

Department of History and Political Science

DEPARTMENTAL REVIEW

1996

GOALS AND OBJECTIVES

The goals of the department are to provide the education and programs necessary to become a leading department of history and political science among Christian colleges in the west.

Our objectives can best be described as Liberal Arts Plus Three.

Objective 1 is to establish a teaching department of excellence, with the curriculum and faculty that ensure the goals of liberal arts are achieved. The liberal arts tradition emphasizes intrinsic values, seeking to shape the character of students by releasing them from both ignorance and from parochial, doctrinaire, and authoritarian knowledge. Our commitment as teachers is to promote intellectual coherence and integration, moral reflection, humane values, and creativity. Our commitment also goes beyond the mind. We seek to promote their spiritual growth and sense of personal empowerment.

Objective 2 is to build such strength in this department that it will attract new students to this college and undeclared students from within the college. We want to become strong enough that we become the college-of-choice for students interested in history and political science when they are looking for a Christian college. We want a department with 100 students in both the history and the political science majors.

As part of that objective, we seek to attract a diversity of students. We do not want to be known as a white, middle class, Christian Right department. We want international students, students of color, students with a variety of political perspectives, and students with high ambitions.

We also want students who are Christian, who seek to grow spiritually through our department, and who want to “operationalize” their faith in their careers.

Objective 3 is to build the resources and reputation necessary to place our graduates in the jobs and graduate schools of their choice. Our mission is not limited to just teaching. While we are neither a vocation nor a professional school, neither are we just a service department. There are those in the Christian community, especially the Wesleyan community, who view ambition and success as problematic. We do not. We want our students to want the best, to be their best, to reach for their highest, to become significant people in their fields. The department must provide mechanisms to help students in the process of achieving their goals.

Objective 4 is to build into the department certain incentives that will promote continuing intellectual growth and professional achievement among its faculty. The routine of teaching, the breadth of classes subject matters, and the time consumption of academic committee work can displace priorities and erode time and space for personal growth.

Congruence with College Mission

Point Loma Nazarene College provides higher education in the liberal arts and preparation for service and leadership in selected professions for students who desire such an education in an environment of vital Christianity in the evangelical and Wesleyan tradition.

The heritage of Point Loma Nazarene College is the Protestant and Wesleyan traditions of the priesthood of believers and free moral choice. Additionally, its calling is to the ancient, deep, and broad traditions of mind and spirit that, through grace, help young people see the mind and will of God. Christian liberal arts education is not indoctrination. It is the equipping of young people to know the truth that shall make them free. It requires courage to be reflective and analytical about facts and values, the maturity to accept dialogue among ideas, and the honesty to confront evidence. Christian liberal arts education requires the democratic methods and the humane values of honesty, tolerance, and independence. It is not a snug and comfortable world but is based on the knowledge that the Creator God is sovereign over a good earth, that the Lordship of Christ give value and purpose to study, and the Holy Spirit guides and directs into all truth those whose hearts and minds are open and amendable to maturity.

To these understandings the department gives full and active support. At the center of the department (and we are not the only such department) is the heart of the liberal arts. Here we deal with the ancient, deep, and broad traditions of mind and spirit--of the West, of Asia, and of Africa. Here we equip students with the academic tools and personal commitment to escape parochialism. In history and in political science we help students to be reflective and analytical, academically as well as personally honest and tolerant, and to be spiritually mature and open.

To that end, the department is very selective in recruitment of personnel, to avoid the twin dangers in and to a Christian college of faculty who tend to indoctrination or tend to secularism. Teaching strategies draw students into a way of thinking--rational inquiry, detachment, and dialogue. We seek to help students come to grips with personal bias, the need for interpretation to be based on evidence and analysis, and to see the transitions in self-identity and learning process.

The faculty of this department also seek to be witness of the Lordship of Jesus Christ and the power and leadership of his grace in class, and to be wise listeners and counselors in informal settings for students confronting personal and career issues.

