

History Discipline Review 2008

Table of Contents

History Standards	2
How the Discipline of History Fulfills PCC’s Mission and Values	2
How the History Discipline meets College Outcomes	3
Core Outcomes	3
History Outcomes and Assessment	4
Faculty Facts and Issues	4
Instructor Qualifications	4
Full time Faculty	4
Part-time faculty	5
Mentoring	5
Professional Development and Curricular Changes:	5
Library and Resources	6
Data and Trends	7
Efforts and Changes in the History Discipline (<i>to increase enrollment, improve student retention and success, and to increase student access and diversity</i>)	8
Ongoing Personal Evaluation and Reflection	8
Advertising Efforts	8
Retention and Access	8
Scheduling	9
Prerequisites	10
Four-Credit Courses	10
Textbook Prices	10
Coordination with Gateway Program	11
Coordination with PAVTEC High Schools	11
History Club	11
Interdisciplinary Efforts	11
Community Outreach	12
Diversity	12
Technological adjustments	12
Archives	12
Operational Issues	13
Changes since the Discipline Review of 2002	14
Recommendations	15
Conclusion	15
Appendices:	
Appendix A: Learning Outcomes for History Courses	16
Appendix B: Evidence for Core Learning Outcome #2	19
Appendix C: PCC Transfers to PSU with History Major	21
Appendix D: Faculty Information	22
Appendix E: Professional Development and Service	23
Appendix F: Professional Development Activities in the Classroom	29
Appendix G: Library Statistics	30
Appendix H: Results of Student Survey regarding PCC Library Use	33
Appendix Z: Selected Sample of Outcome Evidence	34

History Discipline Review 2008

History Standards

The PCC History Subject Area Committee (SAC) is in full agreement with the American Historical Association in its “Statement on Standards of Professional Conduct.” The professional practice of history involves the following core values:

- Historians should practice their craft with integrity by honoring the historical record.
- They should document their sources.
- They should acknowledge their debts to the work of other scholars.
- They should respect and welcome divergent points of view even as they argue and subject those views to critical scrutiny.

These values guide our evaluation and teaching of the history curriculum at Portland Community College.

How the Discipline of History Fulfills PCC’s Mission and Values

The History SAC plays an important part in furthering PCC’s mission to provide students “access to an affordable, quality education in an atmosphere that encourages the full realization of each individual’s potential . . . and opportunities for academic . . . and personal growth to students of all ages, races, cultures, economic levels, and previous educational experiences,” by the following:

- ***Lower-division transfer and general education courses:*** The History SAC offers basic survey courses in US History, Western Civilization, and Eastern Civilizations and other specialty courses such as The Holocaust and Oregon History, that appeal to a wide variety of individuals and groups. PCC’s history courses meet lower-division transfer and General Education requirements for students who are continuing their education at a four-year institution, and provide an opportunity for personal intellectual development for non-matriculating students.
- ***Diversified and Global Courses:*** The History SAC offers courses such as Women’s History, African American History, Native American History, Mexican History, Russian History, and History of Eastern Civilizations to support the diversity values at PCC and help prepare students to function in a rapidly changing global economy.
- ***Preparatory Courses:*** Beginning in 2007, the History SAC began to offer History 100, Introduction to History. Working with the Gateway to College program, HST 111, “Skills and Issues” has been attached to HST 201 and 202 to help students struggling with demands of taking a history course. This demonstrates the responsiveness to changing educational needs of students. (See below for further explication.)
- ***Accessible Courses:*** The History SAC offers a wide variety of modalities and times for face-to-face and distance learning, and it works with the Office for Students with Disabilities to provide captioning, sign language interpretation, and other assistance as needed.
- ***Courses that prepare good citizens:*** The History SAC works to ensure that all history classes help students to become the educated and active citizens required by our democratic society and evolving world. By reading and analyzing historical monographs and primary sources, and by discussing parallel events in the past,

students in PCC History courses gain a critical understanding of the past, and, as a consequence, develop a critical understanding of present-day events.

- **Challenging courses:** History courses at PCC help students prepare for the future. All history classes have substantial written components, and all history instructors seek to provide students with constructive feedback so that they can become better, more confident writers. Many courses also include either a service-learning or oral presentation component, and all classes foster critical-learning skills.
- **Personally fulfilling courses:** Students frequently express that they find their lives enriched by learning about other times and places and connecting what they learn to their personal lives.

