



Program Portfolio--History

Description of Program

The BA/BS in History is designed to provide students with a historically informed perspective on events and ideas that have shaped the contemporary world. Courses expose students to the histories of various cultures over time and place, emphasizing the diversity of historical experiences around the globe. The History Program offers students depth and breadth of historical knowledge and hones their critical thinking skills so that students may use a historical perspective to deepen their understanding of diverse cultures in their own world and their relationship to those cultures. The program helps prepare students for future career growth, in fields such as teaching, public service, business, and law through offering intellectually challenging and multicultural courses with an active learning environment. The program also provides a historical background for the study of other disciplines and for engaged citizenship.

The department has three historians: one specializes in US & Women's History, one in European History, and one in Chinese history and Asian Studies. As of Winter Term, 2007, the program serves 40 history majors. Each position is responsible for teaching entry-level surveys in their geographic expertise as well as upper-division courses in their field. The program requires a year-long thesis project from all majors, and these courses are team-taught by all three professors. Each professor is responsible for 4-6 students who produce four drafts of a major research paper demonstrating mastery of historical methodologies and use of primary as well as secondary sources. In addition to history majors, many students use the minor as a component of a degree in Liberal Studies or pair a history minor with a major in education.

The program sponsors an active student history club, advised by Dr. Hartman. Dr. Hartman has also been the Phi Alpha Theta advisor and in 2006 took one student to the regional conference to present his thesis paper. In 2007, Dr. Wells assumed the Phi Alpha Theta advisory duties. Dr. Hartman works closely with the Oregon Trail Interpretive Center in Baker City, offering regular talks, conducting oral histories, and providing other community outreach services. Dr. Wells has been active in outreach programs designed to share Chinese culture and history with community members in the region. In particular, Dr. Wells administers a substantial, annual grant from the Freeman Foundation (National Consortium for Teaching about Asia) that targets regional K-12 educators in an effort to integrate Asian studies material into their curriculum. Next year the grant will be expanded to include MTE students. The course is offered at a graduate level.

How Program serves the Mission of the University and needs of region

The history program serves the general education core and provides students in the major with internship and practicum experiences in area museums as well as research opportunities through regional heritage projects. Learning activities in history courses respond to the university mission of guiding students through an integrated, high quality liberal arts program. Emphasis on critical thinking, breadth of historical knowledge and sensitivity to diverse historical experience prepares students to participate responsibly and reflectively in a global environment. The learning outcomes achieved by these courses are relevant to student learning outside of the history program because they offer basic training in developing analytical skills, effective writing skills, and independent critical thinking— invaluable skills that can be applied to other university courses as well as future employment. The courses' emphasis on historical diversity and multiple perspectives of

historical events also provides students with a sensitivity to ethnic and cultural diversity that today's employers find highly desirable.

EOU Mission (proposed) n: EOU is an exemplary student-centered institution serving rural Oregonians. As an educational, cultural and scholarly center, we are dedicated to serving rural Oregon and beyond through intellectually challenging and flexible programs of instruction, faculty and student research, and engaged service (civic engagement). We have a special commitment to the educational, social, cultural, and economic needs (and benefits) of eastern Oregon.

Program Objectives/Outcomes

Students receiving a B.S. or B.A. in History will have the following:

- The ability to synthesize and discuss selected historical experiences around the globe;
- A wide-ranging understanding of the core concepts, events, and historiographical trends in selected areas of American, European and Asian history, demonstrated through written and oral work;
- A thorough understanding of the methodologies and professional ethics practiced by historians, demonstrated through the completion of a history capstone thesis;
- Skills in historical research, critical thinking, reading and writing, and polished oral presentation of scholarly work.

Recent Programmatic Changes

Since 1998, the department has replaced two retiring faculty. Dr. Chuck Coate was replaced in 2001; his replacement left for another position, and his position was filled in 2004 with Dr. Rebecca Hartman. In 2006, Dr. Shapur Shabazzi was replaced with Dr. Matt Wells. These personnel changes have altered the focus of the department. Dr. Hartman has brought a new emphasis on the study of race and gender to US history, and Dr. Wells' expertise is in China, replacing Dr. Shabazzi's field of Middle Eastern studies. As a result of these recent personnel changes, the department is currently in the process of redefining its offerings and reshaping the direction of the department.