The department is committed to the PLNC mission of Christian scholarship on the model of John Wesley who had a broad view of truth, a vital piety, and a commitment to service.

Curriculum

History

Carl Becker, a president of the American Historical Association, once described historians as Homeric bards telling stories around a campfire, the link between generations who unites a culture through time. R. G. Collingwood, a philosopher of history, demanded that historians are not bards but scientists. Drawing upon both traditions, the history program at PLNC endeavors to teach the central traditions of the major world cultures while also striving to teach the problem-solving skills and standards of communication, analysis and argument accepted by the historical profession.

The history program is designed to develop readers and thinkers, participants in discussions and story-tellers to the next generation. The teaching of history at PLNC is designed to draw students into a way of thinking--of rational inquiry in context and causation, of detachment and viewing all sides of an issue, of scientific methods of historical research, of dialogue, discussion and team projects, and of historiographical tolerance.

The department is committed to the PLNC mission of Christian scholarship, a scholarship in pursuit of wisdom, not just knowledge; a scholarship that emphasizes the model of John Wesley, an Oxford intellectual with a heart for Jesus Christ and a willingness to serve.

These factors drive the construction of a curriculum. The following are the goals and objectives of the history program at Point Loma.

1. To serve the college's general education core through a two-course world civilization sequence that:
 - a. Promotes understanding of humanity's multicultural past, preparing students for the increasingly multicultural aspects of America's (especially Southern California's) society, economy, and world institution.
 - b. Introduces students to academic methods of inquiry in the humanities, especially the analysis of historical texts, events, people, and societies
 - c. Compares the historical role of Christian institutions, beliefs, and texts with other dominant religions/philosophies in the world.
 - d. Emphasizes learning how to read, think, and communicate orally and in writing.
2. To create a system of upper division courses that:
 - a. Offer history majors a combination of geographically, chronologically, and methodologically diverse information and perspectives.

- b. Offers non-majors a historical context for their education and future careers.
 - c. Emphasizes rational inquiry and treating in research methods culminating in the oral and written communication of results.
 - d. Encourages students to present their research at regional and national academic conferences devoted to undergraduate research
 - e. Will supply the student leadership for the college's chapter of Phi Alpha Theta history honor society and academic projects such as the creation of an undergraduate research journal.
 - f. Will prepare students for vocations that emphasize rational inquiry, decision-making, and communication, especially such vocations that use historical information such as teaching, museums, educational tourism, law, Christian ministry, and graduate school in history, religion, archeology, etc.
3. To build a department of 100 students and 4 full time faculty members with diverse specialties.
 4. To encourage an intellectual environment for students larger than the classroom and course offerings. PLNC, as a Wesleyan college, is committed to developing the wholeness that fuses the spiritual, intellectual, and "practical" life.
 5. To produce alumni who are proud of their education and loyal ever-after to the college and department, willing to support further growth in the quality of PLNC.

To those ends, the current curriculum must be revised. Below is the existing curricular offerings, and the revisions being proposed by the history faculty this year.

PROPOSED CURRICULUM

World Civilization - a two course survey of world societies

Fields	Courses
American History	First Americans Colonial US Revolutionary US US War in Vietnam 19 th Century US 20 th Century US California History

European History

Greece and Rome
Medieval History
Renaissance and Reformation
Tudor and Stuart England
Modern Europe

Non-Western History

Russia to 1900
Russia since 1900
Islam to 1800
Modern Middle East
Modern East Asia
Modern South Asia
Modern Africa

Other

Research Methods
Contemporary Legal Issues
Race, Slavery, and the Law
History of Scientific Methods
High Thinking on Right Living
Themes in History
Special Studies in History
Internship in History
Off Campus Programs in History

Political Science

Political Science is a discipline whose core focus is clear but whose boundaries are subject to debate. The goal for studying political science is to “maximize students’ capacity to analyze and interpret the significance and dynamics of political events and governmental processes.”¹ At Point Loma the political science major is relatively new, and has not been granted as substantial a portion of the general education curriculum as is found in colleges and universities where the American Government course is either required or an option in General Education. The faculty and curriculum must sustain themselves apart from reliance on guaranteed multiple sections of a required course. Thus the emphasis of the political science faculty is to build a faculty and program strong enough to both sustain it self and grow to a size of 100 students and 3 faculty members.

