Master's Project Description" with signatures of the student's graduate committee and the Graduate Coordinator.

In addition, the University requires that students have completed at least 12 graduate course units with a GPA of 3.0 (B) or better before applying for advancement to candidacy, and that Conditionally Classified students have been advanced to classified status.

Since students may complete HIST 6010 and 6030 at various points in their graduate careers, advancement to candidacy may be completed before or after the Major Check and application for graduation (see sections B & C below) without any problem.

B. The Major Check

Before students are eligible to apply for graduation, they must complete a Major Check with the Graduate Coordinator. The Major Check is a listing of all course units students have completed or will complete to fulfill the requirements of the M.A. degree: a total of 45 units. Students must complete their option worksheet before requesting a Major Check from the Graduate Coordinator. See Appendix A (pp. 24-25).

The courses on the Major Check are subject to the approval of the Graduate Coordinator. *A reminder: students should be certain that any unusual aspects of their individual programs -- non-residential units, courses taken in other departments, or independent studies taken in place of conference courses, for example -- have prior approval of the Coordinator.* Individual programs, as explained in Part I (p. 2), must be based on the requirements of a student's catalog

year. Students must also have achieved a GPA of 3.0 in courses used on the Major Check.

The University's Graduation Evaluators use the Major Check form to verify that individual students have met the requirements of the M.A. Program in History and the University in general. Students will receive a filled-out "Master's Degree Check Sheet" from their Enrollment Services evaluator notifying them of any deficiencies. Attention should be paid to the degree check sheet to avoid last-minute graduation glitches. Problems should be brought to the Graduate Coordinator.

C. Applying For Graduation

The University's deadlines for formal application for graduation are stringent to allow time for the Graduation Evaluators to complete their checks of candidates' credentials (see the previous section). Students must apply for graduation by the end of the add/drop period in the quarter *preceding* the one in which they plan to graduate. For example, those wishing to graduate at the end of Spring Quarter must file for graduation by the end of the add/drop period in the Winter Quarter. Applying for graduation requires two steps on the student's part: (1) completion of a Major Check (see above); and (2) file an online Degree Candidacy Form, available under the "For Students" section of the university homepage: click on 'Enrollment Services.'

It is generally best to apply for graduation as soon as one is able to predict the likely date of the completion of your graduate work. The application for graduation is good for up to four quarters.

D. How do you know when you're really done?

See "Student's Checklist for Completing the M.A. Degree" in Appendix B (p. 26).

VIII. SOLVING PROBLEMS

Here are some brief words on various hindrances students may run into while working toward their degrees.

A. Un-enrolled Quarters

Students not enrolled for more than two quarters (including summer) *in sequence* will be dropped from the Program and will need to reapply to continue. Students will also lose their "catalog rights" if they are not enrolled for at least two quarters each **calendar year**. Students will be readmitted under the requirements of the new catalog year. These requirements generally do not change, but students should confer with the Graduate Coordinator if either of these conditions applies. See also the next section.

B. Educational Leave

Students who know they will not be enrolled for more than two quarters sequentially may apply for an educational leave of absence for up to two years. The appropriate form can be obtained at the 1st Floor Lobby of Warren Hall.

C. Incomplete Course Work

Students may seek the grade Incomplete ("I") for unfinished course work. Incomplete grades are given only at the discretion of the instructor, so it is important that students report the possibility of unfinished work promptly. Work for an Incomplete grade should normally be made up within one year of the quarter in which the "I" was assigned. In other words, an "I" earned in Spring Quarter should normally be made up *before* the end of Spring Quarter of the following year. In extraordinary circumstances, Incompletes may be extended for up to two additional quarters, with permission from both the instructor and department chair. Otherwise, the "I" will become an "IC," which is calculated as a *failing grade* in a student's GPA.

Permission for extension of course work in courses receiving RP grades are not necessary, though RP grades in HIST 6909 & 6910 too will turn into F's on the student's transcript at the end of five years. NOTE: An RP in HIST 6900 will turn into an F after one year.

D. The Five-Year Rule (Again)

See Part I (p. 4). Students should consult with the Graduate Coordinator about any difficulties with regard to the Five-Year Rule.

E. Changing Advisors/Committees

Students should confer with the Graduate Coordinator before making any decisions about changing advisors or committees.

F. Academic Probation

Usually the most serious problem for a student in the M.A. Program is failure to satisfactorily complete course requirements, which Academic Programs measures by the student's overall GPA. If this falls below a 3.0 (B), students will receive a letter from the Associate Vice President of Curriculum and Academic Programs informing them that they are on Academic Probation.

APPENDIX A: OPTION WORKSHEETS

Thesis Option (45 units) Worksheet

Course Title	Quarter Enrolled	Grade
HIST 6010		
HIST 6030		
4 Conference Courses		
(1)		
(2)		
(3)		
(4)		
3 Elective Courses		
(1)		
(2)		
(3)		
University Thesis		
HIST 6910 (4 units)		
HIST 6910 (4 units)		

Examination Option (45 units) Worksheet

Course Title	Quarter Enrolled	Grade
HIST 6010		
HIST 6030		
5 Conference Courses		
(1)		
(2)		
(3)		
(4)		
(5)		
3 Elective Courses		
(1)		
(2)		
(3)		
Examination Preparation		
HIST 6909		

Teaching Option (45 units) Work Sheet

Course Title	Quarter Enrolled	Grade
HIST 6010		
HIST 6030		
4 Conference Courses		
(1)		
(2)		
(3)		
(4)		
3 Elective Courses		
(1)		
(2)		
(3)		
Curriculum Project		
HIST 6900		
HIST 6909		

Public History Option (45 units) Work Sheet

Course Title	Quarter Enrolled	Grade
HIST 4032		
HIST 6010		
HIST 6030		
4 Conference Courses		
(1) HIST 6400		
(2)		
(3)		
(4)		
2 Elective Courses		
(1)		
(2)		
Public History Project		
HIST 6901		
HIST 6909		

APPENDIX B: STUDENT'S CHECKLIST FOR COMPLETING M.A. DEGREE

CHECK LIST as you are about to begin work on your graduation project (i.e., thesis, teaching, examinations, or public history):

- _____ Fill out the project description form and obtain the signatures of an advisor, a reader, and the Graduate Coordinator.

- _____ Contact the Graduate Coordinator about filing an advance to candidacy form. To qualify you must have completed (1) History 6010, (2) History 6030, (3) the project description form, and (4) 12 graduate course units with a GPA of 3.0 (B) or better.

APPENDIX C. Checklist for Graduation

CHECK LIST as you reach the finish line, that is, when your advisor and reader inform you that they consider your project done to their satisfaction. Congratulations!

- _____ Remind your project advisor and reader to (1) jointly determine letter grade(s) for the course(s) you have registered to work on your thesis, teaching project, or examination fields; and (2) file change of grade form(s), usually done by the advisor.

- _____ Check with the Graduate Coordinator to make sure that you have indeed fulfilled *all* the requirements for the MA degree.

- _____ Remind your advisor and reader that they need to sign the Completion of Degree Requirement Form, without which Enrollment Services will not post your degree on your transcript.

APPENDIX D.

[TITLE PAGE]

[TITLE OF PROJECT]

A Project Presented to the Faculty
of
California State University,
East Bay

In partial fulfillment
of the
Masters Degree of Arts
in History

by

[NAME OF STUDENT]

[DATE: MONTH AND YEAR]

[SIGNATURE PAGE]

Masters Project

[SPECIFY: Public History OR Teaching Option]

by

[NAME OF STUDENT]

Approved:

Date:

Appendix 6
Graduate Students' Handbook

Third Edition
August 2006

Dear History Graduate Student:

In this new edition of the *Handbook*, we have changed the location of a few sections that had appeared in previous editions, updated information regarding the University's on-line sources, and added a few explanations and check lists for your convenience. Please take time to read "A Few Words about Graduate Study" following the Table of Contents before making use of the rest of the *Handbook*. The only significant change in this edition is that it will be distributed to both incoming and continuing students in electronic format. Please store this in a handy place on your computer for easy reference.

As always, we do not want to force our great variety of graduate students on to a single track or career plan. Rather, the graduate program is organized with the recognition that students have different goals and frequently other professional and personal obligations. It is expected, nonetheless, that graduate students in History aspire to professional-quality work and will adhere to professional standards while working towards their degrees. We hope the Handbook will serve as useful guide and assist students in completing their individual programs expeditiously

In the event of discrepancies, the provisions of the History Graduate Students' Handbook are superseded by those of the CSUEB Catalog.

We wish you a prosperous and intellectually engaging time at CSUEB.

Sophia Lee
Associate Professor
Graduate Program Coordinator, 2003-6

Nancy Thompson
Associate Professor
Graduate Program Coordinator, 2006-

Dee Andrews
Professor and Department Chair

TABLE OF CONTENTS

A Few Words about Graduate Study	1
I. Starting Out in the M.A. Program	2
II. Financial Aid	5
III. The Four Options	6
IV. Planning an Individual Program	8
V. On-line Services	13
VI. The M.A. Project	14
VII. Completing the M.A. Program	20
VIII. Solving Problems	22
Appendix A: Option Worksheets	24
Appendix B: Check List for the M. A. Project	26
Appendix C: Check List for Graduation	27
Appendix D: Format for Title and Signature Pages for the Teaching and Public History Projects	28

FIRST, A FEW WORDS ABOUT GRADUATE STUDY...

The M.A. Program in History is more than just study beyond the bachelor's degree. Entry into the program represents a commitment to professional training. Graduate students are expected to engage not only in course work, but also in self-motivated study and consultations with faculty as mentors. Graduate students should show initiative, keep appointments with their professors and other members of the university administration, faculty, and staff, and keep faculty informed of their progress on assignments and projects. Students should direct general questions about courses and projects to the graduate coordinator. Both the graduate coordinator and the department's administrative support coordinator will assist with the processing of paperwork and other administrative matters. However, students should remember that it takes time to answer email and telephone inquiries and to complete paperwork. Courtesy and patience are especially appreciated by the Office Administrator and the Graduate Coordinator.

Good communications with the advisor and reader are critical for a rapid and happy completion of the M.A. project. Students may eventually want to request letters of recommendation from various faculty members, so making a good impression has its concrete merits. The same rules apply for students' interactions with the librarians and staff at the University Library. Librarians have access to vital information for students' course work and projects. Their attention is worth its weight in gold.

Finally, it is understood that history graduate students will adhere to the ethics, values, and standards of the academic community while working toward their degrees. The CSUEB Catalog specifies some of the penalties for not doing so. We know that students often have legitimate questions about proper use of sources, suitable forms of class participation, when it is necessary to give credit, and other kinds of issues relating to scholarly behavior, research, and writing. Students are urged to raise matters of concern, which may come up at any time in their graduate careers, with their advisors, the Graduate Coordinator, or the Department Chair.

I. STARTING OUT IN THE M.A. PROGRAM

A. The CSUEB Catalog

The on-line University Catalog is the primary guide to Department and Program descriptions, University regulations, and course offerings. Updated annually, it also describes the structure of the University and the various academic and administrative offices with which students may have occasion to consult. Outside the History Department, students are most likely to have contact with Enrollment Services and Academic Programs and Graduate Studies. The catalog is accessible through the university's website at www.csueastbay.edu.

B. The Student's Catalog Year

Graduate students are bound by the requirements in the CSUEB Catalog for the academic year in which they were admitted. This is called the student's "catalog year." The catalog year begins in the Fall, even if a student is admitted in a subsequent quarter.

C. Classified & Conditionally Classified Status

Graduate students' status is either Classified or Conditionally Classified, as indicated in the letters they receive from the History Department and the Director of Enrollment Services. Both Classified and Conditionally Classified students are regular graduate students fully admitted to the University. Conditionally Classified students are admitted with prerequisite requirements, usually in the form of undergraduate History courses necessary for their success in the Program. These students should confer with the Graduate Coordinator once they have completed prerequisite course work. A formal change to Classified status must be made before advancement to candidacy and graduation (see p. 21).

D. The Writing Skills Test (WST)

The Writing Skills Test is a CSU-wide requirement for all undergraduate and graduate students. The test is held every quarter and must be completed in the student's first quarter of enrollment. Information and registration forms can be obtained from the Office of Testing and Evaluation in Warren Hall or on-line. Classified students without previous CSU degrees are considered Conditionally Classified until they have passed the Writing Skills Test. Students with other CSU degrees are not required to repeat the test. Those with appropriate CBEST, GRE, or GMAT scores may be exempted from the WST. Consult the University Catalog for details.

E. Registering for Classes

Students may register for classes several weeks before the quarter for which they are admitted, or late-register during the first two weeks of the quarter (for specific dates, check the University's on-line "Schedule and Catalog"). New and continuing students will receive information from the University indicating when they may register. History graduate courses (6000-level) are open to all admitted History graduate students. Undergraduate courses (electives), however, often fill up during registration, so students are urged to register promptly.

F. Non-Residential Units

With the Graduate Coordinator's permission, students may transfer up to 13 non-residential quarter units into their individual programs (see pp. 8-9). Transferable units exclude those already used toward the baccalaureate degree, but these units may include courses completed as a post-baccalaureate student in preparation for entering the program or taken at other academic institutions. Exceptions are HIST 3400, 4030, and 4031 in CSUEB's undergraduate program.

New students should confer as early as possible with the Graduate Coordinator about potentially transferable units. Any units used toward the student's individual program are subject to the Five-Year Rule (see p. 4).

G. Full-Time & Part-Time Enrollment

Full-time and part-time enrollment for graduate students is measured in weighted units. For clarification, see "Classification of Students" in the Catalog. Generally, full-time graduate students are those enrolled for 8 or more graduate level units per quarter, or 12 or more undergraduate units, or some combination of the two.

The History Department makes no distinction between full-time and part-time graduate students, but candidates for financial aid must be enrolled for certain numbers of quarter units, and only full-time students may cross-register for courses at other universities (see pp. 11-12).

H. Library Privileges

After registration, a new student's chief concern should be access to privileges at the University Library. The Library is an excellent resource with skilled and responsive staff of reference, interlibrary loan, on-line, and catalog specialists. Students will find that much of their course work and planning for M.A. projects will be carried out here. Information on the Library, including the "University Library Self-Guided Walking Tour and Handbook," and zebra-coding of identification cards for borrowing privileges, can be obtained from the Circulation

Desk on the main floor. Students will find they will confer with the Reference Librarians *many* times during their graduate career.

I. The Five-Year Rule

Students entering the History M.A. Program at CSUEB are under the University's "Five Year Rule" for completion of graduate work. All course work to be applied to a student's individual program, including those taken as a post-baccalaureate student, must be completed within five calendar years immediately preceding receipt of the M.A. degree.

Students who wish to complete their degrees within one year beyond the five-year limit must petition the Associate Vice President of Graduate Studies for an extension for all courses that will be out of date (see Graduate Coordinator for details). An additional one-year extension is possible, but only after the student has demonstrated competence in outdated work through oral examination or other forms of evaluation.

M.A. students should make every effort to complete their work in a timely fashion to avoid losing credit for course work and possibly eligibility for the degree.

II. FINANCIAL AID

A. Scholarships and Loans

Information on financial aid for graduate students, including loans and fellowships, is available at the Financial Aid Office in Warren Hall. See especially the “Financial Aid Handbook” and the “Graduate and Other Postbaccalaureate Programs Brochure,” updated each year. Applicants for financial aid must first submit a FAFSA (Free Application for Financial Aid).

Other than loans, financial aid for graduate students regrettably is not as abundant as for undergraduates. Graduate students must also be enrolled for specific numbers of quarter units, often full-time, for various forms of aid.

For detailed information on-line, click on ‘Financial Aid & Scholarships’ in the “For Students” section on the University website.

B. The Evelyn Whitman Rice Fund for M.A. Students in History

The History Department grants the Rice award to one or more History graduate students each spring, pending available funds. The award is part of a fellowship endowment named after the late wife of Emeritus Professor Richard B. Rice.

These small scholarships of \$100 to \$500 are intended to assist in the completion of M.A. projects. Applications will be mailed to students each spring and are due on a specified date in May for awards made payable after July 1.

III. THE FOUR OPTIONS

Students have a choice of four options in the M.A. Program: the **Thesis Option**, the **Examination Option**, the **Teaching Option**, and the **Public History Option**. A student's choice of an option should be based on overall interests, career goals, or the kind of M.A. project he or she would like to complete. Full course requirements for each option are listed below. To generalize, the Thesis, Examination, and Teaching Options have relatively similar course requirements and differ mainly in the M.A. project required. The Public History Option has a more distinct set of course requirements. Students should complete some course work and become relatively familiar with the History Department *before* choosing an option.

A. The **Thesis Option** requires completion of a University Thesis (2 sets of 4 units of HIST 6910) under regulations set by the University. The thesis option is recommended for students especially interested in original historical research. Students selecting the Thesis Option must complete

- HIST 6010 Seminar in History (5 units)
- HIST 6030 Graduate Historiography (4 units)
- HIST 6910 University Thesis (8 units)
- Four conference courses (16 units in total) in at least **two areas** from HIST 6100, 6200, 6300, 6400, and 6500
- Three upper-division (3000-level) or graduate courses in history (12 units in total).

B. The **Examination Option** requires completion of major and minor field examinations. Students prepare for the examinations by registering for 4 units of Departmental Thesis (HIST 6909). Both examinations are written (see pp. 17-18 for more details). While any student may choose this option, it is especially suited to students interested in areas other than U.S. history. Students selecting the Examination Option must complete

- HIST 6010 Seminar in History (5 units)
- HIST 6030 Graduate Historiography (4 units)
- HIST 6909 Departmental Thesis (4 units). Departmental Thesis is a course title; it does not refer to a different type of thesis. A University Thesis is the only type of thesis recognized by the University and the History Department.
- Five conference courses (20 units in total) in at least **two areas** from HIST 6100, 6200, 6300, 6400, and 6500
- Three upper-division (3000-level) or graduate courses in history (12 units in total).

C. The **Teaching Option** is suitable for students interested in becoming or currently employed as secondary school teachers or considering community college employment, although teachers are free to explore other options as well. The Teaching Option requires completion of a curriculum project for which the student registers for 4 units of HIST 6900 (Independent Study) and 4 units of HIST 6909 (Departmental Thesis). These two course designations are for administrative purposes only; the curriculum project is one single project. Students selecting the Teaching Option must complete

- HIST 6010 Seminar in History (5 units)
- HIST 6030 Graduate Historiography (4 units)
- HIST 6900 Independent Study (4 units)
- HIST 6909 Departmental Thesis (4 units)
- Four conference courses (16 units in total) in at least **two areas** from HIST 6100, 6200, 6300, 6400, and 6500
- Three upper-division (3000-level) or graduate courses in history (12 units in total).

D. The **Public History Option** is designed for students interested in training for work in historical archive management, historical editing, or public history employment other than teaching. Students interested in the Public History Option should confer with the Public History advisor as early as possible in their graduate career. Students selecting the Public History Option must complete

- HIST 4032 Introduction to Public History (4 units)
- HIST 6010 Seminar in History (5 units)
- HIST 6030 Graduate Historiography (4 units)
- HIST 6901 Internship in Public History (5 units)
- HIST 6909 Departmental Thesis (3 units)
- Four conference courses (16 units in total) in at least **two areas** from HIST 6100, 6200, 6300, 6400, and 6500
One course must be HIST 6400. At least one course must be in a different area.
- Two upper-division (3000-level) or graduate courses in history (8 units in total).

IV. PLANNING AN INDIVIDUAL PROGRAM

Some General Points:

In planning their graduate careers, students should distinguish the **History M.A. Program** from their **individual programs**. The **M.A. Program** is the collection of options, courses, and requirements available or necessary for the M.A. degree in History. **Individual programs** are the set of courses taken by the student to fulfill these requirements.

A student's basic goal in planning an individual program is to take a set of courses that fulfills, as much as possible in a small department, his or her interests or long-term goals while at the same time meeting the M.A. requirements.

Keeping the Five-Year Rule in mind, students may nonetheless take very different lengths of time to complete the M.A. degree. A full-time graduate student may be able to complete the program in 18 months. But since most of our students combine school with employment, completion of the program usually takes two or more years' time.

A. Getting Advice

History graduate student's general advisor is the History Graduate Coordinator. This faculty member is available for planning individual programs, filling out forms, and for information on upcoming courses, composition of faculty committees, the Rice Fund, and other general and academic questions. The Graduate Coordinator is *not* the best source of information on technical problems, such as fees, registration for courses, University Thesis regulations, or other administrative questions. For answers to these, graduate students should consult the appropriate sections of the University website or contact the proper administrative officer or unit in the University, such as the Associate Vice President of Academic Programs or the Graduation Evaluators in Enrollment Services. Note: the Coordinator's approval is required for the following: independent and individual studies for work other than the M.A. project, non-residential units, Advancement to Candidacy, the Master's Project Description, and the Major Check.

B. Residential Units & Non-Residential Units

Residential course units are those taken after a student has been admitted to the History Program, including courses taken in other departments at CSUEB or under cross-registration at other universities. **Non-residential course units** are those completed before the student enters the program or taken *without* cross-registration at other universities.

Graduate students must complete a total of 45-quarter units to qualify for the M.A. degree. Of these, 32 must be residential units; up to 13 may be non-residential. Students must consult with the Graduate Coordinator before pursuing course work in other departments or at other schools. These and non-residential units can be applied to the student's individual program only with the Graduate Coordinator's permission.

C. Scheduling Classes

One to two graduate (6000-level) courses are offered by the History Department per quarter, excluding the Summer Quarter. Graduate courses are scheduled at night to accommodate our many students with full-time jobs. Students can expect to be able to complete as many as 16 to 20 graduate courses units (or 17 to 21 graduate units with the 5-unit HIST 6010) from the Fall through the Spring Quarters. *Students should be forewarned, however, that graduate courses are intensive. Taking a single graduate course in a quarter, or combining one graduate course with undergraduate elective, independent, or project units, is usually the best way to set up your individual schedules.*

D. Choosing an Option

See Part III (pp. 6-7). Students should complete some course work and become relatively familiar with the History Department *before* choosing an option. Students interested in the Public History Option should pay particular attention to the constellation of courses required, since these are significantly different from the other options.