In Winter 2006, partly as a result of assessment, the program changed the required historiography course from 3 to 5 credits. This change reflects the increased expectations of the course as we move to more seamlessly integrate it with the major thesis. In 2007 we began offering world history surveys to supplement our western civilization surveys and reflect our broadened emphasis beyond traditional western cultures. We have also identified the need to offer more intermediate courses between our surveys and our 400-level courses as well as the thesis. As a result, Drs. Wells and Hartman have introduced new offerings at the 200 and 300 level, designed to create a more holistic program that allows attention to building skills in researching and writing in preparation for thesis work.

Key Programmatic Assessments

History Majors are evaluated in a wide variety of ways. Our faculty use assessments such as written exams, book dissections, analytic essays, small group work with primary documents, research papers, oral presentations. By satisfactorily completing History 420, Historiography and then writing and orally presenting a substantial undergraduate thesis, they master the discipline's fundamental methodologies while enhancing their skills in research, writing, computer use, and

public presentation. The thesis also caps course work in which students have mastered the ability to understand and compare historical interpretations, find and use both primary and secondary sources, and communicate their findings to others. Two specific assessment projects will be described here. The first is our ongoing assessment work with the capstone thesis (Hist 403) and its relationship to changes in Historiography 420. The second is the assessment implemented for the US History survey course 201.

Programmatic Assessment Reflections/Recommendations of Curriculum and Instruction

Capstone/Historiography:

In HIST 403 students achieve their foundation in academic history and understanding of historical methodologies through reading and written response to a wide range of historical monographs and journal articles. Research skills and mastery of historical methodology are developed through a year-long research project that requires extensive use of primary and secondary documents. Writing skills are honed through producing three detailed abstracts of secondary sources and four increasingly substantive drafts of a historical research paper. Students also learn the importance of professional ethics through class instruction on citation and plagiarism—lessons they then apply to their research papers. Students give a formal oral presentation of their research project at the end of the academic year.

As part of our program assessment in 2006, we evaluated the final thesis papers based on research and writing skills (programmatic objective 4); demonstration of an understanding of core concepts and historiographical trends (programmatic objective 2); and demonstration of student understanding of methodologies (programmatic objective 3). The results were less than encouraging. Students were still producing term papers rather than research projects, and there was not sufficient demonstration of student understanding of historiography or methodologies. As a result, we redesigned the historiography course to include more direct work with historiography as well as methodology. Dr. Wells eliminated the 25-page historiographic research project his predecessor had required and instead broke down the course into discrete components of work in both areas. The 2007 cohort was much improved, but we feel that some refining of Historiography must still take place. Equally important however, we moved to the understanding, stated earlier, that we must build these skill sets in a sequence of 200- and 300-level courses that students take before they enroll in historiography in their junior year.

We also revamped our History thesis seminar, including the addition of 10-12 page writing blocks designed to help build the thesis project. This has been very successful and we found the first drafts to be much stronger in writing, research and argumentation. In addition, we added several oral presentation components designed to provide feedback to students before they offered their final presentations in the Spring. Finally, we have decided to integrate small research assignments in both historiography and the capstone thesis as a way to build upon and enhance research skills students have acquired. During this Spring quarter, we are offering further refinements in our historiography course to

more effectively prepare students for thesis, but this cohort of juniors will not be taking the capstone until Fall 2008. The next step in our capstone assessment will occur when we see the first drafts of this cohort's theses.

History 201:

HIST 201 (US history from contact through the Civil War) emphasizes the following program outcomes: acquisition of a basic understanding of the core concepts, events and historiographical trends in U.S. history; development of critical thinking, reading and writing skills; development of an appreciation for the diversity of historical experiences around the globe and a basic competence in U.S. history. In HIST 201, students are introduced to central historical concepts and events through a variety of teaching tools. Class lectures and text reading assignments provide a foundation for providing students a basic overview of historical events and concepts and an appreciation for diversity of historical experience based on class, race, region and gender. Small and whole-class discussions of readings and lectures clarify and reinforce the material. Skill development in critical thinking, reading and writing is developed through reading quizzes and writing assignments that require student-directed analysis of reading material. These skills are also developed through workshops where students analyze and interpret primary and secondary historical documents. Workshops are structured around a set of problems or questions that students must solve by their analysis of the historical evidence. Student work with the documents is then re-integrated into the context of broader themes and events covered in lecture and text.