A recent report to the profession on the shape of a political science major made a series of recommendations. As a part of liberal arts the political science major should emphasize: 1) abstract logical thinking and critical analysis, 2) oral and written literacy, 3) understand

numerical data, 4) provide an historical consciousness, and 5) provide study in depth.

As a discipline the major should:

- 1) begin with a general introductory course and end with a “capstone experience” or senior seminar,
- 2) be coherent, sequential, and built around a set of core topics,
- 3) utilize a variety of methods and approaches,
- 4) insure the implications of ethnic, gender, and cultural diversity be addressed,
- 5) provide opportunity for “real life” political experience, and
- 6) that the introductory American government course be taught in a comparative fashion and emphasize past and present trends of ethnic, racial, and cultural diversity.²

The curriculum at Point Loma is very close to those recommendations.

1. There is a core set of requirements— an introductory course to the field, introductions to American government and to world politics, and a course in research methodologies
2. There is a Capitals Program, requiring all majors to take one semester off campus at a state or national capital. That program requires 12 units of political science course work plus a “real life” internship.
3. There are 21 electives. There is no sequence because the Capitals Program can be taken either semester of the junior or senior year. Most students do their Capitals Program in Washington, D.C., so the faculty strongly advise all students to take the course on the U.S. Congress during their sophomore year as a preparation for that experience. Within the electives are a strong emphasis on comparative government and on women and gender issues.

The task of the major is not just to provide a program of classes, but to also provide an “intellectual home” for students and faculty. By their junior year students need to make a transition from being a college student to being a major--a political scientist--and see themselves as members of the “invisible college of scholarship” where scholars explore, dialogue, hypotesize, and shape the field.³ They need to enter a particular culture, a community of peers, a personal and intellectual relationship with faculty. Courses, then, are not just a process of learning and inquiry and tasks, but also an on-going process of discussion and relationship with faculty that shapes their identity and ambitions as well as their knowledge and critical thinking.

The curriculum provide courses in all major areas of political science areas except public policy and public administration. Political Science is a social science, so teaching strategies and student reports emphasize analysis, use of computers and numerical data, and thesis-evidence structure.

Fields	Courses
General Education	Introduction to Political Science
American Government	American Government,

	U.S. Congress, Political Parties U.S. Constitution and Civil Liberties Law, American and the Future, Women in Politics State and Local Government
Comparative Government	Regional Political Analysis: Asia and Africa Regional Political Analysis: E. Europe and Latin America Great Powers Today, European Governments
International Politics	World Politics World Regional Geography World Peace and Justice Studies, Contemporary Issues in Politics: World
Theory	Political Theory, American Political Thought, Development of Feminist Thought
Methodology	Research Methodologies
Political Behavior	Political Behavior, Political Communication
Public Policy	United States Foreign Policy Contemporary Issues in Politics: Domestic American Capitals Program World Capitals Program
Experience	Internship

The department is seeking to move to courses of 2 and four units. The following curriculum that will do so while maintaining the 3 unit Introduction to Political Science has been proposed:

Fields	Courses and units
General Education	Introduction to Political Science 3
American Government	American Government 4 Politics of Race, Class, and Gender 4 U. S. Congress 2 U.S. President 2

University, the United Nations Semester through Drew University. For students who cannot be gone for a semester, the department also provides for a two summer option. The student takes the Engalitcheff Institute on Comparative Political and Economic Systems at Georgetown University, and one other option, such as European Politics in Stasbourg through Syracuse University. There are many study abroad programs, but the department and the college's Academic Programs Committee require 12 units of political science course work, which limits the options to these.