How the History Discipline meets College Outcomes

Core Outcomes:

- **Core Outcome #1: Communication:** Many of the activities in history courses address this core outcome. Instructors require a number of different activities supporting this goal, including class discussion, small group discussion, oral presentations, oral history interviews, journals, short essays, and analysis of primary sources and scholarly articles.
- **Core Outcomes #2: Community and Environmental Responsibility:** Social and cultural issues are considered from a variety of perspectives in history courses, and this influences and broadens a student's thinking and ultimately his or her actions. Students in history courses are better equipped for their role as citizens, for participating as members of their communities, and for evaluating information to make informed decisions. At least five history faculty assign optional service-learning projects, where there is direct service activity in the community. We feel this core outcome bears mention because so many instructors do address these issues to one degree or another. Please see Appendix B for samples of evidence.
- **Core Outcome #3: Critical Thinking and Problem Solving:** History courses address the issues of critical thinking and problem solving by posing historical questions for consideration and examining them from a number of viewpoints. Students are required to support assertions with primary sources or other evidence from history. Discussion from various viewpoints is encouraged. Students are given feedback on writing assignments and exams that help them to further hone their skills in this area and to apply these skills to contemporary life.
- **Core Outcome #4: Cultural Awareness:** All history courses provide a natural forum from which to understand the varieties of human cultures, perspectives, and forms of expressions, including that of their own. The following courses meet the formal diversity requirement: History of Women in the U.S., History of Women, Sex, and the Family, Native American Indian History, African American History, Eastern Civilizations, Mexico, and African History.
- **Core Outcome #6: Self-Reflection:** Students are required to take informed positions on historical issues, to examine their own beliefs, and to compare them with those of others. This aspect of learning and critical thinking takes place during class discussion, writing projects, journals, in-class writings, and engaging lectures.

History Outcomes and Assessment: The overarching projected course learning outcomes, which feed into the above-listed core outcomes, are collected in Appendix A.

How students demonstrate that they are meeting history outcomes: One of the best ways to show evidence that our students are meeting outcomes is in their ability to function at the next level of courses as they transfer and move on with their education. Of the 3867 PCC students who enrolled in a history course between fall 2003 and winter 2008, 1438 continued their studies by transferring to a university. We have not been given further general statistics concerning how they function at that level except in the case of PSU, where the bulk of our students transfer. There have been 153 of our students enrolled as history majors between 2002 and 2007 who completed history courses. The bulk of these students have earned a 3.0 or better average, some notably excelling. PSU informs us that they do as well as any other set of students coming in at the third year level. [See Appendix C]

Our history learning outcomes are further evidenced as met by the fact that students are assessed in all classes. This is done with a variety of methods: exams, including multiple choice, identification, and essays; a variety of assigned essays; research papers, oral presentations, service-learning projects and evaluations from sites; interviews; journals; and participation in group or class discussions. In each case there are components that will require factual recall, critical thinking, and communication skills in order to complete them. The varying grades represent the level to which the individual student has met the outcomes.

In order to look more carefully at how we are documenting students' achievements of outcomes, a number of our instructors have collected samples of how students meet the outcomes. See Appendix Z for the samples of evidence demonstrating student achievement of various outcomes. (Because this is rather lengthy, it has been placed at the end of the document.) All student work listed here has received the express written permission of the individual student.

Faculty Facts and Issues

Instructor Qualifications:

The History SAC has agreed on the following statement, based on PCC's guidelines: Masters in History (or hold a master's degree in a SAC approved related area and have completed at least 30 quarter hours of graduate credit in History). Please see Appendix D for a list of all current faculty and their degrees.

Full time Faculty:

PCC now has ten full-time history faculty positions district-wide. After the retirement of five full-time instructors and the hiring of many one-year temporary instructors, the faculty is beginning to restabilize. Since our last discipline review, four instructors have been hired to teach U.S. History, one with a focus on Native American History, two with a focus on Women's History and with archival expertise, and one with a focus on the environment. Two instructors have been hired to teach Western Civilization, both who also teach Eastern Civilizations.

The last three years at the Southeast Campus have been important for its growth in general, but specifically in history. Fall 2007 is the first time there has been a full-time history

instructor at this location. This position has been staffed with a one-year temporary faculty member in 2007-2008, and it will be permanently filled in 2008-09.

At the Rock Creek Campus, Fall 2007 is the first time there have been two full-time history instructors. In 2007-2008, one of those positions was staffed with a one-year temporary faculty member, and as at the Southeast campus, it will be permanently filled in 2008-09.

Clearly, the next position will need to be added at Cascade, where there has been substantial growth but only one full-time instructor.

These are significant changes which will affect the quality of education for students and their personal access to instructors, as well as increase ability for faculty to serve on committees as needed for PCC's general welfare. We are happy to have our faculty begin to stabilize with renewed energy and expertise. We continue to support efforts to hire more full-time history instructors in order to meet needs for students in a consistent, predictable, and accessible manner.

