

Academic Assessment Report
B.A. HISTORY
Department of History
Drafted by Alessandro Brogi, UGSC Director
September 2022

Student Populations (as of September 2022 [after the 11th Day of classes] – compared to numbers in September 2021) (Sources: Dean’s Office and Advising Center):

History Majors** 235 (-/+0)

History Minors 101 (+11)

Total:

336

**Includes 33 (-2) College Honors and 20 (+4) Departmental Honors students

History B.A. conferred in 2022 56 (-9) (source OIR.UARK)

Learning Outcomes B.A. in History

- Develop knowledge and skills necessary for careers requiring knowledge of history, critical analysis, and research, including teaching, law, and government
- Ability to communicate effectively in writing and orally
- Mastering the basic mechanics of historical research, including location and retrieval of information, correct usage of primary and secondary materials, and proper citation techniques
- Framing historical questions by employing secondary and primary sources, and placing them in context
- Develop interpretive analyses that help provide a variety of answers to similar historical and contemporary questions.
- Enhance understanding of the role played by diversity in the shaping of human experience
- Provide future generations of historians with the training necessary to allow them to continue the pursuit of the above goals

Capstone seminars general requirements techniques for B.A. in History (to be amended by Fall 2023 - Academic Assessment Plan – History)

- Senior capstone seminar required for all History majors (HIST 4893)
- The Capstone seminar requires majors to conduct original archival research and produce article-length essays (the best of which are published in the *Ozark Historical Review* or occasionally in the *Arkansas Historical Quarterly*)
- Capstone seminars also introduce majors to the philosophy and methodology of the discipline
- Seniors enrolled in the capstone sections have already taken writing-intensive upper-level courses in their fields of specialization
- In some cases, seniors in capstone have also had previous enrollment in discussion-oriented seminars designed to enhance communication skills
- Students are assisted in planning their post-graduation paths, whether toward grad school or other careers.

Honors Methods general requirements and techniques for B.A. in History (to be amended by Fall 2023 - Academic Assessment Plan – History)

- Honors Methods is required for all History majors graduating with honors (HIST 3973H); it is highly recommended on their junior year, although they may also take it in their senior year
- The Honors Methods seminar requires students to conduct original archival research and produce either a prospectus for their honors thesis or some other equivalent major paper (historiographical or research)
- Students are expected to gain a firm grasp of the methodologies of the historical profession
- Students are expected to learn how to write honors theses during their senior year
- Students enrolled in the honors methods seminar are expected to have taken a number of honors colloquia or sections of History classes, with writing-intensive assignments
- In some cases, honors students have also had previous enrollment in discussion-oriented seminars designed to enhance communication skills
- Students are assisted in planning their post-graduation paths, whether toward grad school or other careers.

Assessment Techniques: B.A. in History (see also APPENDIX Doc. 3)

- For General Education Core classes (HIST 1013, 1023, 2003, 2013, 2093): Class essay tests and/or take home analytical essays examining primary and/or secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme

- For all upper level classes: a set of critical written assignments, consisting of primary and secondary sources analyses, and articulating historical developments, change and continuity, perspectives, interpretations
- For Senior Capstone Seminars and Honors Methods Seminars: Senior Writing Requirement consisting of an extended research paper based on primary and secondary sources; Honors Thesis bases on primary and secondary research
- For Honors Students: Successful defense of Honors Thesis in front of at least two experts in the field and a member of a related discipline

Rubric associated with assignments for final papers in Capstone and Honors Methods Seminars:

Department of History Learning Outcomes Scoring Rubric

Competency	Excellent Mastery	Good Mastery	Some Mastery	Minimal Mastery	No Mastery
Historical Inquiry Detail and Contextualization (LO1)	The essay frames a significant historical question that is properly and consciously contextualized, with clear knowledge of the material, mastery of detail and periodization, while also providing a well-learned original insight	The essay frames question and the student makes an effort to explain its significance, with accurate periodization, and minimal flaws in either contextualization or detail. It demonstrates learning adding limited personal insight	The question is not framed clearly, and the student shows limited understanding of context, periodization, or logic. Significant flaws in or neglect of detail. Very limited, or derivative insight backed up by some learning.	No discernible understanding of the historical question. Unclear context and/or periodization. Severe flaws in detail. No personal insight or insight not derived by learning	The essay avoids the question. No information or very scattered information retained
Sources (LO2)	Student uses a wide range of sources, from lecture notes to course readings, to other sources and literature, as assigned by the instructor (scholarly databases may be included). All major works on the topic are addressed. Primary sources are clearly referenced	Good use of sources online or on paper. Some of the major works on the topic are missing. Most material is from the reading assignments in class. The distinction between primary and secondary sources is almost consistently clear	Limited use of sources, and all those that are used are from the assigned readings for class. Major works on the topic are missing. The distinction between primary and secondary sources is unclear	Very little evidence that the student checked a sufficient number of sources, primary, secondary, or from databases. Main sources on the topic unknown	No use of sources, or highly inaccurate use of only one or two. No knowledge of the distinction between primary and secondary sources
Critical Evaluation of sources (LO3)	Student demonstrates careful reading and thorough assessment of assigned primary sources and secondary literature, placing ideas and conflicting interpretations into perspective. The essay offers an original point of view within the historiographical debate	Demonstrates knowledge and adequate analysis of the historiographical debate, from at least a selected number of sources. An interpretation is offered, though not thoroughly consistent with the analyzed sources	Knowledge and accurate analysis of at least two interpretations. The personal interpretive analysis is weak though.	Little and/or flawed analysis of sources. No interpretive point of view offered	No analysis of sources, or awareness of interpretive differences

Argument and Organization (LO4)	The student develops and defends a clear argument, backed by evidence that engages research material, with primary sources also analyzed in an original and intentional way. The essay has a clear introduction, logical passages in argument, and supporting evidence. A conclusion brings everything together, also addressing broad implications	There's an argument, though not always clearly stated. All material is engaged, though the organization of the paper shows some flaws. It may show little evidence of an original interpretation of primary sources. The conclusion is adequate, though it misses some parts of the argument, and does not address broad implications	Little argument, even though the student attempts to make one, which is not followed up throughout the essay. Poor organization or engagement with research material. The conclusion is vague at best, absent at worst	No articulation of an argument. Poor or no knowledge of research material. No discernible organization or conclusion	No argument, no knowledge
Research Techniques (LO5)	Student consciously employs verification strategies as needed, demonstrates how research was conducted, and properly annotates all material. The organization is clear, showing how one source is logically followed by the next	Student employs some verification strategies. Demonstration of research and annotations is not always consistent. The organization of sources is adequate though not consistently logical	Little verification of sources. The essay shows little or no evidence of how research was conducted, or distinction among sources. The annotation is poor or missing. The ensuing argument is spotty	No verification of sources. Some sources are cited, but in random way. No annotations. No discernible argument	No sources, no annotations
Writing Style (LO6)	Clear thesis statement and argument. Points made in logic sequence. Paragraphs support solid topic sentences. Sentence structure, syntax, grammar and punctuation all excellent. No misuse of words, and correct interpretation of foreign terms. (Optional Plus): Elegance of style and original turns of phrase	Thesis statement may be slightly unclear. Logic flow of arguments. Paragraphs not consistently supporting topic sentences. Very occasional mistakes in structure, syntax, grammar and punctuation. Some words, in English or foreign languages may be misused. Little originality of phrase	Thesis is poorly stated. Argument tends to jump around though some points are identifiable. Many paragraphs without topic sentences. Some mistakes in structure, syntax, grammar, and punctuation. Misuse of words. No elegance of style	No discernible thesis. The writing is poor. The argument is fuzzy. Paragraphs lack topic sentences and fail to follow logically. Frequent mistakes in structure, syntax, grammar, and punctuation. Misuse of words. The essay is hard to follow	Shows no thesis, or effort to make one. The essay is full of mistakes and shows little or no knowledge of the mechanics of writing. The essay is hard to follow due to the poor writing

Pilot Assessment of GELOs in HISTORY – Spring 2022

This year's assessment includes our piloted assessment of the first General Education Learning Outcomes (GELOs) in the spring of 2022. Our instructors went beyond what was strictly required by the pilot program (assessing just GELOs 3.2), to also include other GELOs associated with the selected class sections (see **Appendix Docs. 1-2**) –

The purpose of this assessment is to allow us to 1) certify our core courses + our capstone seminars and 2) design an eight semester plan (third portion of this assessment) that will effectively create an appropriate pathway to complete the University General Education Core Curriculum Committee's six undergraduate learning goals, along with attendant learning outcomes and learning indicators (*to earn a baccalaureate degree, each student will be required to accomplish all six goals described and achieve the learning outcomes associated with each goal*).

Please Note: The History faculty has now approved a Program Change for the B.A. Degree in History, which has been submitted for approval. Once implemented in 2023, the program will include new assessment methods, also revising our capstone requirements, which will be replaced by a number of courses within the “Applications in History” requirement, and which will contain the GELOs (1.2 and 5.1, and 6.1) formerly associated with either our capstone seminars (HIST 4893) or the honors methods seminars (HIST 3973H) (see next item below and **Appendix Doc. 4**, containing the final draft of the Curriculum Revision Proposal)

Academic Year 2021-2022 History Undergraduate Curriculum Committee Plans and Activities

The main bulk of this year's activities consisted in the drafting – following the joint initiative of Dept. Chair, Laurence Hare and Director of UGS Curriculum Committee Prof. Alessandro Brogi – of a Program Change, which was submitted and approved by all faculty in August 2022.