As a result of assessment, one major change has been made in Hist 201. The midterm exam was previously a traditional essay and short answer identification exam, as was the final exam. These essay exams require students to demonstrate not only their mastery of central historical concepts and events, but more importantly, their ability to offer critical interpretations of the historical significance of that information. In other words, success is gauged not on regurgitation of historical data, but on thoughtful synthesis of material where a student puts forth her own reasoned interpretation of events. Essay exams also measure students' writing skills.

What we found was that the midterm really did not offer time for synthesis of material or student-centered interpretation due to time constraints and the nature of the assessment tool. As a result, Dr. Hartman has replaced the midterm exam with a midterm project that students begin working with on the first day of class. This project asks students to either write a consulting report to their high school regarding proposed changes in high school history requirements, or to write a speech for a 4th of July celebration in La Grande that mediates between conservative and liberal views of history. This change allows students to complete a written project that can be used to assess their skills in understanding core concepts, events and historiographical trends (objective 2); their ability to synthesize and discuss historical experiences (objective 1), and their ability to think and write critically. In addition, the project concerning curriculum revision gives students who plan to teach some

early practice with thinking about curriculum and grappling with the pedagogical implications of the ways in which they interpret history.

Assessment of critical thinking is also evaluated through the short writing assignments that ask students to probe a particular problem, event or reading. We determine that students have achieved the stated outcomes regarding critical thinking when they move beyond providing a narrative report of the event or problem to pose questions for further thought, challenge an author's claims, probe the nuances of an event, or in some manner offer a critique of the material. A grading rubric has been provided to students for these papers. Workshop assignments also measure stated outcomes and are particularly effective because they trace the processes of a student's thinking from initial contact with material through grappling with interpretive issues, to a set of 'final' conclusions about the significance of the material. There is also a grading rubric for workshops. We find the assessment tools used to be very effective at measuring outcomes, particularly because increasingly complex assignments demonstrate skill development over time. Where early student workshop material is often tentative and mechanistic, later workshop assignments demonstrate increased analytical thinking and more nuanced and independent work with the material. One drawback is that most tools in HIST 201 are writing-based, so that students who demonstrate stronger verbal skills may not be adequately assessed. This will be addressed below.

Student Accomplishments

In the last two years, two of our History majors have been accepted to graduate programs in History. James Hatch is in the Ph.D. program at University of Nevada, Las Vegas, and Mike Cargill is completing his masters in history at University of British Columbia. In addition many of our students have gone on to our MTE program (two will be in the program next year) or to other Masters in Education programs. In addition to doing well in graduate programs, we've had some success in other scholarly areas. Two years ago one of our students presented his thesis at the regional Phi Alpha Theta conference and one of our students was selected for the prestigious Gilder Lehrman summer seminar in New York. This student went on to take her seminar topic—education during Reconstruction—and turn it into her thesis topic. This is the sort of integrated learning we hope for. This student, Steffany Long, is in fact receiving her masters in Education this month from Willamette University.

An on-line example of the work our students have done is available at <http://www3.eou.edu/hist06/index.html>. This website on War and Peace in U.S. History was created completely by history students. It reflects their work tackling the challenges and problems of actually doing history and then transforming their learning into an online teaching tool. I have actually had emails from scholars around the world commenting upon this site.

In the last two years, our students have produced some excellent theses. While we are working to improve the quality overall, there is still some outstanding work being done. Some topic examples include "Luther in Film" an analysis of filmic representations of the

Protestant Reformation; “The Indian Boarding School Movement” which examined not only the historiography concerning boarding schools but then compared that scholarly historiography with current Native online discussions of boarding school experiences. Other topics have included “Commemorating EOU Buildings,” “The Aesthetics of Nazism,” and “Chinese Women’s political movements.”