Part-time faculty:

We currently have 17 part-time faculty teaching history courses. We very much appreciate these capable and wonderful colleagues, without which our variety of offerings would not be complete. We are also grateful to have some of our respected, retired faculty still serving as part-timers. We are benefiting from their long-term institutional memory and the wisdom which they have acquired over the years.

Mentoring:

The History SAC supports the Faculty Internship Program to increase diversity through considerations for new full or part-time faculty hires, as well as the integration of diverse experiences in various courses. To date, two history mentees have participated in the Faculty Internship Program, one of whom now teaches part time at Rock Creek and Cascade Campuses, and one at the Sylvania Campus.

Two history faculty retirees have been involved in formally mentoring new hires: one at Sylvania Campus in 2004-05, and currently one at Rock Creek Campus through the auspices of the Teaching Learning Center (TLC). We think that this is an idea that needs to become institutionalized. While the New Faculty Institute helps orient full-timers to some degree, in many cases part-timers are on their own. Many new faculty struggle with the practicalities of finding their way around PCC; there are sometimes issues of classroom management, and in the vulnerable probationary faculty position, an instructor may feel reluctant to seek help. We can work as a History SAC to provide some help to new faculty, although this may be a college-wide issue and may be more properly managed through the TLC.

Professional Development and Curricular Changes:

The History SAC is active in continuing professional development, in service beyond the classroom, in making contributions to PCC and to the larger community. We belong to a variety of professional organizations, are active in diversity and internationalization efforts, have written books, journal articles, book reviews; have contributed to encyclopedias, have represented PCC at many conferences, and have established an archive in response to a state

mandate. Please see Appendix E for a list of organizations, awards, conferences, presentations, and publications collated from the last five years.

Our participation in this variety of activities directly and indirectly benefits our students by providing fresh material and approaches in the classroom, as well as generally helping us to remain active learners with new ideas. Please see Appendix F for a few specific and descriptive examples of direct correlation between professional development and efforts in the classroom.

Library and Resources:

As history instructors, we depend upon the library. Many instructors, for example, use DVDs from the library for showing in the classroom. They also use the library for their own personal research to support the courses they are teaching, indirectly involving students in library use. A number of instructors take advantage of the library faculty to make customized presentations for their particular courses.

The Introduction to History (HST 100) course includes a unit on library and online resources. Beginning this fall, an online section of this class is being offered and requires that students complete “The Information Literacy Tutorial” (TILT) which is linked to the homepage for PCC’s library.

More directly, the library keeps statistics of number of searches and circulation of history library books as well as data bases. There is a recent shift, apparently, from searches for library books to searches in databases, although there is no record of Summit searches, which would clearly augment the numbers (see Appendix G).

In search of more honed and personal statistics, one instructor did a student survey of her HST 101 and 102 courses during fall 2007 (see Appendix H). Highlights of the survey indicated that while a few students use the library quite often, the majority of these students use the library 1–3 times per term, and a substantial number never do use it at all. While the majority of students who use the library use it for research, others use it for computer or internet access, and there are peripheral uses such as quiet time and group study rooms.

In 2006 the library formed an advisory committee, and two history faculty members have served on it. The library also created a Copyright Committee which works with faculty to help them comply with copyright law and to obtain copyright permission for course packets. Three history instructors have experimented with course packets.

Currently the Southeast Campus does not have a full-service library. However, there is a library staff that shares space with the Tutorial/Writing Center and works with students in accessing materials from any of the Portland Community College campuses. Students can also access materials from any of several national search options. The staff provides on-going support and education regarding library materials and services. Beginning with Fall 2007, there has been a 420% increase in materials checked out to students at the Southeast campus. As part of a new building initiative, the Southeast campus will at some future date hope to see a full-service library for both students and the community.

In addition, the library has responded to history requests by purchasing access to JSTOR in lieu of databases that did not adequately support our curriculum. Access to JSTOR will begin on July 1, 2008.

Data and Trends:

The History discipline stands out from general PCC lower-division data in several ways. In statistical comparison to college-wide Lower Division Transfer Students as to Race/Ethnicity distribution of students, it follows the trend of African American and American Indian/Alaska Native, but is lower in terms of Asian/Pacific Islander (4.2%) and Hispanic students (1.8%). It is notably higher (6%) for white students. While the gender distribution at PCC is 58.6% female and 41.4% male, history's distribution is 50.2% female and 49.8% male.