The UGSD committee met every two weeks, to discuss the proposals that were also frequently updated throughout the fall semester. Furthermore, the Program revision required considerable preliminary research into peer institutions, their curriculum approaches, and their relative success

The main purpose of the Program Change is the revision of our curriculum along the following directions:

- to reduce the number of required credit hours in the History major
- to incorporate thematic courses into the curriculum alongside courses with a geographical or methodological focus
- to create concentrations, based on thematic and methodological approaches, and to direct students toward specializing in one of such concentrations

- to thus design a curriculum providing structured opportunities for cohort-building and mentorship.
- to incorporate experiential and methodological courses into the curriculum
- to integrate existing and new 1000/2000-level topical courses into the curriculum

Additional advantages of this expanded curriculum are:

- Step beyond a focus on content and a distribution of regional knowledge to a new emphasis on content, skill training, experiences, and outcomes development
- Broadening the range of content possibilities to include geographical, thematic, and topical knowledge areas, with an eye towards creating more diverse pathways for student interests and desired horizons
- A curriculum designed to create space to incorporate diversity and inclusion elements into each concentration
- Opportunities for students outside the Department to benefit from DEI teaching and for majors/minors to build depth in these areas.

The proposed curriculum includes four major components:

- Foundations in History (10-12 hours or 1000-2000-level surveys)
- Methods and Practices in History (3 hours of 3000-4000 methods courses)
- History Concentrations (12 hours of electives + 6 hours of additional History Electives that can be selected outside one’s chosen concentration)
- Applications in History (7 hours of 4000-level seminar courses, including the options for internship, or study abroad experiences)

Other Developments and Improvements for the History B.A. Program

Starting in Fall 2021, the department implemented a “4+1” **program at the M.A. level** in which high-performing undergraduate students are able to start graduate level coursework during their senior year and, if they stay on schedule, earn their M.A. at the conclusion of the subsequent year. As part of this program, these “4+1” students can choose either a thesis or non-thesis track, which should align with their post-M.A. career/educational ambitions. As of Fall of 2022, we have 10 students in the 4+1 M.A. program: five of them are currently seniors, and five are in their M.A. +1 year.

In the Fall of 2020 we proposed a **History Minor Online degree**, to be launched starting in the Fall of 2021. Enrollment data are not available yet. The online minor will enable HIST to participate in the University’s Interdisciplinary Studies B.A. Program. This program enables students to complete three thematically- linked minors to form their B.A. degree. Moreover, the online minor, like other degrees similarly offered, will serve the over 3,000 UofA students who

study exclusively online. It will also generate a more diverse student population, thanks to its logistical and financial accessibility. (See **Appendix Doc. 5** for the proposal that was approved by our faculty in the fall of 2020)

The Department has continued its **coordination with the newly established Bachelor of Arts in Teaching (BAT)**, by the School of Education and Health Professions in an effort to train and recruit future teaching staff in the Social Sciences for the Arkansas public school system.

In cooperation with the Departmental Chair and the Graduate Chair, and involved faculty discussed the prospects of **two new HIST 1000-level courses** that, like HIST of Football and HIST of Beer previously, were **designed to improve our recruiting efforts**. The two classes are: HIST 1223 – History of Business in America and HIST 1233 History of Race and Medicine

All the above activities/initiatives are meant to improve our retention efforts, in fulfillment also of some proposals presented by the American Historical Association's **Tuning Project**: <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline>

First Generation Mentorship Program of the Honors College, an initiative that will assist our retention efforts.

In cooperation with Prof. Shawn Austin (member of the UGSC Committee), finalized a video production to be placed on our website platform. The set of **five videos, now available on our website will assist our recruiting purposes**.

Career Orientation for HIST students:

We currently have two **Career Champions** for the HIST Department: Prof. and Dept. Chair Laurence Hare, and Prof. Alessandro Brogi, joining the University Career Development Center and their new initiative to streamline communication and formally recognize faculty commitment to supporting student engagement in career services. The center's staff identified key faculty influencers who encourage students to take advantage of professional development opportunities to connect with employers or to learn career information.

Career Champions relay information learned from the Career Development Center staff representative about career opportunities, campus events, and employers to students and faculty within the department. They also assist with collecting graduation placement data from students in their department.

All this is meant not only to assist our majors find their career paths, but also to improve our retention and recruiting efforts.

The department has appointed one of its Instructors (Dr. Bethany Rosenbaum), as main coordinator with Career Services to focus on the **extension of Internship Opportunities** for History Majors and Minors. By contacting several agencies/organizations providing Internships for History and Humanities majors, we plan to expand the number of students enrolled in

internship hours, also as part of the Applications in History requirement, which will give an option to utilize up to 6 credit hours to each student in Internship experiences.

We have included **Career Orientation modules and assignments** (including the Stanford University Odyssey program) in our Capstone Seminar sections - in cooperation with Dr. Louise Hancox of the History Department, and Erica Estes, Director of Employer Relations for Fulbright College.

Note: The ADHE Review, together with meetings with selected group of undergraduates in October 2017, resulted in the following conclusion by the ADHE representatives: The History Undergraduate Program is “in agreeable shape overall.” Recommendations were made to increase interaction (in class and outside the classroom) between faculty and students, as well as to establish recruitment tools through our alumni and the possible creation of a History club outside the established channels of our honors societies (Phi Alpha Theta in particular). The activities of the Students Success initiative are steps in that direction. Other recruiting initiatives are indicated above.

The decline in HIST has been perhaps the most marked feature across the nation in the past ten years. With the exception of two notable Ivy League programs in History, academic institutions, especially the public ones, have experienced declines comparable or greater than ours. Data and sources discussed by the UGS Committee these past years included the following articles:

<https://www.insidehighered.com/admissions/article/2018/01/08/new-book-argues-most-colleges-are-about-face-significant-decline>

https://www.newyorker.com/news/news-desk/the-decline-of-historical-thinking?utm_brand=tny&utm_social_type=owned&mbid=social_facebook&utm_source=facebook&utm_medium=social&fbclid=IwAR19R4OWqgP9otFD6COLTDcsJYn8JpTK6zm3NfAJOmm1dykNOe8L-ymvSKM

<https://www.chronicle.com/article/A-Moral-Stain-on-the/246197?key=K9RMtIzWwk9f4WCspEIEExxyOXr5eZz9HhixX8Ln2OqfluyzT1io6850xPH Tm9ubTXoyUW5GdW5nb25NbEo2ak1xQjhnX0JkYi1aanJtSW5oYzBfdTlIdzJ3UQ>

https://www.chronicle.com/article/Can-You-Get-Students/247482?cid=wsinglestory_hp_1

https://www.chronicle.com/interactives/20190906-Conley?cid=wcontentgrid_hp_6

<https://www.historians.org/publications-and-directories/perspectives-on-history/january-2020/history-enrollments-hold-steady-as-department-efforts-intensify-results-of-the-2019-aha-enrollment-survey>

https://www.studythehumanities.org/strategies?utm_campaign=strategies_resource_launch&utm_medium=email&utm_source=nhalliance

See also:

- Paul B. Sturtevant, "[History Is Not a Useless Major: Fighting Myths with Data \[PDF\]](#)," *Perspectives on History* 4 (April 2017).
- The American Historical Association's "[Where Historians Work: An Interactive Database of History PhD Career Outcomes](#)."
- The American Historical Association's "[What to do With a BA in History](#)."
- The American Historical Association's "[Careers for History Majors](#)."
- Learn How to Become's "[Careers & Degrees in History](#)."

APPENDIX Doc. 1

The Six General Education Learning Goals

Each undergraduate major leading to a degree requires coursework that together meet the [state minimum requirements](#) and the university's general education learning outcomes.

The general education program is divided into six thematic goals for students:

GOAL 1: Strengthen written, oral, and multimodal communication abilities.

The two learning outcomes associated with this goal are for students to be able to write clear, correct, and effective prose as well as to be able to communicate with a variety of audiences in writing and speaking.

GOAL 2: Build core skills of quantitative literacy.

The learning outcome under this goal is for students to have the ability and habit of mind to seek quantitative information and be able to apply it, using critical reasoning and analysis to solve algebraic problems and interpret results.

GOAL 3: Develop a working knowledge of how scholars and artists think and act in fundamental areas of study.

The four learning outcomes under this goal are for students to articulate and apply the following:

- Concepts from the fine arts or performing arts
- Aesthetic, humane, and ethical sensibilities of the humanities
- Principles of human interactions of individuals, groups, and institutions
- Through experiment and observation, the basic principles that govern natural phenomena

GOAL 4: Expand diversity awareness, intercultural competency, and global learning.

The two learning outcomes for this goal are for students to learn to interact appropriately within intercultural contexts and develop familiarity with concepts of diversity in the United States.

GOAL 5: Demonstrate critical thinking and ethical reasoning.

The learning outcome for this goal is for students to demonstrate essential principles of critical thinking and ethical reasoning and apply them to the evaluation and construction of rational and moral arguments.

GOAL 6: Gain the ability to synthesize, integrate, and apply knowledge developed throughout the undergraduate years.

The learning outcome for this goal is for students to be able to reflect upon and explain how they use the skills and abilities embodied in Goals 1 through 5 in completing an integrative project during their junior or senior year.

APPENDIX Doc. 2

Results of GELOs Assessment for HIST Classes Spring 2022

The learning indicators selected for HIST classes are highlighted in bold

GELO3.2 Upon reaching this goal, students will be able to articulate a minimum of three vital concepts of aesthetic, humane, and ethical sensibilities embodied in the humanities.

