Program: History
Division: Social Sciences
Chair/Dean: William Wright
Five-year interval reviewed: 2008-2013
Date submitted: October 1, 2013
(Date due: October 1)

Please organize your review by the following topics.

I. Program

A. Mission of the History Program
   The History program is an integral part of the College’s mission of providing a liberal arts education that focuses on scholarship, critical thinking, and academic excellence. The History program prepares students to become responsible members of the citizenry and provides skills needed for jobs and professions of the twenty-first century. The History program also provides important historical perspectives and underpinnings for other fields of study. By learning about historical circumstances, choices, actions, and events, students place their own experience in a historic context and learn to analyze the choices they face. History is a demanding discipline that sharpens reading, writing, and critical thinking skills, and it also exposes students to a wide range of cultural, economic, political, and social issues, ideas, and actors. Knowledge of History allows one to exercise intelligently the values of compassion, diversity, social responsibility, integrity, and accountability.

B. Ways in which the program supports Valley’s mission
   The History program supports the mission of the College by guiding students to succeed through personal instruction and intellectual inquiry.

C. Goals of the Program
   1. To support the mission of the College
   2. To prepare students for graduate programs in History, Law, Education, Political Science, Sociology, Archival Science, Journalism, Library Science, Government, and other fields
   3. To prepare students for a variety of careers including teacher, archivist, researcher, librarian, civil servant, legal researcher, journalist, historian, politician, lawyer, artist, sociologist
   4. To offer courses that will expose students to historical knowledge about people, nations, events, ideas, and circumstances around the globe and throughout time
   5. To set high academic standards that require students to learn and sharpen college-level academic skills of reading, writing, analysis, critical thinking, mastery of significant amounts of objective knowledge, master multiple modes of inquiry, and exercise independent intellectual inquiry
   6. To impart knowledge and intellectual skills and habits so that students are exposed to and can become practitioners of the life of the mind
   7. To encourage students to examine their personal social and moral values.
D. Ways in which the program contributes to General Education

The History program offers four classes that are part of the General Education Core Curriculum: HS 115 World Civilizations I, HS 116 World Civilizations II, HS 104 Foundations of American History I, and HS 105 Foundations of American History II (see course descriptions, below)

E. Curriculum:

- **HS 104 Foundations of American History I** – 3 hours. The evolution of U.S. history from colonial times to the late 19th century. This course is designed to satisfy Missouri State Law requirement, RSMO, Section 170.011. Fall. Spring.

- **HS 105 Foundations of American History II** – 3 hours. U.S. history from Reconstruction to the present time including development of the U.S. and Missouri constitutions. This course is designed to satisfy Missouri State Law requirement, RSMO, Section 170.011. Fall. Spring.

- **HS 115 History of World Civilizations I** – 3 hours. A survey of political, social, economic and cultural development of civilizations from primitive man through the early modern era. Fall.

- **HS 116 History of World Civilizations II** – 3 hours. A survey of political, social, economic, and cultural development of civilizations from the early modern era to the present. Spring.

- **HS 302 Medieval History** – 3 hours. An in-depth study of political, social, economic, and cultural history of Europe from the 6th century to the fall of the Eastern Roman Empire in 1453. Prerequisite: HS 115 or permission of instructor. Spring odd years.

- **HS 303 Renaissance and Reformation Europe** – 3 hours. A history of Europe from the fourteenth to the eighteenth centuries with emphasis on the Italian Renaissance, the Protestant Reformations, and the Wars of Religion. Prerequisite: HS 115 or permission of instructor. Fall even years.

- **HS 304 Europe Since 1789** – 3 hours. A history of modern Europe from the French Revolution to the present with emphasis on political developments. Prerequisite: HS 116 or permission of instructor. Spring even years.

- **HS 305 Ancient Greece** – 3 hours. An in-depth study of the social, military, and political history of Greece from the bronze age to the conquests of Alexander the Great. Prerequisite: HS 115 or permission of instructor. Fall even years.