In terms of age distribution, 67.6% of PCC's history students fit within the 18-25 year age groups, compared to 50.6% in the broader Lower Division Transfer courses, a 17 point difference. The bulk of our students are degree-seeking - 91.7% of them. This may suggest a correlation as to the type and age of students who would be taking our classes.

History faculty tend to give fewer As and more Bs than the aggregate Lower Division Transfer Courses – 30.9% of grades are As in History compared to 39.0%; and 30.0% of history grades are Bs versus 25.0% institutionwide. We also note that after the third week of enrollment, 73.7% of our students received either an A, B, C, or Pass grade. There are more students in history courses in 2006-07 (10.0%) who withdraw from the class after the fourth week, compared to 8.3% lower division-wide.

It is not possible to compare student FTE and headcounts in a systematic way with the data from our last discipline review, because there have been two major systemic changes which affect the data: i.e., the change to four-credit courses from three-credit courses, and the consequent reduction of actual class sections offered by at least 20%. To illustrate, this made the unduplicated headcount go down from 2004-05 (3654) to 2006-07 (3,355), while the FTE count of those same students jumped from 366.2 to 416.3.

With this caveat in mind, the unduplicated head count in 2006-07, 3355, is greater than that number in 1999-2000, 3,103, the figures we were working with during our last discipline review. Enrollment at Sylvania has remained essentially the same (1999-2000, 1973, and 2006-07, 1977). Enrollment at Cascade has grown from 422 to 590, and Rock Creek, from 553 to 725. We can expect those headcounts would all be greater for 2006-07 if the above-mentioned changes had not taken place. Therefore there are unmistakable trends of growth at both Rock Creek and Cascade, and there is some growth at Sylvania. Figures are not available for comparison at the Southeast Campus.

Institutional Effectiveness indicates that evening enrollment in all credit courses districtwide has declined between the Fall of 2002 and the Fall of 2006, in part as a result of the shift from three- to four-credit courses that began with the 2005-2006 academic year. Evening History course enrollment has mirrored this trend. To accommodate this change in student demand, the history SAC has worked both to alter the type and to increase the number of courses offered in a distance-learning modality. Beginning with

the 2005-2006 academic year, the US History and Western Civilization telecourses have been upgraded to teleweb courses using Blackboard course management software. The History SAC also began offering fully online versions of Western Civilization in 2005 and fully online US History classes in 2008. During the 2007-2008 academic year, the SAC approved new online versions of History 100, 105, and 106. Those classes are presently under development.

Efforts and Changes in the History Discipline to increase enrollment, improve student retention and success, and to increase student access and diversity:

Ongoing Personal Evaluation and Reflection:

Mandatory evaluations and self-evaluations provide information to individual instructors, and some instructors voluntarily do mid-term course evaluations. This personal reflection and student feedback informs the adjustments instructors make in formulating lesson plans and delivering course material, always with pedagogically sound principles in mind. Instructors continually rework lesson plans and incorporate varying activities, i.e. games, group work, guest speakers, and field trips, in response to student input. Furthermore, instructors in some cases have broadened their range of assessment criteria beyond traditional parameters and offer credit for service-learning projects, historical analyses of cinema, approved event responses, and more.

Advertising Efforts: Instructors advertise courses with flyers around campus; we recommend our own and each other's courses to students; we ask counselors to recommend certain courses when one is lagging in enrollment.

Retention and Access:

We work on retention in a number of different ways. First, we know our students. The reasonable class size allows many of us to know our students personally by name, and to let students know they are not just numbers being processed. We are available to help students during office hours and more. A number of us are availing ourselves of the Course Progress Notification (CPN) systems to communicate with students on their course status in a timely and caring manner.

We offer preparatory courses. We now offer HST111 – U.S. History: Skills and Issues, which is the official PCC name for the one credit Gateway to College Academic Discipline Preparation (ADP) course that is paired with HST201 or HST202. Ideally, the HST201 or HST202 instructor has a one hour class with the ADP students immediately before or after the regularly scheduled two hour class.

We recommend the various tutoring options at the Student Success Centers and Writing Centers to help students succeed. We recommend the resources at the Counseling Centers as appropriate to individual students. We work with the ROOTS program.

We offer a number of different teaching styles, in hopes of reaching students who have a variety of learning styles.

The history SAC has enlarged its curriculum in two ways. First, we have begun the process of making the special topics course History of the American West in Film and Popular Culture a permanent offering as HST245. Second, we successfully revived HST 225, Women Sex and the Family, which had been deactivated in 2001.