E. HIST 6010 & HIST 6030

The two core courses required of all students are HIST 6010 (The Seminar in History) and HIST 6030 (Graduate Historiography). These are usually offered once a year. The core courses are best completed as soon as possible. Students may also wish to confer in advance with the instructors regarding the courses' contents and goals. Choosing a topic ahead of time is usually the best preparation for HIST 6010. Your 6010 paper may also become the core of your future Master's project.

F. Conference Courses

The main subject matter courses taken by students in the M.A. Program are the conference or seminar classes. These are readings courses in various fields intended to provide students with an overview of topics selected by individual instructors. Students are required to complete conference courses in at least two different areas (HIST 6100, 6200 etc.) for graduation. Students may take two conference courses with the same faculty member *as long as these courses cover different topics.*

Conference course topics vary, based on the department faculty's expertise. Over a cycle of approximately four to five years, courses will likely be offered in:

Native America
California and the U.S. West
The American Revolution
American Intellectual History
Gender and the Family in America
Western History and the Environment
Civil War America
Recent U. S. History
Printing in Early Modern Europe
Modern Europe
Modern China
Modern Japan
The Middle East and U.S. Relations
Latin America and U.S. Relations

G. Electives

Each of the options in the M.A. program also includes a choice of 8 to 12 elective units. These may be upper-division undergraduate (3000-level) courses or graduate (6000-level) courses in history. Students may use elective units to shape their individual programs in one or another direction, such as emphasizing one or another field of history. *In special circumstances, students may also take elective units in other departments, as long as these relate in some way to the student's goals and are pre-approved by the Graduate Coordinator.*

H. The M.A. Project (University Thesis, Examinations, Teaching Project, or Public History Project)

Course work in the graduate program is completed with the M.A project, which may take the form of University Thesis, Examinations, Teaching Project, or Public History Project. See Part VI (pp. 14-19) for detailed descriptions.

The M.A. Project is a substantial part of each student's program. Students should expect to take more than one quarter to complete the project. Satisfactory progress on projects will be graded "RP." Projects are given "RP" grades until the work is completed.

I. Faculty Committee for the M.A. Project

Projects are carried out under a faculty committee comprised of two faculty members: an advisor and a reader. The advisor must be a regular member of the History Department faculty. The reader may be a visiting instructor or a faculty member of another department or institution. In the Examination Option, students customarily complete their major field with their advisor and their minor field with their reader.

Students should take the initiative in forming their committees. This task is usually best accomplished after or near the end of students' conference course work. It goes without saying that students should choose an advisor with whom they are compatible, though exact matching of areas of interest – or personalities! -- is not always possible.

The reader on the faculty committee serves as a second evaluator of the final version of the project. Unless a student's advisor suggests otherwise, the reader need not be consulted until the final stages of a project. In the Examination Option, however, the advisor and the reader evaluate the examinations for both the major and minor fields. Students should feel free to seek advice on their work from any member of the CSUEB faculty, *keeping in mind that the project's final grade is determined by the faculty committee.*

J. Independent Study & Individual Study

A **graduate independent study** (HIST 6900) is a course taken separately with a faculty member, sometimes in conjunction with an undergraduate course. A **graduate individual study** is a *replication* of a conference course taken separately with a faculty member under the appropriate *conference course number*. [Note: the course number 6900 has also been used in the Teaching Option.]

Independent and individual studies are useful ways for students to explore their particular interests in the M.A. program, but these opportunities should not be abused. Students should be aware that these courses are offered by the faculty in excess of their quarterly teaching obligations. Independent studies may also be discouraged if a course on the same subject is to be offered in a short time. Students are also advised to take coursework with a variety of History faculty.

Students should confer with the appropriate faculty member and sign up for independent and individual studies through special registration at the History Department office. These must be approved by the Graduate Coordinator and the Department Chair.

K. Cross-Registering for Courses at Other Universities

CSUEB graduate students may cross-register for courses at other universities in the CSU and UC systems. See the CSUEB Catalog for details. *Students must*

be enrolled full-time to be eligible to cross-register for off-campus courses. Students may take off-campus courses without cross-registering but will be responsible for delivering grade transcripts to CSUEB Records. Non-cross-registered courses will be considered non-residential. Courses taken at other universities must be approved by the Graduate Coordinator.

L. Maintaining a 3.0 or better GPA

Graduate students are required to maintain a Grade Point Average (GPA) of 3.0 (B) or better in their course work. Students should confer with the Graduate Coordinator if their GPA falls below 3.0.

M. The Summer Quarter

Graduate (6000-level) courses, other than independent study, individual study, and project units (HIST 6900, 6901, 6909, and 6910), are not offered in the Summer Quarter. Students should consider the summer as an opportune time to begin or conclude work on projects, or to take elective units and prepare for HIST 6010, the Seminar in History.

N. Completing two M.A. degrees at the same time

If you are interested in pursuing two M.A. degrees or more than one program at the same time, confer with the Office of Academic Programs and Graduate Studies. This is generally *not* recommended as one graduate program is surely enough work for anyone.

V. ON-LINE SERVICES

A. The University and History Websites

The University maintains a website with links to all important University offices and departments at: www.csueastbay.edu

The History Department website may be accessed through the University homepage under "Colleges/Departments," click on 'History.' The History page includes full information on graduate course requirements, as well as profiles of the History faculty.

B. HISTGRAD Listserv

Graduate students are required to subscribe to HISTGRAD, the History Graduate Program listserv. The list is for informational items only, sent from the History Department. The Graduate Coordinator periodically posts information of interest to graduate students, including university events, scholarships, and job opportunities. The list is a convenient and inexpensive way for the Department to stay in touch with graduate students.

To subscribe, students should send a Plain text (not html) message to:

listproc@csueastbay.edu

The message should contain only the following:

join histgrad [your name without brackets] end

C. The University Library

The University Library's website may also be accessed through the "Index" of the University site, or at www.library.csueastbay.edu. The Library's on-line catalog is called "Haystac." The Library includes *numerous* other on-line services. See the website or talk to one of the Reference librarians for further information.

D. Unofficial Transcripts on MYINFO

Grades are posted after the end of each quarter on students' unofficial transcripts located in MYINFO, which students access with their personal net-id and password. Students should contact the Graduate Coordinator if they see unfamiliar symbols or notations on their unofficial transcripts.

VI. THE M.A. PROJECT

A. A FEW GENERAL POINTS:

The culminating experience of the M.A. Program is the Master's project (the University Thesis, Examinations, Curriculum Project, or Public History Project). As noted under Part III, the options in the History M.A. Program are distinguished by the different types of projects each requires. It is generally expected that Thesis and Public History Option students will pursue research at libraries or collections outside the University in completing their projects. Examination and Teaching Option students are more likely to complete their projects on campus. See detailed descriptions of the M.A. projects below (pp. 17-19).

1. Master's Project Description

To be eligible for advancement to candidacy, students must first provide the Graduate Coordinator with a completed "**Master's Project Description**," available from the department office. The "Description" requires identification of the student's option, a brief description of the proposed master's project, and signatures of the student's faculty committee and the Graduate Coordinator. Upon acceptance of the proposal and completion of HIST 6010, HIST 6030 and 12 additional units of coursework, the Graduate Coordinator informs Enrollment Services that the student is recommended for advancement to candidacy.

2. Registering & Grading for Project Units

Students may register for M.A project units at the start of any quarter with the advisor's permission. Students must fill out a special registration form (available from the department office or on-line under "Enrollment Services," click on 'For Students') which also needs to be signed by the advisor and the Department Chair before submission to the Dean's office for approval. The Dean's office handles this registration upon the Dean's approval, which may take some time. Students should have sufficient tuition in their account to cover the credit units requested on the special registration form. It is up to students to keep their advisors informed of their work, of any delays interfering with completion of their projects, or of any plans to change the subjects or research strategies of their projects.

Usually students will not need to relay the same information to their readers until they are ready to submit their work for final feedback. Work "successfully in progress" in HIST 6900, 6909, and 6910 will receive an "RP" (Report in Progress) grade until final evaluation by the faculty committee and a change to a letter grade. *No courses with unchanged RP grades may be used for completion of the degree.* RP grades for projects are governed by the same University's Five-Year Rule that cover grades for regular course work. Note an exception: an RP-

grade in HIST 6900 is equivalent to an I-grade and will convert to a failing grade after one calendar year.

3. Special Regulations for the University Thesis

The formal regulations for the final version of the University Thesis (HIST 6910) -- that is, formatting, typing/printing, binding, copying, and meeting deadlines -- are determined by the University rather than the Department. Before starting work on a University Thesis, students should consult the *University Thesis Writing Guide* available online at:

http://www.csueastbay.edu/csu_h_students/grad_students/thesis/. You may also pick up a printed copy of the *Guide* from the Office of Academic Programs and Graduate Studies (WA 859). CSUEB, like all universities, requires strict adherence to the University Thesis regulations before a thesis will be accepted (and the student allowed to graduate).

The last step for the thesis is obtaining the signatures of the advisor and reader. *If students are completing their work in the Summer Quarter, they should find out whether their advisor and reader would be available to complete this one final task.* Otherwise students may find themselves meeting every requirement for graduation except this one.

4. Human Subjects Research Protocol

Graduate students should be aware that any research involving live informants falls under the purview of the University's Institution Review Board. Since historians generally undertake research on individuals who have long since expired, students generally need not concern themselves with these regulations. But Public History Option students, and those undertaking oral history projects, should confer with the Graduate Coordinator about possible legal ramifications.

5. Proficiency in a Foreign Language

M.A. Students may undertake projects requiring proficiency in a foreign language. Such research should be pursued only with reading knowledge of the necessary language and the advisor's recommendation. An advisor may withhold approval of a project if he or she determines that a student's abilities in the requisite language are not adequate to the task.

Students preparing for doctoral programs in History are advised to acquire proficiency in a foreign language relevant to their area of interest.

6. Certification of Completion of Projects

The Graduation Evaluators in Enrollment Services require verification of the completion of the M.A. project for the various options. Consequently students should consult with the Graduate Coordinator upon completion of their University Thesis, Examinations, Curriculum Project, or Public History Project to make sure all the proper forms are filed in all the proper places.

7. Theses & Projects on File

University Theses are kept on file at the Department and the University Library. Other M.A. projects are housed at the Department. Students beginning work on their projects may wish to consult former M.A. theses for ideas to avoid duplicating work already accomplished.

8. Graduate Study Completion Units

Graduate students who have completed all of their course units, even with RP grades, may continue to have access to the University's research facilities through Graduate Study Completion units, GS-x6990-HA. See Section 8, "Can I use university research facilities after I have taken all my required units," in the Graduate Studies section of the on-line University Catalog.

B. GUIDELINES FOR SPECIFIC M.A. PROJECTS IN HISTORY

1. THE UNIVERSITY THESIS

A university thesis is an extended historical study based on primary research and focusing on a particular historical subject or problem. Students register for 8 units of HIST 6910 (University Thesis), in two sets of 4 units each, while completing their work.

Scope:

Most history theses at CSUEB have been completed on subjects in California or Bay Area history. Numerous archives exist in the area for pursuing original research in these fields, including Bancroft Library, the San Francisco Public Library, the National Archives and Federal Records Center in San Bruno, and the California State Archives and State Library in Sacramento, as well as numerous special collections. Students may also complete theses in other fields for which department faculty have expertise. The thesis must contain historiographical content relating to the research field.

Committee:

The thesis committee is comprised of an advisor who is the main guide for research and writing, and a reader who generally reviews the final draft of the work. The advisor and reader together determine the student's final grade to be applied to all 8 units of HIST 6910. The reader for the thesis may be a faculty member from a different department at CSUEB, another university, or an outside historical agency.

University Thesis format:

The final thesis format is governed by Curriculum and Academic Programs. See the *University Thesis Guide* for details. Theses range from 100 to 200 pages, including full scholarly supporting material in the form of notes, bibliography, and (optional) appendices.

Foreign language requirement:

A student writing a thesis on a subject requiring the knowledge of a foreign language must first receive approval from their advisor verifying that he or she is qualified to carry out research in the field.

Final bound copies of university theses are kept on file at the University Library and at the Department of History.

2. EXAMINATIONS IN MAJOR & MINOR FIELDS

Students completing the Examination Option take separate written examinations in a major and a minor field at the end of their graduate work. Students register for 4 units of HIST 6909 (Departmental Thesis) while preparing for their examinations.

Scope:

Major and minor field examinations are distinguished from each other by their purposes. The purpose of the major field exam is for students to acquire in-depth knowledge of the historical literature of a particular field. The purpose of the minor field exam is for students to acquire a broad familiarity with the historical literature in a second field. Major and minor fields are *not* distinguished by the scope of subject matter. Students have completed major field examinations in such topics as the U.S. in the Gilded Age, Modern Germany, and California History; and

minor field examinations in the American Revolution, Nineteenth-century U. S. women's history, Latin America, and Modern China. At least one of the field examinations should derive from a conference course. Both examinations will include substantial historiographical content.

Committee:

The examination committee is comprised of an advisor who oversees the preparation of bibliographies for the student and examines him or her in the major field; and a reader who likewise prepares and examines the student in the minor field. Committee members then confer to determine the student's final grade for HIST 6909.

Parameters:

The major field examination is usually composed of two or more extended essays and is four hours in length, plus an interval, completed at the History Department. The minor field examination varies: the exam may be in a two-hour format at the Department or as a take-home examination or in the form of a bibliographic essay, as determined by the student's reader. Major and minor field examinations may be taken from a week to several months apart.

Foreign language requirement:

Students taking examinations in fields requiring knowledge of a foreign language must first receive approval from their advisor verifying he or she is qualified to carry out reading in the field.

Copies of the examinations are filed in the student's department file. Copies of the students' field bibliographies are bound in a master file in the Department of History.

3. TEACHING OPTION PROJECTS

Teaching option projects are designed to enhance the student's teaching of history at the secondary or community college level. Students register for 4 units of HIST 6900 (Graduate Independent Study) and 4 units of HIST 6909 (Departmental Thesis) while completing their projects.

Scope:

Students may complete curriculum projects for particular classes and grade levels based on intensive reading or original research on a particular subject. Teaching option projects have been completed in a variety of subjects, including documentary sources in high school instruction, everyday life in America, 1870-1914, immigration history, a course design in California history, and a high school course in modern Chinese history. The length of the project also varies, depending on the quantity of ancillary supporting material attached. The project must include a historiographical essay relating to the subject matter.

Committee:

The Teaching Option Committee is comprised of an advisor who oversees and evaluates the conception and preparation of the project while the student is enrolled in HIST 6900 and HIST 6909, and a reader who assists in evaluating the final draft of the project. The committee together determines the final grade for all 8 units of project work (HIST 6900 and HIST 6909).

Teaching option projects are bound in loose-leaf binders and filed at the Department of History. The project must include the standard departmental thesis title and signature pages (see Appendix D, pp. 28-29).

4. PUBLIC HISTORY PROJECTS

Public History projects are designed to provide students with hands-on experience in archives, museums, historical societies, or other public history settings in preparation for work in public history. Students register for 3 units of HIST 6909 (Departmental Thesis) while completing their project.

Scope:

Projects may take the form of collection histories, catalogs, exhibitions, oral histories, media presentations, or other forms of public historical work. The project must include a historiographical essay relating to the subject matter.

Committee:

The student's committee is comprised of an advisor who supervises his or her project, and a reader who assists in evaluating the project's final draft. The committee together determines final grade for HIST 6909.

VII. COMPLETING THE M.A. PROGRAM

As students near completion of their course work and prepare for their project work, they will need to complete several simple formal steps to be qualified to graduate.

A. Advancement to Candidacy

In advancing a graduate student to candidacy, the Department confirms to the University that a graduate student is in good standing and likely to finish the degree. The conditions for advancement to candidacy in the History M.A. Program are straightforward:

--Completion of HIST 6010

--Completion of HIST 6030

--Submission of the "Master's Project Description" with signatures of the student's graduate committee and the Graduate Coordinator.

In addition, the University requires that students have completed at least 12 graduate course units with a GPA of 3.0 (B) or better before applying for advancement to candidacy, and that Conditionally Classified students have been advanced to classified status.

Since students may complete HIST 6010 and 6030 at various points in their graduate careers, advancement to candidacy may be completed before or after the Major Check and application for graduation (see sections B & C below) without any problem.

B. The Major Check

Before students are eligible to apply for graduation, they must complete a Major Check with the Graduate Coordinator. The Major Check is a listing of all course units students have completed or will complete to fulfill the requirements of the M.A. degree: a total of 45 units. Students must complete their option worksheet before requesting a Major Check from the Graduate Coordinator. See Appendix A (pp. 24-25).

The courses on the Major Check are subject to the approval of the Graduate Coordinator. *A reminder: students should be certain that any unusual aspects of their individual programs -- non-residential units, courses taken in other departments, or independent studies taken in place of conference courses, for example -- have prior approval of the Coordinator.* Individual programs, as explained in Part I (p. 2), must be based on the requirements of a student's catalog

year. Students must also have achieved a GPA of 3.0 in courses used on the Major Check.

The University's Graduation Evaluators use the Major Check form to verify that individual students have met the requirements of the M.A. Program in History and the University in general. Students will receive a filled-out "Master's Degree Check Sheet" from their Enrollment Services evaluator notifying them of any deficiencies. Attention should be paid to the degree check sheet to avoid last-minute graduation glitches. Problems should be brought to the Graduate Coordinator.

C. Applying For Graduation

The University's deadlines for formal application for graduation are stringent to allow time for the Graduation Evaluators to complete their checks of candidates' credentials (see the previous section). Students must apply for graduation by the end of the add/drop period in the quarter *preceding* the one in which they plan to graduate. For example, those wishing to graduate at the end of Spring Quarter must file for graduation by the end of the add/drop period in the Winter Quarter. Applying for graduation requires two steps on the student's part: (1) completion of a Major Check (see above); and (2) file an online Degree Candidacy Form, available under the "For Students" section of the university homepage: click on 'Enrollment Services.'

It is generally best to apply for graduation as soon as one is able to predict the likely date of the completion of your graduate work. The application for graduation is good for up to four quarters.

D. How do you know when you're really done?

See "Student's Checklist for Completing the M.A. Degree" in Appendix B (p. 26).

VIII. SOLVING PROBLEMS

Here are some brief words on various hindrances students may run into while working toward their degrees.

A. Un-enrolled Quarters

Students not enrolled for more than two quarters (including summer) *in sequence* will be dropped from the Program and will need to reapply to continue. Students will also lose their "catalog rights" if they are not enrolled for at least two quarters each **calendar year**. Students will be readmitted under the requirements of the new catalog year. These requirements generally do not change, but students should confer with the Graduate Coordinator if either of these conditions applies. See also the next section.

B. Educational Leave

Students who know they will not be enrolled for more than two quarters sequentially may apply for an educational leave of absence for up to two years. The appropriate form can be obtained at the 1st Floor Lobby of Warren Hall.

C. Incomplete Course Work

Students may seek the grade Incomplete ("I") for unfinished course work. Incomplete grades are given only at the discretion of the instructor, so it is important that students report the possibility of unfinished work promptly. Work for an Incomplete grade should normally be made up within one year of the quarter in which the "I" was assigned. In other words, an "I" earned in Spring Quarter should normally be made up *before* the end of Spring Quarter of the following year. In extraordinary circumstances, Incompletes may be extended for up to two additional quarters, with permission from both the instructor and department chair. Otherwise, the "I" will become an "IC," which is calculated as a *failing grade* in a student's GPA.

Permission for extension of course work in courses receiving RP grades are not necessary, though RP grades in HIST 6909 & 6910 too will turn into F's on the student's transcript at the end of five years. NOTE: An RP in HIST 6900 will turn into an F after one year.

D. The Five-Year Rule (Again)

See Part I (p. 4). Students should consult with the Graduate Coordinator about any difficulties with regard to the Five-Year Rule.

E. Changing Advisors/Committees

Students should confer with the Graduate Coordinator before making any decisions about changing advisors or committees.

F. Academic Probation

Usually the most serious problem for a student in the M.A. Program is failure to satisfactorily complete course requirements, which Academic Programs measures by the student's overall GPA. If this falls below a 3.0 (B), students will receive a letter from the Associate Vice President of Curriculum and Academic Programs informing them that they are on Academic Probation.

APPENDIX A: OPTION WORKSHEETS

Thesis Option (45 units) Worksheet

Course Title	Quarter Enrolled	Grade
HIST 6010		
HIST 6030		
4 Conference Courses		
(1)		
(2)		
(3)		
(4)		
3 Elective Courses		
(1)		
(2)		
(3)		
University Thesis		
HIST 6910 (4 units)		
HIST 6910 (4 units)		

Examination Option (45 units) Worksheet

Course Title	Quarter Enrolled	Grade
HIST 6010		
HIST 6030		
5 Conference Courses		
(1)		
(2)		
(3)		
(4)		
(5)		
3 Elective Courses		
(1)		
(2)		
(3)		
Examination Preparation		
HIST 6909		

Teaching Option (45 units) Work Sheet

Course Title	Quarter Enrolled	Grade
HIST 6010		
HIST 6030		
4 Conference Courses		
(1)		
(2)		
(3)		
(4)		
3 Elective Courses		
(1)		
(2)		
(3)		
Curriculum Project		
HIST 6900		
HIST 6909		

Public History Option (45 units) Work Sheet

Course Title	Quarter Enrolled	Grade
HIST 4032		
HIST 6010		
HIST 6030		
4 Conference Courses		
(1) HIST 6400		
(2)		
(3)		
(4)		
2 Elective Courses		
(1)		
(2)		
Public History Project		
HIST 6901		
HIST 6909		

APPENDIX B: STUDENT'S CHECKLIST FOR COMPLETING M.A. DEGREE

CHECK LIST as you are about to begin work on your graduation project (i.e., thesis, teaching, examinations, or public history):

- _____ Fill out the project description form and obtain the signatures of an advisor, a reader, and the Graduate Coordinator.