Learning Indicators for Learning Outcome 3.2: To successfully achieve this outcome, students will complete at least **three** of these five Indicators:

- **Identify fundamental concepts, structures, themes, and principles of the discipline being introduced**
- Analyze texts and other created artifacts using theories and methods of the discipline
- **Produce a reasonable short essay about the material introduced in the course**
- **Interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts**
- **Draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities**

GELO3.3 Upon reaching this goal, students will be able to articulate and use the basic principles of human interactions — of individuals, groups, and institutions — in a variety of contexts.

Learning Indicators for Learning Outcome 3.3: To successfully achieve this outcome, students will complete at least three of these five indicators:

- Articulate the key concepts, principles, and overarching themes to a social science discipline.
- Apply social scientific reasoning and techniques.
- **Analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions.**
- **Apply critical thinking and use scientific reasoning to evaluate claims about the social world.**
- **Integrate and use evidence-based theories to explain various types of human interaction through written and oral communication.**

GELO 4.2 Upon reaching this goal, students will have developed familiarity with concepts of diversity in the United States.

Learning Indicators for Learning Outcome 4.2: To successfully achieve this outcome, students will complete at least three of these five indicators:

- **Identify and describe examples of historical and present day issues related to diversity and inclusion in the United States.**

- **Explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social.**
- **Describe the advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion at all levels of society, whether cultural, legal, political, or social.**
- **Analyze the historical and/or contemporary development of group agency and assess its role in addressing discrimination and inequalities in the United States.**
- Demonstrate problem-solving and change management skills for achieving social equity

Levels of Achievement

- 4** represents **outstanding achievement.**
- 3** represents **good achievement.**
- 2** represents **average achievement.**
- 1** represents **poor achievement.**
- 0** indicates **no achievement.**

Students receiving 4, 3 or 2 were considered achieving the learning outcome

RESULTS from sampled sections:

GELO 3.2	Score 4	Score 3	Score 2	Score 1	Score 0	Total	% achieved
HIST 2003	12	14	5	1	5	37	84
HIST 2013	29	5	1	0	3	38	92

GELO 3.3	Score 4	Score 3	Score 2	Score 1	Score 0	Total	% achieved
HIST 1113	28	56	10	6	14	114	82

GELO 4.2	Score 4	Score 3	Score 2	Score 1	Score 0	Total	% achieved
HIST 2003	57	58	18	7	13	153	87

APPENDIX Doc. 3

HISTORY PLAN FOR GENERAL EDUCATION AND CORE CURRICULUM ASSESSMENT

LEARNING OUTCOMES, INDICATORS, AND ASSESSMENT METHODS

HIST 1113 General Education Assessment Plan			
LEARNING OUTCOME 3.2			
Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 3.2: Upon reaching this goal, students will be able to articulate a minimum of three vital concepts of aesthetic, humane, and ethical sensibilities embodied in the humanities.</p> <p><u>Must meet at least three learning indicators</u></p>	identify fundamental concepts, structures, themes, and principles of the discipline being introduced	The course introduces the main world civilizations in a broad global context. Students will learn the basics of humanistic inquiry and historical methodology.	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme
	analyze texts and other created artifacts using theories and methods of the discipline	N/A	N/A
	produce a reasonable short essay about the material introduced in the course	Students are introduced on how to interpret, connect, and contextualize primary sources	Interpretation of one or multiple primary or secondary sources via short essay.
	interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts	HIST 1123 examines multiple interpretations and contexts, giving students an introduction to historical methods and their broad spectrum of analysis and critical thinking.	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme
	draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities	By showing the historical connections among world civilizations, the course helps students to properly highlight and contextualize global trends in politics, economics, religion, race, and sexual identities.	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme

HIST 1113 General Education Assessment Plan			
LEARNING OUTCOME 3.3			
Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 3.3 Upon reaching this goal, students will be able to articulate and use the basic principles of human interactions—of</p>	articulate the key concepts, principles, and overarching themes to a social science discipline	N/A	N/A
	apply social scientific reasoning and techniques	N/A	N/A
	analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions	HIST 1113 introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative	Class or take home essay tests and/or combination of identification questions

individuals, groups, and institutions—in a variety of contexts. <u>Must meet at least three learning indicators</u>	apply critical thinking and use scientific reasoning to evaluate claims about the social world	Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history of early civilizations to the dawn of the modern era, within a global context	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources
	integrate and use evidence-based theories to explain various types of human interaction through written and oral communication	Idem	Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.

**HIST 1113 General Education Assessment Plan
LEARNING OUTCOME 4.1**

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
Learning Outcome 4.1: Upon reaching this goal, students will have developed knowledge and abilities aimed at interacting appropriately within intercultural contexts and engaging with complex global systems and issues. <u>Must meet at least three learning indicators</u>	examine and interpret an intercultural experience from both one's own and another's worldview	HIST 1113 examines a long span of history, including cultural, political, and social aspects that informed early and medieval civilizations until the 1500. In so doing, the course helps students comprehend and promote notions of diversity and inclusion	Class or take home essay tests and/or combination of identification questions
	articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices	By both contextualizing those experiences in a global context and explaining their diverse political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion	Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.
	identify and participate in cultural differences in verbal and nonverbal communication	N/A	N/A
	identify and analyze significant global challenges and opportunities in the human and natural world.	Problem-solving becomes an integral part of the analytical skills acquired through the course. By learning to articulate the similarities and differences over time and across space, students will learn how to apply this critical as well as empathetic thinking to multiple contexts not just limited to historical sources	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources
	identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.	In developing these research and analytical skills, students will find them applicable to the exploration of the historical record as well as to other professional endeavors	Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.

**HIST 1123 General Education Assessment Plan
LEARNING OUTCOME 3.2**

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
Learning Outcome 3.2: Upon reaching this goal, students will be able to articulate a minimum of three vital concepts of	identify fundamental concepts, structures, themes, and principles of the discipline being introduced	HIST 1123 introduces the main world civilizations in a broad global context of the modern era since 1500. Focus on cultural histories of different societies, including analysis of politics, economics, religion, race, and gender. Students are introduced to historical methodology through the analysis of primary and secondary sources	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme

aesthetic, humane, and ethical sensibilities embodied in the humanities. <u>Must meet at least three learning indicators</u>	analyze texts and other created artifacts using theories and methods of the discipline	N/A	N/A
	produce a reasonable short essay about the material introduced in the course	Students are taught how to interpret, connect, and contextualize primary sources	Interpretation of one or multiple primary or secondary sources via short essay.
	interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts	HIST 1123 examines multiple interpretations and contexts, giving students an introduction to historical methods and their broad spectrum of analysis and critical thinking.	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme
	draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities	By showing the historical connections among world civilizations, the course helps students to properly highlight and contextualize global trends in politics, economics, religion, race, and sexual identities	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme

HIST 1123 General Education Assessment Plan

LEARNING OUTCOME 3.3

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
Learning Outcome 3.3 Upon reaching this goal, students will be able to articulate and use the basic principles of human interactions—of individuals, groups, and institutions—in a variety of contexts. <u>Must meet at least three learning indicators</u>	articulate the key concepts, principles, and overarching themes to a social science discipline	N/A	N/A
	apply social scientific reasoning and techniques	N/A	N/A
	analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions	HIST 1123 introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative	Class or take home essay tests and/or combination of identification questions
	apply critical thinking and use scientific reasoning to evaluate claims about the social world	Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history of civilizations since 1500, in a global context	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources
	integrate and use evidence-based theories to explain various types of human interaction through written and oral communication	Idem	Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.

HIST 1123 General Education Assessment Plan

LEARNING OUTCOME 4.1

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
Learning Outcome 4.1: Upon reaching this goal, students will have developed	examine and interpret an intercultural experience from both one's own and another's worldview	HIST 1123 delivers content and analysis on the major political, social, cultural, and international developments of the main world civilizations since 1500. In so doing, the course helps students comprehend and promote notions of diversity and inclusion	Class or take home essay tests and/or combination of identification questions
	articulate the essential tenets of a cultural worldview other than one's own through	By both contextualizing those experiences in a global context and explaining their diverse	Class essay tests and/or take home analytical essays examining

<p>knowledge and abilities aimed at interacting appropriately within intercultural contexts and engaging with complex global systems and issues.</p> <p><u>Must meet at least three learning indicators</u></p>	<p>an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices</p>	<p>political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion</p>	<p>especially primary documents. Class or online discussion.</p>
	<p>identify and participate in cultural differences in verbal and nonverbal communication</p>	<p>N/A</p>	<p>N/A</p>
	<p>identify and analyze significant global challenges and opportunities in the human and natural world.</p>	<p>Problem-solving becomes an integral part of the analytical skills acquired through the course. By learning to articulate the similarities and differences over time and across space, students will learn how to apply this critical as well as empathetic thinking to multiple contexts not just limited to historical sources</p>	<p>Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources</p>
	<p>identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.</p>	<p>In developing these research and analytical skills, students will find them applicable to the exploration of the historical record as well as to other professional endeavors</p>	<p>Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.</p>