The one-term survey course HST218, American Indian History, is projected to be replaced by a two-course sequence: HST257, American Indian History to 1850 and HST258, American Indian History, 1850 to the present. This is still in process. In response to reduced enrollments, the US Women's History sequence was conflated from three offerings (HST 204, 205, 206) to two (HST 204, 205), with the same course content absorbed in the new configuration. Both of these courses may be used as lower division transfer elective credit, as electives in several of the Focus Awards, as well as for diversity credit.

We have worked on the interdisciplinary Asian Studies Focus Award, which has been created, among other things, to induce students to take the specific history courses offered and to begin to feel a sense of connection with courses from other disciplines as well.

Please see below on scheduling efforts and difficulties, which can also affect access.

Scheduling:

We have made a number of efforts in adjusting scheduling and course offerings. For instance, we have attempted to schedule an instructor's courses in a predictable manner to facilitate continuity for students who want to continue with that sequence and that instructor.

The History SAC schedules face-to-face classes on weekdays, evenings, and Saturdays at three campuses and two centers. We have experimented with four-hour night courses, Friday courses, hybrid courses, and on-line courses. The HST 105 (India) course has traditionally been offered Winter Term, and HST 106 (East Asia) Spring term. Because it seems that more students typically are aware of East Asia and less aware of India, we have switched the order of offerings on the Sylvania campus. This is seemingly paying off, as eleven students have elected to continue the series in Spring Term, 2008, and two sections of 105 in Spring term have respectable enrollment. The variety of course times and formats offered by the History SAC helps to achieve PCC's goal of providing accessible education district-wide and beyond.

We began offering hybrid courses in 2002 and they have had mixed results. Part of the problem was listing; for two years the class bulletin listed them at the end rather than with the other campus classes. Since that has been corrected enrollment has come to match other campus offerings. These classes help fulfill the college mission of creating computer literate graduates.

As above-mentioned, we have dramatically increased our distance learning offerings. At the time of our last discipline review, the History SAC offered only Television versions of the Western Civilization and US History Survey courses. Those classes have since been upgraded to Teleweb courses in which a significant amount of the material is delivered via Blackboard. Since 2005, meanwhile, the History SAC has offered two sections per term of the Western Civilization survey in a full online version via Blackboard. We will begin to

offer both HST 100, Introduction to History, and the entire US History survey sequence in an online format in fall term, 2008. In 2009, both History of East Asia (HST 106) and History of India and the Subcontinent (HST 105) will also be offered in this format.

Occasionally double-offerings occur between campuses that place courses in competition with each other. The History SAC will be discussing these issues in the future in order to provide optimum access for students as well as the best use of resources.

Prerequisites:

The history discipline incorporated a recommendation for students beginning in 2005-2006 (consistently listed as: “Recommended: Completion of WR 115 with a C or higher grade” in all courses). Since that time, the larger PCC community agreed to institute prerequisites for the bulk of General Education courses, WR90, RD 90, and MTH 20. We comply with the policy of mandated prerequisites.

In response to this change, we have added a HST 100 bridge course to help students acquire the skills required in a history course. This is the only history course that will not require the standard general education prerequisites, and we expect to offer more sections of this class starting in Fall 2008 to support student needs.

Four-Credit Courses:

Along with much of the rest of PCC, we have moved from three credit-hour to a four-credit format of offerings, beginning in 2005-06. This has allowed deeper consideration of various topics in survey courses.

In conjunction with the move to four-credit courses, Degrees and Certificates reduced the requirement of a sequence (to obtain the Associate Degree) to two terms rather than three terms. This has only begun to take effect since 2005, and while there has always been a predictable enrollment lag in Spring Term, we note a greater one now. Several factors may have contributed to this shift, including the sequence requirement changing and the move to four-credit offerings. (Of students who took a Western Civ course, 14.5% took the whole sequence in 2005-2007, compared to 17.6 in 2003-05; for U.S. History 28.1% compared to 45.9%).

Textbook Prices:

The History SAC has made a concerted effort to reduce the financial burden imposed upon students by high textbook prices. In 2006, for example, the SAC adopted the Seagull edition of Eric Foner’s textbook *Give Me Liberty!* for all of the US History Survey courses. This paperback textbook sells at the bookstore for \$45 new and \$35 used—or about half the cost of the textbook it replaced—and students can use it for all three US History survey courses. Some instructors have also eschewed the added expense of a document reader in favor of using primary-source documents available on websites such as the Modern History Sourcebook. The Western Civilization instructors have just chosen a new textbook *The West: Encounters & Transformations* (Levack et al.) and negotiated price, which will lower the cost by about \$20.00 for students.

