

ACADEMIC POLICIES COMMITTEE

UNDERGRADUATE CURRICULAR PROPOSAL(S) PROCEDURES TO CHANGE 2012-2013 CATALOG *(Approved by APC September 1, 2011)*

NAME OF SCHOOL OR DEPARTMENT:

Department of History and Political Science

ACTION ITEMS/SUBSTANTIVE CHANGES INCLUDE: addition/deletion of courses, additions/deletions of a major, changes in degree requirements and changes in general education requirements.

I. List proposal(s) with a one line abstract (examples):

Proposal I: To drop xx course from the xx major (concentration, minor), etc.

Proposal II: To add xx course as a requirement to xx major (concentration, minor, etc.)

Proposal III: To add or drop a major, minor, concentration, etc.

Proposal IV: To add xx course to the General Education cluster.....

Proposal I: To drop HIS473 Themes in History.

(This course will be substituted with the course in proposal II. This is a 4-unit course.)

Proposal II: To add HIS470 Senior Seminar in History and add it as a requirement to the History major.

(This course would be a capstone course for soon-to-be-graduating History majors. It would be a 4-unit course.)

Proposal III: To reduce the number of “Additional Upper-Division History Courses” in the History major from 16 to 12.

(In conjunction with Proposal II, this will keep the number of units for the major the same.)

Proposal IV:

II. Rationale: Each proposal needs thorough explanations as to why the change is being suggested. Please answer the following questions in your rationale and include other appropriate reasons in this section.

1. How has assessment data informed the proposed change and how recently has your

department or school completed a program review? For example, have alumni, outside reviewers, etc., suggested improvements?

The faculty members in the Department have long discussed the need for a capstone course for History majors. In the past year, the History faculty wrote and approved Program Learning Outcomes for the major and collaborated on a curriculum map. The results of this experience propelled the faculty to action.

The History faculty agree that the History major should retain its current flexibility as much as possible. To a large degree, majors (with faculty advisor assistance) have the ability to choose how to build a curriculum that fits their interests from the courses being offered, as opposed to all of them taking the same set of courses. However, there is only one course, HIS270 Research Methods, that all History majors must take (usually in their sophomore year). These proposals would add a second required course, essentially bringing the cohort together again in their Senior year, to review and build upon the diverse curricular paths each student has taken.

From an assessment standpoint, no course in the major is specifically considered a “mastery” course where the student is expected to have mastered an outcome after progressing through a series of courses. In reality, the last History course a student takes (typically in his or her senior year) is considered the one where “mastery” is expected to be demonstrated. The obvious downsides of this are that (a) this makes assessment difficult and inconsistent and (b) because every course is potentially a “mastery” course, no single course has the responsibility to be *the* mastery course. A Senior Seminar course would rectify this. Course projects could be fine-tuned each year to enable the faculty to analyze the particular Program Learning Outcome that is to be considered in that year’s annual assessment report.

Finally, the Department’s indirect assessment (end-of-the-year surveys with graduating majors) suggests that graduates feel very confident in the training they received and their abilities within the discipline, but are less confident about “what comes next.” In other words, they question how to turn these newly-gained talents into careers and what opportunities are out there for them. A Senior Seminar, while refining and assessing the Outcomes of the program, can also provide a setting for students to be exposed to and explore the anxiety-ridden question of “what comes next” (see Course Outline Draft below).

2. What are comparable universities and colleges doing?

Capstone courses (or Senior Seminars) are frequently used in many university programs, including History majors.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)?

No. However, the American Historical Association supports the use of capstone courses in a History major.

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4. How does the proposed change relate to the mission of the university?

The proposals align very well with the University's mission. However, we would highlight two specific passages. First, a Senior Seminar structures an environment where "character is modeled and formed." The more seminar style of classroom instruction allows students to uniquely explore places where their discipline meets ethical and character issues, particularly in the students' senior year. Second, a seminar style course enacts the "learning community" we aspire to be.

5. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

It will absolutely accommodate the *assessment* of the Program Learning Outcomes. It will also assist in meeting one of the Department Learning Outcomes that graduating students have said they wish the Department focused on more: to equip students for immediate entry into either graduate or law school or a chosen career.