HIST 2003 General Education Assessment Plan
LEARNING OUTCOME 3.2

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 3.2: Upon reaching this goal, students will be able to articulate a minimum of three vital concepts of aesthetic, humane, and ethical sensibilities embodied in the humanities.</p> <p><u>Must meet at least three learning indicators</u></p>	<p>identify fundamental concepts, structures, themes, and principles of the discipline being introduced</p>	<p>HIST 2003 introduces US History, from the Colonial era to Reconstruction. The evidence and analysis will be geared to demonstrating the social, political, and constitutional evolution of the United States in the broad global context Students are introduced to historical methodology through the analysis of primary and secondary sources</p>	<p>Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme</p>
	<p>analyze texts and other created artifacts using theories and methods of the discipline</p>	<p>N/A</p>	<p>N/A</p>
	<p>produce a reasonable short essay about the material introduced in the course</p>	<p>Students are taught how to interpret, connect, and contextualize primary sources</p>	<p>Interpretation of one or multiple primary or secondary sources via short essay.</p>
	<p>interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts</p>	<p>HIST 2003 examines multiple interpretations and contexts, giving students an introduction to historical methods and their broad spectrum of analysis and critical thinking.</p>	<p>Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme</p>
	<p>draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities</p>	<p>By casting a broad analysis of various aspects of US society, students learn also how to properly highlight/ contextualize elements of politics, economics, religion, race, and gender</p>	<p>Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme</p>

HIST 2003 General Education Assessment Plan
LEARNING OUTCOME 3.3

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
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<p>Learning Outcome 3.3 Upon reaching this goal, students will be able to articulate and use the basic principles of human interactions—of individuals, groups, and institutions—in a variety of contexts.</p> <p><u>Must meet at least three learning indicators</u></p>	articulate the key concepts, principles, and overarching themes to a social science discipline	N/A	N/A
	apply social scientific reasoning and techniques	N/A	N/A
	analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions	HIST 2003 introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative	Class or take home essay tests and/or combination of identification questions
	apply critical thinking and use scientific reasoning to evaluate claims about the social world	Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, economic, and cultural relations in the American experience, within a global context	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources
	integrate and use evidence-based theories to explain various types of human interaction through written and oral communication	Idem	Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.

HIST 2003 General Education Assessment Plan
LEARNING OUTCOME 4.2

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 4.2: Upon reaching this goal, students will have developed familiarity with concepts of diversity in the United States.</p> <p><u>Must meet at least three learning indicators</u></p>	identify and describe examples of historical and present day issues related to diversity and inclusion in the United States	HIST 2003 delivers content and analysis on the major political, social, cultural developments up to the end of the Reconstruction Era. By examining the tension between consensus and conflict, students learn to comprehend and articulate the historical trends leading to diversity and inclusion	Through a set of critical written assignments, consisting of primary and secondary sources analyses, mid-term and final exams which will have a combination of identification questions and/or multiple choice questions essay test, students demonstrate an ability to comprehend and articulate the trends of consensus or conflict during the ages of revolution, continental expansion, secession, and consolidation of the United States.
	explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social.	By both contextualizing those experiences in a global context and explaining their diverse political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion	Class essay tests and/or take home analytical essays examining especially primary documents.
	describe the advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion at all levels of society, whether cultural, legal, political, or social	Adopting a multidisciplinary approach, HIST 2003 trains students to address issues of social inequality from all angles, providing them with tools to exercise awareness, empathy, and analytical skills to understand fully the historical record and to utilize in other professional endeavors as well.	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. The oral assignments may include role playing in which students, by way of impersonation, will enhance their empathic understanding of the past and its relevance to the present.
	analyze the historical and/or contemporary development of group agency and assess its role in addressing discrimination and inequalities in the United States.	By learning to articulate the similarities and differences over time and across space, students will learn how to apply this critical as well as empathetic thinking to multiple contexts not just limited to historical sources	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students will be evaluated based on their ability to make a coherent argument, displaying critical

			thinking, and supporting each point with evidence. The evidence and analysis will be mainly geared to demonstrating the constitutional evolution of the United States in the broad global context.
	demonstrate problem-solving and change management skills for achieving social equity	N/A	N/A

HIST 2013 General Education Assessment Plan
LEARNING OUTCOME 3.2

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 3.2: Upon reaching this goal, students will be able to articulate a minimum of three vital concepts of aesthetic, humane, and ethical sensibilities embodied in the humanities.</p> <p><u>Must meet at least three learning indicators</u></p>	identify fundamental concepts, structures, themes, and principles of the discipline being introduced	HIST 2013 introduces US History since post-Civil War Reconstruction in a broad global context. Lectures focus on the various aspects of US society, including analysis of politics, economics, religion, race, and gender. Students are introduced to historical methodology through the analysis of primary and secondary sources	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme
	analyze texts and other created artifacts using theories and methods of the discipline	N/A	N/A
	produce a reasonable short essay about the material introduced in the course	Students are taught how to interpret, connect, and contextualize primary sources	Interpretation of one or multiple primary or secondary sources via short essay.
	interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts	HIST 2013 examines multiple interpretations and contexts, giving students an introduction to historical methods and their broad spectrum of analysis and critical thinking.	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme
	draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities	By casting a broad analysis of various aspects of US society, students learn also how to properly highlight and contextualize elements of politics, economics, religion, race, and gender	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme

HIST 2013 General Education Assessment Plan
LEARNING OUTCOME 3.3

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
	articulate the key concepts, principles, and overarching themes to a social science discipline	N/A	N/A
	apply social scientific reasoning and techniques	N/A	N/A

<p>Learning Outcome 3.3 Upon reaching this goal, students will be able to articulate and use the basic principles of human interactions—of individuals, groups, and institutions—in a variety of contexts.</p> <p><u>Must meet at least three learning indicators</u></p>	analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions	HIST 2013 introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative	Class or take home essay tests and/or combination of identification questions
	apply critical thinking and use scientific reasoning to evaluate claims about the social world	Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, economic, and cultural relations in the American experience, within a global context	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources
	integrate and use evidence-based theories to explain various types of human interaction through written and oral communication	Idem	Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.

HIST 2013 General Education Assessment Plan
LEARNING OUTCOME 4.2

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 4.2: Upon reaching this goal, students will have developed familiarity with concepts of diversity in the United States.</p> <p><u>Must meet at least three learning indicators</u></p>	identify and describe examples of historical and present day issues related to diversity and inclusion in the United States	HIST 2013 delivers content and analysis on the major political, social, cultural developments from the end of the Reconstruction Era to the Present. By examining the tension between consensus and conflict, students learn to comprehend and articulate the historical trends leading to diversity and inclusion	Through a set of critical written assignments, consisting of primary and secondary sources analyses, mid-term and final exams which will have a combination of identification questions and/or multiple choice questions essay test, students demonstrate an ability to comprehend and articulate the trends of consensus or conflict, placing contemporary trends in the recent historical perspective of the U.S. within a global context.
	explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social.	By both contextualizing those experiences in a global context and explaining their diverse political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion	Class essay tests and/or take home analytical essays examining especially primary documents.
	describe the advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion at all levels of society, whether cultural, legal, political, or social	Adopting a multidisciplinary approach, HIST 2013 trains students to address issues of social inequality from all angles, providing them with tools to exercise awareness, empathy, and analytical skills to understand fully the historical record and to utilize in other professional endeavors as well.	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. The oral assignments may include role playing in which students, by way of impersonation, will enhance their empathic understanding of the past and its relevance to the present.
	analyze the historical and/or contemporary development of group agency and assess its role in addressing discrimination and inequalities in the United States.	By learning to articulate the similarities and differences over time and across space, students will learn how to apply this critical as well as empathetic thinking to multiple contexts not just limited to historical sources	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. The evidence and analysis will be mainly geared to demonstrating the constitutional evolution of the United States in the broad global context.
	demonstrate problem-solving and change management skills for achieving social equity	N/A	N/A

HIST 4893 General Education Assessment Plan
LEARNING OUTCOME 1.2

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 1.2: Upon reaching this goal, students will be able to communicate with a variety of audiences not only in writing but also by speaking and using a range of electronic and digital modes.</p> <p><u>Must meet all five learning indicators</u></p>	<p>engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise</p>	<p>Through either the training for paper presentations or the career development modules, HIST 4893 hones the students' written and rhetorical proficiency in addressing a variety of audiences, whether they consist of academic mentors, peers, or various professional venues</p>	<p>Instructors can select one of, or a combination of two or all the following assessment tools:</p> <ul style="list-style-type: none"> - Evaluation of oral presentation - Evaluation of career packets - Evaluation of multi-media presentation
	<p>complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work</p>	<p>Through a combination of either final paper drafts, or separate book reviews, or bibliographical and other research tools, students learn how organize a coherent sequence of multi-media presentations.</p>	<p>HIST 4893 will assess the outcome through at least three of the following: 1) written research question and discussion of the same; 2) primary source presentation 3) single book review; 4) annotated bibliography and discussion; 5) crafting of a finely written paragraph in optional style - literary prose, poetry, scholarly, analytical, scientific - subject to peer critique; 6) rough draft of paper for peer critique; 7) final draft of research or historiographical paper for mock defense.</p>
	<p>integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose</p>	<p>HIST 4893 includes class sections dedicated to career development, in which students can diversify their multi-modal communication and target audience, tailored to their selected career possibilities. Providing them with the tools to craft both an online profile and prepare for job applications and interviews, the class aims at improving their career planning</p> <p>In alternative to the career development modules, Honors methods may also provide alternative modes of presentations, tailoring them to a variety of audiences</p>	<p>Career Development modules include at least three of the following. One or more can be used for assessment purposes.</p> <ul style="list-style-type: none"> - personal summary statement - cover letter - resume (in two versions: one for academic jobs, and one for other job venues) - an online profile <p>In alternative to the career development assignments, an assessment may also be conducted via the evaluation of one of the following:</p> <ul style="list-style-type: none"> - Oral presentation - Powerpoint presentation - Audio-visual material
	<p>incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness</p>	<p>As the exercises prepare students for their paper presentations, the pedagogical method offers them to prepare a mock defense with their peer, receiving their critique as well as guidance and evaluation from the instructor</p>	<p>Assessment can be conducted via one of the following:</p> <ul style="list-style-type: none"> - Evaluation of second draft - Evaluation of second oral presentation - Evaluation of peer editing proficiency
	<p>incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations</p>	<p>Capstone seminars assist student master the mechanics of historical data and source citations, whether primary or secondary, in print or online.</p>	<p>Assessment of the mechanics of citation through either bibliographical essay or through evaluation of the student's proficiency in citation styles in one of their papers.</p>