Coordination with Gateway Program:

As above-mentioned, HST111, U.S. History: Skills and Issues, the ADP course that is paired currently with HST201 or HST202, but could be paired with any PCC 200-level history course in the future. There has also been coordination with the Tutorial Center at the Southeast Campus for history students to have access to both course and library materials.

Coordination with PAVTEC High Schools:

A PCC History Faculty member assesses the Tigard and Lake Oswego High Schools yearly to make sure they are in compliance with our History SAC requirements. Currently four instructors are teaching dual-credit history courses under this program.

History Club:

We experimented for three years with a History Club, and offered a series of lectures. While some of the events were well-attended and received enthusiastic responses, it proved to be more of a faculty-driven effort than a student-driven effort.

Interdisciplinary Efforts:

The outcomes for history courses require that students use critical thinking to evaluate historical changes and to assess the impact that these changes have had over time. We also ask that students recognize and appreciate the diverse contributions of past civilizations to the western tradition, to American society, and to other parts of the world. Students need to be able to communicate effectively what they have learned in these classes through written and other assignments. Expertise on identifying culturally grounded assumptions which have influenced the perception and behavior of people through time is another valuable outcome gained from the study of history.

Successful completion of these outcomes results in the development of skills and methods that are relevant to many different disciplines and occupations. In an effort to demonstrate the relevance of these skills and knowledge, we will continue to expand upon our efforts by reaching out to other SACs. In the past we did so, for example, through a panel discussion on the Crusades at an English SAC meeting. Understanding the historical context of the Crusades is relevant to understanding literature set within that period.

We intend to continue these efforts by contacting, for example, the Business SAC and offering, through informal and/or formal discussions, ways in which we may make stronger links between our disciplines. For example, the skills and content in our Eastern Civilization sequence would be valuable to students intending to obtain the International Business Award or a degree in Marketing. In addition, the skills and methods developed in the Introduction to History course would provide valuable foundational skills for some of the students served through PCC's workforce development programs. We will continue to discuss and act upon such outreach efforts.

The History discipline has been intimately involved with the interdisciplinary formation of the Asian Studies Focus Award for students interested in this area of the world. In addition, the Women's History courses are involved in the Women's Studies Focus Award.

Community Outreach:

At least five history instructors offer service-learning as an alternative for students to meet their class requirements. This allows our PCC students to learn from and serve in the community, at such sites as the Oregon Nikkei Legacy Center, Oregon Sports Hall of Fame, Oregon Maritime Museum, Washington County Historical Museum, IRCO, PCC Student Success Center (conversation partners) and so forth. All of these efforts are to help students find focus and integration with their coursework.

Diversity:

In our survey courses, we all maintain a commitment to include diversity as a theme. In addition, we continue to offer a variety of courses reflecting our commitment to diversity: courses on Asia, Africa, Women's History, Native American History, African-American, Mexican, the Holocaust, Eastern Civilizations, and Russia. None of these are new courses, but one instructor was recently hired to teach with a focus on Native American History and two other instructors on Women's History. The above-mentioned faculty mentees in the Faculty Internship Program are now involved in training and teaching courses as well.

Technological adjustments:

Many instructors have expanded their use of classroom technology and have diversified instructional media to accommodate different learning styles. These efforts have been aided by the multi-media podiums in the classrooms. Examples include increased use of power point presentations, web examples, documentaries/films, musical examples, and visual imagery such as art, architecture, and maps. Instructors have also increasingly utilized personal websites and MyPCC services to make course materials, i.e. lecture outlines, assignments, announcements, etc., readily accessible for students who miss class.

The History SAC now has a website. We still need to connect individual webpages to this and to complete the project.

Archives:

Responding to state mandates and a desire to preserve PCC's history, in 2006 two history instructors proposed the creation of a college archives. One faculty with archival experience was allowed release time (two courses per term 2006-07, and one course per term 2007-08) to establish the archives and to begin processing records.

One of the first projects was to conduct and transcribe an oral history with former PCC President James Van Dyke. Currently the Reverend John H. Jackson Collection is being processed.

PCC now has a dedicated Records Center and has hired a Records Coordinator, which is a good beginning step. However, a records coordinator is not an archivist. There are other founders and key members of the PCC community who are retiring and passing on, and a unique perspective of PCC's history will be lost unless they can be interviewed. If the college hopes to collect, preserve, and make available its history, we believe it is necessary that archives be firmly established and staffed by someone with archives experience, and we support efforts to accomplish this goal.

Operational Issues:

While there have been some struggles in the past five years with operational matters, many of the difficulties have been recently alleviated, and this is greatly appreciated. Notably, most of the rooms where history courses are generally offered have received multi-media podiums with access to computers, DVD, VHS video, and other technological resources (although some technical difficulties remain). In addition, the AV support staff are excellent and come to help within a short time when difficulties arise.

