ANNUAL PROGRAM REPORT

College	CLASS
Department	History
Program	BA
Reporting for Academic Year	2016-2017
Last 5-Year Review	2011-2012
Next 5-Year Review	2019-2020
Department Chair	Linda Ivey
Date Submitted	10/18/2017

SELF-STUDY *(suggested length of 1-3 pages)*

A. Five-Year Review Planning Goals

Our last five-year review was submitted 2012, and approved by CAPR/Senate in Winter/Spring of 2013. The Department identified two areas of major importance: 1) providing students with practical experience to meet the needs of the job market, and doing so by strengthening our internship programs to prepare students for public history careers, and developing additional opportunities for graduate students to assist in the lower-division US surveys; 2) responding with appropriate curriculum to emerging areas of interest, including digital history, history of technology and science, and sustainability. In terms of students, we expect the number of majors to remain steady or to increase, largely because we expect a continuing demand for K-12 teachers, many of whom pursue BAs in History as a pathway towards teaching social studies. We have also seen steady growth in students interested in the Public History option, and our program is growing in terms of curriculum, job placements and word-of-mouth in the Bay area. Our increasing focus on real world experience (in the Public History program, or through initiatives such as the PEIL-grant funded History through Community Engagement program at the Peralta Hacienda in Oakland) should also encourage growth. We have developed additional assessment instruments to evaluate our graduate program, specifically with the introduction of a new portfolio course HIST 6050 that ran in Spring 2016. In terms of faculty, we have been requesting and will continue to propose hires that will help us implement our dynamic vision for the BA under semesters, while strengthening the geographic representation of our scholars' work. In the last four years, we have successfully hired: a Digital Historian, whose research focuses on the Ancient World; a Historian of Globalization, with expertise in China, the Soviet Union and Global Communism; a Historian of Sustainability, with expertise in Latin America and Global Environmental History; and a Historian of Diversity and Diasporas, with a focus on California communities of color and history through community engagement. This most recent position serves the purpose of understanding global influences in the local community. In the future, we hope to hire an expert on the History of Colonialism in the Americas to respond to the increasing growth of interest in Latin American studies, and down the line, a Historian of Science and Medicine, to address the growing interest of STEM fields among our general education constituents while filling a significant chronological gap in

our department's expertise. We have begun to address needs in geographic representation (e.g. in Asia, Latin American and Latin/African/Asian Diasporas) thus filling the gaps noted in the Self Study and described in the Outside Reviewer's report as a "serious weakness." In terms of staffing, the Department's priorities, as noted in both the Self Study and the Outside Review's Report, surround the need for additional staffing in support of Wanda Washington. A part-time assistant (or full-time, if possible) is the Department's first priority.

B. Progress Toward Five-Year Review Planning Goals

This past year we hired a Historian of Diversity and Diasporas, with the intent to tie our increasingly global curriculum back to the local story. Previously, in 2015-2016, we successfully hired a Historian of Sustainability, with expertise in Latin American and Global Environmental History and in 2014-2015, we successfully hired a Historian of Globalization with expertise in China, the Soviet Union and Global Communism. In 2013-2014, we successfully hired a tenure-track Digital Historian proposed a course in digital history. In terms of curriculum, as a faculty we developed a new vision for the future of our undergraduate major that we hope will significantly impact the natures of our hires going forward, and thus the dynamism of curriculum and practical training for all of our students. The proposed curricular changes within this plan have been developed in consideration of global trends and comparisons that will better equip our students for thinking and acting on a globalizing world, and focus the coursework along one of three themes: Migrations, Transnational Communities, and Cross-cultural Histories; Rights, Economic Equity, and Social Justice; and Sustainability and the Human Environment. We also included in this new five-year plan the specific integration of applied history courses available and recommended for both BA and MA candidates in the teaching of history, digital history and public history. This past year, we worked to neaten up our curriculum for the impending semester transition. As we worked on refining applications for GE courses and graduation requirement, we were also able to orchestrate two firsts for the department, both featuring graduate and undergraduate research, that we hope to continue: a day-long student conference on campus and the publication of a student journal of research. In terms of pedagogical revision and development, the History Department was involved this past year in an interdisciplinary PEIL grant in which both graduate and undergraduate students participated in community outreach public history projects in partnership with the Peralta Hacienda Historical Park in the Fruitvale neighborhood of Oakland. Those faculty members, as well as our new hire, intend to continue in this partnership and grow opportunities for students to employ urban humanities study to develop real life applications of their work. Recently the department also received two distinct grants from the CSU Chancellor's Office for Promising Course Redesign in 2013-2014; the grant pertaining to US History directly impacted in a positive way our ability to invite MA candidates to serve as readers and coaches in these classes. Our US Historians have received for 2014-15 a Proven Practices Lead Campus grant, to continue their work and train other departments across the CSU. In terms of our newly developed Departmental SLOs for the BA program (2013), we have pushed forward on technology, building up our Digital History lab, integrating dynamic digital projects into coursework, and our Digital Historian has begun work on a Digital History Project Archive; and we are focusing on providing more clear pathways towards careers in education, specifically teaching at the K-12 level.