HIST 4893 General Education Assessment Plan

LEARNING OUTCOME 5.1

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 5.1: Upon reaching this goal, students will be able to demonstrate essential principles of critical thinking and ethical reasoning and apply them to the evaluation and construction of rational and moral arguments.</p> <p><u>Must meet at least three learning indicators</u></p>	identify and describe key concepts and principles related to critical thinking	Students hone their understanding of and skills in historical methodology through the analysis of primary and secondary sources that involve an array of interpretations that stimulate both their critical and their ethical thinking	A test, consisting of a book review, or a primary source analysis, or the discussion of a historical methods text will measure the student's proficiency in critical thinking
	explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making	N/A	N/A
	use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing	Using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative, students apply scientific reasoning and ethical consideration to understand what is general in the unique facts of history, and what is unique in the moral contextualization of individual or collective behavior at a given time in history, thus acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history, with their moral and rational implications	The Assessment can be conducted through the evaluation of one of the following: <ul style="list-style-type: none"> - Student's research questions assignment - Comparison of two or more primary sources - Comparison of two secondary accounts - Role-playing through enactment of historical events - Oral arguments on the pros or cons of certain historical choices involving ethical questions - Online forum peer discussion
	describe key fallacies and identify them in context	In examining past historical interpretations of the same events in history, students are trained in understanding the difference between evolving views of rational and ethical developments in history and actual fallacies of interpretation or methods of analysis. Learning how the craft of historical analysis has evolved also reveals the socio-political context that nurtured both the merits and the fallacies of each given times	Possible assessment methods include the evaluation of at least one of the following: <ul style="list-style-type: none"> - Comparative reviews - Historiographical paper - Bibliographical essay - Analysis of a sample of historical artifact or interpretation from relatively distant past - Multiple choice quiz - Role-playing through enactment of historical events - Oral arguments on the pros or cons of certain historical choices involving ethical questions - Online forum peer discussion
	demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing	N/A	N/A

HIST 4893 General Education Assessment Plan
LEARNING OUTCOME 6.1

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 6.1: Upon reaching this goal, students will be able to reflect upon and explain how they use the skills and abilities embodied in Goals 1 through 5 in completing an integrative project in their major during their junior or senior year</p> <p>A) produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images</p> <p>B) explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least THREE of the following sets of skills and abilities:</p> <p><u>Must meet at least three learning indicators</u></p>	Written, oral, and/or multimodal communication abilities	The course is designed to assist students in producing a major paper based on primary and secondary sources, including methods of inquiry drawn from social sciences in LO 3.3, applying critical thinking and scientific reasoning to explain various types of human interaction through written (paper) and oral communication (presentation of the paper's findings and thesis).	The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper and/or personal statement prepared for career planning)
	Quantitative literacy	N/A	N/A
	Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major	The course is designed to assist students in producing a major paper based on primary and secondary sources, including methods of inquiry drawn from social sciences in LO 3.3, applying critical thinking and scientific reasoning to explain various types of human interaction through written (paper) and oral communication (presentation of the paper's findings and thesis).	The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper and/or personal statement prepared for career planning)
	Diversity awareness and/or intercultural competency	Idem	The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper and/or personal statement prepared for career planning)
	Critical thinking and/or ethical reasoning	Idem	The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper and/or personal statement prepared for career planning)

HIST 3973H General Education Assessment Plan
LEARNING OUTCOME 1.2

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 1.2: Upon reaching this goal, students will be able to communicate with a variety of audiences not only in writing but also by speaking and using a range of electronic and digital modes.</p> <p><u>Must meet all five learning indicators</u></p>	<p>engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise</p>	<p>Through either the training for paper presentations or the career development modules, HIST 3973H hones the students' written and rhetorical proficiency in addressing a variety of audiences, whether they consist of academic mentors, peers, or various professional venues</p>	<p>Instructors can select one of, or a combination of two or all the following assessment tools:</p> <ul style="list-style-type: none"> - Evaluation of oral presentation - Evaluation of career packets - Evaluation of multi-media presentation
	<p>complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work</p>	<p>Through a combination of either final paper drafts, or separate book reviews, or bibliographical and other research tools, students learn how to organize a coherent sequence of multi-media presentations.</p>	<p>HIST 4893 will assess the outcome through at least three of the following: 1) written research question and discussion of the same; 2) primary source presentation 3) single book review; 4) annotated bibliography and discussion; 5) crafting of a finely written paragraph in optional style - literary prose, poetry, scholarly, analytical, scientific - subject to peer critique; 6) rough draft of paper for peer critique; 7) final draft of research or historiographical paper for mock defense.</p>
	<p>integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose</p>	<p>Honors methods includes class sections dedicated to career development, in which students can diversify their multi-modal communication and target audience, tailored to their selected career possibilities. Providing them with the tools to craft both an online profile and prepare for job applications and interviews, the class aims at improving their career planning</p> <p>In alternative to the career development modules, Honors methods may also provide alternative modes of presentations, tailoring them to a variety of audiences</p>	<p>Career Development modules include at least three of the following. One or more can be used for assessment purposes.</p> <ul style="list-style-type: none"> - personal summary statement - cover letter - resume (in two versions: one for academic jobs, and one for other job venues) - an online profile <p>In alternative to the career development assignments, an assessment may also be conducted via the evaluation of one of the following:</p> <ul style="list-style-type: none"> - Oral presentation - Powerpoint presentation - Audio-visual material
	<p>incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness</p>	<p>As the exercises prepare students for their oral defense, the pedagogical method offers them to prepare a mock defense with their peer, receiving their critique as well as guidance and evaluation from the instructor.</p>	<p>Assessment can be conducted via one of the following:</p> <ul style="list-style-type: none"> -Evaluation of second draft -Evaluation of second oral presentation -Evaluation of peer editing proficiency
	<p>incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations</p>	<p>By casting a broad analysis of various aspects of US society, students learn also how to properly highlight and contextualize elements of politics, economics, religion, race, and gender</p>	<p>Assessment of the mechanics of citation through either bibliographical essay or through evaluation of the student's proficiency in citation styles in one of their papers.</p>

HIST 3973H General Education Assessment Plan
LEARNING OUTCOME 5.1

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 5.1: Upon reaching this goal, students will be able to demonstrate essential principles of critical thinking and ethical reasoning and apply them to the evaluation and construction of rational and moral arguments.</p> <p><u>Must meet at least three learning indicators</u></p>	identify and describe key concepts and principles related to critical thinking	Students hone their understanding of and skills in historical methodology through the analysis of primary and secondary sources that involve an array of interpretations that stimulate both their critical and their ethical thinking	A test, consisting of a book review, or a primary source analysis, or the discussion of a historical methods text will measure the student's proficiency in critical thinking
	explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making	N/A	N/A
	use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing	Using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative, students apply scientific reasoning and ethical consideration to understand what is general in the unique facts of history, and what is unique in the moral contextualization of individual or collective behavior at a given time in history, thus acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history, with their moral and rational implications	The Assessment can be conducted through the evaluation of one of the following: <ul style="list-style-type: none"> - Student's research questions assignment - Comparison of two or more primary sources - Comparison of two secondary accounts - Role-playing through enactment of historical events - Oral arguments on the pros or cons of certain historical choices involving ethical questions
	describe key fallacies and identify them in context	In examining past historical interpretations of the same events in history, students are trained in understanding the difference between evolving views of rational and ethical developments in history and actual fallacies of interpretation or methods of analysis. Learning how the craft of historical analysis has evolved also reveals the socio-political context that nurtured both the merits and the fallacies of each given times	Possible assessment methods include the evaluation of at least one of the following: <ul style="list-style-type: none"> - Comparative reviews - Historiographical paper - Bibliographical essay - Analysis of a sample of historical artifact or interpretation from relatively distant past - Multiple choice quiz - Role-playing through enactment of historical events - Oral arguments on the pros or cons of certain historical choices involving ethical questions
	demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing	N/A	N/A

HIST 3973H General Education Assessment Plan
LEARNING OUTCOME 6.1

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods

<p>Learning Outcome 6.1: Upon reaching this goal, students will be able to reflect upon and explain how they use the skills and abilities embodied in Goals 1 through 5 in completing an integrative project in their major during their junior or senior year</p> <p>A) produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images</p> <p>B) explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least THREE of the following sets of skills and abilities:</p> <p><u>Must meet at least three learning indicators</u></p>	Written, oral, and/or multimodal communication abilities	The course is designed to assist students in producing a major paper based on primary and secondary sources (most generally the honors thesis prospectus), including methods of inquiry drawn from social sciences in LO 3.3, applying critical thinking and scientific reasoning to explain various types of human interaction through written (paper) and oral communication (presentation of the paper's findings and thesis).	The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, <ul style="list-style-type: none"> - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper, and/or personal statement prepared for career planning)
	Quantitative literacy	N/A	N/A
	Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major	The course is designed to assist students in producing a major paper based on primary and secondary sources (most generally the honors thesis prospectus), including methods of inquiry drawn from social sciences in LO 3.3, applying critical thinking and scientific reasoning to explain various types of human interaction through written (paper) and oral communication (presentation of the paper's findings and thesis).	The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, <ul style="list-style-type: none"> - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper, and/or personal statement prepared for career planning)
	Diversity awareness and/or intercultural competency	Idem	The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, <ul style="list-style-type: none"> - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper, and/or personal statement prepared for career planning)
	Critical thinking and/or ethical reasoning	Idem	The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, <ul style="list-style-type: none"> - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper, and/or personal statement prepared for career planning)

APPENDIX Doc. 4
Proposed New HIST B.A. Curriculum – Fall 2023

HISTORY (HIST)

The Department of History offers an undergraduate major leading to a Bachelor of Arts in history as well as a minor in history. The Department of History also offers a highly competitive graduate program. Graduate faculty members direct both seminars and specialized training leading to the Master of Arts and Doctor of Philosophy degrees.