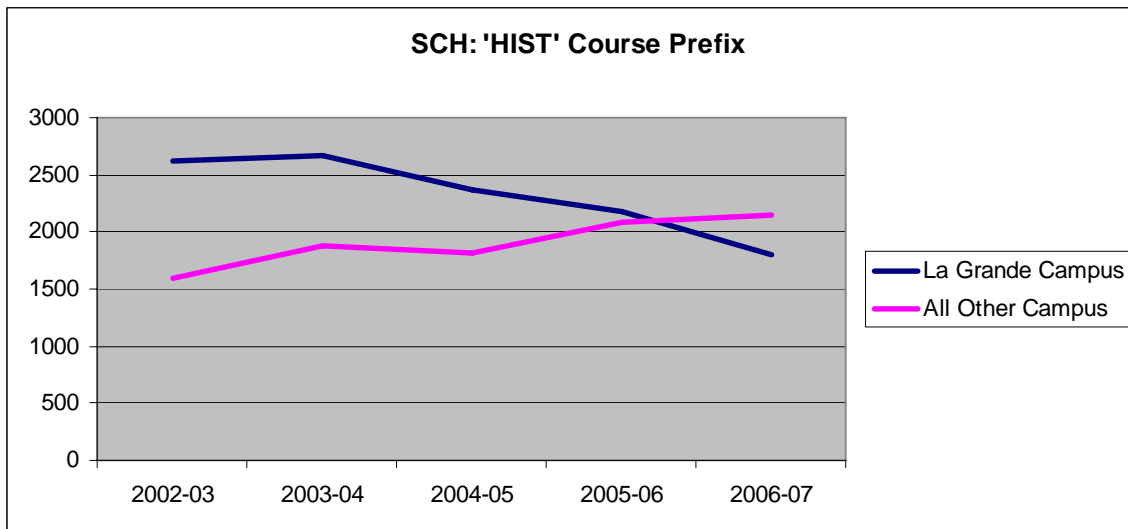
Programmatic Assessment: Synthesis and Recommendations

1. History Faculty will continue the on-going assessment of the Historiography course in order to ascertain whether further changes are warranted to improve student performance in the capstone thesis.
2. Faculty will continue to expand and define the curriculum to broaden offerings both topically and across cultures to enhance Program Objective/Outcome 2.
3. Faculty will continue to assess student work within courses to improve student performance in Program Objectives/Outcomes 1, 3, and 4.

Enrollment Program Performance

Eastern Oregon University

5 Year Student Credit Hours Generated by 'HIST' Course Prefix



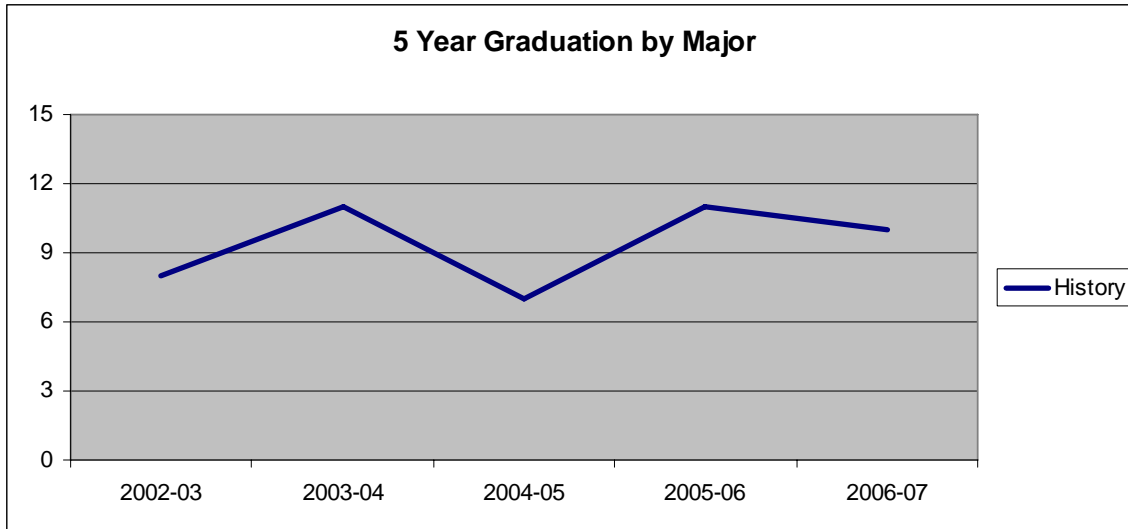
	2002-03	2003-04	2004-05	2005-06	2006-07
La Grande Campus	2620	2661	2369	2180	1807
All Other Campus	1590	1876	1810	2084	2151
Total	4210	4537	4179	4264	3958