The proposal will most directly enable the Department to better meet the following PLO: "Students who complete the program in History will be able to conduct historical research, including analyzing primary and secondary sources, using appropriate citation methods, and constructing historical arguments." HIS473 will be an opportunity to fine tune and "master" this Outcome. The other PLOs will also be better met, but mostly with respect to the topic on which the student chooses to do his or her research program.

6. What impact will it have on the size of the major, minor, etc.?

No foreseeable changes. One article (Schroer 2009) suggests that a capstone course has increased the number and quality of students in their History major, but a direct link between the creation of a capstone course and increased numbers seems pretty unlikely.

Timothy L Schroer (2009), "Placing the Senior Capstone Course within the History Program," *American Historical Association* <http://www.historians.org/perspectives/issues/2009/0904/0904tea1.cfm>

7. Will the change(s) be sustainable with human and financial resources?

Yes. It requires no additional staffing, classroom, or lab space – short-term or long-term.

8. State other rationale that you deem appropriate.

- III. Tentative Syllabus/Course Learning Outcomes:** If you are proposing new courses, please include a tentative syllabus with course learning outcomes. This should not include textbooks, calendar, etc., but merely an idea of what the course content will include as well as what you hope the student will accomplish by the end of the course. **State four course learning outcomes at the most.**

Syllabus: Course outline draft for HIS470 (in lieu of a completed syllabus):

- I. Reading Assignments
 - A. Weekly reading assignments from books and articles that deal with the theoretical and philosophical questions about the nature of the discipline of History.
 1. Book examples:
 - Appleby, Hunt, and Jacob, *Telling the Truth about History*
 - Trouillot, *Silencing the Past*
 - Carr, *What Is History?*
 - Gaddis, *The Landscape of History*
 - Jenkins, *Re-Thinking History*
 2. Article examples:
 - Thomson, Frisch, and Hamilton (1994), "The Memory and History Debates," *Oral History* 22(2): 33-43
 - *History & Theory*
 - *Journal of the Philosophy of History*
 - *Journal of the History of Ideas*
 - B. Reading assignments about potential careers for History major graduates.
- II. Writing Assignments
 - A. Weekly reflections on assigned readings.
 - B. Midterm and/or Final Exam essay asking students (1) to explore the theoretical and philosophical debates based on the reading assignments and class discussions, and (2) to articulate their own ideas about the nature of history and the discipline of History.
- III. Research Project
 - A. Takes place throughout the entire semester.
 - B. Students will select a topic in the first week of the semester (having been prepared by advising during previous years to be ready for this). Students may revisit and expand upon a topic/paper from an earlier PLNU course.
 - C. Use multiple primary and secondary sources, depending on what is appropriate for their chosen topic.
 - D. Write multiple drafts.
 - E. Give regular oral reports to the class on their progress.
 - F. Read other students' drafts and give each other feedback.

	G.	Given the nature of the diverse topics students chose, faculty members other than the faculty-of-record may need to be heavily involved in assisting students' progress on the research project.
IV.	In Class Activities	
	A.	Discuss readings about theory and philosophy of history.
	B.	Examine career options for History majors. This will include guest speakers (e.g. PLNU alumni, members of the community, etc.), who will speak about career options they have chosen.
	C.	Research project workshops:
	1.	Students will learn further skills and techniques to assist them in research.
	2.	Students deliver reports on the progress of their research.
	3.	Students will read and offer feedback on other students' drafts and projects.
Outcomes: Students who complete this course [HIS470] will be able to:		
	1.	Explain the key theoretical and philosophical debates within the discipline of History.
	2.	Know the potential career options for History major graduates.
	3.	Organize and write a substantial research paper in History on a topic of their choosing.

IV. Catalog Copy: What will these changes look like in the catalog?

1. If proposing to substitute new courses for old ones, **list old and new course descriptions side by side.**
2. State with precision what a new major, concentration, minor will look like.
 - Keep in mind academic policies with regard to number of units for major, minors, etc. See resource section at the end of this template.