- _____ Contact the Graduate Coordinator about filing an advance to candidacy form. To qualify you must have completed (1) History 6010, (2) History 6030, (3) the project description form, and (4) 12 graduate course units with a GPA of 3.0 (B) or better.

APPENDIX C. Checklist for Graduation

CHECK LIST as you reach the finish line, that is, when your advisor and reader inform you that they consider your project done to their satisfaction. Congratulations!

- _____ Remind your project advisor and reader to (1) jointly determine letter grade(s) for the course(s) you have registered to work on your thesis, teaching project, or examination fields; and (2) file change of grade form(s), usually done by the advisor.

- _____ Check with the Graduate Coordinator to make sure that you have indeed fulfilled *all* the requirements for the MA degree.

- _____ Remind your advisor and reader that they need to sign the Completion of Degree Requirement Form, without which Enrollment Services will not post your degree on your transcript.

APPENDIX D.

[TITLE PAGE]

[TITLE OF PROJECT]

A Project Presented to the Faculty
of
California State University,
East Bay

In partial fulfillment
of the
Masters Degree of Arts
in History

by

[NAME OF STUDENT]

[DATE: MONTH AND YEAR]

[SIGNATURE PAGE]

Masters Project

[SPECIFY: Public History OR Teaching Option]

by

[NAME OF STUDENT]

Approved:

Date:

Appendix 7 Assessment

- 1. Mission Statement**
- 2. Student Learning Outcomes: BA**
- 3. Student Learning Outcomes: MA**
- 4. Assessment of Core Classes:**
 - a. Summary AY 2010-2011**
 - b. Summary AY 2009-2010**
 - c. HIST 2010 Assessment Questions**
 - d. HIST 3010 Assessment Questions**
 - e. HIST 4030 Assessment Questions**
 - f. HIST 4031 Assessment Questions**
- 5. BA Senior Exit Survey**
- 6. Results 2011**
- 7. MA Exit Survey**
- 8. Department Summary Course Evaluations**
- 9. Graduate Assessment Proposal (In Progress)**

MISSION STATEMENT: B.A. and M.A. Degrees in History

With its emphasis on new products and new fashions, contemporary society often ignores the past or reduces it to banalities for popular consumption and political manipulation. Too often the history taught in schools lacks energy and imagination; many students not only fail to gain a sense of history, they come to dislike it. The history degrees at California State University, Hayward, seek to counter misunderstanding of the past by presenting the study of History as an enjoyable and fruitful endeavor incorporating the essential elements of liberal learning, namely, acquisition of knowledge and understanding, cultivation of perspective, and development of written and oral communication and critical thinking skills. The degree programs also seek to develop concern for enduring human values and appreciation of diverse contexts and traditions. They seek to engage students with the excitement, relevance, and wonder of the human experience over time.

History is an encompassing discipline. Its essence lies in the connectedness of historical events and human experiences. Historical inquiry goes beyond explanations of what happened and how, to investigation of the “why” from multiple perspectives. Students of history learn to analyze written, oral, visual, and material evidence and to develop and evaluate – on the basis of such evidence – generalizations and interpretations, properly qualified and placed in contexts. Studying history compels students to comprehend facts, ideas, and interpretations conveyed or suggested by historical evidence, to contextualize discrete pieces of evidence, and to devise plausible explanations and judgments based on evidence. If rethinking history is a continuing theme, as it should be, students will carry their abilities to inquire, analyze, and interpret into other fields and all aspects of their lives and work. A significant portion of the department’s graduates will enter the teaching profession, but all who complete its programs should be equipped to approach knowledgeably, sensitively, and critically whatever careers they choose.

WASC ASSESSMENT SUMMARY: HISTORY

1) FIVE OUTCOMES IN UNDERGRADUATE PROGRAM

Outcome 1: History graduates should know basic analytic concepts that help historians assemble, organize, and interpret evidence.

Outcome 2: History graduates should demonstrate significant knowledge of major events and trends in their area of concentration.

Outcome 3: History graduates should be able to write and speak clearly and persuasively about historical themes.

Outcome 4: History graduates should be able to conduct basic historical research in primary source materials, provide original interpretation of sources, and provide accurate referencing for all sources.

Outcome 5: History graduates should be aware of the contrasts between peoples of different times and places and display a sense of informed perspective and chronology.

2) METHODS FOR ASSESSING OUTCOMES

Outcome 1 Indicators: Grades in HIST 2010, 3010, 4030, and 4031
Portfolio of major papers from HIST 2010, 3010, 4030, and 4031
and at least one paper student's concentration area in History
Student self-assessments administered in the form of survey rubrics at the start and end of selected sections of HIST 2010, 3010, 4030, and 4031

Outcome 2 Indicators: Grades in 16 concentration area courses units in History
Concentration area paper in portfolio

Outcome 3 Indicators: Portfolio papers from HIST 1000, 3010, 4030, and 4031
University Writing Skills Test
Student self-assessment administered in the form of survey rubrics (including oral component) at the start and end of selected sections of HIST 1000, 3010, 4030, and 4031

Outcome 4 Indicators: Grade in HIST 4031
HIST 4031 paper in portfolio

Outcome 5 Indicators: Portfolio of major papers from HIST 1000, 3010, 4030, and 4031
Grades in 16 elective units in History

3) ENTRY-LEVEL COURSE WHERE FIRST ASSESSMENT OF THE SLOs WILL TAKE PLACE.

HIST 1000: Introduction to History

4) EXIT-LEVEL COURSE WHERE THE SAME SLOs WILL BE ASSESSED.

HIST 4031: HISTORICAL RESEARCH METHODS

LEARNING OUTCOMES and PERFORMANCE INDICATORS: M.A. Degree in History

I. Content/ Knowledge Outcomes

Outcome 1: M.A. graduates should demonstrate in-depth knowledge of at least two of the following fields, one of which must be outside the U.S.: Ancient and Medieval Europe, Modern Europe, Modern China, Modern Japan, California and the West, Early America, the Civil War, U.S. Women's History, American Intellectual History, Native American History, *and/or* Latin America (History Conference courses [HIST 6100-6500], electives, and project work [HIST 6899, 6901, 6909, 6910])

Indicators: Grades in History Conference courses, elective courses, and project work; portfolio; exit interview

Outcome 2: M.A. graduates should possess an understanding of the main arguments and themes in contemporary historiography (HIST 6030)

Indicators: Grades in HIST 6030; portfolio; exit interview

Outcome 3: M.A. graduates should demonstrate command of a special research area (project work)

Indicators: Grades in project work; portfolio; exit interview

Outcome 4: M.A. Graduates should demonstrate familiarity with Bay Area research libraries, archives, and special collections

Indicators: Grades in HIST 6010 and project work; exit interview

II. Skill/ Method Outcomes

Outcome 5: M.A. graduates should possess advanced writing and interpretative skills for analyzing both secondary and primary sources (History Conference courses, HIST 6030, HIST 6010)

Indicators: grades in History Conference Courses, 6030, and 6010; portfolio; exit interview

Outcome 6: M.A. graduates should demonstrate advanced research abilities, in conventional historical collections and in Internet sources (HIST 6010 and project work)

Indicators: grades in HIST 6010, and project work; portfolio; exit interview

Outcome 7: M.A. graduates should demonstrate the ability to complete a major independent project in history (project work)

Indicators: grades in project work; portfolio; exit interview

III. Dispositional Outcomes

Outcome 8: M.A. graduates should be familiar with cross-cultural approaches to historical study and the humanistic values underlying a historical worldview (History Conference courses, elective courses, HIST 6030)

Indicators: Grades in History Conference courses, electives, and project work; portfolio; exit interview

Outcome 9: M.A. graduates should adhere to the standards of academic honesty, including appropriate attribution of all sources (all coursework)

Indicators: Grades in all coursework; portfolio; exit interview

Outcome 10: M.A. graduates should be familiar with the values of the historical profession, including ethics and standards for work in research libraries, on the Internet, at professional conferences, and at interviews for employment (HIST 6010, project work)

Indicators: exit interview

ASSESSMENT

The History Department instituted an assessment program some years ago for its core classes: HIST 2010, 3010, 4030, and 4031. These classes are designed to build on each other so that students master the written, oral, and critical thinking skills essential to the major.

There are several components to our core assessment program. The first is student self reporting. At the beginning of each core class, students complete a survey that addresses the desired learning outcomes of the course. Students assess their familiarity with course content and their confidence in their ability to read, write and think like historians. At the end of the course, they take the same survey. The differences between their first response and their second indicate the degree to which they mastered the desired skills. Faculty members also assess each student at the end of the course using the same survey. Since students sometimes overstate their abilities in self-assessment, the faculty surveys serve as a corrective in the evaluation of student learning. Surveys are always anonymous. The goal here is to assess the success of the class as a whole, not individual students.

In looking at the results of these surveys, we find that new majors often express uncertainty about writing grammatically, citing their sources properly, and interpreting primary sources. By the time they have reached the senior capstone courses, HIST 4030 (*Historiography*) and 4031 (*Historical Writing*) nearly all are proficient or have mastered these important skills. I have appended an analysis of the data to this report.

To supplement these assessment tools, we have added an exit survey for our recent graduates. We now have three years' data. In the 2007-08 and 2008-09 academic years we mailed surveys to graduates, but we are now collecting data electronically through Survey Monkey. The most recent results are tabulated in Appendix 2 below. While the number of respondents was small (10, and not all of them answered every question), our response rate is about the same as we got from the mailed surveys, and the data seem consistent with results from earlier years. Students report ready access to advising and satisfaction with the geographic breadth of their electives. Most report that they would have (30%) or might have (40%) designed their own option if they had been aware that it is possible, so this is one area where advising can be improved. Most students agreed that the major core courses built upon each other and that their electives gave them sufficient geographical breadth. One student in a written comment asked about the point of HIST 4031, the capstone Historical Research Methods course, which seems to be an anomalous response since 7 out of 8 respondents thought the program was *most successful* in "acquiring good skills in research and interpretation."

A similar exit survey has been developed for our graduating masters' students, but we do not yet have sufficient data to analyze. We also need to develop a survey of the sort used in our other core courses for HIST 4032, Public History, which has recently been added to the major as an alternative capstone to HIST 4031.

5. a Summary of History Department Assessment Data, Academic Year 2010-2011

Compiled academic year totals from assessment surveys given at the beginning (pre-assessment) and end (self-assessment) of each quarter, expressed as %. Also includes instructor evaluation (final assessment by faculty).

History 2010

Percentage change in category of responses (e.g. "Strongly Agree") to SLOs from beginning to end of quarter:

Question	Strongly Agree % (AY 09-10)	Agree % (AY 09-10)	Somewhat Ag. % (AY 09-10)	Disagree % (AY 09-10)
Overall	+2 (+40)	+25 (-16)	-27 (-23)	(-10)
Analysis 1	-2 (+30)	+29 (+7)	-27 (-27)	(-10)
Analysis 2	+18 (+68)	-18 (-35)	(-30)	(-3)
Analysis 3	+22 (+47)	-6 (-12)	-16 (-25)	(-10)
Analysis 4	+33 (+21)	+23 (+35)	-56 (-53)	(-13)
Analysis 5	+26 (+59)	-24 (-24)	-2 (-28)	(-3)
Composition 1	+11 (+33)	+29 (-1)	-40 (-36)	(+4)
Comp. 2	+20 (+23)	-20 (-10)	(-10)	(-3)
Comp. 3	+9 (+44)	+4 (-16)	-13 (-15)	(-13)
Comp. 4	+13 (+5)	-13 (-2)	(-3)	(--)
Oral Expression	+9 (+49)	-7 (-27)	-7 (-19)	+4 (-3)
Library Skills	+3 (+65)	+4 (-39)	-7 (-19)	(-7)

Pre-Assessment

N=15

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	20	53	27	
Analysis 1	13	60	27	
Analysis 2	60	40		
Analysis 3		73	27	
Analysis 4		33	67	
Analysis 5	7	80	13	
Composition 1		60	40	
Comp. 2	47	53		
Comp. 3	47	40	13	
Comp. 4	87	13		
Oral Expression	47	40	7	7
Library Skills	53	40	7	

Self-Assessment

N=9

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	22	78		
Analysis 1	11	89		
Analysis 2	78	22		
Analysis 3	22	67	11	

Analysis 4	33	56	11	
Analysis 5	33	56	11	
Composition 1	11	89		
Comp. 2	67	33		
Comp. 3	56	44		
Comp. 4	100			
Oral Expression	56	33		11
Library Skills	56	44		

Final Assessment by Faculty

N=15

Question	Strongly Agree	Agree	Somewhat Ag.	Disagree
Overall		47	53	
Analysis 1		33	33	33
Analysis 2		47	53	
Analysis 3		33	33	33
Analysis 4		27	40	33
Analysis 5		27	40	33
Composition 1		47	53	
Comp. 2		47	53	
Comp. 3		27	40	33
Comp. 4		27	40	33
Oral Expression		27	40	33
Library Skills		27	40	33

HIST 3010

Percentage change in category of responses (e.g. "Strongly Agree") to SLOs from beginning to end of quarter:

Question	Strongly Agree % (AY 09-10)	Agree % (AY 09-10)	Somewhat Ag. % (AY 09-10)	Disagree % (AY 09-10)
Overall	+50 (+36)	-12 (-20)	-31 (-14)	-7 (-2)
Interpretation	+26 (+44)	+5 (-36)	-31 (-8)	(--)
Interpretation 2	+34 (+14)	0 (-26)	-27 (-18)	-7 (--)
Writing	+26 (+30)	+1 (-20)	-27 (-10)	(--)
Writing 2	+20 (+8)	-7 (+12)	-6 (-20)	-7 (--)
Writing 3	+30 (+26)	+1 (+4)	-31 (-16)	(-6)
Writing 4	+14 (+26)	+10 (0)	-24 (-18)	(-2)
Oral Expression	+12 (+18)	+23 (+2)	-28 (-16)	-7 (-4)
Library Skills	+24 (+24)	-1 (-10)	-16 (-14)	-7 (--)

Pre-Assessment

N=39

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	18	44	31	7
Interpretation	20	49	31	
Interpretation 2	16	46	31	7
Writing	20	49	31	

Writing 2	20	53	20	7
Writing 3	16	49	35	
Writing 4	18	51	31	
Oral Expression	20	27	46	7
Library Skills	40	33	20	7

Self-Assessment

N=28

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	68	32		
Interpretation	46	54		
Interpretation 2	50	46	4	
Writing	46	50	4	
Writing 2	40	46	14	
Writing 3	46	50	4	
Writing 4	32	61	7	
Oral Expression	32	50	18	
Library Skills	64	32	4	

Final Assessment by Faculty

No Data for AY 2010-2011

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall				
Interpretation				
Interpretation 2				
Writing				
Writing 2				
Writing 3				
Writing 4				
Oral Expression				
Library Skills				

IV.

V. HIST 4030

Percentage change in category of responses (e.g. "Strongly Agree") to SLOs from beginning to end of quarter:
(AY 2008-2009: Insufficient data for AY 2009-2010):

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	+38 (+30)	-26 (-34)	-10 (+4)	-2 (--)
Interp. 1	+63 (+36)	-7 (+23)	-42 (-34)	-14 (-25)
Interp. 2	+44 (+11)	-34 (+14)	-10 (-21)	(-4)
Interp. 3	+70 (+19)	-25 (+11)	-27 (-21)	-18 (-9)
Interp. 4	+43 (+38)	-11 (-13)	-24 (-17)	-8 (-9)
Interp. 5	+45 (+11)	+18 (+27)	-53 (-34)	-10 (-4)
Written and Oral Express. 1	+17 (+23)	+36 (+10)	-41 (-11)	-12 (-12)
Written and Oral Express. 2	+40 (+15)	+6 (+2)	-39 (-13)	-7 (-4)

Written and Oral Express. 3	+38 (+15)	+18 (+10)	-39 (-21)	-18 (-4)
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Pre-Assessment

N=41

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	49	39	10	2
Interp. 1		37	49	14
Interp. 2	29	61	10	
Interp. 3	7	41	34	18
Interp. 4	27	41	24	8
Interp. 5	2	32	56	10
Written and Oral Express. 1	10	37	41	12
Written and Oral Express. 2	10	44	39	7
Written and Oral Express. 3	12	32	39	18

Self-Assessment

N=30

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	87	13		
Interp. 1	63	30	7	
Interp. 2	73	27		
Interp. 3	77	16	7	
Interp. 4	70	30		
Interp. 5	47	50	3	
Written and Oral Express. 1	27	73		
Written and Oral Express. 2	50	50		
Written and Oral Express. 3	50	50		

Final Assessment by Faculty

N=30

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	23	50	27	
Interp. 1	13	20	67	
Interp. 2	27	60	13	
Interp. 3	27	27	27	20
Interp. 4	13	40	20	27
Interp. 5	23	27	50	
Written and Oral Express. 1	13	20	67	
Written and Oral	20	60	20	

Express. 2				
Written and Oral Express. 3	27	60	13	

VI. HIST 4031

Percentage change in category of responses (e.g. "Strongly Agree") to SLOs from beginning to end of quarter:

Question	Strongly Agree % (AY 09-10)	Agree % (AY 09-10)	Somewhat Ag. % (AY 09-10)	Disagree % (AY 09-10)
Overall	+42 (+55)	-28 (-48)	-14 (-7)	(--)
Research/Writing/Interp. 1	+47 (+66)	-35 (-29)	-12 (-37)	(--)
Research/Writing/Interp. 2	+36 (+63)	+20 (-29)	-52 (-30)	-4 (-4)
Research/Writing/Interp. 3	+34 (+26)	-4 (+11)	-21 (-22)	-9 (-15)
Research/Writing/Interp. 4	+29 (+58)	+1 (-26)	-30 (-18)	(-4)
Research/Writing/Interp. 5	+7 (+29)	+5 (0)	-12 (-29)	(--)
Research/Writing/Interp. 6	+8 (+25)	+7 (+4)	-15 (-22)	+1 (-7)
Research/Writing/Interp. 7	+36 (+7)	-8 (-4)	-11 (+4)	-17 (-7)
Oral Expression	+33 (+26)	+6 (+15)	-38 (-40)	-4 (--)
Library Skills	+36 (+58)	+30 (-14)	-61 (-29)	-4 (-15)
Internet Skills	+38 (+33)	-3 (-7)	-30 (-26)	-4 (--)

Pre-Assessment

N=23

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	43	43	14	
Research/Writing/Interp. 1	13	70	17	
Research/Writing/Interp. 2	9	35	52	4
Research/Writing/Interp. 3	26	39	26	9
Research/Writing/Interp. 4	26	39	35	
Research/Writing/Interp. 5	13	65	22	
Research/Writing/Interp. 6	22	43	30	4
Research/Writing/Interp. 7	9	48	26	17
Oral Expression	17	39	43	4
Library Skills	4	30	61	4
Internet Skills	17	43	35	4

Self-Assessment

N=20

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	85	15		
Research/Writing/Interp. 1	60	35	5	
Research/Writing/Interp. 2	45	55		
Research/Writing/Interp. 3	60	35	5	
Research/Writing/Interp. 4	55	40	5	
Research/Writing/Interp. 5	20	70	10	

Research/Writing/Interp. 6	30	50	15	5
Research/Writing/Interp. 7	45	40	15	
Oral Expression	50	45	5	
Library Skills	40	60		
Internet Skills	55	40	5	

Final Assessment by Faculty

N=20

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	25	50	25	
Research/Writing/Interp. 1	35	50	15	
Research/Writing/Interp. 2	40	50	10	
Research/Writing/Interp. 3	30	50	20	
Research/Writing/Interp. 4	10	50	40	
Research/Writing/Interp. 5	20	40	40	
Research/Writing/Interp. 6		50	50	
Research/Writing/Interp. 7	40	30	30	
Oral Expression	40	50	10	
Library Skills	100			
Internet Skills	100			

Assessment Survey For Pending B.A. Graduates in History

No Data for AY 2010-2011. Below is data for AY 2009-2010

Question	Strongly Agree % (AY 09-10)	Agree % (AY 09-10)	Somewhat Agree % (AY 09-10)	Disagree % (AY 09-10)
1	(70)	(30)		
2	(70)	(20)	(10)	
3	(45)	(40)	(15)	
4	(70)	(25)	(5)	
5	(50)	(45)		(5)
6	(70)	(30)		
7	(65)	(35)		
8	(55)	(45)		

4. b Summary of History Department Assessment Data, Academic Year 2009-2010

Compiled academic year totals from assessment surveys given at the beginning (pre-assessment) and end (self-assessment) of each quarter, expressed as %. Also includes instructor evaluation (final assessment by faculty).