*SCH includes all terms effective end of term

Commentary on Enrollment and Graduate Trends

Eastern Oregon University

5 Year Graduation by Major



	2002-03	2003-04	2004-05	2005-06	2006-07
History	8	11	7	11	10

Program and Course Scheduling Requirements

General Education and Service Course Schedule

FALL YEAR 1

Course	Load Hours	Mean Enroll
HIST 111	5	20
HIST 102	5	20
HIST 201	5	20

WINTER YEAR 1

Course	Load Hours	Mean Enroll
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FALL YEAR 2

Course	Load Hours	Mean Enroll
HIST 111	5	20
HIST 101	5	20
HIST 202	5	20

WINTER YEAR 2

Course	Load Hours	Mean Enroll
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HIST		
112	5	20
HIST		
101	5	20
HIST		
202	5	20
SPRING YEAR 1		

HIST		
112	5	20
HIST		
102	5	20
HIST		
202	5	20
SPRING YEAR 2		

Course	Load Hours	Mean Enroll
HIST		
102	5	20

Course	Load Hours	Mean Enroll
HIST		
102	5	20

TOTAL

TOTAL

Major Course Requirements

FALL YEAR 1

FALL YEAR 2

Course	Load Hours	Mean Enroll
HIST		
403	5	4
HIST		
460	5	15
HIST		
410	5	15
HIST		
407	5	15
HIST		
437	5	15

Course	Load Hours	Mean Enroll
HIST		
403	5	4
HIST		
407	5	15
HIST		
481	5	15
HIST		
492	5	15
HIST		
321	5	15

WINTER YEAR
1

WINTER YEAR 2

HIST	5	4
403	Load	Mean
Course	Hours	Enroll
HIST		
310	5	15
HIST		
491	5	15
HIST		
433	5	15

HIST	5	4
403	Load	Mean
Course	Hours	Enroll
HIST		
410	5	15
HIST		
410	5	15
HIST		
421	5	15

SPRING YEAR 1		
	Load	Mean
Course	Hours	Enroll
HIST		
403	5	4
HIST		
420	5	12
HIST		
410	5	15
HIST		
448	5	15

SPRING YEAR 2		
	Load	Mean
Course	Hours	Enroll
HIST		
403	5	4
HIST		
420	5	12
HIST		
330	5	15
HIST		
427	5	15

Staffing

OnCampus

Rebecca Hartman, Assistant Professor

Greg Monahan, Professor

Matthew Wells, Assistant Professor

Online

Paula Humphrey

Bob Irvine

Jeffrey Weatherill

Cost Ratios

Load/Faculty On Campus

The Provosts Office will help make these calculations for each major/minor. We will provide the raw data and computations for these areas. Prepares should make notes or –provide clarifications if the data are inadequate to communicate the entire truth.

Based on the 2006/7 SCH, the ratio of SCH to faculty in ----- prefix courses is ---
- Student load hours/---- FTE = ----- load hours per faculty member.

Total SCH is -----

ON Campus SCH -----

ONLINE SCH -----

ON SITE SCH -----

SCH/Faculty ratios:

On campus (-----SCH/----- FTE) ----- SCH per faculty member

Summary Recommendations/Observations

One goal we have as a program is to develop a public history component in the department. Training students in this field—museum administration, archival work and tourism fields would be an excellent way for us and EOU to leverage funding opportunities and connect our academic program with regional employment opportunities. This would also be an excellent minor field for education majors and an opportunity to grow EOU’s service learning and community outreach.

Administrative Review of Program

Based on all of these data, the Dean and Provost will provide some direction for each program .