While we recognize that this is a college-wide issue, we are frustrated with the kind of office space allotted to us. Cascade Campus is the only one with satisfactory office space for full-time staff. First of all, there are privacy issues for both students and faculty. The awkwardness of moving a conversation midway to an alternative, impersonal setting should be obvious. Secondly, it is extremely difficult to get work done, because every conversation, phone or otherwise, is audible to everyone else. Full-timers are required to spend 30 hours on campus – but they do not find the environment conducive to concentration.

It would be conducive to collegiality if part-time history faculty could have their offices in proximity to the full-time history faculty offices. In addition, the office space at Cascade for part-timers is inadequate.

Changes since the Discipline Review of 2002:

- As recommended by the administrators to whom we presented the History Discipline Review in 2002, we changed our basic course outcomes to be more consistent between the US History courses and Western Civilizations courses.
- We have a history website in place.
- Our enrollment has remained steady at Sylvania and grown on both Rock Creek and Cascade Campuses. There are no specific figures to compare with at the Southeast Campus, because it was not included as the other campuses were in the past statistics, but there has been enough growth to support a full time instructor there.
- The bulk of course offerings have been adjusted from three to four-credits.
- The college has added one additional full-time instructor at Rock Creek Campus and for the first time a full-time instructor at the Southeast Campus.
- There has been better integration of part-time faculty in the History SAC. In addition, the part-time faculty situation mentioned in our last discipline review has been ameliorated to some degree because of improvements initiated by the union, such as access to health insurance, somewhat better offices, somewhat better pay.
- Many technological and classroom issues have been resolved. We hold our classes in better classrooms with multi-media podia, air conditioning in the summer, and less noise from surrounding areas – all issues that had been commented on in our last presentation.
- While we still sometimes end up paying for staff development activities out of our own pockets and wish that our valuable activities could all be covered, PCC and the Social Science Division at Sylvania have been as supportive as possible in covering some expenses involved.
- The history faculty members at Sylvania have moved offices to be in proximity with each other and this has facilitated communication.
- The collegiality among history faculty has improved over the years.
- Coordination of scheduling among campuses needs some discussion.

Recommendations:

- Office and work space should be redesigned for student and faculty privacy and increased work efficiency.
- A systematic plan should be implemented for mentoring new hires, both part-time and full-time.
- The History SAC should pursue connection of history courses to other certificate programs.
- PCC should help us weather the adjustments to enrollment which will inevitably occur at the moment of change to mandatory prerequisites.
- We should offer a fuller website with information on instructors.
- Funding for archives enhancement and maintenance needs to be found.
- We should work on partnerships with other institutions to track data about our transferring students.
- We need better-delineated guidelines on how to assess and demonstrate achieved outcomes.
- A second full-time history faculty should be hired at Cascade campus.
- We should take a look at neglected areas in terms of course offerings and support the addition of courses, especially where we have a large population of students represented at the college.
- We should continue efforts to coordinate scheduling among campuses.

Conclusion:

PCC's History Discipline is an integral part of the General Education requirements for students at PCC. A student who takes a history course here will be challenged with new subject matter; will be challenged to think carefully and critically, and to find connections between past and present; will be challenged to appreciate the vast diversity in our world; will be challenged to continually improve communication skills, both oral and written. He or she will be better prepared to participate positively in our democratic society and in the global community.

Our faculty members are well-prepared, hard-working, and dedicated instructors who care about their students and work on continual adjustments to better serve in the changing environment. We work in a fine institution which supports our efforts in a positive manner. We are appreciative of this opportunity to take a look at ourselves and to report to the administration and larger community on our efforts, our challenges, and our successes in meeting the mission and goals of PCC.