- **HS 306 Ancient Rome** – 3 hours. An in-depth study of the social, military, and political history of Rome from the founding of the city to the fall of the empire in the west. Prerequisite: HS 115 or permission of instructor. Fall odd years.

- **HS 315 History of East Asia** – 3 hours. A history of China, Japan, and Southeast Asia from ancient times to the modern period. Prerequisite: HS 115 or 116. On cycle.

- **HS 321 History of England** – 3 hours. A history of England from the Anglo-Saxon era to the present, with emphasis on political, social, and economic developments, the development of the British empire, and England’s role in Europe since World War II. Prerequisite: HS 115, 116. Spring even years.

- **HS 327 U.S. 1929-1945** – 3 hours. A study of the United States from the Great Depression to the end of World War II. Prerequisite: HS 105 or permission of the instructor. Fall even years.
• **HS 328 U.S. History 1945 to the Present** – 3 hours. An in-depth study, comprehensive analysis, and evaluation of U.S. history from 1945 to present, with special emphasis on the U.S. role as an economic giant, world superpower, and the “New Equality.” Prerequisite: HS 105 or permission of instructor.

• **HS 330 The Vietnam War and American Society** – 3 hours. This course is a study of the Vietnam War, American involvement in and responsibility for that war, and the impact of this experience on American culture, economy, politics, and society. This is an intensive reading, writing, and discussion course. Prerequisite: HS 105. Spring odd years.

• **HS 332 Issues in World History** – 3 hours. This course will cover either African, Middle Eastern, Russian, or Central and Eastern European history, current issues, and relationships among regions. Prerequisites: HS 115, HS 116. Fall odd years.

• **HS 149/249/349/449 Special Topics in History** – 1-3 hours. Discussion, interpretation, and focus on topics of special historical interest. Prerequisite: Permission of instructor.

• **HS 355 Civil Rights and Black Politics, 1941 to Present** – 3 hours. An overview of the history of African-Americans’ struggle to achieve equality in the United States, 1941 to present. Prerequisite: HS 105 or permission of instructor. Spring odd years.

• **HS 360 Historical Methods** – 3 hours. Acquaints students of history with major philosophical conceptions and problems underlying their discipline, and directs them through the steps of historical research methods. Required of all majors and minors. On cycle.

• **HS 401 Internship in History** – 3 hours. Field observation and practical experience in a public or private nonprofit agency under supervision of history faculty and site supervisor. Prerequisites: Permission of instructor, division dean, and Chief Academic Officer. Arranged.

• **HS 410 Europe, 1914 to 1945** – 3 hours. An in-depth examination of European history from WW I to the conclusion of WW II, with special emphasis on the political, economic, and social development of France, Germany, and Italy. Prerequisite: HS 116 or permission of instructor. Fall odd years.

• **HS 412 American Constitutional History** – 3 hours. Constitutional origins, theories, amendments, and interpretations, with special reference to sectional interests and party politics. Prerequisites: PS 100 and Junior/Senior in HS or PS. This course will count as a Political Science/Public Administration elective. Fall odd years.

• **HS 420 Intellectual History** – 3 hours. Intellectual History is the study of ideas and knowledge and the impact of these on cultural, economic, political, and social change. The specific course topics will be decided by the instructor. This is an intensive reading, writing, and discussion course. Prerequisites: HS 115, 116, 104, 105. Fall even years.

• **HS 460 Senior Thesis** – 1 hour. This course requires completion of a directed research paper and the successful public presentation of the paper. Required of all majors. Arranged.