The Department of History offers specialized study of world societies and their evolution to the present. Students may study the history of the United States and of other nations and world regions, and they may also explore such themes as the history of business, medicine, and religion, along with global and transnational history. Undergraduate majors and minors prepare students for careers across the corporate, non-profit, and public sectors, with pathways leading to academia, archival management, business, communications, diplomacy, government service, journalism, law, library science, publishing, and teaching.

The Department of History also offers junior and senior history majors an opportunity to secure valuable experience working in the field of history through directed research with faculty, regional and national internships, service learning, and study abroad.

For requirements for advanced degrees in history, see the Graduate School Catalog.

For information on departmental scholarships, visit the History Department's scholarships page.

University and College Requirements for a Bachelor of Arts in History: In addition to the Fulbright College of Arts and Sciences Graduation Requirements (see under Degree Completion Program Policy), the following course requirements must be met. Bolded courses from the course list below may be applied to portions of the state minimum core.

State Minimum Core	35
Foundations in History	
HIST 1001/H Perspectives in History	1
Three courses from the following. Credit hours applied to this requirement may not be used to satisfy other requirements in the major.	9
Choose one world civilization survey:	

HIST 1113 Institutions and Ideas of World Civilization	
HIST 1123 Institutions and Ideas of World Civilization	
Choose one United States history survey:	
HIST 2003 History of the American People to 1877	
HIST 2013 History of the American People since 1877	
Choose one additional world civilization survey, or one United States survey, or one of the topical courses below:	
HIST 1203 History of Football	
HIST 1223 History of Business in America	
HIST 1233 History of Race and Medicine	
HIST 2203 History of Tomorrow: Global Visions of the Future	
HIST 2093 Animals in World History	
Methods in History	
Choose one of the following courses. Credit hours applied to this requirement may not be used to satisfy other requirements in the major.	3
HIST 3013 Ancient Historians	
HIST 3713 Issues in Public History	
HIST 3963 Art as History	
HIST 3973 Historical Methods or HIST 3973H Honors Historical Methods	

HIST 4693 Approaching Global History	
HISTORY ELECTIVES	6
In addition to the 12 credit hours required for each concentration, complete six credit hours of HIST elective courses, including at least three credit hours at the 3000-4000 level. Credit hours applied to this requirement may not be used to satisfy other requirements in the major.	
Concentrations	12
HISTORIES OF CONFLICT, JUSTICE, and PEACE Concentration (CONF)	
HIST 3063 Military History	
HIST 3093 Women in US History	
HIST 3133 History of Sports in Africa	
HIST 3203 Colonial Latin America	
HIST 3233 African American History to 1877	
HIST 3243 African American History since 1877	
HIST 3253 History of Sub-Saharan Africa	
HIST 3263 History of the American Indian	
HIST 3273 Agricultural and Rural History of the United States	
HIST 3333 LGBTQ+ Histories	
HIST 3373 Rise of the American Empire	
HIST 3383 Arkansas and the Southwest	
HIST 3453 Modern Terrorism	

HIST 3473 Palestine and Israel in Modern Times
HIST 3533 World War II
HIST 3543 Russia to 1861
HIST 3553 Russia since 1861
HIST 3573 World War I
HIST 3583 The US and Vietnam, 1945-1975
HIST 3603 Colonial and Revolutionary America
HIST 3623 Black Movements and Messiahs
HIST 3693 Europe in the 20 th Century
HIST 3983 - Black Movements and Messiahs
HIST 4003 Democratic Athens
HIST 4013 Alexander the Great and the Hellenistic World
HIST 4023 Roman Republic
HIST 4093 African Americans and Social Justice
HIST 4163 Tudor-Stuart England
HIST 4203 History of the Holocaust
HIST 4123 Africa and the Transatlantic Slave Trade
HIST 4253 Germany 1918-1945

HIST 4303 Transatlantic Relations
HIST 4323 Wars of Religion
HIST 4363 The Middle East since 1914
HIST 4443 Frontiers and Borderlands in Colonial Latin America
HIST 4463 The American Frontier
HIST 4483 African American Biographies
HIST 4503 History of Political Parties in the United States, 1789-1896
HIST 4513 History of Political Parties in the United States since 1896
HIST 4593 Colonial French in the Mississippi Valley
HIST 4603 Labor History to 1877
HIST 4623 Revolutionary America
HIST 4663 Rebellion to Reconstruction, 1850-1877
HIST 4673 The American Civil War
HIST 4733 Recent America
HIST 4743 The Cold War in Latin America
HIST 4793 Colonial India, 1758-1948
HIST 4803 Modern Scandinavia
HIST 4823 - Black Freedom in the Age of Emancipation

HIST 4863 From Hiroshima to Fukushima: Nuclear Security in Asia
HIST 4873 Germany since 1945
HISTORIES OF GLOBAL CULTURES and SOCIETIES Concentration (GLOB)
HIST 3003 History of Christianity
HIST 3033 Islamic History
HIST 3043 Modern Middle East
HIST 3073 Women and Gender in Modern Latin America
HIS 3083 Women in Christianity
HIST 3103 European Integration and Globalization
HIST 3133 History of Sports in Africa
HIST 3193 Making of the Modern Caribbean
HIST 3203 Colonial Latin America
HIST 3213 Modern Latin America
HIST 3253 History of Sub-Saharan Africa
HIST 3293 History of Popular Culture
HIST 3303 US Immigration History
HIST 3313 Latinas/os in the US
HIST 3363 The Atlantic World, 1400-1850

HIST 3373 Rise of the American Empire
HIST 3393 The Ozarks: People, Place, and Time
HIST 3423 British History, 1688-Present
HIST 3433 20 th Century British History through Film
HIST 3443 Modern Imperialism
HIST 3523 Modern China
HIST 3533 World War II
HIST 3573 World War I
HIST 3593 The 1960s: A World Transformed
HIST 3633 Modern Japan
HIST 3763 History of Central Asia
HIST 3883 Modern Italy and the World
HIST 4013 Alexander the Great and the Hellenistic World
HIST 4033 Roman Empire
HIST 4043 Late Antiquity and the Early Middle Ages
HIST 4073 Renaissance and Reformation
HIST 4083 Early Modern Europe
HIST 4103 Byzantine Empire

HIST 4123 Africa and the Transatlantic Slave Trade
HIST 4133 Society and Gender in Modern Europe
HIST 4143 European Intellectual History since the Enlightenment
HIST 4163 Tudor-Stuart England
HIST 4183 Great Britain, 1701-1901
HIST 4193 Great Britain, 1901-2001
HIST 4203 History of the Holocaust
HIST 4213 Era of the French Revolution
HIST 4223 France since 1815
HIST 4263 Modern Africa
HIST 4303 Transatlantic Relations
HIST 4333 Modern Islamic Thought
HIST 4413 New Women in the Middle East
HIST 4433 Social and Cultural History of the Modern Middle East
HIST 4443 Frontiers and Borderlands in Colonial Latin America
HIST 4473 Environmental History
HIST 4593 Colonial French in the Mississippi Valley
HIST 4693 Approaching Global History

HIST 4703 The Emergence of Modern America
HIST 4713 Women, Gender, and Sexuality in Colonial Latin America
HIST 4753 Diplomatic History of the United States, 1776-1900
HIST 4763 Diplomatic History of the United States, 1900-1945
HIST 4773 Diplomatic History of the United States since 1945
HIST 4783 History of Modern Mexico
HIST 4803 Modern Scandinavia
HIST 4813 Africans and Slavery in Latin America
HIST 4883 Health and Disease, 1500 to the Present
HIST 4973 Civilization of the Renaissance in Italy
HIST 4993 History of the Ottoman Empire
HISTORIES OF KNOWLEDGE, BELIEF, AND VISION Concentration (KNOW)
HIST 3003 History of Christianity
HIST 3013 Ancient Historians
HIST 3033 Islamic History
HIST 3073 Women and Gender in Modern Latin America
HIST 3083 Women in Christianity
HIST 3283 US Latinos through Film