The major needs a third faculty member with specialties in public administration and public policy analysis. It is in these areas that many students will find careers in city and state and national government bureaucracies.

The major has one other requirement. Students must take either Public Finance--the closest we currently come to something in public administration--or Prophets in the Old Testament, which is included to give students more sophistication in hermeneutics and their moral perspective on politics. There are other courses outside the major that would also be valuable, courses like International Economic, Contemporary Legal Issues, and the Modern Middle East course.

Social Science

The social science major exists to prepare students for credentialing by the state of California for teaching in secondary schools. The major was developed according to the Standards of Quality handed down by the state and the major must be approved by the state Commission of Teacher Credentialing.⁴

The curriculum is as follows:

Core

- World Civilization
- American Civilization
- California History
- Economics
- American Government
- World Regional Geography
- Introduction to Sociology
- Foundations of Education
- Race, Class, and Gender
- a research methods course

Breadth and Perspective

- 3 from Renaissance and Reformation
- History of Africa

History of England
Asia

1 from 19th Century US
20th Century US

1 from Feminist Thought
Regional Political Analysis

2 from Economic Development
Urban Economics
International Economics
Comparative Economic Systems

1 from Social Psychology
Urban Sociology
Ethnic/Status Groups

The major is a service function of the department to the college. Its breadth and lack of focus, the very reason an earlier History and Political Science major was terminated by the department, denigrates its status within the department. The current and sole advisor is Dr. Kirkemo. If it grows substantially, the department will have to find a way to make it a more integral part of the department.

1. John C. Wahlke, "Liberal Learning and the Political Science Major: A Report to the Profession," *PS*, March 1991, p. 49.

2. *ibid*, pp. 48-60.

3. On the concept of "intellectual home" see Douglas Bennet, "Political Science within the Liberal Arts: Towards Renewal of our Commitment," *PS: Political Science and Politics*, June, 1991, p. 202; on the concept of the "invisible college" see Robert O. Keohane, "A Personal Intellectual History," *Journeys Through World Politics*, Joseph Kruzel and James N. Rosenau, eds. (MA: Lexington Books, 1989), p. 408.

4. See Commission on Teacher Credentialing, *Social Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs*.

PROGRAMS

1. Phi Alpha Theta Phi Alpha Theta is the international honor society in history. Our chapter, the *Psi Upsilon* chapter, seeks to increase student leadership skills and promote identity, morale, new ideas, and scholarship among its members. It seeks to promote wisdom, not just knowledge; a scholarship that emphasizes the model of John Wesley, an Oxford intellectual with a heart for Jesus and a willingness to serve. Membership is open to all students who have completed 12 units in history with a g.p.a. of 3.1 or higher, and have a overall g.p.a. of 3.0 or higher. The society is sponsored by Dr. Rick Kennedy.

2. Pre-Law Program The pre-law program is not a pre-professional school curriculum, but a mechanism to inform those interested in law-related careers about the wide variety of options in law, about the Law School Admissions Test, application to law school, preparation for success in law school, and the bar exam. The program provides speakers, visits to law schools and law school fairs, an LSAT preparation course, and individual counseling and assistance. The program is headed by Dr. Barry Ryan.

3. Capitals Program The Capitals Program is a semester of course work and internship at one of several selected capitals--Sacramento, Washington, D.C., United Nations Headquarters, and Brussels--and is required of all political science majors. The intents are to provide students with an enriched educational program in their major through the advantage of learning and dialogue with actual political leaders and officials. It is also intended to broaden the horizon of career options for students, and allow them to experience actual working conditions in political and governmental careers and make contacts for future job applications. The program is administered by Dr. Ron Kirkemo

4. Departmental Dialogue Once a month one member of the department delivers a presentation to their colleague and students on a theme or research topic of their interest. The goal is to further the concept of the department as an "intellectual home" where faculty as well as students continue to study and present ideas and findings.

5. Women's Studies Program The department is supporting the effort to establish a women's studies program on campus, administered through this department. The shape of the program is not yet clear, except that it should have at least eight courses, be interdisciplinary, and grow through phases. Professor Linda Beil Coleman is the departmental coordinator of this effort.