• **HS 376/476 Independent Study** – 1 to 3 hours. Reading or research at a greater depth than in a normal class. Prerequisite: Permission of the instructor, division dean, and the Chief Academic Officer.
F. Degree Requirements:

**Major Requirements:** HS 104, 105, 115, 116, 360, 460, and 15 credit hours in upper-division History courses. (total 31 hours)

**Minor Requirements:** HS 104, 105, 115, 116, 360, and 6 hours in upper-division History courses (total 21 hours)

**Major Assessment:** Senior History majors must complete a senior thesis in conjunction with HS 460 (Senior Thesis)

G. Brief description of the status of the discipline, including emerging issues and trends

The study and writing of History encompasses such a broad range of activities that it is nearly impossible to briefly describe emerging issues and trends. One thread of activity that is emerging is historical study of world-regional interactions; another is ethnic history. Social history continues to expand our understanding of the role of “ordinary” people in significant events as well as the rich texture and culture of the lives of “ordinary” people. The significance of material objects has become an interesting trend in historiography as historians examine their origins, uses, and roles in historical events. The historiography of women and minorities has tended recently to a broader world or regional view. While American History will always be an important endeavor, there is much emphasis on the need for History Majors to be exposed to a broader spectrum, including non-western History. Our program meets this need directly by offering HS 315 Asian History and HS 322 Issues in World History, which cover non-western European topics, and indirectly in a variety of classes that include elements of non-western history in the course of discussing topics such as the World Wars, Imperialism, etc.

II. Faculty/Student Information

1) Current full-time faculty:  
*Include an updated vita for each member.*

Note: Program faculty are those who taught at least one course in the program in the past year. The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

**FULL-TIME**

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamara King, Ph.D.</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Tiffany Bergman, M.A.</td>
<td>Social Sciences</td>
</tr>
</tbody>
</table>

2) Current adjunct faculty

Note: Include all adjunct faculty who taught at least one course in the program in the past year regardless of their division affiliation. (No list of names required.)

Number of adjuncts: 2
3) Faculty professional development activities
   - 32nd Mid-America Medieval Association Conference (2008)
   - Moodle Training (Participant & Instructor)
   - Higher Learning Commission Conference (2011)
   - Noel-Levitz Retention Management Services Conference (2009)
   - McCallum Award for Teaching Excellence (2009)
   - Research within relevant subject areas and courses being taught
   - Working to implement special initiative of the National Endowment for
     the Humanities and the Gilder Lehrman Institute of American History

4) Student information this past year

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Majors</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Minors</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Graduating seniors</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

5) Number of graduates over last five years
   13 Graduates

6) Summarize relevant information such as job placement of graduates, student performance on licensure/certification exams, alumni and employer surveys, etc.

   **History graduates from the last five years are engaged in the following fields of study or employment:**
   Five are employed in teaching at the high school level; one is in the Peace Corps; one is in Navy Seal training; one is in Army Officer training; one is at Harvard Law School; three are in graduate school; one is working at Murrell Library.

III. Program Assessment and Planning

**Student learning outcomes of the program**

1. Students will demonstrate mastery of a significant body of historical knowledge by writing a research paper about a focused topic.
2. Seniors will show awareness of the historiography of a particular topic by writing a Historiographical Analysis.
3. Seniors will effectively use scholarly sources as they conduct research.
4. Seniors will demonstrate proficiency in critical thinking and research in the writing.
5. Seniors will demonstrate competence in the exercise of independent intellectual inquiry as they research and write.
### IV. Course map

<table>
<thead>
<tr>
<th>SL #1</th>
<th>SL #2</th>
<th>SL #3</th>
<th>SL #4</th>
<th>SL #5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate Mastery of Historical Knowledge</td>
<td>Show Awareness of Historiography</td>
<td>Effectively use scholarly resources</td>
<td>Demonstrate proficiency in critical thinking and research</td>
</tr>
<tr>
<td>Course 1</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Course 2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Course 3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Course 4</td>
<td>X</td>
<td>X</td>
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<td>X</td>
</tr>
</tbody>
</table>

Course 1: HS 104, HS 105, HS 115, HS 116  
Course 2: HS 301, 302, 303, 304, 315, 321, 327, 328, 330, 332, 355, 410, 412, 420  
Course 3: HS 360  
Course 4: HS 460
### History Writing Rubric

