

HSU Academic Department Report - History

October 10, 2008- Program Prioritization

I. Departmental History, Mission, and Goals

The History Faculty at HSU are stewards of learning and prepare future leaders and knowledgeable citizens of good conscience who will engage in informed action. Training in History prepares individuals to understand and compare civilizations and cultural diffusion, including understanding the diversity of people and perspectives and exposing students to the accomplishments of human culture. A well trained historian has a sense of tolerance and open-mindedness that can help individuals overcome cultural provincialism. History graduates understand the problems and issues of the present by providing relevant background for a balanced and in-depth study of the cultural and historical heritage of society over time. Historians provide an approach to analyzing human interaction with the environment as well as examples of human conflict and cooperation.

Historians develop skills that help in the understanding of the significance of the past in our own lives. This is accomplished by perceiving past events and issues as they were experienced by peoples at the time. Historians are trained to critically analyze multiple sources of information and to read widely and critically in order to recognize the difference between factual evidence and assertion. The historian then forms an argument based upon primary and secondary sources of information and is able to communicate original ideas in multiple mediums.

The History major and service courses are essential elements supporting the mission of Humboldt State University and the CSU. The state mandated Institutions courses required of all majors provide a fundamental grounding in the history and diversity of this nation. This framework is an essential foundation for all who aspire to be educated leaders in society. Unfortunately since 1990 the number of students at HSU taking history courses or majoring in the field has consistently increased, however, the number of full time probationary/tenured faculty has been cut in half. In 1990 the department had 11 full time probationary/tenured faculty while as of fall 2008 the department is down to the services of 5 probationary/tenured faculty and one full professor teaching part-time while on sick leave.

The growth of the major and the decline in faculty has severely impacted the Department's commitments. In order to support the HSU's mission the department needs faculty members who can teach in culturally diverse fields including the environment, the history of Africa, the Mid East and the Ancient world. In addition to the History major the department has recently taken full responsibility for housing the History/Social Science Education major. The department provides required courses for

Liberal Studies Elementary Education students and is the primary campus provider of Institutions courses. Seven of the department's lower division courses are certified as fulfilling lower division Area D General Education (two additional courses potentially qualify due to the recent decision to allow one institutions course to be counted as GE) and three courses meet Upper Division Area D GE requirements. A number of history courses are listed as part of various International Studies pathways, German studies Francophone studies among others. After the revision of the Diversity and Common Ground requirements, the History Department also offers one domestic and one non-domestic DCG course. When the World Languages and Cultures Department applied for a grant to create a Chinese Studies Minor, the History Department was one of the participating departments listed in the grant and history courses on China that are presently in the catalog were included as part of the course of study. Finally, the department provides coordination for the annual Humboldt County History Day Contest and the Charles Barnum Local Humboldt County History Contest.

Insert the department mission statement and the department goals. In addition, provide a brief (2 page limit) overview of the departmental history with emphasis on the last 5 years.

II. Departmental Faculty and Staff

History Dept Instructors -- AY Average Count of Appointments facpos_HIST report generated: 22-FEB-08						
Appt Category	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lecturer	6	2	4	4	4	3
Assist Prof	3	3	2	3	4	4
Assoc Prof	0	1	1	0	0	1
Professor	5	4	3	3	2	1
Total	13	10	9	10	10	9

History AY average FTEF (time base totals) facpos_HIST report generated: 22-FEB-08						
Appt Category	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lecturer	2.54	.94	1.77	2.31	2.04	1.24
Assist Prof	3.00	3.00	2.00	3.00	4.00	4.00
Assoc Prof	.00	1.00	.50	.00	.00	1.00
Professor	3.07	2.14	2.00	2.00	1.50	1.00
Total	8.61	7.07	6.27	7.31	7.54	7.24

The AY 07/08 figure for full professor is inaccurate. Due to a traffic accident, the one full professor spent half the year on sick leave and was unable to offer courses.