HIST 3293 History of Popular Culture
HIST 3303 US Immigration History
HIST 3333 LGBTQ+ Histories
HIST 3383 Arkansas and the Southwest
HIST 3393 The Ozarks: People, Place, and Time
HIST 3433 20 th Century British History through Film
HIST 3593 The 1960s: A World Transformed
HIST 3623 Black Movements and Messiahs
HIST 3683 Europe in the Nineteenth Century
HIST 3693 Europe in the Twentieth Century
HIST 3703 Urban History
HIST 3713 Issues in Public History
HIST 3963 Art as History
HIST 4043 Late Antiquity and the Early Middle Ages
HIST 4053 Late Middle Ages
HIST 4073 Renaissance and Reformation
HIST 4083 Early Modern Europe
HIST 4093 African Americans and Social Justice

HIST 4103 Byzantine Empire
HIST 4113 Archaic Greece
HIST 4143 European Intellectual History since Enlightenment
HIST 4183 Great Britain, 1701-1901
HIST 4243 Germany, 1789-1918
HIST 4323 Wars of Religion
HIST 4333 Modern Islamic Thought
HIST 4393 Early Modern Islamic Empires
HIST 4403 Islam in Asia
HIST 4413 New Women in the Middle East
HIST 4433 Social and Cultural History of the Modern Middle East
HIST 4473 Environmental History
HIST 4483 African American Biographies
HIST 4563 Old South
HIST 4573 New South
HIST 4583 Arkansas in the Nation
HIST 4643 Early American Republic
HIST 4653 Antebellum America

HIST 4693 Approaching Global History
HIST 4713 Women, Gender, and Sexuality in Colonial Latin America
HIST 4823 - Black Freedom in the Age of Emancipation
HIST 4863 From Hiroshima to Fukushima: Nuclear Security in Asia
HIST 4883 Health and Disease, 1500-Present
HIST 4973 Civilization of the Renaissance in Italy
HISTORIES OF STATEMAKING and the LIMITS of POWER Concentration (STAT)
HIST 3043 Modern Middle East
HIST 3063 Military History
HIST 3093 Women in US History
HIST 3103 European Integration and Globalization
HIST 3193 - Making of the Modern Caribbean
HIST 3213 Modern Latin America
HIST 3233 African American History to 1877
HIST 3243 African American History since 1877
HIST 3263 History of the American Indian
HIST 3273 Agricultural and Rural History of the United States
HIST 3283 US Latinos through Film

HIST 3303 Immigration History
HIST 3313 Latinas/os in the US
HIST 3323 The West of the Imagination
HIST 3383 Arkansas and the Southwest
HIST 3423 British History, 1688-Present
HIST 3443 Modern Imperialism
HIST 3453 Modern Terrorism
HIST 3473 Palestine and Israel in Modern Times
HIST 3523 Modern China
HIST 3543 Russia to 1861
HIST 3553 Russia since 1861
HIST 3583 The US and Vietnam, 1945-1975
HIST 3603 Colonial and Revolutionary America
HIST 3613 Antebellum America
HIST 3633 Modern Japan
HIST 3683 Europe in the Nineteenth Century
HIST 3703 Urban History
HIST 3763 History of Central Asia

HIST 3883 Modern Italy and the World
HIST 4003 Democratic Athens
HIST 4023 Roman Republic
HIST 4033 Roman Empire
HIST 4113 Archaic Greece
HIST 4193 Great Britain, 1901-2001
HIST 4213 Era of the French Revolution
HIST 4223 France since 1815
HIST 4243 Germany, 1789-1918
HIST 4253 Germany, 1918-1945
HIST 4263 Modern Africa
HIST 4363 The Middle East since 1914
HIST 4463 The American Frontier
HIST 4503 History of Political Parties in the United States, 1789-1896
HIST 4513 History of Political Parties in the United States since 1896
HIST 4563 The Old South
HIST 4573 The New South
HIST 4583 Arkansas in the Nation

HIST 4603 US Labor History to 1877
HIST 4613 Colonial America
HIST 4623 Revolutionary America
HIST 4643 Early American Republic
HIST 4653 Antebellum America
HIST 4663 Rebellion to Reconstruction, 1850-1877
HIST 4673 The American Civil War
HIST 4703 The Emergence of Modern America
HIST 4733 Recent America
HIST 4743 The Cold War in Latin America
HIST 4753 Diplomatic History of the United States, 1776-1900
HIST 4763 Diplomatic History of the United States, 1900-1945
HIST 4773 Diplomatic History of the United States since 1945
HIST 4783 History of Modern Mexico
HIST 4793 Colonial India, 1758-1948
HIST 4813 Africans and Slavery in Colonial Latin America
HIST 4873 Germany since 1945
HIST 4943 US Labor History since 1877

HIST 4993 History of the Ottoman Empire	
APPLICATIONS IN HISTORY	
HIST 4901 Applying History	1
Complete at least six credit hours chosen from the following. Credit hours applied to this requirement may not be used to satisfy other requirements in the major.	6
Up to three credit hours in HIST 491V Internship in History Or up to three credit hours from a history course (3000-level or higher or equivalent) approved by the department that is either part of an approved study abroad or designated service-learning program.	
HIST 4893/H History Seminar	
Up to three credit hours of 498V/H History Thesis	
TOTAL CREDIT HOURS	38

In consultation with an academic advisor, students are encouraged to design a program of study with both breadth and depth. All history majors are also recommended to take courses leading to a minor or additional major suited to the student's academic and career goals.

Writing Requirement: Fulfillment of the Fulbright College Writing Requirement may be met by completing at least three credit hours of HIST 489V, HIST 489VH, HIST 498V, or HIST 498VH with a grade of B or better. With approval of the department, students may also meet the Fulbright Writing Requirement by submitting a substantive research paper completed in a course in the Department of History at the 3000 level or higher and earning a grade of B or better or with an honors research thesis in history meeting the requirements of the honors diploma.

Requirements for Departmental Honors in History: The College and the Departmental Honors Programs in History provide undergraduates with an opportunity to carry out independent study and research under the guidance of history faculty and to participate in special honors courses, seminars, and colloquia. Admission to the Fulbright Honors Program is open to history majors with a minimum cumulative GPA of 3.5 in all courses. Candidates for Departmental Honors in History must complete a minimum of 12 credit hours in honors courses, including at least three hours chosen from HIST 3973H, HIST 489VH, and/or HIST 498VH. To complete the required thesis, honors candidates should choose a faculty thesis director as early as possible but no later than the first semester of the student's junior year. Honors candidates must meet the college's requirements for an honors degree. Students graduating with honors typically graduate with the distinction *cum laude*. Higher distinctions (*summa cum laude*, *magna cum laude*) are

awarded by the Honors Council in truly exceptional cases and are based upon the whole of the candidate's program of honors studies.

History B.A.

Eight-Semester Degree Program

Students who elect to follow the eight-semester degree plan should see the Eight-Semester Degree Policy for university requirements of the program. University/state minimum core may vary by individual, based on placement and previous credits granted. Once all university/state minimum core requirements are met, students may substitute general electives in its place.

First Year	Units	
	FALL	SPRING
<u>ENGL 1013</u> Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
Satisfies General Education Outcome 2.1:		
<u>MATH 1313</u> Quantitative Reasoning (ACTS Equivalency = MATH 1113) or <u>MATH 1203</u> College Algebra (ACTS Equivalency = MATH 1103) or any MATH course numbered higher than MATH 1203	3	
<u>HIST 1113</u> Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) (Satisfies General Education Outcomes 3.2, 3.3, and 4.1) or <u>HIST 1123</u> Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123) (Satisfies General Education Outcomes 3.2, 3.3, and 4.1)	3	
Non-HIST Social Sciences state minimum core course	3	
Fine Arts State Minimum Core course (Satisfies General Education Outcome 3.1)	3	
HIST 1001 Perspectives in History (Satisfies General Education Outcome 5.1)	1	
ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
HIST 2003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) (Satisfies General Education Outcomes 3.2, 3.3, and 4.2)		3

or HIST 2013 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123) (Satisfies General Education Outcome 3.2, 3.3, and 4.2)		
Humanities State Minimum Core Course		3
Natural Science State Minimum Core lecture and corequisite lab (Satisfies General Education Outcome 3.4)		4
Foundations in History Requirement Electives		3
Year Total	16	16
Second Year	Units	
	Fall	Spring
Natural Science State Minimum Core lecture and corequisite lab (Satisfies General Education Outcome 3.4)	4	
Pathways in History Requirement Electives Concentration course 1 (3000-4000 level)	3	
Non-HIST Social Science state minimum core course (as needed)	3	
General Electives (including HIST electives as part of Concentration requirement)	6	
Methods in History Requirement Electives (3000-4000 level)		3
Pathways in History Requirement Electives - Concentration course 2 (3000-4000 level)		3
General Electives (including HIST electives as part of Concentration requirement)		9
Year Total	16	15
Third Year	Units	
	Fall	Spring
Pathways in History Requirement Concentration <u>course 3</u> (3000-4000 level)	6	
General Electives (including HIST electives as part of Concentration requirement)	6	
40 Hour Rule Electives	3	
Pathways in History Requirement Concentration course 4 (3000-4000 level)		6
General Electives (including HIST electives as part of Concentration requirement)		6
40 Hour Rule Electives		3
Year Total:	15	15
Fourth Year	Units	
HIST 4901 Applying History	1	
Applications in History Requirement Elective (4000 level)	3	

General Electives (including HIST electives as part of Concentration requirement)	8	
40 Hour Rule Electives (as needed)	3	
Applications in History Requirement Elective (4000 level) (Satisfies General Education Outcomes 1.2 and 6.1)		3
General Electives (including HIST electives as part of Concentration requirement)		3
40 Hour Rule Electives (as needed)		6
Year Total:	15	12
Total Units in Sequence		120

Appendix Doc. 5

Undergraduate Curriculum Proposal (Fall 2020)

To begin to offer the HIST Minor as a fully online minor

Background:

HIST has offered online courses for over a decade. It currently offers all four survey courses (1113, 1123, 2003, and 2013), as well as three 3000-level courses (Arkansas & the Southwest; African American History to 1877; and African American History since 1877) and one 4000-level course (Old South). HIST primarily offers these courses to students as semester-based online courses (taught on the regular semester schedule) taught by NTT faculty and GAs. HIST also offers some as a self-paced online courses (a version for which students can sign up approximately 15 times during the year and complete the course at their own pace) taught by tenured faculty.