#### I. Thesis

<table>
<thead>
<tr>
<th>□ Excellent</th>
<th>□ Competent</th>
<th>□ Lacks Competence</th>
</tr>
</thead>
</table>
| - Clear, concise, focused and comprehensive Thesis question (SL1, SL4, SL5)  
- Indicative of substantial knowledge (SL1, SL3)  
- Evidence of historiographical awareness (SL2, SL5)  
- Thesis demonstrates evidence of thoughtful analysis (SL1, SL2, SL4) | - Clear Thesis, however not fully aligned to direction of paper  
- Evidence of analysis, however lacking substantial knowledge of subject  
- Little evidence of historiographical awareness | - Unengaging or poorly focused thesis  
- Lacking analysis and knowledge of subject  
- Little or no evidence of historiographical awareness |

Comments:

#### II. Content / Writing

<table>
<thead>
<tr>
<th>□ Excellent</th>
<th>□ Competent</th>
<th>□ Lacks Competence</th>
</tr>
</thead>
</table>
| - Demonstrates thoughtful and historical consideration of topic (SL1, SL4)  
- Demonstrates command and considerable knowledge of topic though well developed discussion with good transition between ideas (SL1, SL4)  
- Clear conceptual sophistication and engagement with topic, ability to recognize multiple perspectives (SL1, SL4)  
- Effective use of scholarly sources (SL3)  
- Proficient writing of research paper showing appreciation for intellectual inquiry and analysis (SL1, SL5)  
- Writing shows historical awareness as well as strong analysis of historical events and trends (SL2, SL3)  
- Well written with appropriate word usage, grammar and clear, elegant and indicative of substantial knowledge of topic (SL1, SL2, SL4) | - Some grammatical and mechanics errors in writing  
- Demonstrates command of topic with poor transition between ideas and thoughts  
- Minimal engagement with topic evident in writing  
- Lacking sophisticated analysis and development of inquiry and analysis of resources | - Significant grammatical and mechanical errors in writing  
- Less than proficient understanding and representation of topic and analysis of resources and information  
- Superficial development of topic and failure to logically organize writing |

Comments:

#### III. Research and Use of sources

<table>
<thead>
<tr>
<th>□ Excellent</th>
<th>□ Competent</th>
<th>□ Lacks Competence</th>
</tr>
</thead>
</table>
| - Demonstrate that have read and analyzed enough scholarly sources to command knowledge of historical topic (SL3)  
- Work will be properly formatted and sources correctly cited according to Turabian standards (SL3)  
- Effective use of scholarly resources in development of body of research (SL3)  
- Properly formatted (title page, citations, bibliography and body) (SL3)  
- Bibliography is informative and complete (SL3) | - Some evidence of reading and analysis of scholarly sources with knowledge of historical topic  
- Primarily proper citation and formatting of sources to proper Turabian standards  
- Bibliography is somewhat informative and complete | - Little evidence of reading and analysis of scholarly sources  
- Improper citations and source formatting  
- Bibliography incomplete and not informative |

Comments:
Describe level of achievement of student learning outcomes
Student 1 Demonstrated excellence in each of the SLOs.
Student 2 Demonstrated excellence in each of the SLOs.
Student 3 Demonstrated excellence in each of the SLOs.
Student 4 Demonstrated competence in SLOS 2, 3, and 4 but the weaknesses in SLOs 1 and 5 resulted in a paper that inadequately addressed all aspects of the topic.
Student 5 Demonstrated competence in SLOs 1, 2, and 3 but weaknesses in SLOs 4 and 5
Student 6 Was unable to demonstrate competence in any of the SLOs.

Evaluate effectiveness of assessment methods used
We are satisfied with the Senior Thesis as an assessment method.

Summarize improvements made based on the results of the assessment
In 300 and 400-level History classes, we need to require more assignments in which students gain experience with using proper citations, formulating a thesis question, and researching a topic. HS 360 and other upper-level courses do this, but writing formal papers (short or long) should be part of ever upper-level History course.

If applicable, brief analysis of grade patterns of courses with high failure rates and/or withdrawals and action plan for student improvement in these courses.
We do not have a problem with high failure rates or withdrawals.