History 2010

Percentage change in category of responses (e.g. "Strongly Agree") to SLOs from beginning to end of quarter:

Question	Strongly Agree % (AY 08-09)	Agree % (AY 08-09)	Somewhat Ag. % (AY 08-09)	Disagree % (AY 08-09)
Overall	+40 (41)	-16 (-26)	-23 (-10)	-10 (-5)
Analysis 1	+30 (43)	+7 (-3)	-27 (-35)	-10 (-5)
Analysis 2	+68 (42)	-35 (-36)	-30 (-6)	-3 (--)
Analysis 3	+47 (48)	-12 (-12)	-25 (-30)	-10 (-6)
Analysis 4	+21 (30)	+35 (29)	-53 (-53)	-13 (-6)
Analysis 5	+59 (50)	-24 (-15)	-28 (-47)	-3 (8)
Composition 1	+33 (40)	-1 (-12)	-36 (-31)	+4 (3)
Comp. 2	+23 (18)	-10 (-6)	-10 (-8)	-3 (-4)
Comp. 3	+44 (48)	-16 (-9)	-15 (-30)	-13 (-9)
Comp. 4	+5 (3)	-2 (-3)	-3 (--)	-- (--)
Oral Expression	+49 (38)	-27 (-22)	-19 (-14)	-3 (-7)
Library Skills	+65 (54)	-39 (-34)	-19 (-9)	-7 (-11)

Pre-Assessment

N=30

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	23	43	23	10
Analysis 1	20	43	27	10
Analysis 2	20	47	30	3
Analysis 3	7	43	40	10
Analysis 4	7	27	53	13
Analysis 5	10	43	40	3
Composition 1	13	47	40	
Comp. 2	50	37	10	3
Comp. 3	13	43	27	17
Comp. 4	87	10	3	
Oral Expression	20	50	27	3
Library Skills	23	47	23	7

Self-Assessment

N=26

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	73	27		
Analysis 1	50	50		
Analysis 2	88	12		
Analysis 3	54	31	15	

Analysis 4	38	62		
Analysis 5	69	19	12	
Composition 1	46	46	4	4
Comp. 2	73	27		
Comp. 3	57	27	12	4
Comp. 4	92	8		
Oral Expression	69	23	8	
Library Skills	88	8	4	

Final Assessment by Faculty

N=27

Question	Strongly Agree	Agree	Somewhat Ag.	Disagree
Overall	46	46		8
Analysis 1	44	48		8
Analysis 2	44	48		8
Analysis 3	44	48		8
Analysis 4	44	48		8
Analysis 5	44	48		8
Composition 1	37	55		8
Comp. 2	37	55		8
Comp. 3	37	55		8
Comp. 4	37	55		8
Oral Expression	52	40		8
Library Skills	74	18		8

HIST 3010

Percentage change in category of responses (e.g. "Strongly Agree") to SLOs from beginning to end of quarter:

Question	Strongly Agree % (AY 08-09)	Agree % (AY 08-09)	Somewhat Ag. % (AY 08-09)	Disagree % (AY 08-09)
Overall	+36 (45)	-20 (-8)	-14 (-31)	-2 (-6)
Interpretation	+44 (42)	-36 (-12)	-8 (-24)	-- (--)
Interpretation 2	+14 (42)	-26 (-9)	-18 (-35)	-- (--)
Writing	+30 (41)	-20 (-13)	-10 (-24)	-- (-4)
Writing 2	+8 (36)	+12 (-15)	-20 (-21)	-- (--)
Writing 3	+26 (50)	+4 (-35)	-16 (-11)	-6 (-4)
Writing 4	+26 (38)	0 (-27)	-18 (-15)	-2 (4)
Oral Expression	+18 (31)	+2 (-10)	-16 (-33)	-4 (12)
Library Skills	+24 (27)	-10 (-25)	-14 (-2)	-- (--)

Pre-Assessment

N=50

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	26	54	18	2
Interpretation	22	62	16	
Interpretation 2	16	64	22	
Writing	22	64	14	

Writing 2	34	38	28	
Writing 3	24	30	40	6
Writing 4	14	42	36	2
Oral Expression	22	42	32	4
Library Skills	32	48	20	

Self-Assessment

N=50

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	62	34	4	
Interpretation	66	26	8	
Interpretation 2	30	38	4	
Writing	52	44	4	
Writing 2	42	50	8	
Writing 3	50	34	14	
Writing 4	40	42	18	
Oral Expression	40	44	16	
Library Skills	56	38	6	

Final Assessment by Faculty

N=33

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	67	27	3	
Interpretation	33	51	9	
Interpretation 2	45	48	6	
Writing	36	54	3	
Writing 2	36	45	9	
Writing 3	39	39	12	
Writing 4	30	54	9	
Oral Expression	67	24	6	
Library Skills	54	36	6	

VII.

VIII. HIST 4030

Insufficient data from AY 2009-2010. Below is data from AY 2008-2009.

Percentage change in category of responses (e.g. "Strongly Agree") to SLOs from beginning to end of quarter:

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	+30	-34	+4	--
Interp. 1	+36	+23	-34	-25
Interp. 2	+11	+14	-21	-4
Interp. 3	+19	+11	-21	-9
Interp. 4	+38	-13	-17	-9
Interp. 5	+11	+27	-34	-4
Written and Oral Express. 1	+23	+10	-11	-12
Written and Oral Express. 2	+15	+2	-13	-4

Written and Oral Express. 3	+15	+10	-21	-4
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Pre-Assessment

N=24

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	42	54	4	
Interp. 1	4	29	42	25
Interp. 2	33	38	25	4
Interp. 3	29	33	29	9
Interp. 4	29	33	25	13
Interp. 5	17	33	42	8
Written and Oral Express. 1	13	42	33	12
Written and Oral Express. 2	17	54	21	8
Written and Oral Express. 3	29	42	25	4

Self-Assessment

N=25

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	72	20	8	
Interp. 1	40	52	8	
Interp. 2	44	52	4	
Interp. 3	48	44	8	
Interp. 4	68	20	8	4
Interp. 5	28	60	8	4
Written and Oral Express. 1	36	52	12	
Written and Oral Express. 2	32	56	8	4
Written and Oral Express. 3	44	52	4	

Final Assessment by Faculty

N=25

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	76	24		
Interp. 1	52	36	12	
Interp. 2	76	16	8	
Interp. 3	40	44	8	8
Interp. 4	84	12	4	
Interp. 5	20	64	8	8
Written and Oral Express. 1	40	32	4	24
Written and Oral Express. 2	40	24	8	28

Written and Oral Express. 3	36	48	8	8
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IX. HIST 4031

Percentage change in category of responses (e.g. "Strongly Agree") to SLOs from beginning to end of quarter:

Question	Strongly Agree % (AY 08-09)	Agree % (AY 08-09)	Somewhat Ag. % (AY 08-09)	Disagree % (AY 08-09)
Overall	+55 (37)	-48 (-32)	-7 (-1)	-- (-4)
Research/Writing/Interp. 1	+66 (36)	-29 (-20)	-37 (-16)	-- (--)
Research/Writing/Interp. 2	+63 (34)	-29 (-6)	-30 (-28)	-4 (-4)
Research/Writing/Interp. 3	+26 (2)	+11 (15)	-22 (-2)	-15 (-15)
Research/Writing/Interp. 4	+58 (40)	-26 (-17)	-18 (-23)	-4 (--)
Research/Writing/Interp. 5	+29 (27)	0 (-8)	-29 (-16)	-- (-3)
Research/Writing/Interp. 6	+25 (31)	+4 (-15)	-22 (-9)	-7 (-5)
Research/Writing/Interp. 7	+7 (15)	-4 (5)	+4 (-27)	-7 (7)
Oral Expression	+26 (23)	+15 (-13)	-40 (-13)	-- (0)
Library Skills	+58 (20)	-14 (5)	-29 (-20)	-15 (-7)
Internet Skills	+33 (26)	-7 (-37)	-26 (-12)	-- (--)

Pre-Assessment

N=27

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	26	63	11	
Research/Writing/Interp. 1	15	48	37	
Research/Writing/Interp. 2	7	59	30	4
Research/Writing/Interp. 3	22	33	30	15
Research/Writing/Interp. 4	19	45	22	4
Research/Writing/Interp. 5	19	48	33	
Research/Writing/Interp. 6	19	37	37	7
Research/Writing/Interp. 7	30	37	26	7
Oral Expression	22	33	44	
Library Skills	26	26	33	15
Internet Skills	30	44	26	

Self-Assessment

N=27

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	81	15	4	
Research/Writing/Interp. 1	81	19		
Research/Writing/Interp. 2	70	30		
Research/Writing/Interp. 3	48	44	8	
Research/Writing/Interp. 4	77	19	4	
Research/Writing/Interp. 5	48	48	4	
Research/Writing/Interp. 6	44	41	15	

Research/Writing/Interp. 7	37	33	30	
Oral Expression	48	48	4	
Library Skills	84	12	4	
Internet Skills	63	37		

Final Assessment by Faculty

N=26

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	54	23	19	4
Research/Writing/Interp. 1	46	23	23	8
Research/Writing/Interp. 2	54	15	23	8
Research/Writing/Interp. 3	54	15	27	4
Research/Writing/Interp. 4	54	15	27	4
Research/Writing/Interp. 5	54	15	27	4
Research/Writing/Interp. 6	46	15	35	4
Research/Writing/Interp. 7	54	15	27	4
Oral Expression	54	23	19	4
Library Skills	54	15	27	4
Internet Skills	54	15	27	4

Assessment Survey For Pending B.A. Graduates in History

N=20

Question	Strongly Agree % (AY 08-09)	Agree % (AY 08-09)	Somewhat Agree % (AY 08-09)	Disagree % (AY 08-09)
1	70 (62)	30 (38)		
2	70 (31)	20 (69)	10	
3	45 (31)	40 (62)	15 (7)	
4	70 (54)	25 (46)	5	
5	50 (85)	45 (15)		5
6	70 (69)	30 (31)		
7	65 (77)	35 (23)		
8	55 (77)	45 (23)		

4 c. HIST 2010

BEGINNING ASSESSMENT BY STUDENTS

The History Department is asking students and faculty alike to pay closer attention to the goals of and interconnections among our 4 core courses in the History Major: *HIST 2010, 3010, 4030, and 4031*. To do so, we're asking students to reflect on what they know at the start of each course, and then what they have learned by the end and how this knowledge relates to your developing understanding of the History Major.

Please mark the appropriate response to the statements below. Be honest: since you haven't taken the course yet, we don't expect you to have accomplished its goals yet! But we need a baseline at the start of each core course to determine how well the Department has achieved our aims each quarter.

Overall Goal of the Course

I understand history as an interpretation of the past based on evidence.

I strongly agree I agree I somewhat agree I disagree

Analysis

I understand how to ask and investigate historical questions.

I strongly agree I agree I somewhat agree I disagree

I understand the distinction bet/ a primary and secondary source.

I strongly agree I agree I somewhat agree I disagree

I can evaluate the quality of historical questions.

I strongly agree I agree I somewhat agree I disagree

I can evaluate an historical interpretation.

I strongly agree I agree I somewhat agree I disagree

I can interpret a primary source.

I strongly agree I agree I somewhat agree I disagree

Composition

I am able to present a thesis and develop an historical argument in my own writing.

I strongly agree I agree I somewhat agree I disagree

I understand basic grammar and punctuation rules.

I strongly agree I agree I somewhat agree I disagree

I know how to take notes and cite sources as a historian would.

I strongly agree I agree I somewhat agree I disagree

I understand academic honesty

I strongly agree I agree I somewhat agree I disagree

Oral Expression

I am able to express my ideas orally in class.

I strongly agree I agree I somewhat agree I disagree

Library and Internet Skills

I know how to use the library and internet to find primary and secondary sources.

I strongly agree I agree I somewhat agree I disagree

OTHER COMMENTS? Please use reverse side.

4. d. HIST 3010

BEGINNING ASSESSMENT BY STUDENTS

The History Department is asking students and faculty alike to pay closer attention to the goals of and interconnections among our 4 core courses in the History Major: *HIST 2010, 3010, 4030, and 4031*. To do so, we're asking students to reflect on what they know at the start of each course, and then what they have learned by the end and how this knowledge relates to your developing understanding of the History Major.

Please mark the appropriate response to the statements below. Be honest: since you haven't taken the course yet, we don't expect you to have accomplished its goals yet! But we need a baseline at the start of each core course to determine how well the Department has achieved our aims each quarter.

Overall Goal of the Course

I have an understanding of historical writing as a process of interpretation and revision.

I strongly agree I agree I somewhat agree I disagree

Interpretation

I am able to identify and compare historical arguments in secondary sources.

I strongly agree I agree I somewhat agree I disagree

I am able to derive an argument from primary sources.

I strongly agree I agree I somewhat agree I disagree

Writing

I am able to present a thesis and organize and support a historical argument using evidence both primary and secondary sources.

I strongly agree I agree I somewhat agree I disagree

I am able to write clear and grammatical prose.

I strongly agree I agree I somewhat agree I disagree

I know how to cite sources and can properly format both footnote and bibliographical entries.

I strongly agree I agree I somewhat agree I disagree

I am able to revise my own work.

I strongly agree I agree I somewhat agree I disagree

Oral Expression

I am able to express my arguments orally in class.

I strongly agree I agree I somewhat agree I disagree

Library and Internet Skills

I am able to use effectively library and internet resources.

I strongly agree I agree I somewhat agree I disagree

OTHER COMMENTS? Please use reverse side.

4. e. HISTORY 4030

INITIAL ASSESSMENT BY STUDENTS

The History Department is asking faculty & students to pay closer attention to the goals of the core courses in the History Major. To do so, we're asking students to reflect on what they know at the start of a core course, and then what they have learned by the end of the course.

So, for starters, please mark the appropriate response to the statements below. Please be honest: since you haven't taken the course yet, we don't expect you to have accomplished its goals yet.

Overall goal of the course

I understand the practice of history as a form of historical study in itself.

I strongly agree I agree I somewhat agree I disagree

Interpretation and Writing

I have a familiarity with major schools of thought on the philosophy of history.

I strongly agree I agree I somewhat agree I disagree

I am able to distinguish between history as event and history as discourse.

I strongly agree I agree I somewhat agree I disagree

I am able to relate primary sources to major historiographical issues.

I strongly agree I agree I somewhat agree I disagree

I am able to evaluate own practice of history in historiographical context.

I strongly agree I agree I somewhat agree I disagree

I am able to write and organize a historiographical argument.

I strongly agree I agree I somewhat agree I disagree

Oral Expression

I am able to orally articulate basic principles of a school of thought.

I strongly agree I agree I somewhat agree I disagree

I am able to take and orally defend a position on assigned texts.

I strongly agree I agree I somewhat agree I disagree

Other comments? Please use reverse side

4. f. HIST 4031

BEGINNING ASSESSMENT BY STUDENTS

The History Department is asking students and faculty alike to pay closer attention to the goals of and interconnections among our 4 core courses in the History Major: *HIST 2010, 3010, 4030, and 4031*. To do so, we're asking students to reflect on what they know at the start of each course, and then what they have learned by the end and how this knowledge relates to your developing understanding of the History Major.

Please mark the appropriate response to the statements below. Be honest: since you haven't taken the course yet, we don't expect you to have accomplished its goals yet! But we need a baseline at the start of each core course to determine how well the Department has achieved our aims each quarter.

Overall Goal of the Course

I understand historical research and writing as the process of interpretation of history on the basis of evidence.

I strongly agree I agree I somewhat agree I disagree

Research, Writing, and Interpretation

I am able to identify potential research topics in secondary sources and post appropriate historical questions.

I strongly agree I agree I somewhat agree I disagree

I am able to draft a research proposal, including description of the subject and scope of the project, a working thesis, and likely location of primary sources,

I strongly agree I agree I somewhat agree I disagree

I am able to distinguish between published and unpublished sources, and to locate both.

I strongly agree I agree I somewhat agree I disagree

I am able to present a thesis and develop an argument based on links between my secondary and primary sources.

I strongly agree I agree I somewhat agree I disagree

I have mastery of note-taking, with care to identify sources and distinguish between types of sources.

I strongly agree I agree I somewhat agree I disagree

I have mastery of sound grammar and style.

I strongly agree I agree I somewhat agree I disagree

I have mastery of scholarly citation and bibliographic form.

I strongly agree I agree I somewhat agree I disagree

Oral Expression

I am able to orally present research findings, focusing on my thesis, supporting primary evidence, and illuminating findings.

I strongly agree I agree I somewhat agree I disagree

Library Skills

I have mastery of the CSUEB Library resources, including electronic resources.

I strongly agree I agree I somewhat agree I disagree

Internet Skills

I am able to work effectively and carefully with Internet resources.

I strongly agree I agree I somewhat agree I disagree

OTHER COMMENTS? Please use reverse side.

EXIT SURVEY FOR HISTORY B.A. GRADUATES

Please take a moment to respond to these questions, which reflect the History Department's aims in our undergraduate History Major.

Please choose just one answer each time, except for #'s 6 & 7 which are ranking questions. Feel free to add comments, elaborations, or suggestions.

Foundational Courses: Through the foundational courses (1101, 1102, 1014, 1015, 1016), History Majors are expected to gain a broad understanding of the U.S. and of World Civilizations.

1. Did you take these courses prior to coming to CSUEB? (Yes, No, Several)
2. If you completed at least 3 of these courses at another college, did they provide a good framework for moving on to upper division work in History? (Yes, No, To some extent)
3. If you completed at least 3 of these courses on our campus, did they provide a good framework for moving on to upper division work in History? (Yes, No, To some extent)
4. Did you take these courses after beginning upper division work? (Yes, No, Several)
5. If you took these courses after beginning upper division work, did you find this to be a drawback for succeeding in your upper division courses? (Yes, No, To some extent)

Core Courses: The History core courses (2010, 3010, 4030, 4031) are designed to develop students' historical skills in interpretation, writing, and research.

1. Did you find that these courses built upon the knowledge you acquired in each previous prerequisite course (HIST 3010 building on HIST 2010; HIST 4030 and 4031 building on HIST 3010)? (Yes, No, To some extent)

Option: History students are expected to achieve both a geographical concentration and some breadth of subject matter in their programs.

1. What was your concentration area? (United States, Europe, Asia, Latin America, California and American West)
2. What was the *MAIN* reason why you chose this concentration? (More courses offered, Variety of courses offered, Timing of courses, Familiarity with subject matter, Newness of subject matter, Knowledge of instructors, Excitement about the area)
3. Did you believe you had enough *breadth* of geographical areas in your program, through your elective courses? (Yes, No, To some extent)
4. Would you have chosen to create your own *topical* concentration (for example, Women's History, History of War, History of Minority Americans, etc.) if you had known that was possible? (Yes Certainly, Yes maybe, No probably, No definitely)

Advising: The History Department attempts to provide our Majors with good advising at accessible times.

1. Approximately how many times did you seek advising in the History Major, either in the department office or with your assigned faculty advisor? (remember: History Faculty don't provide GE advising) (Not at all, Once, Twice, Three Times, More often)

2. How many times specifically did you see your assigned faculty advisor? (Not at all, Once, Twice, Three Times, More often)

3. Was the faculty advisor available at appropriate times: during office hours or when you made an appointment? (Yes, No, To some extent)

4. Was the faculty advisor well informed about the Major? (Yes, No, To some extent)

5. Was the faculty advisor able to refer you to the right people for advising in areas outside his/her knowledge? (Yes, No, To some extent)

Department Events: The Department holds a number of events and meetings for students through the year such as The Black History Month Lecture, Women's History Month Events, The History Spring Speaker Series, the end-of-year reception for graduating seniors, and meetings of the History Students Association when students seek to hold them.

1. Over the course of your time as a History Major, approximately how many times have you attended such events? (Not at all, Once, Twice, Three Times, More often)

2. If not at all, was that *mainly* because of (Timing, Uninteresting topics, Work conflicts, Class schedule conflicts, Lack of information on the event)

Overall Evaluation: Reflecting on the program as a whole, please indicate which of the following was the most successful part of the program for you (most successful, moderately successful, Not very successful, Not at all successful):

- a. Learning about a significant cultural or geographical area
- b. Learning a topical field (such as Women's History, Immigration History, etc....)
- c. Acquiring a breadth of historical knowledge
- d. Acquiring good writing skills
- e. Learning competent oral expression or public speaking
- f. Acquiring good skills in research and interpretation
- g. Acquiring knowledge appropriate to responsible American citizenship

2. Finally, please give us some sense, using #1 for highest likelihood, of your plans for the immediate future:

- a. Teaching Credential
- b. Law or Politics
- c. Journalism
- d. Public relations
- d. Merchandising or sales
- e. Graduate school
- f. Continue in my current work
- g. Other

6. 2011 Exit Survey for Graduating Seniors

N= 8

QUESTION	Yes	No	Somewhat	Not applicable		
1 Foundation Courses	62.5%	37.5%	0%			
2	25%	0%	37.5%	37.5%		
3	28.6%	0%	14.3%	57.1%		
4	12%	75%	12.5%			
5	40%	40%	20%			
Core Courses						
1	87.5%		12.5%			
1.Concentration*	87.5% US	12.5% Asia				
2 **	25% More courses	12.5% timing of courses	37.5% Excitement	12.5% variety of course	0% Newness/familiarity with subject	12.5% instructors' knowledge
3	50%	12.5%	37.5%			
	50% yes, certainly	12.5% yes, maybe	37.5% no, probably	0% no, definitely		
1. Advising	0% never	12.5% once	0% twice	62.5% 3 times	25% more often	
2.	12.5% never	25% once	25% twice	25% 3 times	12.5% more often	
3.	100%		0%			
4.	100%		0%			
5.	87.5%		14.3%			
1 Dept Events	35.7% never	25.0% once	12.5% twice	25% 3 times	0% more often	
2.**	40% timing	0% uninteresting	60% work conflicts			
1. Overall evaluation	Most successful	Moderately successful	Not very successful	Not at all successful		
Culture/Geog	37.5%	62.5%	0%	12.5%		
Topical field	12.5%	75%	0%	0%		
Breadth	75%	25%	0%	0%		
Writing Skills	62.5%	37.5%	0%	0%		
Oral Expression	62.5%	37.5%	0%	0%		
Research Skills	62.5%	25%	12.5%	0%		
Citizenship	37.5%	37.5%	25%	0%		
2. Future Plans	Likely	Possibly	Unlikely			

Teaching	71.4%	14.3%	14.3%		
Law/Politics	0%	40%	60%		
Journalism	20%	20%	40%		
Publ Relations	0%	33.3%	66.7%		
Merch/Sales	20%	20%	60%		
Grad School	33%	66.7%	0%		
Current Work	50%	16.7%	33.3%		
Other					

Written Responses (Additional Comments):

Reflecting back on my experience with the History Department/Program, I feel I received more than I had expected. All the professors were supportive and encouraging. I feel that I was pushed to do better, think harder, and consider options that at one time were completely unknown to me. I appreciate this more than you know. Thank you.

6/16/2011 10:09 AM View Responses

I had a great experience with the whole history department. Prof. Ford and Prof. Andrews were particularly helpful and were most concerned about the success of their students.