History department release/assigned time facpos_HIST report generated: 22-FEB-08						
Assignment Description	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Excess Enrollment (=>75)	.00	.10	.00	.00	.03	.26
New Preparations	.00	.00	.00	.00	.10	.10
Instr Experimt Innov/Research	.37	.00	.00	.00	.00	.00
Advising Responsibilities	.10	.00	.00	.00	.10	.10
Instr-Related Comm Assignmtns	.10	.00	.00	.00	.00	.00
Curricular Planning or Studies	.00	.00	.00	.10	.00	.00
Dept Chair AY, Leaders/Dir.	.13	.26	.26	.26	.26	.26
Dept Chair - 12mo	.26	.13	.13	.13	.13	.13
Total	.95	.49	.39	.49	.62	.85

Personnel (At least .5 FTE)

Name	Position	Description of Specialty and Key Contributions (no more than 100 words per person)
Cliver, Robert	Asst. Prof.	Dr. Cliver is the department's newest full time faculty member and is responsible for teaching courses in Asian and world history. As an expert in China he brings an international and multicultural expertise to the department and university. In addition to survey courses in Asian history Dr. Cliver teaches History's sophomore- and senior-level methodology seminars and a course on the Soviet Union. He also offers a world history course that covers material required by the state to certify elementary and secondary education teachers.
Marschke, Benjamin	Asst. Prof	Dr. Marschke specializes in the history of modern Europe. He teaches the Western Civilization survey courses and most of the upper-division courses on modern European history, as well as History's sophomore- and senior-level methodology seminars. In addition he is largely responsible for coordinating and liaising History's student learning outcomes assessment efforts. He is also very active in the international German Studies Association, and as Program Director is now responsible for the program of the GSA's 2009 annual conference (250+ sections, 1,000+ scholars). Dr.

		Marschke is a prolific scholar with a record of consistent publication and several ongoing projects.
Mays, Thomas	Assoc. Prof. and Chair	Dr. Mays specializes in the early history of the United States teaching courses in colonial/Revolutionary America, the 19 th century and Civil War. In addition to offering institutions courses he teaches History's sophomore- and senior-level methodology seminars. He also works closely with community organizations including the Humboldt County Historical Society and in coordinating student internships at Fort Humboldt State Historic Site. Scholarship includes three books and several articles.
McBroome, Delores	Professor	Dr. McBroome specializes in California history, U.S. West and Women's history. In addition to teaching sophomore-and senior-level methodology seminars she also teaches methods courses for History/SSEd majors and institutions courses. She also has brought in several Teaching American History grants to HSU for the continuing education of teachers in Northern California. She has a long history of reaching out to the community and has coordinated History Day for grade school students at HSU for many years. As of Spring 2009 Dr. McBroome will be on sick leave and plans to retire outright during the summer of 2009.
Pasztor, Suzanne	Asst. Prof.	Dr. Pasztor is the department's historian of Latin America. As an expert in Central and South America and women's history, she brings an international and multicultural expertise to the department and university. In addition to survey courses in Latin American history Dr. Pasztor teaches History's sophomore- and senior-level methodology seminars. She also offers a world history course that covers material required by the state to certify elementary and secondary education teachers. She has expertise in International Studies producing new courses in the program and working with Women's Studies.
Paulet, Anne	Assoc. Professor	Dr. Paulet teaches mid 19 th and 20 th century American history, American foreign relations and an international course on the Vietnam wars. In addition to offering institutions courses she teaches

		History's sophomore- and senior-level methodology seminars. Her specialty is in American diplomatic history and she is an active scholar in that community. She also acts as the advisor to the History Club and is the LDTP coordinator for history. She has extensive contacts with other CSU History departments and has been head of the CSU Council of History Chairs since 2004.
Aronoff, Guy	Lecturer	As of Fall 2008, Mr. Aronoff supports the department by offering multiple sections of HIST 110 and HIST 111, American Institutions courses.
Geck, Paul	Lecturer	Mr. Geck supports the department by offering multiple sections of HIST 110 and HIST 111, American Institutions courses.
Hamilton, Dakota	Lecturer	Dr. Hamilton supports the department by offering European and world history courses that covers material required by the state to certify elementary and secondary education teachers in history. She also has taught History's sophomore level methodology seminar.
Olson-Raymer, Gayle	Lecturer	Dr. Olson-Raymer provides a key area of expertise and support for both the History Department and School of Education. As an experienced and credentialed public school teacher she directs the new History/Social Science Education track for the major and advises the students. In addition to teaching the lower level and capstone seminars in the track, she shares time with the School of Education in supervising and teaching in the Social Science credential program. With a Ph.D. in history, Dr. Olson-Raymer also supports the department by offering institutions and upper division courses.