6. Data Set/Resource Acquisition To further promote research skills and creative analysis, the department seeks to purchase appropriate resources and data sets. To date it has acquired the White House Files of the John F. Kennedy presidency and the Jack Levy *Great Powers Wars* data set.

7. JusticeWorks Teams This is a dream. The department needs a way for students to reach out in service and to experience life in developing countries. Students also need to develop leadership skills and experience the activities of not-for-profit organizations. JusticeWorks Teams would be groups of students and adult with skills and competencies in nursing, education, construction, politics, and business who could undertake consulting and/or work projects in developing countries in the areas of Asia, Africa, and the former Soviet Union.

FACULTY

FULL TIME TEACHING

Coleman, Linda Beail (ABD) University of Iowa, Political Science, emphasis in political theory and American government. Since 1994

Coleman is focusing her dissertation on gender issues in politics. She teaches a full load of eight different courses a year, none in the General Education core. She brings expertise in empirical analysis and a post-modernist perspective to the political science major.

Kennedy, Rick PhD University of California, Santa Barbara, 1987. American History. 1995
Publications: *Aristotelian and Cartesian Logic at Harvard*. 1995
Faith at State 1995

Kennedy focuses on intellectual history prior to the 20th century. He has a dynamic style in the classroom, and has been a leader in stimulating student research activities. Kennedy has published seven articles, plus several encyclopedia entries.

Kirkemo, Ronald PhD The American University, 1979. International Relations. Since 1969
Publications: *An Introduction to International Law*. 1993
Between the Eagle and the Dove. 1976
For Zion's Sake. 1992

Kirkemo's teaching load has been reduced the past several years while he serves as department chair, college Marshal, and this year a Wesley Center Fellow. His fields are international politics, comparative government, and foreign policy.

Ryan, Barry JD University of California, Berkeley. 1992. PhD. University of California, Santa Barbara. 1987. Since 1994

Ryan provides a first-rate mind with extraordinary excellence in classroom teaching. He brings to the pre-law program knowledge and expertise about law school and the legal profession. He has also been the leader in up grading and unifying the World Civilization sequence. He also teaches a course in History of Africa. Ryan has published numerous articles and is under contract for a book.

and given papers at six conferences.

Wood, Bill. (ABD) Indiana University. Central Asian History. Since 1996
Wood brings academic and experiential knowledge of Central Asian history to the department, and an ability to work in South Asian and Far East history.

PART-TIME TO TEACHING

Little, Dwayne PhD University of Cincinnati American History Since 1973

Little teaches the California History for our major and for Liberal Studies students, and 20th Century U.S. history.

McHorney, Chris (ABD) University of California, Riverside International Relations.

McHarney teaches one course in Political Geography.

McKinney, David JD, University of San Diego, PhD, University of Southern California. German

McKinney teaches one course in the department, Constitutional and Civil Liberties Law.

The department benefits from the fact that McKinney is a practicing attorney in the field of civil liberties law.

Wheatley, Alan. (ABD) University of California, Los Angeles. History

Narrative

The department began to change in 1991. It had to. In the reconfiguration of general studies, American Civilization was dropped as an option for students, and World Civilization became the required course. One of the history faculty moved to administration reduced his teaching to part time, requiring the use of adjunct faculty for World Civ. That course was identified by students in the *San Diego Union Tribune* as one of the two worst courses in the college. Faculty at PLNC refused to put their majors in the course during freshmen year. Phi Alpha Theta was dead, and the pre-law program was limited to advising students and distributing matrxes of law school admission requirements

In response to all this, several changes were made. The political science major was instituted. The size of the civilization courses was limited to 60 students, requiring more sections. One historian was removed from teaching and three new faculty were hired, and class room teaching performance was a major criteria in hiring decisions.