Why Offer the Minor Online?

There are several reasons to offer the minor online:

- **We are already almost offering it anyway**—but, this initiative would standardize and expand our current practice. The current minor requires 6 hours at the 1000/2000 level, 6 hours at the 3000-level, and 6 hours at the 4000-level. A student can now complete all but 3 hours of a HIST minor online.
- **More SSCHs and More Students Minor in HIST:** It would enable HIST to reach other student populations—last year, 3,154 of the 27,559 (~11%) overall University student population studied exclusively online. These are students HIST currently cannot fully engage, as we do not have a complete program. The online minor would provide HIST the opportunity to increase SSCH hours and increase our number of minors.
- **Diversity:** It would generate a more diverse student population for HIST (especially racial and gender diversity) of degree seekers who are working professionals trying to complete their degrees, many of whom choose the Interdisciplinary Studies Program in order to do so (see below).
- **Flexibility and Assistance to GAs and Faculty:** It would provide flexibility for faculty, instructors, and graduate assistants in several ways.
 - In the past four years, HIST has used online courses to support graduate assistants (Ph.D. students) who were conducting dissertation research abroad (in Europe, Latin America, and Africa) and required a full semester of fieldwork in-country. These online courses allowed them to maintain their salary and health insurance while simultaneously conducting oral and archival research abroad.
 - It also allowed HIST to provide modified duty assignments for graduate assistants after childbirth, allowing new parents to stay home for a semester with their newborns and teach online instead of having to come to campus. This feature is especially important, as the University currently has no maternity leave allowances for GAs.
- **Funds for Research:** Online courses generate direct revenue for HIST, which the department uses to fund T/TT and NTT faculty research and travel as well as GA research and travel. This is the only money the department has to support research and travel expenses.

Which students would take the minor online?

Several different populations of students would take our courses:

- The online minor would enable HIST to participate in the University’s Interdisciplinary Studies B.A. Program. This program enables students to complete three thematically-linked minors to form their B.A. degree.
 - Several other minors in Fulbright have already gone online, each of which would constitute excellent complements for a HIST minor, including African & African American Studies, Criminal Justice, Legal Studies, Political Science, Rhetoric and Writing Studies, Social Work, Sociology, and Spanish
- There are currently multiple B.A. and B.S. programs that are online (Communication, Interdisciplinary Studies, Accounting, General Business, Nursing, Supply Chain, Human Development) whose students are required to complete 3000-level and above electives to satisfy their 120-hour degree requirements.
- The Communications online B.A. program, in particular, is in desperate need of courses in geographic areas other than the U.S. so that their majors can fulfill their cultural requirement.
- In the summers, many UA students return home and take online courses to continue progress on their degrees while away from Fayetteville—our online courses would support our own HIST B.A. students, as well as other Fulbright students in this manner.
- Students from other colleges and universities seeking to transfer credit back to their home institutions—we have a significant tuition advantage vis-à-vis most other schools that offer online courses. All of our online students receive in-state tuition (\$252 per credit hour), a figure that is far lower than a majority of our peers offering online courses.

Is this a Response to COVID-19?

No, the Undergraduate Studies Committee approved this proposal before the current pandemic hit. However, the pandemic has caused all members of the History department to become more familiar with online delivery options and working remotely.

Which courses would be “put online”?

In consultation with Global Campus, two groups of courses would be prioritized for development for online delivery:

- Group 1: Non-US Global History Courses – essentially any course in Europe, Latin America, Asia, Middle East, Africa, or Caribbean.
- Group 2: Courses which study race, class, or gender and facilitate and encourage exploration of diverse populations, so a wide variety of courses ranging from courses in African American History, LatinX history, and gender/women’s history.

Both of these groups of courses would link well with existing online courses, allowing students to create an integrated program of study. Group 1 courses would provide students in the COMM B.A. program and Spanish Minor program the ability to take courses to fulfill their cultural requirements. Group 2 courses would provide students in the Interdisciplinary B.A. Program to create thematically linked programs comprised of three minors. As indicated above, existing minors include Political Science, Sociology, Criminal Justice, Africa & African American Studies, Social Work, Spanish, and Legal Studies.

How many courses would HIST teach online per semester?

Typically, HIST offers all four surveys, Arkansas History, and one African American history course each semester, for a total of six. We would maintain these six offerings and add two additional upper-level courses per semester, for a total of four upper-levels and four surveys.

Several programs in Walton are scheduled to go online in the next year, which will increase demand for our introductory survey courses. Therefore, we could see an uptick in survey sections to accommodate projected student increases.

Would graduate students be taught in online courses?

No. 4000-level courses developed for online delivery would be for undergraduates only. Moreover, these courses could only be taught by instructors holding the PhD, the same credential required to teach our face-to-face 4000-level undergraduate courses.

Would I be forced to teach online? Will my class be “put online” without my permission?

No. No faculty member in HIST is currently forced to teach anything they do not want to teach. The same “teach what you, when you want” model would apply with these online courses.

Starting in Spring 2021, faculty volunteers would be sought to support course development of online courses in three categories:

- Faculty who, themselves, want to teach online and will design the online course themselves.

- Faculty who have online teaching experience but who do not want to teach their courses online themselves, but want to develop the online course themselves and allow other authorized GAs and NTT faculty to teach it.
- Faculty who do not want to teach online themselves, but who would allow a NTT Ph.D. holding Instructor (of whom they approve) to develop the course for online delivery, to be taught by other authorized GAs and NTT faculty. Faculty in this category would be encouraged, though not required, to provide feedback to the course developer during the development process.

Each semester, HIST will support online course development of both groups based on demand and need, in consultation with Global Campus. Those who agree to develop the course will be paid \$5,000 for the course development over the course of the semester-long course development process. NTT faculty course developers would likewise be paid \$5,000.

If you do not want to develop your course for online delivery and do not want someone else to develop your course, then the course would NOT be developed for online delivery.

Will these online courses cannibalize our existing face to face courses?

No. This issue is of critical importance to Global Campus and to HIST—to this end, they have helped us identify courses that would have significant appeal to the online-only student population at the U of A so as to avoid cannibalization.

HIST also deliberately avoids scheduling multiple face-to-face and online offerings in the same semester to prevent cannibalization. Further, in our scheduling of online courses, we restrict the number of seats for on-campus students, usually set at about 10-15 per course. This prevents cannibalization of our face-to-face courses. HIST has been successful offering an online version and an on-campus version of upper-level courses in the same semester multiple times over the last five years, but we still aim to avoid these scenarios where possible.

Would this initiative change our relationship with Global Campus? Would we be ceding control in some manner?

Global Campus is not an academic unit or a college. It is a support entity. Their mission is to support the academic colleges make their courses available for online delivery. All decisions regarding curriculum, content, scheduling, academic honesty, and instructor selection are done at the departmental level. Global Campus has no authority in any of these areas.

What about Quality? I've heard a lot of mixed things about online courses, nor did our recent COVID-19-prompted foray into online instruction impress me much.

There are, indeed, low-quality online courses out there. But, of course, that's also true regarding face-to-face courses. Ultimately, the difference is not so much the delivery mechanism, but the pedagogical preparation and engagement of the instructor irrespective of the setting.

There is a significant difference between online delivery and the "remote delivery" that we were forced to adopt during the COVID-19 epidemic. All courses approved for online delivery must undergo a rigorous semester-long course development process. During that process, the faculty member works with an Instructional Designer (ID) from Global Campus, someone who has significant expertise and experience in designing online courses. These IDs hold M.A. degrees in course delivery (not content), so they can help faculty design assignments suitable for online delivery, brainstorm about online delivery and interactive options, and advise how to make courses accessible to students.

Further, each online course must meet the 42 best practice standards set forth by the Quality Matters Higher Education Program, a national accreditation program for online course delivery started by the University of Maryland. The standards do not address content, but instead address how students interact with the online course and aim to incorporate the best national practices for online delivery for student learning.

This entire course development process takes at least 50 hours to complete over the course of a semester, far more than the single day that faculty were given in Spring 2020 to transition their courses with little to no support from IDs.

Are other History Departments doing this? Are we going to be the only ones?

No, we are not. In Arkansas, Arkansas Tech offers a fully online B.A. program.

Nationally, several schools offer fully online B.A. programs and minors that feature significant enrollment. These institutions include:

- University of Central Florida (140 students completed online last year)
- University of Maryland (112 students completed online last year)
- Sam Houston State University (86 students completed last year)
- Arizona State University (78 students completed last year)
- University of Arizona (71 students completed last year)

Others include (for which, unfortunately, we don't have enrollment data):

- Oregon State
- University of Nebraska
- Penn State
- Florida International
- University of Illinois at Springfield
- Texas State
- University of Louisiana at Monroe
- University of Missouri-St. Louis

Are we going to offer the entire BA online?

No. This proposal is only for the minor.