C. Program Changes and Needs

Overview: The History Department is overall in a healthy place, although we have lost/are losing tenured faculty at an unexpected rate. We remain devoted to increasing the number of majors, and are working on measures to promote more widespread interest.

Curriculum: We have carefully examined our current offerings, and developed a new approach to completing the history major through the integration of the thematic and practical approaches. This will happen in conjunction with the proposed switch to semesters.

Students: The number of undergraduate majors seems to be holding relatively steady at ~140-150. We have been strategizing ways to grow the program a bit, and plan to more fully implement these approaches with the advent of the 2018-2019 academic year. Included in our plans are developing clear pathways towards a teaching and/or public history career , including opportunities for resume-building experiences.

Faculty: In terms of faculty, we have gained four full-time faculty members since the Fall of 2014, with the last joining in Fall of 2017. One tenured faculty member is retired as of December 2016, and another left for a position at another institution at the conclusion of the 2015-16 academic year. And, beginning Fall 2017, another senior faculty member will commence the FERP program. Two of our remaining 10 full-time faculty members have administrative positions outside of the department that come with complete buy-outs of time: Director of Faculty Development and Director of the Concord Campus. In terms of building our faculty, in line with our new five-year plan, we shifted the way in which we envisioned the future of the department in terms of faculty; while we remain committed to rebuilding the breadth of expertise in our department, the nature of our proposed hires directly addressed our needs in terms of our proposed curricular changes. While we are determined to consider geographic expertise, we have developed potential overlapping hires in public history& community engagement, diversity and diasporas, and the teaching of History.

Staff: In terms of staffing, we are still committed to finding funding to assist Ms. Washington in terms of our departmental staffing.

Resources: In terms of space, we have happily relocated to the SF Building as of Fall 2015.

Assessment: We are continuing on the assessment path established, but plan to make some specific changes to the methods with the shift to semesters.

SUMMARY OF ASSESSMENT *(suggested length of 1-2 pages)*

D. Program Learning Outcomes (PLO)

B.A. degree in History

Students graduating with a B.A. in History from Cal State East Bay will be able to:
1. know basic analytic concepts for assembling, organizing, and interpreting historical evidence, and achieve digital literacy in accessing and presenting historical materials;
2. demonstrate significant knowledge of major events and trends in their area of concentration;
3. write and speak clearly and persuasively about historical themes and topics, and work collaboratively with others in solving historical problems;
4. conduct historical research in primary sources, provide original interpretation of sources, and

accurately reference all sources; and
5. comprehend differences and similarities among diverse peoples and cultures over time and develop an historical perspective on social responsibility and sustainability.

Institutional Learning Outcomes	PLO 1	PLO 2*	PLO 3	PLO 4	PLO 5	PLO 6
Thinking and Reasoning: think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.	X			X		
Communication: communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.			X			
Diversity: apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.					X	
Collaboration: work collaboratively and respectfully as members and leaders of diverse teams and communities.			X			
Sustainability: act responsibly and sustainably at local, national and global levels.					X	

*that sixth ILO of learning expertise in a field…

E. Program Learning Outcome(S) Assessed

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

F. Summary of Assessment Process

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

Here is the approach the instructor took to assess this learning outcome:
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Details of the assessment are as follows:
HIST 1014 World Civilization I

PLO Assessment

Here are the Course Level SLOs for HIST 1014:

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

I have also inserted the PLO "Comprehend differences and similarities among diverse people and cultures over time" into each of the weekly Learning Outcomes.

For example, here are the Week 3 Learning Outcomes:

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

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

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

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

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

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

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

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

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

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

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

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

True/False: There were cities in the Neolithic period.
True/False: Archaeology and texts can tell us everything that happened in early history.