The department has grown from 2 full-time and 3 part-time faculty in 1992 to five full time faculty in 1996. The budget has been revamped. It was both inadequate and largely the prerogative of the political science program in 1992. That has been changed. There has been a 50% increase in the budget, reflecting the growth in faculty and programs. The budget has also been revised and redistributed, with the pre-law program expenses broken out and lodged in a new budget of its own.

The department decided in 1994 to terminate the combined history/political science major. Student attitudes were surveyed, and there was general support for retaining the major. The political science faculty, however, led the effort to terminate it in an effort to help them build a strong major. It was also terminated for two other reasons--it lacked internal coherence and logic, and it was designed for students desiring to enter public education and the new Social Science major could do that task better.

The history major has blossomed. Students are coming into the major. The quality of class room teaching has become excellent. Phi Alpha Theta has been reborn with student leadership, and is strongly supporting student research and conferencing. The college has supported the building of a strong pre-law program by giving teaching load credit for its advisor. The geographical breadth of course offering has expanded with the addition courses in Central Asia, South Asia, and Russia. The course on the Vietnam War was featured in a *San Diego Union-Tribune* article. Hence, the number of majors has nearly quadrupled since 1991.

The political science major began in 1991 with two majors. The goals of the five year plan for the major which was developed in that year was to add one or two courses a year, hire a second faculty member, and grow to 100 majors which would sustain three full time faculty in political science. Growth in the major, however, has plateaued. It peaked at 42 students in 1993 and graduated 12 students in that year, but did not retain enough students from the freshmen year to sustain its former size. There is a renewed emphasis on the freshman experience in political science and the goals of 100 students and three full time faculty remain.

Because history has six to seven large section of its required two semester World Civilization course, the differentials between the history major and political science major in cost per credit hour and student/faculty ratio are not reflected in the aggregate numbers.

The departmental budget for 1996-97 does not reflect a decision taken within the year to break out the budget items for the pre-law program and create a separate budget for that program. So the departmental budget will show a decrease in 1997-98 by that amount.

Assessment Efforts

There has been no formal assessment program utilizing alumni. Most alumni have gone into teaching and law. The department's offerings have always been sensitive to the needs of teachers and the state requirements. Law schools do not encourage pre-law majors in colleges, preferring instead that undergraduates received a broad education. The department has been most concerned about the role of the Research Methods course and the term paper requirement in preparing students for law school, and anecdotal evidence has been positive about that preparation.

The department has sought to assess its current curriculum and departmental culture among existing students. The last time that was done formally was in April, 1995. While much of the response was positive, much of it was not. Two areas of concern to us was the fact that too many students (nearly 50%), felt courses were descriptive rather than creative, there was not enough sense of belonging among the students (50%), and that too many students (20%) felt intimidated by faculty or felt faculty were unconcerned about them.

Since then one professor most associated with being intimidating and unconcerned has been reassigned to non-teaching roles. The professor whose courses seemed too descriptive has begun using new teaching strategies. There has been a marked improvement in his student evaluations.

Student assessment of curriculum has been done twice. The first time was in 1975 when the history curriculum was being revised. There was a systematic effort to elicit student evaluation and suggestions about the revisions. A second assessment effort was undertaken when the political science curriculum was being revised. The political science faculty discussed the revisions with students and sought their evaluation and their suggestions.

There was a third type of assessment carried out by the department. It was conducted in June of 1996 and related to the new history and political science building. One of the main concerns in designing that building was to make it usable for building community within the department. Students were asked to respond to questions about design and usage to elicit guidance in the student lounge in particular.

That third effort was particularly important to this department because of its concern that its majors make the transition to being majors and not just students, and identify with and enter the "invisible college" and not just the tangible "campus" of PLNC.

Five Year Plan

Departmental Needs

The department of history and political science has been reconstructed. College administrators has been very supportive of the department's efforts to build two programs of real quality. They have hired the faculty we wanted. They have increased the departmental budget. They support the Capitals Program by allowing college scholarships to be used by students in these programs. They have supported a line item in the department budget for purchase of research materials and data sets. They have equipped the department with the latest computer services on campus. They support the pre-law program. And, they have listened to our complaints about certain support services, and taken action. The department is deeply indebted to the college for its support.