5/23/2011 11:14 AM View Responses

I love the history department. If I were forced to cite one example where it could be improved, it would be advising. I think your survey could use a little more depth in that regard. My advisor was assigned based on conversation regarding my interests. I was told my advisor was on sabbatical, but I didn't realize it would last multiple quarters. When my advisor finally returned they did not have office hours on campus that were reasonable to my schedule and my first email went unanswered, but I insist on face to face interaction whenever possible so one unanswered email was nothing upsetting. Finally after a quarter or 2, I took classes from the instructor and got advising. However, by that time it was too late, I was nearly ready to graduate. Sixty units passed faster than I thought they would. I wanted to design my own option, but that was pointless; either I stayed longer than necessary or fit my classes into an option which wasn't my first choice. Also, the classes I would have liked to take to fulfill my designed option were only taught by my advisor, so there was little chance that would ever have worked, though I only realized this after calculating my degree progress. Thus my answer to #3 'Variety of Courses' really is not the reason I chose the option I chose. It was the option that worked for the classes I had taken. On the plus side, the flexibility of charting your own course toward a history degree is useful. Having said that, I still love the history dept. including my advisor. I wish the department would get more funding, more support, and more appreciation.

5/18/2011 3:14 AM View Responses

I felt that research papers were given without a detailed lecture on how to do proper research with the school provided tools. In addition I think geography should be incorporated more into history classes. I would have been a European or Ren. Period concentration had more classes been offered and at more ideal times. The staff was very helpful in assisting me with my graduation goals.

5/17/2011 10:01 PM View Responses

Needs more Asian history courses.

5/17/2011 7:11 PM View Responses

7. EXIT SURVEY MASTER'S STUDENTS

Please take a moment to evaluate your experience in the CSUEB History Master's degree program by answering the questions below. Your responses will help us assess the quality of the graduate education we offer.

Please feel free to add additional comments, especially how the program might be improved.

1. I have in-depth knowledge of at least two historical fields in U.S., Asian, European, and/or Latin American history.

Agree strongly Agree Disagree Disagree strongly No opinion

2. I understand the main arguments and themes in contemporary historiography.

Agree strongly Agree Disagree Disagree strongly No opinion

3. I have a command of a specialized research area, developed during my final project (thesis, examinations, public history or teaching projects).

Agree strongly Agree Disagree Disagree strongly No opinion

4. I am familiar with Bay Area research libraries, archives, and special collections.

Agree strongly Agree Disagree Disagree strongly No opinion

5. I have an advanced ability to analyze primary and secondary sources and to write about them effectively.

Agree strongly Agree Disagree Disagree strongly No opinion

6. I am capable of advanced research using both conventional historical collections and Internet sources.

Agree strongly Agree Disagree Disagree strongly No opinion

7. I have demonstrated my ability to work independently to complete a major project in history.

Agree strongly Agree Disagree Disagree strongly No opinion

8. My graduate study has familiarized me with the history and values of other world cultures.

Agree strongly Agree Disagree Disagree strongly No opinion

9. I understand the standards of academic honesty, including the appropriate attribution of sources.

Agree strongly Agree Disagree Disagree strongly No opinion

10. I am familiar with the values of the historical profession, including ethics and standards for work in research libraries, on the Internet, at professional conferences, and at interviews for employment.

Agree strongly Agree Disagree Disagree strongly No opinion

11. The history department faculty treated me respectfully as a serious scholar of history.

Agree strongly Agree Disagree Disagree strongly No opinion

12. I was able to access the advice I needed as I moved through the Master's program

Agree strongly Agree Disagree Disagree strongly No opinion

13. The *Graduate Handbook* provided the information I needed for progress toward my degree.

Agree strongly Agree Disagree Disagree strongly No opinion

14. The Graduate Coordinator was accessible and helpful.

Agree strongly Agree Disagree Disagree strongly No opinion

15. My advisor and reader for my final project (thesis, master's examinations, teaching or public history project) were accessible and helpful.

Agree strongly Agree Disagree Disagree strongly No opinion

16. The Master's degree course requirements were appropriate to my long-term goals.

Agree strongly Agree Disagree Disagree strongly No opinion




17. The resources at CSUEB were sufficient for pursuing my research interests.

Agree strongly Agree Disagree Disagree strongly No opinion

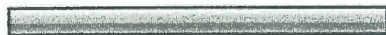
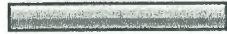

18. The resources at CSUEB were sufficient to allow me to complete my degree in a timely manner.

Agree strongly Agree Disagree Disagree strongly No opinion

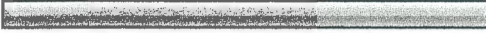


1. I have in-depth knowledge of at least two historical fields in U.S., Asian, European, and/or Latin American history.

		Response Percent	Response Count
Agree strongly		41.7%	5
Agree		50.0%	6
Disagree		0.0%	0
Disagree strongly		0.0%	0
No opinion		8.3%	1
answered question			12
skipped question			0

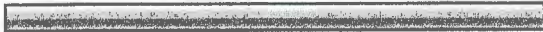

2. I understand the main arguments and themes in contemporary historiography.

		Response Percent	Response Count
Agree strongly		58.3%	7
Agree		33.3%	4
Disagree		0.0%	0
Disagree strongly		0.0%	0
No opinion		8.3%	1
answered question			12
skipped question			0



3. I have a command of a specialized research area, developed during my final project (thesis, examinations, public history or teaching projects).

		Response Percent	Response Count
Agree strongly		75.0%	9
Agree		16.7%	2
Disagree		0.0%	0
Disagree strongly		0.0%	0
No opinion		8.3%	1
		answered question	12
		skipped question	0




4. I am capable of advanced research using both conventional historical collections and Internet sources.

		Response Percent	Response Count
Agree strongly		83.3%	10
Agree		16.7%	2
Disagree		0.0%	0
Disagree strongly		0.0%	0
No opinion		0.0%	0
		answered question	12
		skipped question	0




5. I have an advanced ability to analyze primary and secondary sources and to write about them effectively.

	Response Percent	Response Count
Agree strongly 	83.3%	10
Agree 	16.7%	2
Disagree	0.0%	0
Disagree strongly	0.0%	0
No opinion	0.0%	0
	answered question	12
	skipped question	0

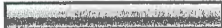


6. I am familiar with Bay Area research libraries, archives, and special collections.

	Response Percent	Response Count
Agree strongly 	50.0%	6
Agree 	41.7%	5
Disagree	0.0%	0
Disagree strongly	0.0%	0
No opinion 	8.3%	1
	answered question	12
	skipped question	0



7. I have demonstrated my ability to work independently to complete a major project in history.

		Response Percent	Response Count
Agree strongly		75.0%	9
Agree		16.7%	2
Disagree		0.0%	0
Disagree strongly		0.0%	0
No opinion		8.3%	1
		answered question	12
		skipped question	0



8. My graduate study has familiarized me with the history and values of other world cultures.

		Response Percent	Response Count
Agree strongly		33.3%	4
Agree		50.0%	6
Disagree		16.7%	2
Disagree strongly		0.0%	0
No opinion		0.0%	0
		answered question	12
		skipped question	0



9. I understand the standards of academic honesty, including the appropriate attribution of sources.

		Response Percent	Response Count
Agree strongly		91.7%	11
Agree		8.3%	1
Disagree		0.0%	0
Disagree strongly		0.0%	0
No opinion		0.0%	0
answered question			12
skipped question			0



10. I am familiar with the values of the historical profession, including ethics and standards for work in research libraries, on the Internet, at professional conferences, and at interviews for employment.

		Response Percent	Response Count
Agree strongly		50.0%	6
Agree		50.0%	6
Disagree		0.0%	0
Disagree strongly		0.0%	0
No opinion		0.0%	0
answered question			12
skipped question			0


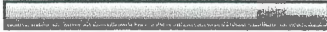

11. The history department faculty treated me respectfully as a serious scholar of history.

		Response Percent	Response Count
Agree strongly		83.3%	10
Agree		16.7%	2
Disagree		0.0%	0
Disagree strongly		0.0%	0
No opinion		0.0%	0
		answered question	12
		skipped question	0



12. I was able to access the advice I needed as I moved through the Master's program.

		Response Percent	Response Count
Agree strongly		83.3%	10
Agree		16.7%	2
Disagree		0.0%	0
Disagree strongly		0.0%	0
No opinion		0.0%	0
		answered question	12
		skipped question	0



13. The Graduate Handbook provided the information I needed for progress toward my degree.

		Response Percent	Response Count
Agree strongly		41.7%	5
Agree		50.0%	6
Disagree		0.0%	0
Disagree strongly		0.0%	0
No opinion		8.3%	1
answered question			12
skipped question			0




14. The Graduate Coordinator was accessible and helpful.

		Response Percent	Response Count
Agree strongly		72.7%	8
Agree		27.3%	3
Disagree		0.0%	0
Disagree strongly		0.0%	0
No opinion		0.0%	0
answered question			11
skipped question			1

15. My advisor and reader for my final project (thesis, master's examinations, teaching or public history project) were accessible and helpful.

		Response Percent	Response Count
Agree strongly		75.0%	9
Agree		25.0%	3
Disagree		0.0%	0
Disagree strongly		0.0%	0
No opinion		0.0%	0
		answered question	12
		skipped question	0

16. The Master's degree course requirements were appropriate to my long-term goals.

		Response Percent	Response Count
Agree strongly		58.3%	7
Agree		33.3%	4
Disagree		8.3%	1
Disagree strongly		0.0%	0
No opinion		0.0%	0
		answered question	12
		skipped question	0

17. The resources at CSUEB were sufficient for pursuing my research interests.

	Response Percent	Response Count
Agree strongly	0.0%	0
Agree	91.7%	11
Disagree	8.3%	1
Disagree strongly	0.0%	0
No opinion	0.0%	0
	answered question	12
	skipped question	0

18. The resources at CSUEB were sufficient to allow me to complete my degree in a timely manner.

	Response Percent	Response Count
Agree strongly	33.3%	4
Agree	50.0%	6
Disagree	0.0%	0
Disagree strongly	0.0%	0
No opinion	16.7%	2
	answered question	12
	skipped question	0

19. Is there anything you would like to add that will help us improve the graduate experience for students who come after you?

	Response Count
	7
answered question	7
skipped question	5

Q19. Is there anything you would like to add that will help us improve the graduate experience for students who come after you?

- 1 It was a pleasure working with the faculty and staff of the History Dept. I was very impressed by their knowledge, professionalism, and interest in students. I especially appreciated the willingness of faculty members such as Professor Thompson who offered instruction in independent studies when budget restrictions limited course offerings. That was a great help in pursuing my degree. Overall, a great experience!

Jun 28, 2011 7:48 AM
- 2 The reason that questions 6, 17, and 18 were answered at a lower level than the others is only because living in Santa Clara County, I tended to use that area's resources more. I made one trip to UC Berkeley in 2008, but aside from that, I am still fairly unfamiliar with materials outside of my home area and CSU East Bay itself. However, even in the case of CSU East Bay, since I tried to avoid commuting outside of class hours, I generally used more local resources when available. If I was a Hayward, Oakland, Union City, etc resident, I'm sure the resources at my disposal on campus would have been more than enough.

Jun 25, 2011 11:14 PM
- 3 The faculty here at CSUEastBay is focused on helping students learn. that is a GREAT advantage to other institutions where the faculty is focused on their personal research. My thanks to all the faculty and staff at CSUEastBay, you are the greatest!

Jun 24, 2011 5:24 PM
- 4 Luckily I finished my coursework in 2009 when they were still offering grad classes. I have heard they have cut down on graduate classes and now grad students are taking undergrad classes to earn their degree. I understand the history dept. has their hands tied with budget cuts but this saddens me deeply. I feel as if the master's program was intended to develop certain skills that this new method will not provide. I fear that the new group of Master's students will not get the proper training and I am so grateful that I got in and out of the grad program when I did!

Jun 24, 2011 12:39 PM
- 5 Yes...I would have benefitted from a semester-length one on one mentorship with a chosen professor, or internship at a community college (even if not doing a "Teaching Option") and should be added to the requirements or at least an elective possibility. This would provide teaching/job experience upon graduation. Perhaps work-in a course on computer literacy (Microsoft Office suites...Powerpoint, the latest Word, Excell, Access. Why??? Because nearly every job out there wants this even if it is not necessarily a "must-have" to do the job, and because, like it or not, computers are a part of our global world and because the technology changes so quickly now.

Jun 24, 2011 12:04 PM
- 6 The Public History program would benefit enormously from classes that focused on applied History: exhibition design / setup techniques, copyright allowance of sources in the public (not the same as for education), public speaking and lecturing, and so on.

Jun 23, 2011 4:43 PM
- 7 Let's convince the governor and legislature to give the CSUEB more funds! But the history grad dept did amazing things with the funds they had and went out of their way to help the grad students.

Jun 17, 2011 9:37 PM

DEPT SUMMARY - TENURES

EVALUATION QUARTER:		FALL 2011				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	75	28	2	1	0	1.33	0.56	106	70.8	26.4	1.9	0.9	0
2	77	26	2	1	0	1.31	0.56	106	72.6	24.5	1.9	0.9	0
3	77	22	5	1	1	1.33	0.61	105	72.6	20.8	4.7	0.9	0.9
4	76	26	3	0	1	1.3	0.52	105	71.7	24.5	2.8	0	0.9
5	66	34	2	0	4	1.37	0.53	102	62.3	32.1	1.9	0	3.8
6	86	18	0	1	1	1.2	0.47	105	81.1	17	0	0.9	0.9
7	58	35	10	1	2	1.56	0.71	104	54.7	33	9.4	0.9	1.9
8	71	24	9	0	2	1.4	0.65	104	67	22.6	8.5	0	1.9
TOTALS 1-8	586	213	33	5	11	1.35	0.59	837	69.1	25.1	3.9	0.6	1.3

DEPT SUMMARY - LECTURERS													
EVALUATION QUARTER:		FALL 2011				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	276	114	24	6	3	1.43	0.67	420	65.2	27	5.7	1.4	0.7
2	280	97	36	7	3	1.45	0.72	420	66.2	22.9	8.5	1.7	0.7
3	260	125	28	4	6	1.46	0.66	417	61.5	29.6	6.6	0.9	1.4
4	287	110	17	5	4	1.38	0.62	419	67.8	26	4	1.2	0.9
5	254	125	19	8	17	1.46	0.68	406	60	29.6	4.5	1.9	4
6	310	89	12	4	8	1.3	0.57	415	73.3	21	2.8	0.9	1.9
7	200	148	54	9	12	1.69	0.78	411	47.3	35	12.8	2.1	2.8
8	243	114	40	14	12	1.57	0.8	411	57.4	27	9.5	3.3	2.8
TOTALS 1-8	2110	922	230	57	65	1.47	0.7	3319	62.4	27.2	6.8	1.7	1.9

DEPT SUMMARY - ALL													
EVALUATION QUARTER:		FALL 2011				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	351	142	26	7	3	1.41	0.65	526	66.4	26.8	4.9	1.3	0.6
2	357	123	38	8	3	1.42	0.69	526	67.5	23.3	7.2	1.5	0.6
3	337	147	33	5	7	1.44	0.66	522	63.7	27.8	6.2	0.9	1.3
4	363	136	20	5	5	1.36	0.6	524	68.6	25.7	3.8	0.9	0.9
5	320	159	21	8	21	1.44	0.65	508	60.5	30.1	4	1.5	4
6	396	107	12	5	9	1.28	0.55	520	74.9	20.2	2.3	0.9	1.7
7	258	183	64	10	14	1.66	0.77	515	48.8	34.6	12.1	1.9	2.6
8	314	138	49	14	14	1.54	0.78	515	59.4	26.1	9.3	2.6	2.6
TOTALS 1-8	2696	1135	263	62	76	1.44	0.66	4156	63.7	26.8	6.2	1.5	1.8

DEPT SUMMARY - TENURES

EVALUATION QUARTER:		SPRING 2011				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	111	57	20	15	1	1.7	0.92	203	54.4	27.9	9.8	7.4	0.5
2	115	62	15	11	1	1.62	0.84	203	56.4	30.4	7.4	5.4	0.5
3	114	55	23	11	1	1.66	0.88	203	55.9	27	11.3	5.4	0.5
4	124	54	16	9	1	1.56	0.82	203	60.8	26.5	7.8	4.4	0.5
5	117	55	14	12	6	1.6	0.87	198	57.4	27	6.9	5.9	2.9
6	149	43	3	7	2	1.35	0.68	202	73	21.1	1.5	3.4	1
7	96	53	36	17	2	1.87	0.99	202	47.1	26	17.6	8.3	1
8	102	53	29	18	2	1.82	0.99	202	50	26	14.2	8.8	1
TOTALS 1-8	928	432	156	100	16	1.65	0.89	1616	56.9	26.5	9.6	6.1	1

DEPT SUMMARY - LECTURERS													
EVALUATION QUARTER:		SPRING 2011				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	161	81	20	7	2	1.53	0.75	269	59.4	29.9	7.4	2.6	0.7
2	169	76	16	8	2	1.49	0.74	269	62.4	28	5.9	3	0.7
3	167	77	19	6	2	1.49	0.73	269	61.6	28.4	7	2.2	0.7
4	177	80	9	3	2	1.4	0.61	269	65.3	29.5	3.3	1.1	0.7
5	175	72	10	5	9	1.41	0.66	262	64.6	26.6	3.7	1.8	3.3
6	214	47	5	2	3	1.24	0.51	268	79	17.3	1.8	0.7	1.1
7	137	78	34	11	11	1.69	0.86	260	50.6	28.8	12.5	4.1	4.1
8	147	62	34	17	11	1.7	0.93	260	54.2	22.9	12.5	6.3	4.1
TOTALS 1-8	1347	573	147	59	42	1.49	0.74	2126	62.1	26.4	6.8	2.7	1.9

DEPT SUMMARY - ALL													
EVALUATION QUARTER:		SPRING 2011				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	272	138	40	22	3	1.6	0.83	472	57.3	29.1	8.4	4.6	0.6
2	284	138	31	19	3	1.54	0.79	472	59.8	29.1	6.5	4	0.6
3	281	132	42	17	3	1.57	0.8	472	59.2	27.8	8.8	3.6	0.6
4	301	134	25	12	3	1.47	0.71	472	63.4	28.2	5.3	2.5	0.6
5	292	127	24	17	15	1.49	0.76	460	61.5	26.7	5.1	3.6	3.2
6	363	90	8	9	5	1.28	0.59	470	76.4	18.9	1.7	1.9	1.1
7	233	131	70	28	13	1.77	0.92	462	49.1	27.6	14.7	5.9	2.7
8	249	115	63	35	13	1.75	0.96	462	52.4	24.2	13.3	7.4	2.7
TOTALS 1-8	2275	1005	303	159	58	1.56	0.81	3742	59.9	26.4	8	4.2	1.5

DEPT SUMMARY - TENURES

EVALUATION QUARTER:		WINTER 2011				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	%(1)	%(2)	%(3)	%(4)	% NOT APPL
1	248	82	13	4	0	1.35	0.61	347	71.5	23.6	3.7	1.2	0
2	235	88	17	7	0	1.41	0.68	347	67.7	25.4	4.9	2	0
3	247	83	13	4	0	1.35	0.61	347	71.2	23.9	3.7	1.2	0
4	240	91	10	6	0	1.37	0.63	347	69.2	26.2	2.9	1.7	0
5	225	88	15	6	13	1.41	0.66	334	64.8	25.4	4.3	1.7	3.7
6	276	59	4	6	2	1.25	0.56	345	79.5	17	1.2	1.7	0.6
7	186	111	37	6	7	1.6	0.75	340	53.6	32	10.7	1.7	2
8	218	84	25	11	9	1.49	0.77	338	62.8	24.2	7.2	3.2	2.6
TOTALS 1-8	1875	686	134	50	31	1.4	0.67	2745	67.5	24.7	4.8	1.8	1.1

DEPT SUMMARY - LECTURERS

EVALUATION QUARTER:		WINTER 2011				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	%(1)	%(2)	%(3)	%(4)	% NOT APPL
1	222	89	31	20	2	1.58	0.86	362	61	24.5	8.5	5.5	0.5
2	230	82	24	25	3	1.57	0.89	361	63.2	22.5	6.6	6.9	0.8
3	226	91	22	20	5	1.54	0.84	359	62.1	25	6	5.5	1.4
4	232	88	24	17	3	1.52	0.82	361	63.7	24.2	6.6	4.7	0.8
5	209	91	27	27	10	1.64	0.92	354	57.4	25	7.4	7.4	2.7
6	262	76	14	8	4	1.36	0.66	360	72	20.9	3.8	2.2	1.1
7	188	96	44	30	6	1.77	0.96	358	51.6	26.4	12.1	8.2	1.6
8	202	80	40	36	6	1.75	1.01	358	55.5	22	11	9.9	1.6
TOTALS 1-8	1771	693	226	183	39	1.59	0.88	2873	60.8	23.8	7.8	6.3	1.3

DEPT SUMMARY - ALL

EVALUATION QUARTER:		WINTER 2011				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	470	171	44	24	2	1.47	0.76	709	66.1	24.1	6.2	3.4	0.3
2	465	170	41	32	3	1.49	0.8	708	65.4	23.9	5.8	4.5	0.4
3	473	174	35	24	5	1.45	0.74	706	66.5	24.5	4.9	3.4	0.7
4	472	179	34	23	3	1.45	0.73	708	66.4	25.2	4.8	3.2	0.4
5	434	179	42	33	23	1.53	0.81	688	61	25.2	5.9	4.6	3.2
6	538	135	18	14	6	1.3	0.62	705	75.7	19	2.5	2	0.8
7	374	207	81	36	13	1.68	0.87	698	52.6	29.1	11.4	5.1	1.8
8	420	164	65	47	15	1.63	0.91	696	59.1	23.1	9.1	6.6	2.1
TOTALS 1-8	3646	1379	360	233	70	1.5	0.79	5618	64.1	24.2	6.3	4.1	1.2