III. Recruitment and Retention

Describe any specific actions (other than HOP or similar standard efforts) the department has taken to recruit and/or retain students, particularly diversity students and/or students who are underrepresented in your discipline. What have been the results of those actions?

The History Department has been very active in reaching out to underrepresented students and to mentoring those students through their undergraduate careers and onto graduate programs. In each of the past three years, for example, the Department has graduated and sent along to graduate school a student from an underrepresented group. In 2006, Omar Dphrepaulezz, an outstanding African

American student and History major, received a full scholarship to the Ph.D. program in American and African American History at the University of Connecticut (Omar was also voted HSU student of the year in 2006). In 2007, Jessica Rose-Pedro, a Native American student, was admitted to the Western History Program at the University of Utah. Jessica also received the Robert M. Utley Fellowship, a prestigious national scholarship for promising graduate students. In 2008, Maria Espinoza-Schrock, a Mexican immigrant to the United States, received a full scholarship to study Latin American and Latino/a history at New Mexico State University. The Department has also succeeded in mentoring underrepresented students in the pre-credential/social science program. In the last few years, several Native American students have completed the program. One of these, Joe Marshall, was not only ranked #1 by the HSU credential program selection committee, he was also HSU's student of the year. In 2008, the credential selection committee likewise selected Amanda Rutledge, an outstanding Latina student and History major as its #1 pick.

The Department attracts a far more diverse student body than the university average and we continue to diversify our course offerings including adding a series of new classes in Asian and Latin American history. In addition, faculty members are active in local cultural and historical organizations that promote diversity and the exchange of diverse ideas. Three History faculty have given public presentations as part of the Great Decisions Series (sponsored by the American Association of University Women), a national series designed to promote awareness of global diversity and global affairs. The Department's Latin American specialist has also participated in the local League of Women Voters panel on immigration and immigration reform, and she has given a public presentation at the Annual Celebration of Latino Culture at the College of the Redwoods. These efforts have not only promoted the image of an HSU faculty that is committed to an awareness of local and global diversity, they have also resulted in new enrollments in the department of traditionally underrepresented students.

IV. Learning, Curriculum, and Assessment.

List the student learning outcomes for your academic programs. Then for each learning outcome that has been assessed, provide a summary paragraph that includes the methodology and results of the assessment.

Critical Thinking

- To analyze sources

- To form a thesis/argument
- To evaluate historical events/phenomena

Research Skills

- To use primary/secondary sources
- To cite sources

Writing

- To use writing mechanics
- To cite for argumentation
- To form a thesis and argument

Oral Presentation

- To form a thesis and argument
- To demonstrate presentation skills

Historiography and Historical Methodology

- To understand changes over time in the discipline of history
- To understand debates between historians
- To understand different schools of analysis

Spring 2008 assessment of Writing skills: mechanics, citations, and argumentation

In the spring of 2008 three faculty members reviewed the research papers of students in HIST 210 and HIST 490. History 210 is a sophomore-level historiography, methodology, research, and writing seminar for History majors and students write research papers. History 490 is the senior-level capstone research seminar for History majors, and students write minimum 25-page original research papers. In both courses students write multiple drafts/revisions of their papers. All the final papers from each course were assessed. There were fifteen papers from each course. Papers were "scored" on a five-point scale in each category. Each paper underwent a "first reading" by one faculty member and its

scores were then confirmed or adjusted by the other faculty member, who did a "second reading." Based upon the results the faculty have opened a discussion on how we can better emphasize citations and writing skills in History 210. The students in the lower division course struggled with basic writing and citation skills while those in the capstone History 490 course were far more competent.