The department still has some major needs. Two of the most important are facilities and scholarships. The department is currently located in three very nice offices along a hallway in a building that also houses the department of economics and business administration. A fourth office is barely adequate and there is no office for our fifth member, who currently resides in the Archives. There is no common space for students and faculty to gather, and there is no specialized space for departmental programs.

The college allocates \$2,914 to the department for departmental scholarships. We currently award \$500 grants to six students. We need more help. We need help to compete with other college for freshmen students. We need help to support our best students. We cannot expect the college to provide that help, so we must take on the task of fund raising for new scholarships.

The department, in conjunction with the Admissions Office, needs to increase the number of student admitted to the college in our majors. This is especially crucial for political science, given its lack of access to the student body through required general education courses. But it is also true for the history major, given the current "crunch" in World Civilization, discussed below.

The college admits about 500 freshmen a year. Currently the department offers seven sections of World Civ., but there are only 90 freshmen total enrolled in all seven sections. There is a major backlog or "crunch" of students who have to be serviced. In part the problem stems from a widespread faculty practice of not putting their majors into World Civ in the freshman year, because of the negative image the course developed under previous faculty. Now, those students who have delayed taking the course register for it during the preregistration days, and fill most of the sections before any new freshmen even have a chance to register for it. That problem must be resolved.

The department also needs more diversity within its faculty. We searched for a female in last year's search for an Asian historian. Any new historian should expand the diversity of the department.

The department needs its own audio-visual equipment and computer programs. The college adopted a policy of centralizing all computer services and media services in campus-wide departments. Whatever the virtues of that policy, it has not worked well for this department. Our offices need certain programs like word processing that are not connected to the network, so we can continue to work when the network goes down, which it does often. We also need classrooms, either mediated classrooms or the so-called "smart classrooms," with equipment built in, to allow us to escape our reliance on the Media Services' equipment and service, which we have found to be too deficient.

The department needs to cover certain areas in both majors which are currently not taught. The history major currently has no courses in Latin American history. The political science major has no courses in public administration or decision-making.

Finally, an unresolved issue is whether the department should stay together or divide into two. The goal of one member is to see that happen, a view not supported, though not necessary opposed by the rest of the department. In part it is an issue of status, in part an issue of the best strategy for rapid enrollment-building, and in part a reflection of the difference between historians and the political science faculty who see themselves as social scientists. Currently the two majors are in fact two separate programs. They are united by complete unity of goals--liberal arts plus 3. They are also united by the pre-law program, a common newsletter, a common budget, and an administrative structure.

Five Year Plan

The department has the following goals for the next five years

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|---------|---|
| 1996-97 | Undertake fund raising for a new history and political science building
Revise the history curriculum
Revise the history and political science curriculums into 2 and 4 unit courses
Reach 50 students in each major.
Have one student accepted into the Supreme Court Internship program |
| 1997-98 | New history and political science building.
The department has raised sufficient funds to add to college funds to build a new building with enough offices to serve current and projected faculty.
It will also have two classrooms, with at least one equipped with permanent A-V equipment.
A pre-law scholarship
Reach 65 students in each major
Establish a new off-campus program for the history major |
| 1998-99 | Additional part-time history faculty
This person would allow more sections of World Civ to be offered, and begin eroding the "backlog" of students needed this course |

New scholarships for history and for political science
Gain faculty approval for a new women's studies program
Reach 85 students in each major
Chair granted two course load credit. The added tasks of fund raising and recruitment take large amounts of energy and time. These cannot be added to a teaching load that is reduced by only one class.

1999-2000 Add a fourth full time historian
 Add a part time political scientist
 Have one major be granted a national scholarship award
 Reach 90 students in each major

2000-2001 Reach 100 students in each major
 Add a third full time political scientist
 Divide the department into two separate departments