DEPT SUMMARY - TENURES

EVALUATION QUARTER:		FALL 2010				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	%(1)	%(2)	%(3)	%(4)	% NOT APPL
1	191	113	22	10	4	1.56	0.75	336	56.2	33.2	6.5	2.9	1.2
2	193	108	26	9	4	1.56	0.75	336	56.8	31.8	7.6	2.6	1.2
3	203	98	30	6	3	1.52	0.73	337	59.7	28.8	8.8	1.8	0.9
4	204	114	11	7	4	1.47	0.66	336	60	33.5	3.2	2.1	1.2
5	194	100	19	16	11	1.57	0.81	329	57.1	29.4	5.6	4.7	3.2
6	253	77	2	3	5	1.27	0.51	335	74.4	22.6	0.6	0.9	1.5
7	137	116	61	13	13	1.85	0.86	327	40.3	34.1	17.9	3.8	3.8
8	164	92	52	18	14	1.77	0.91	326	48.2	27.1	15.3	5.3	4.1
TOTALS 1-8	1539	818	223	82	58	1.57	0.77	2662	56.6	30.1	8.2	3	2.1

DEPT SUMMARY - LECTURERS													
EVALUATION QUARTER:		FALL 2010				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	206	53	3	3	2	1.26	0.53	265	77.2	19.9	1.1	1.1	0.7
2	216	45	1	4	1	1.22	0.52	266	80.9	16.9	0.4	1.5	0.4
3	189	65	8	4	1	1.35	0.62	266	70.8	24.3	3	1.5	0.4
4	213	46	3	4	1	1.24	0.54	266	79.8	17.2	1.1	1.5	0.4
5	189	58	5	4	11	1.31	0.59	256	70.8	21.7	1.9	1.5	4.1
6	233	28	1	4	1	1.16	0.48	266	87.3	10.5	0.4	1.5	0.4
7	172	72	15	2	6	1.41	0.64	261	64.4	27	5.6	0.7	2.2
8	200	49	9	3	6	1.29	0.59	261	74.9	18.4	3.4	1.1	2.2
TOTALS 1-8	1618	416	45	28	29	1.28	0.57	2107	75.7	19.5	2.1	1.3	1.4

DEPT SUMMARY - ALL

EVALUATION QUARTER:		FALL 2010				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	397	166	25	13	6	1.42	0.68	601	65.4	27.3	4.1	2.1	1
2	409	153	27	13	5	1.41	0.68	602	67.4	25.2	4.4	2.1	0.8
3	392	163	38	10	4	1.45	0.69	603	64.6	26.9	6.3	1.6	0.7
4	417	160	14	11	5	1.37	0.62	602	68.7	26.4	2.3	1.8	0.8
5	383	158	24	20	22	1.45	0.73	585	63.1	26	4	3.3	3.6
6	486	105	3	7	6	1.22	0.5	601	80.1	17.3	0.5	1.2	1
7	309	188	76	15	19	1.65	0.8	588	50.9	31	12.5	2.5	3.1
8	364	141	61	21	20	1.56	0.82	587	60	23.2	10	3.5	3.3
TOTALS 1-8	3157	1234	268	110	87	1.44	0.71	4769	65	25.4	5.5	2.3	1.8

DEPT SUMMARY - TENURES

EVALUATION QUARTER:		SPRING 2010				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	470	143	21	8	0	1.33	0.6	642	73.2	22.3	3.3	1.2	0
2	445	154	25	17	1	1.4	0.69	641	69.3	24	3.9	2.6	0.2
3	463	149	17	11	2	1.34	0.62	640	72.1	23.2	2.6	1.7	0.3
4	454	154	22	10	2	1.36	0.63	640	70.7	24	3.4	1.6	0.3
5	454	143	13	11	21	1.33	0.61	621	70.7	22.3	2	1.7	3.3
6	531	93	4	9	5	1.2	0.51	637	82.7	14.5	0.6	1.4	0.8
7	362	177	70	13	20	1.57	0.77	622	56.4	27.6	10.9	2	3.1
8	422	134	51	14	21	1.45	0.74	621	65.7	20.9	7.9	2.2	3.3
TOTALS 1-8	3601	1147	223	93	72	1.37	0.66	5064	70.1	22.3	4.3	1.8	1.4

DEPT SUMMARY - LECTURERS													
EVALUATION QUARTER:		SPRING 2010				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	75	53	32	14	0	1.91	0.97	174	43.1	30.5	18.4	8	0
2	76	54	28	13	3	1.87	0.95	171	43.7	31	16.1	7.5	1.7
3	86	61	19	7	1	1.69	0.82	173	49.4	35.1	10.9	4	0.6
4	87	53	22	11	1	1.75	0.91	173	50	30.5	12.6	6.3	0.6
5	82	44	23	22	3	1.91	1.06	171	47.1	25.3	13.2	12.6	1.7
6	93	51	16	12	2	1.69	0.91	172	53.4	29.3	9.2	6.9	1.1
7	60	58	32	17	7	2.04	0.98	167	34.5	33.3	18.4	9.8	4
8	81	38	19	28	8	1.96	1.13	166	46.6	21.8	10.9	16.1	4.6
TOTALS 1-8	640	412	191	124	25	1.85	0.97	1367	46	29.6	13.7	8.9	1.8

DEPT SUMMARY - ALL													
EVALUATION QUARTER:		SPRING 2010				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	545	196	53	22	0	1.45	0.73	816	66.8	24	6.5	2.7	0
2	521	208	53	30	4	1.5	0.78	812	63.8	25.5	6.5	3.7	0.5
3	549	210	36	18	3	1.41	0.68	813	67.3	25.7	4.4	2.2	0.4
4	541	207	44	21	3	1.44	0.71	813	66.3	25.4	5.4	2.6	0.4
5	536	187	36	33	24	1.45	0.77	792	65.7	22.9	4.4	4	2.9
6	624	144	20	21	7	1.31	0.65	809	76.5	17.6	2.5	2.6	0.9
7	422	235	102	30	27	1.67	0.84	789	51.7	28.8	12.5	3.7	3.3
8	503	172	70	42	29	1.56	0.86	787	61.6	21.1	8.6	5.1	3.6
TOTALS 1-8	4241	1559	414	217	97	1.47	0.76	6431	65	23.9	6.3	3.3	1.5

DEPT SUMMARY - TENURES

EVALUATION QUARTER:		WINTER 2010				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	111	23	5	3	0	1.3	0.64	142	78.2	16.2	3.5	2.1	0
2	108	22	9	2	1	1.33	0.66	141	76.1	15.5	6.3	1.4	0.7
3	96	35	7	4	0	1.43	0.72	142	67.6	24.6	4.9	2.8	0
4	111	25	3	3	0	1.28	0.61	142	78.2	17.6	2.1	2.1	0
5	107	27	2	1	5	1.25	0.51	137	75.4	19	1.4	0.7	3.5
6	122	17	0	2	1	1.16	0.47	141	85.9	12	0	1.4	0.7
7	91	32	13	2	4	1.46	0.73	138	64.1	22.5	9.2	1.4	2.8
8	100	31	5	2	4	1.34	0.62	138	70.4	21.8	3.5	1.4	2.8
TOTALS 1-8	846	212	44	19	15	1.32	0.63	1121	74.5	18.7	3.9	1.7	1.3

DEPT SUMMARY - LECTURERS

EVALUATION QUARTER:		WINTER 2010				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	143	22	2	1	0	1.17	0.45	168	85.1	13.1	1.2	0.6	0
2	145	20	1	1	1	1.15	0.42	167	86.3	11.9	0.6	0.6	0.6
3	135	27	2	1	3	1.21	0.47	165	80.4	16.1	1.2	0.6	1.8
4	135	29	2	2	0	1.23	0.52	168	80.4	17.3	1.2	1.2	0
5	125	31	2	3	7	1.27	0.58	161	74.4	18.5	1.2	1.8	4.2
6	155	12	0	1	0	1.09	0.34	168	92.3	7.1	0	0.6	0
7	109	43	7	1	8	1.38	0.6	160	64.9	25.6	4.2	0.6	4.8
8	126	26	6	1	9	1.26	0.55	159	75	15.5	3.6	0.6	5.4
TOTALS 1-8	1073	210	22	11	28	1.22	0.5	1316	79.8	15.6	1.6	0.8	2.1

DEPT SUMMARY - ALL

EVALUATION QUARTER:		WINTER 2010				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	254	45	7	4	0	1.23	0.55	310	81.9	14.5	2.3	1.3	0
2	253	42	10	3	2	1.23	0.55	308	81.6	13.5	3.2	1	0.6
3	231	62	9	5	3	1.31	0.61	307	74.5	20	2.9	1.6	1
4	246	54	5	5	0	1.25	0.57	310	79.4	17.4	1.6	1.6	0
5	232	58	4	4	12	1.26	0.55	298	74.8	18.7	1.3	1.3	3.9
6	277	29	0	3	1	1.12	0.41	309	89.4	9.4	0	1	0.3
7	200	75	20	3	12	1.42	0.66	298	64.5	24.2	6.5	1	3.9
8	226	57	11	3	13	1.3	0.59	297	72.9	18.4	3.5	1	4.2
TOTALS 1-8	1919	422	66	30	43	1.26	0.57	2437	77.4	17	2.7	1.2	1.7

DEPT SUMMARY - TENURES													
EVALUATION QUARTER: FALL 2009					DEPARTMENT:					HIST			
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	425	143	24	9	2	1.36	0.63	601	70.5	23.7	4	1.5	0.3
2	424	140	29	9	1	1.37	0.65	602	70.3	23.2	4.8	1.5	0.2
3	424	141	30	6	2	1.36	0.63	601	70.3	23.4	5	1	0.3
4	434	131	27	8	3	1.35	0.63	600	72	21.7	4.5	1.3	0.5
5	417	132	26	12	16	1.37	0.67	507	69.2	21.9	4.3	2	2.7
6	447	135	11	5	5	1.29	0.54	598	74.1	22.4	1.8	0.8	0.8
7	365	159	55	15	9	1.53	0.77	594	60.5	26.4	9.1	2.5	1.5
8	411	131	33	17	11	1.42	0.73	592	68.2	21.7	5.5	2.8	1.8
TOTALS 1-8	3347	1112	235	81	49	1.38	0.66	4775	69.4	23.1	4.9	1.7	1

DEPT SUMMARY - LECTURERS													
EVALUATION QUARTER:		FALL 2009				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	136	37	3	1	1	1.26	0.51	177	76.4	20.8	1.7	0.6	0.6
2	139	33	5	1	0	1.26	0.53	178	78.1	18.5	2.8	0.6	0
3	132	39	6	1	0	1.3	0.56	178	74.2	21.9	3.4	0.6	0
4	141	32	4	1	0	1.24	0.51	178	79.2	18	2.2	0.6	0
5	132	37	3	2	4	1.20	0.55	174	74.2	20.8	1.7	1.1	2.2
6	162	14	0	1	1	1.1	0.35	177	91	7.9	0	0.6	0.6
7	112	48	14	1	3	1.45	0.67	175	62.9	27	7.9	0.6	1.7
8	132	35	9	0	2	1.3	0.56	176	74.2	19.7	5.1	0	1.1
TOTALS 1-8	1086	275	44	8	11	1.27	0.54	1413	76.3	19.3	3.1	0.6	0.8

DEPT SUMMARY - ALL													
EVALUATION QUARTER:		FALL 2009				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	561	180	27	10	3	1.34	0.61	778	71.8	23	3.5	1.3	0.4
2	563	173	34	10	1	1.35	0.63	780	72.1	22.2	4.4	1.3	0.1
3	556	180	36	7	2	1.35	0.61	779	71.2	23	4.6	0.9	0.3
4	575	163	31	9	3	1.32	0.61	778	73.6	20.9	4	1.2	0.4
5	549	169	29	14	20	1.35	0.64	761	70.3	21.6	3.7	1.8	2.6
6	609	149	11	6	6	1.24	0.51	775	78	19.1	1.4	0.8	0.8
7	477	207	69	16	12	1.51	0.74	769	61.1	26.5	8.8	2	1.5
8	543	166	42	17	13	1.39	0.69	768	69.5	21.3	5.4	2.2	1.7
TOTALS 1-8	4433	1387	279	89	60	1.36	0.64	6188	71	22.2	4.5	1.4	1

DEPT SUMMARY - TENURES													
EVALUATION QUARTER:		SPRING 2009				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	265	117	28	14	3	1.51	0.76	424	62.1	27.4	6.6	3.3	0.7
2	272	123	22	6	4	1.44	0.66	423	63.7	28.8	5.2	1.4	0.9
3	278	124	16	5	4	1.4	0.62	423	65.1	29	3.7	1.2	0.9
4	279	111	22	10	5	1.44	0.7	422	65.3	26	5.2	2.3	1.2
5	271	101	32	9	14	1.46	0.73	413	63.5	23.7	7.5	2.1	3.3
6	323	80	10	3	11	1.26	0.53	416	75.6	18.7	2.3	0.7	2.6
7	210	137	64	11	5	1.71	0.82	422	49.2	32.1	15	2.6	1.2
8	249	107	52	13	6	1.59	0.82	421	58.3	25.1	12.2	3	1.4
TOTALS 1-8	2147	900	246	71	52	1.48	0.72	3364	62.9	26.3	7.2	2.1	1.5

DEPT SUMMARY - LECTURERS

EVALUATION QUARTER:		SPRING 2009				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	%(1)	%(2)	%(3)	%(4)	% NOT APPL
1	255	65	8	7	2	1.3	0.62	335	75.7	19.3	2.4	2.1	0.6
2	250	66	13	6	2	1.33	0.64	335	74.2	19.6	3.9	1.8	0.6
3	239	73	16	6	3	1.37	0.66	334	70.9	21.7	4.7	1.8	0.9
4	255	68	8	4	2	1.29	0.57	335	75.7	20.2	2.4	1.2	0.6
5	240	74	5	7	11	1.32	0.62	326	71.2	22	1.5	2.1	3.3
6	279	45	5	5	3	1.21	0.54	334	82.8	13.4	1.5	1.5	0.9
7	216	81	18	10	12	1.45	0.74	325	64.1	24	5.3	3	3.6
8	240	68	11	6	12	1.33	0.63	325	71.2	20.2	3.3	1.8	3.6
TOTALS 1-8	1974	540	84	51	47	1.33	0.63	2649	73.2	20	3.1	1.9	1.7

DEPT SUMMARY - ALL													
EVALUATION QUARTER:		SPRING 2009				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	520	182	36	21	5	1.42	0.71	759	68.1	23.8	4.7	2.7	0.7
2	522	189	35	12	6	1.39	0.65	758	68.3	24.7	4.6	1.6	0.8
3	517	197	32	11	7	1.39	0.64	757	67.7	25.8	4.2	1.4	0.9
4	534	179	30	14	7	1.37	0.65	757	69.9	23.4	3.9	1.8	0.9
5	511	175	37	16	25	1.4	0.69	739	66.9	22.9	4.8	2.1	3.3
6	602	125	15	8	14	1.24	0.53	750	78.8	16.4	2	1	1.8
7	426	218	82	21	17	1.6	0.79	747	55.8	28.5	10.7	2.7	2.2
8	489	175	63	19	18	1.48	0.76	746	64	22.9	8.2	2.5	2.4
TOTALS 1-8	4121	1440	330	122	99	1.41	0.69	6013	67.4	23.6	5.4	2	1.6

DEPT SUMMARY - TENURES

EVALUATION QUARTER:		WINTER 2009				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	157	29	1	0	2	1.17	0.39	187	83.1	15.3	0.5	0	1.1
2	148	36	3	0	2	1.22	0.46	187	78.3	19	1.6	0	1.1
3	148	37	2	0	2	1.22	0.44	187	78.3	19.6	1.1	0	1.1
4	155	30	1	1	2	1.19	0.44	187	82	15.9	0.5	0.5	1.1
5	139	40	0	1	9	1.24	0.47	180	73.5	21.2	0	0.5	4.8
6	170	14	0	1	4	1.09	0.34	185	89.9	7.4	0	0.5	2.1
7	126	50	7	1	5	1.36	0.58	184	66.7	26.5	3.7	0.5	2.6
8	140	39	4	0	6	1.26	0.49	183	74.1	20.6	2.1	0	3.2
TOTALS 1-8	1183	275	18	4	32	1.22	0.46	1480	78.2	18.2	1.2	0.3	2.1

DEPT SUMMARY - LECTURERS													
EVALUATION QUARTER:		WINTER 2009				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	252	73	7	3	0	1.29	0.55	335	75.2	21.8	2.1	0.9	0
2	257	64	10	4	0	1.29	0.58	335	76.7	19.1	3	1.2	0
3	240	83	7	4	1	1.33	0.58	334	71.6	24.8	2.1	1.2	0.3
4	254	69	8	3	1	1.28	0.55	334	75.8	20.6	2.4	0.9	0.3
5	240	73	7	4	11	1.31	0.57	324	71.6	21.8	2.1	1.2	3.3
6	286	44	2	2	1	1.16	0.43	334	85.4	13.1	0.6	0.6	0.3
7	212	88	24	5	6	1.46	0.7	329	63.3	26.3	7.2	1.5	1.8
8	237	69	17	5	7	1.36	0.65	328	70.7	20.6	5.1	1.5	2.1
TOTALS 1-8	1978	563	82	30	27	1.31	0.59	2653	73.8	21	3.1	1.1	1

DEPT SUMMARY - ALL

EVALUATION QUARTER:		WINTER 2009				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	%(1)	%(2)	%(3)	%(4)	% NOT APPL
1	409	102	8	3	2	1.24	0.5	522	78.1	19.5	1.5	0.6	0.4
2	405	100	13	4	2	1.26	0.54	522	77.3	19.1	2.5	0.8	0.4
3	388	120	9	4	3	1.29	0.53	521	74	22.9	1.7	0.8	0.6
4	409	99	9	4	3	1.25	0.52	521	78.1	18.9	1.7	0.8	0.6
5	379	113	7	5	20	1.28	0.54	504	72.3	21.6	1.3	1	3.8
6	456	58	2	3	5	1.14	0.4	519	87	11.1	0.4	0.6	1
7	338	138	31	6	11	1.42	0.66	513	64.5	26.3	5.9	1.1	2.1
8	377	108	21	5	13	1.32	0.6	511	71.9	20.6	4	1	2.5
TOTALS 1-8	3161	838	100	34	59	1.28	0.55	4133	75.4	20	2.4	0.8	1.4

DEPT SUMMARY - LECTURERS

EVALUATION QUARTER:		FALL 2008				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	%(1)	%(2)	%(3)	%(4)	% NOT APPL
1	325	94	4	3	0	1.26	0.5	426	76.3	22.1	0.9	0.7	0
2	345	73	4	2	2	1.21	0.46	424	81	17.1	0.9	0.5	0.5
3	328	85	8	5	0	1.27	0.55	426	77	20	1.9	1.2	0
4	337	77	6	4	2	1.24	0.52	424	79.1	18.1	1.4	0.9	0.5
5	306	96	11	5	8	1.32	0.58	418	71.8	22.5	2.6	1.2	1.9
6	369	52	2	2	1	1.15	0.4	425	86.6	12.2	0.5	0.5	0.2
7	274	119	24	3	6	1.42	0.63	420	64.3	27.9	5.6	0.7	1.4
8	322	77	16	3	8	1.28	0.57	418	75.6	18.1	3.8	0.7	1.9
TOTALS 1-8	2606	673	75	27	27	1.27	0.54	3381	76.5	19.7	2.2	0.8	0.8

DEPT SUMMARY - TENURES

EVALUATION QUARTER:		FALL 2008				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	169	53	9	1	0	1.32	0.57	232	72.8	22.8	3.9	0.4	0
2	162	51	18	1	0	1.39	0.65	232	69.8	22	7.8	0.4	0
3	172	48	9	1	2	1.3	0.56	230	74.1	20.7	3.9	0.4	0.9
4	172	44	11	5	0	1.35	0.67	232	74.1	19	4.7	2.2	0
5	172	47	10	2	1	1.32	0.6	231	74.1	20.3	4.3	0.9	0.4
6	195	33	2	2	0	1.19	0.47	232	84.1	14.2	0.9	0.9	0
7	148	51	26	2	5	1.48	0.73	227	63.8	22	11.2	0.9	2.2
8	152	49	23	1	7	1.44	0.69	225	65.5	21.1	9.9	0.4	3
TOTALS 1-8	1342	376	108	15	15	1.35	0.63	1841	72.3	20.3	5.8	0.8	0.8

DEPT SUMMARY - ALL													
EVALUATION QUARTER: FALL 2008					DEPARTMENT: HIST								
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	494	147	13	4	0	1.28	0.53	658	75.1	22.3	2	0.6	0
2	507	124	22	3	2	1.27	0.54	656	77.1	18.8	3.3	0.5	0.3
3	500	133	17	6	2	1.28	0.56	656	76	20.2	2.6	0.9	0.3
4	509	121	17	9	2	1.28	0.58	656	77.4	18.4	2.6	1.4	0.3
5	478	143	21	7	9	1.32	0.59	649	72.6	21.7	3.2	1.1	1.4
6	564	85	4	4	1	1.16	0.43	657	85.7	12.9	0.6	0.6	0.2
7	422	170	50	5	11	1.44	0.67	647	64.1	25.8	7.6	0.8	1.7
8	474	126	39	4	15	1.34	0.62	643	72	19.1	5.9	0.6	2.3
TOTALS 1-8	3948	1049	183	42	42	1.3	0.57	5222	75	19.9	3.5	0.8	0.8

DEPT SUMMARY - TENURES

EVALUATION QUARTER:		SPRING 2008				DEPARTMENT:		HIST					
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	220	52	10	2	1	1.27	0.56	284	77.2	18.2	3.5	0.7	0.4
2	190	79	14	2	0	1.4	0.62	285	66.7	27.7	4.9	0.7	0
3	207	68	8	2	0	1.32	0.56	285	72.6	23.9	2.8	0.7	0
4	203	73	5	3	1	1.32	0.56	284	71.2	25.6	1.8	1.1	0.4
5	204	63	6	3	9	1.3	0.57	276	71.6	22.1	2.1	1.1	3.2
6	206	40	3	1	2	1.2	0.45	250	81.7	15.9	1.2	0.4	0.8
7	145	79	20	1	7	1.5	0.66	245	57.5	31.3	7.9	0.4	2.8
8	169	54	18	5	6	1.43	0.72	246	67.1	21.4	7.1	2	2.4
TOTALS 1-8	1544	508	84	19	26	1.34	0.6	2155	70.8	23.3	3.9	0.9	1.2