IV. Facilities and Resources
Library Resources: There has been a significant increase in viable resources available through the Murrell Memorial Library. The Library Liaison has improved communication between the division and the Library Personnel and has worked diligently to ensure that necessary resources become available to History students. Online Resources and other library resources have improved student research capabilities. Overall, the Library Personnel’s receptiveness to the division desires has improved our students’ access to important historical resources.

Classroom Resources: Classroom technology has been increasingly improved over the past few years. The majority of classrooms have full technological capabilities that do help with classroom instruction and communication practices. The Moodle system is allowing students to access materials and resources much more easily.

MVC Staff and Personnel: Communication between campus personnel has improved as well. The IT department’s many technological improvements have positively impacted this process.
Overall, the increase and improvement of resources and support services in supporting the History Department’s capacity to increase historical knowledge and better instruct our students.
V. Strengths, Weaknesses, Opportunities, and Threats (SWOT)

- **Strengths**
  - History instructors are dedicated to the progression of their students in the area of historical study and preparation for future aspirations.
  - Improving technological capabilities have improved classroom instruction and student resource accessibility.
  - History faculty endeavors to incorporate external learning experiences into the learning activities.
  - Smaller class size of upper division History classes allows for more individual contact with students.
  - Strong working and complimentary relationship between full-time and adjunct faculty is developing a more cohesive History program overall.
  - Increasing number of non-history majors in upper division history courses is stimulating growth in analytical and historical evaluation, as well as unique debate and interpretation of materials.

- **Weaknesses**
  - Due to the necessary course load and the necessity of relying heavily on adjuncts to teach these courses, some cohesiveness of program is lost due to the difficulties of finding qualified adjunct faculty almost yearly.
  - Due to limited number of full-time faculty and course load, Faculty are not able to develop new and creative learning topics to challenge students through the Special Topic courses.

- **Opportunities**
  - Local, state and governmental organizations interested in working with students in a variety of hands-on learning experiences.
  - Increased exposure to historical knowledge through diverse student campus experiences.

- **Threats**
  - Declining writing and analytical skills of incoming students.
  - Maintenance of adjunct faculty over a multi-year time frame.

VI. Conclusion and Vision

1) Status of program:

*The MVC History program is strong and growing. We currently have 15 declared majors. We would like to see continued increase in student numbers within the program as we continue to educate our students about the strengths and areas of study available to them here and beyond their years at MVC. The study of history yields jobs in the following fields: History, Law, Education, Political Science, Sociology, Archival Science, Journalism, Library Science, Government, and other fields.*

2) Major strengths/accomplishments of the program over the last five years
The Historiography class and other upper-level classes in History are clearly giving students the preparation they need to succeed in HS 460 Senior Thesis. Students are able to complete the thesis without remedial instruction, especially as they are given the opportunity to edit and rewrite if they stay on schedule.

3) Vision statement of what the program members would like the program to be in five years (improvement goals):

We would like to see more students become History majors. The study of History teaches a range of skills, such as reading, research and gathering information, writing, analyzing facts, and making sense of change, stasis, and trends. These skills are useful in a variety of fields, including journalism, law, business, politics, teaching, and writing. History majors can find jobs as archivists, researchers for legal, business, and government entities, educators, civil servants, journalists, and business and organization researchers.

4) Strategies and resources required for achieving the program vision (Identify recommendations for improvement that are in the control of the program and those that require action at higher levels):

- Upper-level History courses might need to include an element of one-on-one work with the instructor in the final stages of preparing written assignments so that students learn to better edit their own work in those earlier stages of coursework, and with this in place perhaps the number of re-writes allowed in HS 460 should be limited rather than unlimited as it is currently.
- Continue to encourage non-History majors to participate in upper-level History courses. The advantages to students in the study of Education/Social Science/Secondary Education, and students in so many other majors are met through the analytical, interpretive, and writing skills developed within these courses.
- Increased availability and knowledge of technology and technological resources will continue to feed current student educational demands.

VII. List of individuals who assisted in the completion of this report
Tamara King, Ph.D. and Tiffany Bergman, M.A.