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

Here is the list of possible topics that the students could pick:
Possible topics/themes for course project
Choose ONE topic from the list below. Choose carefully since you will be writing your blog entries, your video, and your essay on this topic. Remember to concentrate on archaeology.
War: how wars affected the society; how a society sustained itself during wars; ask why wars began (and then answer the question).
Politics: Ask why certain countries/geographical areas picked a certain type of political theory to guide them (and then answer the question).
Technological Innovations throughout history and their effects on the society: Ask why technological innovation occurred at certain time periods and then answer the question.
Artistic changes: examine the different periods of art or literature throughout our time period and their effects on society. Ask why art changed over time and then answer the question.
The position of women in society: Ask why women were treated like they were and then answer the question.
Religion: Ask why certain religions were popular (or were not popular) in our time period. How did religions change over time?
Medicine/health: Ask how people first became aware of health and medicine and look at how that evolved over time.

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

Here is the Final Exam where part of this PLO will be assessed:
Final Exam for HIST 1014 Spring 2017
In 2-4 sentences, discuss how conflict ended the Shang Dynasty (what started the conflict, who was fighting, what was the outcome).
In 2-4 sentences: Discuss the importance of the Silk Road on ancient China, especially in terms of cultural contacts.
In 2-4 sentences: Discuss the importance of the Tang Dynasty on the development of ancient China (you can discuss technology, culture, economy, government, and/or religion).
In 4-6 sentences: Compare and contrast how two ancient civilizations handled conflict. Be sure to name each civilization. These do not necessarily have to be civilizations that were fighting with each other.
In 2-4 sentences: Explain the impact that Alexander the Great had on Persia. Then discuss how the Persian were able to sustain and adapt their culture after his death (one sentence).
In 2-4 Sentences: Discuss the conflict between the Romans and the Persians, especially in the 200s AD. How were these conflicts settled?
In 2-4 sentences: What do scholars think are the reasons for the Dark Age in ancient Greece?
In 2-4 sentences: Discuss the Third Century Crisis—what it was, who 'saved' the Romans during this period, and what he did to stop it.
In 2-4 sentences: Discuss the rise of Islam in terms of conflicts between Rome and Persia. How where these two civilizations affected by the Muslims?

G. **Summary of Assessment Results**

Summarize your assessment results briefly using the following sub-headings.

Main Findings:

One sampling of assessments for the mid term exam:

Grade Breakdown for the Midterm Exam:

A	A-	B+	B	B-	C+	C	C-	D+	D	D- or F
0	3	5	0	1	6	6	0	2	1	2

Recommendations for Program Improvement: The results indicate, in our opinion, that this particular outcome needs to be more explicitly related to our students in areas of the world, and in time periods, with which they may be less familiar. This is especially important in terms of next steps for the department as we move in to the semester system – largely because of the new structure of our major.

Next Step(s) for Closing the Loop: In light of that, and in light of the late start in assessment this year, during the coming year 2017-2018, we will focus on PLO #5 one more time, with a comprehensive plan for assessing the student learning in terms of diversity, social responsibility and sustainability. These themes underlie the new areas of concentration featured in our revised curriculum for semesters, so we will focus as a department on the assignments within at least one of each of our courses that speak directly to this PLO. Faculty will be focusing through the final year on the quarter system on how to integrate our own departmental learning outcomes for these areas of concentration into our courses, so the time is ideal to revisit this particular PLO.

H. **Assessment Plans for Next Year**

We will each pick sample assignments, with rubrics that point directly to this outcome, and share the assessment results as a department to help us move forward into semesters.

DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

I. **Discussion of Trends & Reflections**

Demographics

For the BA, the number of Majors is holding steady, but as mentioned elsewhere in this report, we would like to grow a bit, especially in anticipation of an unpredictable level in GE enrollments under semesters.

In both of our programs, we feel that diversifying the student body needs to be a priority. History is still predominantly white major -- we can only guess as to why, but those guesses are based largely in what we see as traditional perceptions of history: as stale, dominated by Eurocentric narratives; esoteric, not leading to concrete jobs beyond teaching; not leading to a life of wealth. While there is not much we can do about that last bit, we do feel changing the first two perceptions is possible. The reality of the department faculty

over the past ten years has resulted in an emphasis on US history and european history; without the tenure track faculty to offer consistent courses in Latin American and African AMerican history, those courses flailed. We have noticed that since the arrival of a tenure-track Latin Americanist, there has been an uptick in enrollments in those courses, and a slight but discernible increase in majors of Latin American descent. We are hopeful that these trends, buoyed by a hire in African American History and a new cache of courses planned for semesters, will continue.

Degree Data

Overall, this data confirms what the department had already begun to sense and address: that students in both the Graduate and Undergraduate programs need more deliberate guidance towards degree completion. This is especially true in the MA program. It is a completely reasonable expectation to have a greater degree of candidates through the program in 2-3 years. New processes established in MA program during the past two years, and built upon and reinforced under semesters, include such deliberate guidance, including advising and portfolio courses, an official process for applying for capstone completion, and practicums to highlight and encourage completed research projects. In terms of our undergraduate students, while we remain somewhat solid with transfers, the program needs more deliberate guidance for freshman through the degree. Again, this has been addressed in the new major under the semester system, including specific advisory elements in the *Introduction to History* core course.