Catalog Copy (Present) Change to History Major #1:	Catalog Copy (New) Change to History Major #1:
UPPER DIVISION REQUIREMENTS	UPPER DIVISION REQUIREMENTS
<i>Non-Western electives...</i>	HIS470 Senior Seminar in History 4
	<i>Non-Western electives...</i>

Change to History Major #2: <i>16 Additional upper-division History units</i>	Change to History Major #2: <i>12 Additional upper-division History units</i>

Old Descriptions	New Descriptions HIS470 (4) Senior Seminar in History A capstone experience that brings together the knowledge and skills developed within the History major. Students will explore the various career paths available to History major graduates and will survey the theoretical and philosophical debates within the discipline of History. All History majors must take this course in the fall semester of their senior year.
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V. Recorded Department/School Vote:

Please state the number and percentage of department school faculty who voted for the proposal. If other departments are affected, please inform the committee how those departments voted.

Department of History and Political Science: 8-0 in favor of all proposals.

VI. Library Impact:

What new library acquisitions, if any, will be needed to support the proposed changes? (If none, please state that.)

None.

VII. Technological Impact:

What new software, hardware or additional lab space will be needed to support the proposed changes? (If none, please state that.)

None.

VIII. Final Summary: Review course and staffing impact with your College Dean.

Total course additions: 1

Total course deletions: 1

Total unit additions: 4

Total unit deletions: 4

Rotation of courses or deletion of sections to accommodate additions: None

Staffing impact/increase or decrease: None

IX. Academic Policies Information to facilitate your work:

Majors:

1. Maximum number of units for a B.A. major: **49 units beyond G.E.**
2. Maximum number of units for a B.S. major: **59 units beyond G.E.**
3. Minimum number of upper division units in any major: **24 units**, half of which must be completed in residency.

Minors:

1. Minimum number of units for a minor: **16 units**
2. Minimum number of upper division units: **12 units**
3. Minimum number of units completed in residency: **9 units**

NON ACTION OR PROCEDURAL CHANGES: These changes will not go to the faculty floor for a vote. These are changes that include: revision of course descriptions including title, number or prerequisites, alternate year listing in the Catalog and the cross listing of courses.

I. List proposals with a one line abstract.

Examples:

Proposal I: To change xx description to read.....

Proposal II: To change pre-requisites for xx course....etc.

Proposal I: To rename HIS480 Seminar in San Diego History to San Diego Urban

History.

Proposal II:

II. List current descriptions and new descriptions side by side.

Current Descriptions	New Descriptions
Students in this seminar focus on a significant social, economic, or political theme in local history. Most of the research uses to best advantage the wide range of primary sources located in San Diego area archives. Working with the professor and fellow students, research papers are prepared to professional standards which may lead to publication in a historical journal.	Students will focus on a significant social, economic, or political theme in local urban history. Most of the research uses to best advantage the wide range of primary sources located in San Diego area archives. Working with the professor and fellow students, research papers are prepared to professional standards which may lead to publication in a historical journal.

III. Rationale.

Include such things as:

1. To make descriptions more efficient;
2. To align content with what is actually being taught;
3. To meet standards for.....

Rationale:

<p>This proposed title change originated with conversations between History faculty and Liberal Studies about how our Department could better serve their majors. Liberal Studies students have a growing interest in urban studies. That conversation led to a re-consideration of the title for this course, since it focuses on urban history. Therefore, the proposed title revision better represents the course content while also drawing students' attention to its urban emphasis and helping them to identify this as a course they may potentially want to take.</p>

<p>The content of the course will not change. It already focuses on urban topics, including the rise of the city during the Progressive Era, its growth as a result of military investment, and the various waves of immigration that have shaped and continue to shape the city. Because of its urban emphasis, this course has already been included in the proposal for the new Urban Studies Concentration for Liberal Studies majors (currently under consideration by APC) and will be part of the Community Classroom curriculum for Spring 2013. The proposed title would better reflect the focus of the course and make the content more readily apparent to students.</p>
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Final Check-off List:

- ☒ The College Dean has been consulted.
- ☒ All affected departments have been contacted and the results are indicated in the proposal.
- ☒ The proposal has been voted on by the department.
- ☒ Appropriate contacts have been made with the library and media services.
- ☒ Staffing impact has been addressed.