DEPT SUMMARY - LECTURERS													
EVALUATION QUARTER:		SPRING 2008				DEPARTMENT:		HIST					
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	361	144	18	11	0	1.4	0.66	534	67.6	27	3.4	2.1	0
2	357	139	21	15	2	1.42	0.7	532	66.9	26	3.9	2.8	0.4
3	329	159	31	12	3	1.48	0.71	531	61.6	29.8	5.8	2.2	0.6
4	366	134	24	9	1	1.39	0.66	533	68.5	25.1	4.5	1.7	0.2
5	336	144	19	12	23	1.43	0.68	511	62.9	27	3.6	2.2	4.3
6	422	85	13	9	5	1.26	0.59	529	79	15.9	2.4	1.7	0.9
7	272	179	63	9	11	1.63	0.76	523	50.9	33.5	11.8	1.7	2.1
8	322	139	47	14	12	1.53	0.77	522	60.3	26	8.8	2.6	2.2
TOTALS 1-8	2765	1123	236	91	57	1.44	0.7	4215	64.7	26.3	5.5	2.1	1.3

DEPT SUMMARY - ALL

EVALUATION QUARTER:		SPRING 2008				DEPARTMENT:		HIST					
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	%(1)	%(2)	%(3)	%(4)	% NOT APPL
1	581	196	28	13	1	1.36	0.63	818	70.9	23.9	3.4	1.6	0.1
2	547	218	35	17	2	1.41	0.67	817	66.8	26.6	4.3	2.1	0.2
3	536	227	39	14	3	1.43	0.67	816	65.4	27.7	4.8	1.7	0.4
4	569	207	29	12	2	1.37	0.63	817	69.5	25.3	3.5	1.5	0.2
5	540	207	25	15	32	1.38	0.64	787	65.9	25.3	3.1	1.8	3.9
6	628	125	16	10	7	1.24	0.55	779	79.9	15.9	2	1.3	0.9
7	417	258	83	10	18	1.59	0.73	768	53.1	32.8	10.6	1.3	2.3
8	491	193	65	19	18	1.49	0.75	768	62.5	24.6	8.3	2.4	2.3
TOTALS 1-8	4309	1631	320	110	83	1.41	0.67	6370	66.8	25.3	5	1.7	1.3

DEPT SUMMARY - TENURES

EVALUATION QUARTER:		WINTER 2008				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	225	60	6	3	1	1.28	0.55	294	76.3	20.3	2	1	0.3
2	212	70	10	3	0	1.34	0.59	295	71.9	23.7	3.4	1	0
3	219	66	8	1	1	1.29	0.53	294	74.2	22.4	2.7	0.3	0.3
4	198	54	7	2	1	1.28	0.55	261	75.6	20.6	2.7	0.8	0.4
5	193	55	8	2	4	1.3	0.56	258	73.7	21	3.1	0.8	1.5
6	227	28	4	2	1	1.16	0.46	261	86.6	10.7	1.5	0.8	0.4
7	127	70	14	1	5	1.48	0.64	212	58.5	32.3	6.5	0.5	2.3
8	150	45	14	1	7	1.36	0.63	210	69.1	20.7	6.5	0.5	3.2
TOTALS 1-8	1551	448	71	15	20	1.3	0.57	2085	73.7	21.3	3.4	0.7	1

DEPT SUMMARY - LECTURERS

EVALUATION QUARTER:		WINTER 2008				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	204	61	3	1	0	1.26	0.49	269	75.8	22.7	1.1	0.4	0
2	214	51	3	1	0	1.22	0.47	269	79.6	19	1.1	0.4	0
3	189	70	9	1	0	1.34	0.56	269	70.3	26	3.3	0.4	0
4	200	64	3	2	0	1.28	0.52	269	74.3	23.8	1.1	0.7	0
5	175	74	4	2	14	1.35	0.55	255	65.1	27.5	1.5	0.7	5.2
6	215	51	2	1	0	1.22	0.46	269	79.9	19	0.7	0.4	0
7	158	87	16	0	8	1.46	0.61	261	58.7	32.3	5.9	0	3
8	180	72	9	0	8	1.34	0.54	261	66.9	26.8	3.3	0	3
TOTALS 1-8	1535	530	49	8	30	1.31	0.53	2122	71.3	24.6	2.3	0.4	1.4

DEPT SUMMARY - ALL

EVALUATION QUARTER:		WINTER 2008				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	429	121	9	4	1	1.27	0.52	563	76.1	21.5	1.6	0.7	0.2
2	426	121	13	4	0	1.28	0.54	564	75.5	21.5	2.3	0.7	0
3	408	136	17	2	1	1.31	0.55	563	72.3	24.1	3	0.4	0.2
4	398	118	10	4	1	1.28	0.54	530	75	22.2	1.9	0.8	0.2
5	368	129	12	4	18	1.32	0.56	513	69.3	24.3	2.3	0.8	3.4
6	442	79	6	3	1	1.19	0.46	530	83.2	14.9	1.1	0.6	0.2
7	285	157	30	1	13	1.47	0.62	473	58.6	32.3	6.2	0.2	2.7
8	330	117	23	1	15	1.35	0.58	471	67.9	24.1	4.7	0.2	3.1
TOTALS 1-8	3086	978	120	23	50	1.31	0.55	4207	72.5	23	2.8	0.5	1.2

DEPT SUMMARY - TENURES													
EVALUATION QUARTER:		FALL 2007				DEPARTMENT:			HIST				
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	292	108	16	3	0	1.36	0.59	419	69.7	25.8	3.8	0.7	0
2	304	92	14	8	1	1.34	0.64	418	72.6	22	3.3	1.9	0.2
3	297	108	11	3	0	1.33	0.56	419	70.9	25.8	2.6	0.7	0
4	289	105	19	4	2	1.37	0.62	417	69	25.1	4.5	1	0.5
5	278	99	22	8	12	1.41	0.68	407	66.3	23.6	5.3	1.9	2.9
6	349	63	2	3	2	1.18	0.45	417	83.3	15	0.5	0.7	0.5
7	243	134	25	7	10	1.5	0.69	409	58	32	6	1.7	2.4
8	273	105	24	7	10	1.43	0.68	409	65.2	25.1	5.7	1.7	2.4
TOTALS 1-8	2325	814	133	43	37	1.36	0.62	3315	69.4	24.3	4	1.3	1.1

DEPT SUMMARY - LECTURERS													
EVALUATION QUARTER: FALL 2007					DEPARTMENT: HIST								
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	126	27	0	0	0	1.18	0.38	153	82.4	17.6	0	0	0
2	135	18	0	0	0	1.12	0.32	153	88.2	11.8	0	0	0
3	110	37	5	1	0	1.33	0.57	153	71.9	24.2	3.3	0.7	0
4	124	28	1	0	0	1.2	0.41	153	81	18.3	0.7	0	0
5	101	46	2	0	4	1.34	0.5	149	66	30.1	1.3	0	2.6
6	133	20	0	0	0	1.13	0.34	153	86.9	13.1	0	0	0
7	94	52	4	1	2	1.42	0.58	151	61.4	34	2.6	0.7	1.3
8	110	36	3	1	3	1.3	0.54	150	71.9	23.5	2	0.7	2
TOTALS 1-8	933	264	15	3	9	1.25	0.48	1215	76.2	21.6	1.2	0.2	0.7

DEPT SUMMARY - ALL													
EVALUATION QUARTER:		FALL 2007				DEPARTMENT:		HIST					
QUESTION	(1)	(2)	(3)	(4)	NOT APPL	MEAN	STD DEV	TOTAL RESP	% (1)	% (2)	% (3)	% (4)	% NOT APPL
1	418	135	16	3	0	1.31	0.55	572	73.1	23.6	2.8	0.5	0
2	439	110	14	8	1	1.28	0.58	571	76.7	19.2	2.4	1.4	0.2
3	407	145	16	4	0	1.33	0.57	572	71.2	25.3	2.8	0.7	0
4	413	133	20	4	2	1.32	0.58	570	72.2	23.3	3.5	0.7	0.3
5	379	145	24	8	16	1.39	0.64	556	66.3	25.3	4.2	1.4	2.8
6	482	83	2	3	2	1.17	0.42	570	84.3	14.5	0.3	0.5	0.3
7	337	186	29	8	12	1.48	0.66	560	58.9	32.5	5.1	1.4	2.1
8	383	141	27	8	13	1.39	0.65	559	67	24.7	4.7	1.4	2.3
TOTALS 1-8	3258	1078	148	46	46	1.33	0.59	4530	71.2	23.6	3.2	1	1

4. CLASS Faculty Student Learning Outcomes Assessment Mini-grants, 2011-2012

Application Letter

Faculty Name	Prof. Khal Schneider
Department/Program	History
Chair's Name	Prof. Nancy Thompson
Chair's Approval Signature	
A brief description of the task (what will be done, what SLO will be assessed, who will be assessed, what would be the results or data generated by the proposed task)	<p>1. <i>Proposed SLO</i> = research and writing learning outcomes (SLOs) in History via HIST 6010: Seminar in History. This is a 5-unit required course in the program. HIST 6010 requires the production of a professional-quality historical paper, based on original research and suitable for publication in a regional or special-topic historical journal.</p> <p>2. <i>To be assessed</i> = MA students enrolled in the course.</p> <p>3. <i>Assessment method</i> =</p> <p style="padding-left: 40px;">In the first week of the class, students will complete a pre-assessment survey. The survey will gauge students' familiarity with key concepts in historical research and writing, presented as a list of SLOs: i.e., "I understand how to find primary sources"; "I understand how to review the relevant historiography in my field."</p> <p style="padding-left: 40px;">In addition to completing the course's required research paper, students must complete a two-page abstract. Instructions for the abstract will contain specific queries that mirror the pre-assessment's SLOs: "Describe your methodology"; "What major historiographical debates does your paper engage?" In this way, the student's abstract is "scaffolded" to reflect the student's development in specific SLOs.</p> <p style="padding-left: 40px;">A "6010 Committee" will review the abstracts and conduct the final assessment of the SLOs, using a form that replicates the pre-assessment SLOs. The committee will be composed of the instructor of 6010, the department's Graduate Coordinator, the department's Assessment Coordinator, and one additional faculty member elected or nominated by the department. (The committee will include at least three members; if the 6010 instructor also serves as the Graduate or Assessment Coordinator, another member should be nominated.)</p> <p style="padding-left: 40px;">The Assessment Coordinator will tabulate pre-assessment and final assessment data and include a summary of the data in the department's annual report on assessment. The Assessment Coordinator will provide the Graduate Coordinator with the data for inclusion in the History Department's 5-Year Review documentation.</p>
Proposed timeline	End of AY 2012-13 (after 2012-13 offering of HIST 6010)
Meeting Commitments	I understand that I'm required to participate in 4 obligatory meetings , 1 in Fall, 2 in Winter, and 1 in Spring.
Signature of the Faculty	

Appendix 8
Selected Department Accomplishments

Conferences:

Professor Richard Orsi, Emeritus, chaired a panel called “Land, Water, and Race in California” AHA Pacific Coast meeting, 2005

Professor Jessica Weiss, chaired a panel called “Transnational Perspectives on Marriage and Motherhood” AHA Pacific Coast meeting, 2005.

Professor Khal Schneider was invited to present a paper, “Land, Tribes, and the State: California's Indian Rancherias,” at the Woodrow Wilson International Center for Scholars, 2007.

Professor Sophia Lee was invited to present a paper, “New Roles for Women in Beijing, 1937-1945,” at the Association for Asian Studies Conference in 2008.

Professor Dee Andrews with co-author Emma Lapsansky-Werner (Haverford College) presented a paper, “Thomas Clarkson's *History of the Abolition of the African Slave-Trade: The Trans-Atlantic Biography of an Antislavery Classic*,” at the McNeil Center for Early American Studies in 2008.

Professor Nancy Thompson presented a paper, “Preaching in the Merovingian Centuries: The Evidence of Saints’ Lives” at the International Congress on Medieval Studies in Kalamazoo, Michigan in 2008.

Professor Jessica Weiss presented a paper, “The Wife Who Found Herself: Readers Write *Redbook Magazine*, 1972” at the Western Association of Women Historians and a paper, “‘Last of a Dying Breed:’ Housewives and Domesticity in the Long Postwar U.S.,” at a conference at the German Historical Institute in Washington, D.C., in 2008.

Professor Gerald Henig spoke to the Peninsula Civil War Round Table on “William Tillman: The First Black Hero of the Civil War” in 2008.

Professor Dee Andrews spoke on *Benjamin Franklin and the Invention of America* at the Humanities West forum in 2008.

Professor Jessica Weiss presented a paper, “A Housewife and a Feminist: Readers Write *Ms.*” at the Western Association of Women Historians in 2009.

Professor Bridget Ford participated in a roundtable discussion with her mother and other historian parent/offspring pairs at the American Historical Society in 2009.

Professor Dee Andrews with co-author Emma Lapsansky-Werner presented a paper, “Thomas Clarkson's Quaker Trilogy: Abolitionist Narrative as Transformative History,” at the *Quakers and Slavery* conference at Swarthmore College in 2010

Professor Linda Ivey was invited to speak at the Inaugural Thom Gentle Lecture in Environmental History at Stevenson College at UC Santa Cruz in 2010.

Dr. Jeffrey Burns chaired a panel on “Franciscans, Indigenous Peoples, and the Battle for the Sacred in Colonial New Spain” at the AHA; and chaired two sessions, “The Franciscan Movement in the United States since 1840: A Roundtable” and “Twentieth Century American Catholicism Addresses the Social Question: Three Vignettes,” for the American Catholic Historical Association in 2011.

Publications and Prizes

Professor Jessica Weiss won the Alice Stone Blackwell Award at the Schlesinger Library for the History of Women at the Radcliffe Institute, Harvard, 2005.

Professor Richard Garcia’s published a review of Carlos Kevin Blanton’s *The Strange Career of Bilingual Education in Texas* in the *Journal of Southern History*, 2005 and

Professor Richard Garcia published a review essay, “Religion as Language, Church as Culture: Changing Chicano Historiography,” in *Reviews in American History*; and a review of Anthony Quiroz’s *Claiming Citizenship: Mexican Americans in Victoria, Texas* in the *Journal of American History* in 2006.

Professor Emeritus Gerald Henig’s book, *Civil War Firsts: The Legacies of America's Bloodiest Conflict*, appeared in paperback under the title, *A Nation Transformed: How the Civil War Changed America Forever*, in 2006.

Professor Richard Orsi’s book *Sunset Limited*, was awarded the 2006 Hilton Prize, offered by the Railway and Locomotive Historical Society for the best book in railroad history.

Professor John Morby’s reference work, *Dynasties of the World*, appeared in its fourth Japanese edition (the seventeenth edition in all languages) in 2006.

Professor Robert Phelps’ article, “On Comic Opera Revolutions: Maneuver Theory and the Art of War in Mexican California, 1821-45,” appeared in *California History*, 2006.

Professor Emeritus Gerald Henig published “The Unstoppable Mr. Smalls,” in *America's Civil War*, 2007.

Professor Richard Garcia’s book, *Ethnic Community Builders: Mexican Americans in Search of Justice, Power, and Citizenship Rights in San Jose*, was published in 2007.

Professor Nancy Thompson’s article “The Carolingian *de festivitibus* and the Blickling Book” appeared in Aaron Kleist, ed., *Precedence, Practice, and Appropriation: The Old English Homily*, 2007.

Professor Gerald Henig published "William Tillman: The Union's First Black Hero," in *North & South*, 2007.

Professor Gerald Henig published three articles in 2008:

"T. Morris Chester: Civil War Battlefield Reporter," in *Civil War Times*;

"Susie King Taylor: Civil War Nurse" in *American Legacy: The Magazine of African-American History & Culture* (Spring 2008);

and "Mary Elizabeth Bowser: Union Spy in the Confederate White House," in *Eye Spy Magazine*.

Professor Howard's essay on "Parallel Journaling: Students and Teachers in a Classroom Assessment Experiment" was published on Stanford University's *Tomorrow's Professor* list in 2008.

Professor Gerald Henig published "Marines Fighting Marines: The Battle of Drewry's Bluff, May 1862," in *Naval History Magazine*; and "Glory at Fort Wagner: William H. Carney, the First Black Soldier to Earn the Medal of Honor," in *Civil War Times* in 2009.

Professor Sophia Lee's paper, "Universities in Occupied Beijing, 1937-1945: Possibilities and Limitations," first presented at the Third International Conference on Wartime China, held in Japan 2008, was included in the conference volume published in Chinese, Japanese, and English in 2010.

Professor Jessica Weiss published an article, "Revisiting Miss Golddigger: How our Views on Alimony Have Changed Since 1953," in the 55th anniversary issue of *Playboy* in 2009.

Professor Bridget Ford published an article, "Beyond Cane Ridge: The 'Great Western Revivals' in Louisville and Cincinnati, 1828-1845" in *Ohio Valley History* in 2008.

Professor Nicole Howard's *The Book: the Life Story of a Technology*, appeared in paper-back and in a Korean language edition in 2009.

Professor Emeritus Theodore Roszak published *The Making of an Elder Culture: Reflections on the Future of America's Most Audacious Generation* in 2009.

Professor Khal Schneider's article, "Making Indian Land in the Allotment Era: Northern California's Indian Rancherias," appeared in the *Western Historical Quarterly* in 2010.

Professor Bridget Ford's article, "Black Spiritual Defiance and the Politics of Slavery in Antebellum Louisville," appeared in the *Journal of Southern History* in 2012.

Professor Emeritus Bruce Glasrud published *African Americans and the Presidency: The Road to the White House* in 2010.

Professor Emeritus Gerald Henig published "'Baby It's Going to Happen': The Career of Ellamae Simmons, M.D." in *Timeline: A Publication of the Ohio Historical Society*, and

“Alexander T. Augusta: A Black Surgeon in the Union Army,” in *America's Civil War*. In 2011.

Dr. Kevin Kaatz has published an article in the conference proceedings of the 7th International meeting of Manichaean Studies entitled “The Mystery of the Epistula Fundamenti” in 2011.

Professor Dee Andrews’ article, “From Natural Rights to National Sins: Philadelphia Churches Face Antislavery,” was published in R.J.M. Blackett and James Brewer Stewart, eds., *Antislavery and Abolition in Philadelphia: Emancipation and the Long Struggle for Racial Justice in the City of Brotherly Love* in 2011.

Professor Vahid Fozdar’s article, “‘That Grand Primeval and Fundamental Religion’: The Transformation of Freemasonry into an Imperial Cult,” appeared in the *Journal of World History* in 2010.

Professor Khal Schneider and co-author Kevin Adams have an article, “Washington is a Long Way Off: The ‘Round Valley War’ and the Limits of Federal Power on a Northern California Indian Reservation” in the *Pacific Historical Review* in 2012.

Professor Jessica Weiss’ article, “Not Enough Has Changed,” appeared in *Zócalo Public Square*, an on-line magazine published by the Center for Social Cohesion at Arizona State University in partnership with the New America Foundation in 2011. Her forthcoming article, “‘Fraud of Femininity’: Domesticity, Selflessness, and Individualism in Responses to Betty Friedan,” will appear in Kathleen G. Donohue, ed., *Liberty and Justice for All? Rethinking Politics in Cold War America*, due out in 2012.

Dr. Kevin Kaatz’s book, *Early Controversies and the Growth of Christianity*, was published in 2012. He is under contract for a second book, *Voices of Early Christianity: Documents from the Origins of Christianity*, due out in late 2012.

University Awards

Dr. Terry Wilson was the PACE Teacher of the Year at CSUEB, 2005.

Professor Robert Phelps received the 2006-07 Concord Campus Distinguished Professor of the Year Award.

Other Honors and Professional Service

Professor Dee Andrews was elected to the Council of the Omohundro Institute of Early American History and Culture (which includes a position on the editorial board of the *William and Mary Quarterly*; and to the editorial board of the *Journal of American History*, 2007.

Professor Emeritus Gerald Henig received the Alumni Achievement Award of the Ph.D. Alumni Association of The Graduate Center, City University of New York in 2008.

Professor Dee Andrews won the \$2,000 Fellowship in North American Bibliography from the Bibliographical Society in 2008.

Professor Nicole Howard won a \$4,000 grant from the National Endowment for the Humanities for her project "Developing a Plan for Preserving the Special Collections at the CSUEB Library" in 2008.

Professor Sophia Lee sponsored a Japanese film presentation with the Japanese Consulate in 2008.

Professor Vahid Fozdar was elected Director of Asian Studies at CSUEB in 2008.

Professor Henry (Hank) Reichman was elected to the National Council of the American Association of University Professors (AAUP).

Professor Jessica Weiss is president-elect of the Western Association of Women Historians, 2011.

Professor Bridget Ford was awarded a place in the External Faculty Fellows program at the Research Institute of Comparative Studies in Race and Ethnicity at Stanford University for the academic year 2011-2012.

Professor Linda Ivey won the Samuel P. Hays Research Fellowship by the American Society for Environmental History in 2011. She also appeared on the cover of the *Cal State East Bay Magazine* and her research was profiled in the *Santa Cruz Sentinel*.

Professor Khal Schneider won the 2011 Western History Association's Arrell M. Gibson Award for the year's best essay on the history of Native Americans for his 2010 article, "Making Indian Land in the Allotment Era: Northern California's Indian Rancherias," *Western Historical Quarterly*.

UNIVERSITY SERVICE

History Department faculty continue to be involved in numerous areas of University service, at department, college, University, and CSU-wide levels.