Faculty & Course Data

While the data reveals a steady increase in TT faculty over past four years, the increase has been met with steady attrition/retirement. We pretty end up net zero. However, a silver lining is that we have gotten faculty to grow and diversify our offerings in important and exciting ways.

A few more reflections on data: We are maintaining steady annual FTES, and it seems feasible that will remain under semesters, although the impact of EO 1110 (GE within the major) has yet to be seen. Further, it is clear that our majors consistently account for only about 17% of the FTES we generate. Although we are among the few departments who will continue to offer significant upper division Humanities courses, and courses that satisfy the American Institutions Requirement, if EO 1110 goes forward we may likely face some challenges in terms of enrollment. SFR dipped in 2015 and 2016 data provided. All calculations for moving forward in semesters see the SFR climbing back up to hover around 30. As for the average enrollment figures, it is unfortunate these were divided out by graduate and undergraduate. Most of our undergraduate seminars carry a GE, and more often than not meet the cap of 35 students per section.

B. Request for Resources *(suggested length of 1 page)*

1. Request for Tenure-Track Hires

This year, we plan to ask for a probationary tenure-track Assistant Professor. We see this is a vital part of our department's strength and our curricular health. The position we are requesting:

HISTORIAN OF COLONIZATION AND SLAVERY IN THE AMERICAS:

The History Department at California State University East Bay seeks a specialist in the History of Colonization in the Americas from 1492 to the Age of Revolutions. A successful candidate will be able to teach upper division courses in the history of slavery and the slave trade in both North American and South American colonies up through the early 19th century. We seek candidates who emphasize race, rebellion,

and the complex notions of work, freedom and citizenship in the Atlantic world; an interest in environmental history and sustainability is a plus. A tenure-track hire would also teach the early US History survey course and support the Department's core offerings in historical writing and historiography, as well as graduate courses. A Ph.D. in history or related field is required.

Over the past years, the History Department has attempted to patch holes not only in terms of sheer numbers of TT faculty, but also in terms of global, diverse curricular coverage. The curricular contribution of this position, both for majors and those interested in GE courses in History, cannot be overstated. We have seen a marked increase among majors interested Latin American history since hiring a tt Mexicanist in 2016 and just last year hired a Historian of Diversity and Diaspora in the modern US. We desire to expand upon that, while making the global connections between the regions in Colonial America and the Atlantic World, and exploring with students the roots of classism and racism in their own culture. We are embarking on a revised major under semesters, where the areas of concentration are thematic. One of these areas is Sustainability and the Human Environment, an area that speaks to cultures coping with modernization, and working to maintain economic, environmental and social balance; the economic impetus underlying exploration and slavery in the early modern period are essential lesson in understanding the competition for natural resources and the impact on social relations. Another theme in the major, Social Justice and Citizenship, would benefit from expertise on the roots of systematic racism and oppression in the Americas. Finally, our third concentration, Migration and Transnationalism, would be informed by the migration of ideas and peoples during this era, notably those that form the bedrock of race relations in the US today.

In the discipline of History, need also often comes down to chronology, and chronology is indeed one of the challenges we face now. After the departure of two tenured faculty members in 2011 and 2016, we have no faculty members with expertise covering the time period from approximately 500 AD to 1600 AD. Another resignation in 2016 left us without expertise in early colonial and American race. Finally, our FERP-ing faculty member is the only one covering any territory in the Age of Revolutions, up until the early 1800s. Specifically, while we have been rebuilding our faculty since 2014, we have had unexpected departures in the past year, and one on the horizon:

- Associate Professor Khal Schneider resigned at the end of the 2015-2016 academic year.
- Professor Nancy Thompson retired in December 2016.
- Professor Dee Andrews entered the FERP program Fall of 2017.

To restate: at CSU East Bay, there are soon to be no tenure track faculty teaching history between 500-1800 AD. This is fairly significant!

We also continue to cope with the full time appointments of Associate Professor Robert Phelps, Director of the Concord Campus, and Professor Jessica Weiss, Director of Faculty Development. This position would address this curricular hole, while providing us with valuable advisors in the department, and faculty who can contribute to departmental service.

This position has no implications for our baseline budget other than salary for the hire, and requires no additional space other than office space, which we already occupy in the SF building.

2. Request for Other Resources -- not applicable