Department Service

Undergraduate Committee of the Whole

Graduate Committee

Graduate Coordinator

Assessment Committee

Lecturers' Evaluation Committee

History Scholarship Committee

Department RTP Committees

Department Advisory Committee to Select Department Chair

Department Search Committees for tenure-track positions:

History of South Asia and Colonialism

The Civil War and 19th Century US;

California History (search resulted in 2 hires: one in Environmental and one in Native American)

College Service

College Curriculum Committee

Department RTP Committee

Philosophy Department RTP Committee

Philosophy Department Advisory Committee

Philosophy Department Religious Studies Search Committee

Communication Department RTP Committee

University Service

Academic Senate, including Chair

Executive Committee, Academic Senate

Academic Senate Reorganization Task Force

Chair, Search Committee for Provost and Vice President of Academic Affairs

University Tenure and Promotion Committee, including Chair

UTP Subcommittee on the Library

University Committee on Layoff

Senate Committee on Instruction and Curriculum (CIC)

CIC Subcommittee on GE

Senate Faculty Affairs Committee (FAC), including Chair

FAC Subcommittee on RTP Document

FAC Subcommittee on Teaching Evaluations

Senate Committee on Research

Contra Costa Advisory Committee, including Chair

Chair, Search Committee for Director of SCAA
CFA Campus Chapter, including as Vice President

Systemwide Service

CSU Statewide Senate, including Executive Committee
CSU History Department Chairs Council
CFA Bargaining Team
American Institutions Working Group

Appendix 9
Advising Handbook

***HISTORY
ADVISING
MANUAL
for Faculty***

January 2007

TABLE OF CONTENTS

1. Getting Started
2. Major Advising
3. Approval of Transfer Courses
4. Advising on Course Selection
5. Academic Renewal
6. Communications with the Department
7. Graduation Applications
8. Completing the Major Check Form
9. How does Graduate Advising differ from Undergraduate Advising?

Appendices:

- a. History Major Worksheet for students
- b. Sample History Major Check Form, for Catalog Years before 2005-06
- c. Sample History Major Check Form, for Catalog Years 2005-06 and after
- d. List of History Major concentrations
- e. History course cycle for Concord Campus

1. GETTING STARTED

Regarding general advising (and it's good to go over these points when a student first comes to see you):

CSUEB students need 5 things to graduate:

- a. lower division GE;
 - b. upper division GE;
 - c. a major;
 - d. the American Institutions requirement (separate from GE);
 - e. 180 quarter units with 60 upper division quarter units included:
- for all students under the 2000-01 catalog year or later (186 units before that date).

To elaborate:

Lower and upper division GE:

Freshmen GE advising is under the purview of the General Education Office in Warren Hall.

Transfer students will need to make an appointment at University Advisement Center (UAC) in the Student Services Hub (in the building on the crest of the hill to the east of MI) for GE advising. Recommend that they do so early in their time at CSUEB so they won't have any surprises.

When they come to talk to you, many of them will have accessed their DegreeWorks Audit Form for GE transfer units for lower division work: but these databases are in transition and it's best to urge them, again, *to get formal advising* at UAC and especially *not* to depend on DegreeWorks to track their major, as it has been abandoned for this use.

The Major: see # 2 below on the History Major.

The American Institutions Requirement ***DIRECT STUDENTS TO THE HISTORY***

DEPARTMENT: even if students completed the US survey at another campus, it's possible they have not yet fulfilled the whole American Institutions requirement. GOOD THING = that History Majors *can* double count their American Institutions courses with their Majors courses.

Total of 180 Units: Warn students that since the History Major is relatively small in numbers of units (68 units as of the 2005-06 catalog year, and even smaller before that), they may need to take some extra courses to reach 180 units: and they should confer with GE Advisors at UAC regarding how many units they have left, and whether they have enough *upper division* units in particular. (This is especially true if they are transferring in the first half of World or Western Civilizations at 4.5 units for two classes: leaving them 3.5 short in the major: see section 3c below.)

If they need additional units outside GE or the Major, these are known as "*free electives*" and may be in any field, including History, lower or upper division, as long, again, as the student is fulfilling the required 60 units of upper division work..

Students may take *more* than 180 units; or may want to explore a minor in another field, a double major, or a certificate program to fill out those units.

NOTE: Students under catalog years *before* 2000-01 *must* take 186 units to graduate. *Catalog years* are dated to when a student first takes general education units for the B.A./ B.S. degree, usually at a community college. But students' catalog years can change for various reasons, so it's generally best not to take on the task of specifically identifying the year for them: the General Education Office or UAC should do this. It's not critical to know the year for History advising except for the minor issue of the addition of the US survey to the Major in Fall 05 (see section 2c below).

IMPORTANT:

STUDENTS INTERESTED IN MIDDLE AND HIGH SCHOOL HISTORY TEACHING, SHOULD BE REFERRED TO THE SINGLE SUBJECT ADVISOR IMMEDIATELY (they can make an appointment by email): because they can double count courses for the Single Subject program with both GE and the History Major.

2. MAJOR ADVISING

To proceed then: when a History Major comes in for initial advising:

a. Ask the Department Office to provide you with the student's file, with Major Advising Worksheet, list of history concentrations, and latest letter from Chair to Majors.

b. Go over the 5 things necessary for graduation (see above).

c. Check the **Major Check Form** already in the student's file for whether he or she is under the 2005-06 catalog year or later: if "Before 2005," the student does not need to complete HIST 1101 and 1102; if "2005 and After," the student does need to complete HIST 1101 and 1102.

NOTE: To avoid confusion, it's generally best to simply advise students who started their work at CSUEB in 2005-06 to take the full 68 units, even if their catalog year is technically earlier, which it usually is. Most of our students will have taken the US survey at a community college anyway, and these can be added as transfer units. It certifies that even if they petition to change their catalog year for one reason or another, they will have everything necessary for the History Major.

c. Using the **History Major Worksheet** (as opposed to the Major Check Form which stays in the student file), go briefly over *basic structure* of the Major:

60 units *before* 2005-06 catalog year

68 units for 2005-06 *and after*

d. Go over *main categories of courses*.

Foundation courses = 12-20 units (12 units "Before 2005"; 20 units "2005 and After"):

HIST 1014

HIST 1015

HIST 1016

HIST 1101

HIST 1102

Core courses = 16 units:

HIST 2010 (or 1000 before fall 06)
HIST 3010
HIST 4030
HIST 4031

Upper division concentration courses = 16 units:

US
Europe
Asia
Latin America
California and the American West

Upper division electives = 16 units:

With *breadth* requirements: at least 2 courses in 2 different fields other than the concentration. *Escape clause* = the California and American West is considered a separate concentration from US: but urge students to be adventuresome and take electives in a variety of fields.

e. Point out the *other basic requirements*.

HIST 2010 = a *prerequisite* for HIST 3010
HIST 3010 = *prerequisite* for HIST 4030 and 4031.

HIST 1014, 1015, 1016 = *prerequisites* for HIST 4030 and 4031.

HIST 4030 and 4031 are senior-level courses and should not be taken any earlier.

Classes may otherwise be taken in any order, including HIST 1014, 1015, and 1016; and HIST 4030 and 4031.

Several concentrations (US, Europe, and California) have internal *subcategories* that students should watch out for: distinguishing between sequence courses and topical courses.

Juniors can begin work in 3000-level courses whenever they want to: and may take several before deciding on a concentration, but not too many in order to avoid having to take extra courses to fulfill the concentration requirements.

NOTE: HIST 3400 is for Liberal Studies Majors and may *not* be used toward the History Major; but History Majors *may* take 3400 as a free elective.

f. Point out some *scheduling peculiarities*.

Limitations:

HIST 1014, 1015, 1016 are offered in F, W, Sp *only*.

HIST 2010, 3010, 4030, 4031 are also offered in F, W, Sp *only*.

Many concentration area courses are offered just once every other year; and a handful every 3 years.

Benefits:

We offer approximately 5 upper division courses at night in F, W, and Sp.

We have classes *at 8am, 4pm, and at least one on Saturday* in F, W, and Sp.

We offer approximately 8 upper division courses a summer.

We are beginning to offer some *on-line classes*.

And, most importantly, *emphasize* that we now offer the upper division portion of the History Major at the **Concord Campus**, including 3010 every year, and 4030 and 4031 every other year; and History Majors are welcome to continue to mix and match courses from both campuses.

g. Review any courses that students may be able to *transfer in* for their History Major. See next section.

3. APPROVAL OF TRANSFER COURSES

The History Department gives approval for history transfer courses at our discretion: this process is *completely separate* from GE transfer units.

- a. The *only* lower division transfer courses that the department will approve for the major =

History Methods or Critical Thinking (for HIST 2010)

*1st half of western or world civilizations for both 1014 and 1015 (see "d" below)

2d half of western or world civilizations for 1016

1st half of US survey for 1101

2d half of US Survey for 1102

We will transfer in **NO OTHER LOWER DIVISION COURSES**, especially not California History -- HIST 3500 is a completely different course from the CC's lower division CA history.

- b. Semester units are worth **1.5 times a quarter unit**: so every time a standard 3-unit semester course is used as a substitution, the total unit value should appear on the Major Check Form as **4.5 units**.

NOTE: we can approve any courses we want, but we can *only* approve the numbers of units students have actually completed (see Sample Major Check in Appendices).

- c. *So, for that *1st half of western or world civilizations taken at a semester school*, students receive credit for two courses in the Major (1014 and 1015); but only 4.5 (not 9) units toward graduation: so they need to realize that they may end up 3.5 units *short* of the necessary 180 total for graduation: and will need a free elective.

- d. *Otherwise*, students *must* complete 4 units of upper division work for any other substitutions (such as for 2010 if they have already taken a significant number of other History courses).
- e. Transfer students may also bring in upper division courses: see the CSUEB Catalog regarding **Residency Requirements**. To summarize: 45 units of coursework must be taken on our campus, 36 of which must be upper division, 18 of which must be in the major, and 12 of which must be in GE. Furthermore, students can transfer in no more than 105 units from the community colleges and D grades are acceptable for transfer courses if we accept them. Finally students may have no more than 36 units in Open University.

But students do *not* need to have taken the exact same courses that we offer in the major to receive credit for them (*unlike* for Academic Renewal: see below).

- f. On the **Major Check Form**, list the approved courses with their *original* numbers and universities, grades, and date taken, in the appropriate “**substitutions**” section and **sign in that section**, to show your approval.
- g. Return the Major Check Form to the student’s file: it will be completed and sent to Graduation Evaluations when the student applies for graduation.
- h. Have the student fill in these items on their **Major Advising Worksheet** for their information.

**FOR COURSE DESCRIPTIONS FROM
OTHER INSTITUTIONS, see
<http://www.collegesource.org/>**

4. ADVISING ON COURSE SELECTION

Students may want some help in choosing courses. Offer to go over the course schedule with them on-line. Some things to emphasize:

- 1. Be sure to focus on the prerequisite courses.**
- 2. Emphasize once more that the Major's core courses are only offered F, W, and Sp.**
- 3. Note the course offerings at Concord.**
- 4. Make sure the students are paying attention to those subcategories of courses in the US, Europe, and California concentrations.**
- 5. Note that the department sends out Tentative Course Schedules approximately two weeks before registration begins: to students' horizon accounts.**

5. ACADEMIC RENEWAL

Under limited circumstances, students may repeat courses for better grades with a “Petition for Academic Renewal,” completed through the Department Office.

Several years ago, the CSUEB Academic Senate strictly limited availability of academic renewal; so don’t urge students to take this route until you’ve read the catalog section on it: it’s quite lengthy.

Note, academic renewal, *unlike* approval of transfer courses, can only be approved for courses with *precisely* the same content as the course to be repeated.

6. COMMUNICATIONS WITH THE DEPARTMENT

Advisors should urge students to check their Horizon accounts approximately every other week for messages from the University or from the Department about new courses, course schedules, canceled or added courses, graduation deadlines, HSA events, occasional job opportunities, etc..

URGE THEM TO GET INVOLVED IN THE HISTORY STUDENTS ASSOCIATION.

Personal student appointments with the Department Chair should be made through the Office Administrator. But students may email the Chair at any time.

7. GRADUATION APPLICATIONS

Regarding this simple process:

- a. Students may apply for graduation as soon as they have enrolled in 150 quarter units: that would be the total of EHRs listed on their transcripts (earned units: those completed with grades) *plus* units to be completed in the current quarter *plus* units enrolled in for the upcoming quarter.
- b. Applying for graduation is done on-line under the students' page on "My Info," but can be paid for either on-line or at the cashiers in WA 100.
- c. Students should bring their receipt for applying for graduation to the History Department to alert us that they have applied.
- d. The application deadline is always the *last day of drop/add* in each quarter, *two quarters before* the expected graduation quarter. So students aiming for Spring graduation *must* apply for graduation no later than drop/add in January.
- e. Students may graduate in any quarter of the year, and their application is good for one year (4 quarters); so if they don't complete all their work in time, they can still graduate in the next 3 following quarters. After that, they would have to re-apply for graduation.
- f. Students are eligible to walk in the *June ceremonies* if they have graduated in the previous Fall or Winter or have applied to graduate in Spring or Summer.

8. COMPLETING THE MAJOR CHECK FORM

When the Department receives the student's receipt for applying for graduation (see step "c" above), the Major Check Form in their file should be finalized for Graduation Evaluations in Warren Hall.

A few points to note:

To avoid creating a mess on the Major Check *Form*, use the Major Advising *Worksheet* (student's copy) for any advising on coursework between a student's first meeting with you and when he or she applies for graduation.

When students are ready to apply for graduation, they may *either*.

- a. Request an appointment with the advisors for completing the official Major Check Form (in their files) at the same time that they apply for graduation.
- b. Just deliver the application receipt to the department: the Office will alert the advisor to simply fill out the Major Check Form and return to the office.

See the Sample Major Check form in Appendices for useful abbreviations to use on the form: remember, the Graduation Evaluators need to be able to read the form as they verify that students have completed everything we want them to.

Note: Shortly all this will be in on-line format for easier reading.

In the meanwhile, if you choose to keep electronic versions of the Major Check Form for working with your advisees – which would be great for greatest legibility– just be sure a current printed form is in his or her department file for the department’s reference.

Sign the form at the bottom of the sheet when it is completed and deliver to the Department Office for the Chair’s signature.

The office will then send the form to Graduation Evaluations.

9. HOW DOES GRADUATE ADVISING DIFFER FROM UNDERGRADUATE ADVISING?

In brief:

The History Graduate Coordinator is the main advisor for graduate students for the kinds of things outlined in this manual: i.e., general paperwork, program planning, and graduation approvals for graduate students.

The rest of the faculty serve on various graduate committees strictly to oversee M.A. *projects*: by signing off on project units, advising students on the project, and assigning grades. See the *History Graduate Students' Handbook* for details.

Any issues not relating to the project – a student's choice of courses, application for graduation, completion of the graduation check – plus some relating to the project -- such as approval of the Project Description form-- are under the authority of the History Graduate Coordinator and the Department Chair.

Appendix 10 Curriculum

CALIFORNIA STATE UNIVERSITY, HAYWARD

Effective Date:

Quarter: *Fall*Year: *2008*

**REQUEST FOR APPROVAL OF *NEW CERTIFICATE*
*IN PUBLIC HISTORY***

1. Name of **department** or program committee submitting request.

Department of History

2. Full and exact **title** of program:

Undergraduate Certificate in Public History

3. **Purpose(s)** of the proposed program:

The field of Public History offers a wide range of potential career goals for history majors and other students interested in museum studies, archival work, cultural resource management, or any number of history-related jobs outside of academia. The proposed Public History program introduces the CSUEB students to these possibilities, while offering internships and the chance to make connections for future employment opportunities. A Certificate in Public History confirms that a student has pursued this directed course of study and has had exposure to the scholarly and practical skills for employment in these fields, especially suited to California and the Bay Area.

The skills courses in particular pertain to specific professional skills and career goals within the field of Public History. Skills courses, in and outside the department, are intended to encourage breadth in approaching the field of Public History and to allow students to fine-tune their interests in Public History. A sample listing attached.

4. **Need** for proposed program:

One of the most common questions students ask about the History Major is “what can I do with a history degree?” While many students have a great interest in historical studies, they are often counseled to be, or need to be, practical when it comes to earning their Bachelor’s degrees. Many History Majors plan to be teachers and professors, but a significant

number are also interested in history-related jobs outside of academia, as are non-majors. The availability of this certificate program will serve these students with a program that provides specific grounding and training to do public history in California and especially the Bay Area.

5. List of all **program requirements**, including prerequisites and **courses** by catalog number, title, and units of credit, as well as **total units** to be required under the proposed new certificate or credential or subject matter preparation program:

Total Units: 28 units

Prerequisites = HIST 2010 and HIST 3010; may be waived with permission of Public History and Internship Coordinator (“Coordinator” below).

A. Core Courses (12 units)

HIST 3503 History of San Francisco Bay Area (4)
 HIST 4010 Internship (4)
 HIST 4032 Introduction to Public History (4)

B. Electives (16 units) (Substitutions may be made with permission of the Coordinator)

HIST 3500 California History (4); or HIST 3511 The American West (4)*
 HIST 3505 California Environmental History (4); or HIST 3515 Mexican Americans and the West (4); or HIST 3517 The Immigrants’ West (4); or HIST 3535 American Indian

History (4); or HIST 3538 American Indians in the 20th Century (4); or HIST 3568 African Americans in the West (4)

Skills Course in Community Studies or Landscape Studies (4) (as recommended by the

Coordinator)**

Skills Course in Practical Application (4) (as recommended by Coordinator)**

*Students preferring to focus outside the Bay Area may substitute other electives for HIST 3500/ 3511 with the permission of the Coordinator.

** Chosen in consultation with the Coordinator.

6. List of **New Course** and **Course Modification Requests** proposed for program.

No new courses. The department will revive *HIST 4032: Introduction to Public History*, beginning Fall 2008 from banking.

7. **Additional instructional resources**--faculty, space, equipment, library

volumes, computers, etc.--needed to implement and sustain the proposed aggregate of courses.

The department has appointed a Public History and Internship Coordinator.

8. Relationship of proposed program to requirements for teaching credentials, accreditation, and/or licensing.
N/A

9. Consultation.
The History Department consulted with those departments sponsoring the Skills Courses outside of History.

10. Approval of college dean and college faculty review body.

Dean: _____

Date: _____

Faculty Review Body: _____

Date: _____

CALIFORNIA STATE UNIVERSITY, EAST BAY

First Quarter/Year of Offering Quarter: Winter Year: 2011 Date Submitted to APGS: 11/9 Catalog: 2011
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NEW COURSE REQUEST

The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.

1. **DEPARTMENT:** History

2. **ALPHABETICAL PREFIX:** HIST

COURSE NUMBER: 4033

FULL TITLE in Catalog: Introduction to Teaching History

SHORTENED TITLE FOR CLASS SCHEDULE if full title is over 30 spaces: Teaching History

UNIT VALUE of course: 4

3. **CATALOG DESCRIPTION**

a) **Course Content:** Introduction to teaching history at the K-16 level. The course presents an overview of the way history has been taught in the U.S.; a survey of current pedagogic trends; examination of the role of primary sources in the history classroom, and methods for developing courses. In addition Students will also get practical experience developing and delivering lectures.

b) **Prerequisite(s):** no

c) **Co-requisite(s):** no

d) **Credit Restrictions:** No.

Is this course replacing another course in your department where both can be considered equivalent for academic renewal purposes? No.

e) **Repeatability:** no

f) If the answer to e) above is yes, can students register for multiple sections of this same course in the same quarter: N/A

g) **Cross-listing:** No

Primary Department:

Secondary Department:

h) **Miscellaneous Course Fee:** no

i) **Grading Pattern:** A-F & CR/NC

j) **Hours/Week of Lecture:** 4

k) **Hours/Week of Activity or Lab (if needed):** none

Chair: _____ Date:

[Have the Department chair sign a hard copy for the College Office files and type in the person's name here.]

10. Certification of **COLLEGE APPROVAL** by the dean and college curriculum committee.

Dean/Associate Dean: _____ Date:

[Have the Dean or Associate Dean sign a hard copy for the College Office files and type in the person's name here.]

- l) Taught entirely on-line, on-ground, or hybrid (both): [On-line, On-ground, or Hybrid; if the answer is on-line or hybrid, also respond to the additional three questions below.] Will be taught on-ground.
- i. Describe the strategies for teaching this course either in an on-line or hybrid format. (Discuss the instructional methods for offering the course(s) content in an online or hybrid format)
 - ii. Describe the experience, support and/or training available for the faculty members who will teach this online or hybrid course. (Discuss how you will ensure that faculty will know how to teach online or in a hybrid format.)
 - iii. Assessment of online and hybrid courses. (Discuss how your department will assess the quality of the online and/or hybrid instruction to ensure it is equal or superior to your on-ground instruction).

4. COURSE INVENTORY DATA

[All information needed to complete #4 can be found in Appendix B, Course Classification System and Faculty Workload Formula. Once you decide on the Instructional Format, the remaining information is based on the corresponding Course Classification Number and falls neatly into place. If the course contains an activity or lab component, in addition to a lecture, discussion, or seminar component, be sure to list both components and indicate the appropriate hours/week in "j" and "k" above.]

	First Component	Second Component
a) Instructional Format:	seminar	
b) Course Classification Number:	C2	
c) Class Hours/Week:	4	
d) Student Credit Units:	4	
e) Workload K-factor:	1.0	
f) Weighted Teaching Units:	4	
g) Normal Limit/Capacity:	50	

5. **GENERAL EDUCATION-BREADTH REQUIREMENT(S), U.S. HISTORY-INSTITUTIONS REQUIREMENT, UNIVERSITY WRITING SKILLS REQUIREMENT**
6. **JUSTIFICATION FOR/PURPOSE OF** the proposed new course: The course will serve as an elective for undergraduates considering a career in teaching (a majority of History majors) , and it will be a requirement for MA students doing the Teaching Option. It parallels current offerings in the department, including 4032 (Intro to Public History) and 4031 (Historical Research) and in so doing fills a long-standing need to introduce students to a career in teaching history before they enter a credential program or seek teaching positions in higher education.
7. **RESOURCE IMPLICATIONS:** no additional resources needed
8. **CONSULTATION** with other affected departments and program committee:
- a) The following **department(s)** has (have) been consulted and raise **no objections**:
TED was consulted and there were no objections.
 - b) The following **department(s)** has (have) been consulted and **raise concerns**:

Department:
Concern:
9. Certification of **DEPARTMENT APPROVAL** by the chair and faculty.