Appendix A

Learning Outcomes for History Courses

Course	Outcomes
HST 100 3cr Introduction to History	<ul style="list-style-type: none"> • Use critical thinking to evaluate the nature and methods of history. • Recognize the various sources historians use to reconstruct the past. • Understand the meaning of historical context in terms of evidence and historical interpretation. • Communicate effectively through written and other assignments.
HST 101 HST 102 HST 103 History of Western Civilization	<ul style="list-style-type: none"> • Use critical thinking to evaluate historical changes and their impact on western civilization. • Recognize and appreciate the diverse contributions of various civilizations to the western tradition. • Identify culturally based assumptions which have influenced the perception and behavior of people in the past. • Communicate effectively through written and other assignments.
HST 104 History of Eastern Civilizations: Middle East	<ul style="list-style-type: none"> • Use critical thinking to evaluate historical changes and their impact on Middle Eastern Civilizations • Recognize and appreciate the diverse contributions of the Middle East to World Civilization • Identify and analyze culturally-based assumptions and behaviors of and about peoples in the Middle East • Communicate effectively through written and other assignments
HST 105 History of Eastern Civilizations: India and the Subcontinent	<ul style="list-style-type: none"> • Use critical thinking to evaluate historical changes and their impact on South Asian civilization • Recognize and appreciate the diverse contributions of South Asia to World Civilization • Identify and analyze culturally-based assumptions and behaviors of and about peoples in South Asia • Communicate effectively through written and other assignments
HST 106 History of Eastern Civilizations: East Asia	<ul style="list-style-type: none"> • Use critical thinking to evaluate historical changes and their impact on Far East civilizations, focusing on China and Japan • Recognize and appreciate the diverse contributions of East Asia to world civilization • Identify and analyze culturally-based assumptions and behaviors of and about peoples in East Asia • Communicate effectively through written and other assignments
HST 111 U.S. History: Skills and Issues	<ul style="list-style-type: none"> • Show development in understanding concepts and content in U.S. history courses • Increase performance on U.S. history course exams and assignments. • Demonstrate study skills required to conduct historical research. • Use critical thinking to evaluate historical events and their impact on American society or the world. • Recognize and appreciate the contributions of diverse groups (national, ethnic, religious, gender) to U.S. history. • Identify culturally grounded assumptions that have influenced the perceptions and behaviors of people in the past. • Demonstrate effective communication through writing and speaking.
HST 201 HST 202 HST 203 History of the US	<ul style="list-style-type: none"> • Use critical thinking to evaluate historical changes and their impact on American society • Recognize and appreciate the diverse contributions of different groups (national, ethnic, racial, religious, sex, and gender) that interacted in the Americas • Identify culturally grounded assumptions which have influenced the perception and behavior of people in the past

	<ul style="list-style-type: none"> • Communicate effectively through writing and speaking • Connect the past with the present to enhance citizenship skills
HST 204 HST 205 History of Women- US	<ul style="list-style-type: none"> • Use critical thinking to evaluate variations in gender roles between a variety of cultural groups and changes in gender roles over time • Recognize and appreciate the diversity of American women based upon ethnicity, race, class, ideology, legal status, and region. • Recognize influences of changing economic, religious, and cultural patterns on the lives of women. • Communicate effectively in writing and speech. • Identify culturally grounded assumptions which have influenced the perception and behavior of people in the past. • Connect the past with the present
HST 218 Native American Indian History	<ul style="list-style-type: none"> • Use critical thinking to evaluate historical changes and their impact on Indian-White relations over time • Recognize and appreciate the diverse contributions of different American Indian tribes (political, economic, cultural, racial, social, gender, religious) in the large context of American history • Identify culturally grounded assumptions which have influenced the perception and behavior of people in the past • Communicate effectively through writing and speaking
HST 225: History of Women, Sex, and the Family	<ul style="list-style-type: none"> • Evaluate changes and patterns in the history of family life and women's sexual and their impact on society, politics, economics and culture • Recognize influences of changing political, social, economic, religious, sexual, and cultural patterns on the lives of women and their families • Connect historical themes in women's sexual and family life with present issues • Communicate effectively regarding historical topics in writing and speaking

HST 240 Oregon History	<ul style="list-style-type: none"> • Use critical thinking to evaluate historical changes and their impact upon American society and culture. • Recognize and appreciate the diverse backgrounds and contributions of those who lived in, explored, traded, and migrated to Oregon. • Recognize and understand a variety of social and cultural factors which also include religion, education, art, literature, and architecture, work, and leisure and the natural environment. • Identify culturally grounded assumptions which have impacted one's perception of western expansion and settlement. • Communicate effectively through speech and writing.
HST 246 HST 247 Religion in US	<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate the nature and impact of religion on American life and culture. • Understand and appreciate the value of a diversity of religious beliefs. • Engage in private and public discussions involving the construction of fact-based arguments regarding issues in the history of religion in the United States.
HST 270 History of Mexico	<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate information about the history of Mexico. • Appreciate contributions of individuals and groups to Mexican culture and history • Engage in private and public discussions that involve the construction of fact-based arguments regarding issues in the history of Mexico.
HST 274 HST 275 HST 276 African American History	<ul style="list-style-type: none"> • Use critical thinking to analyze information about the nature and impact of Black involvement in the American past. • Appreciate the contributions of peoples of African descent to American history and culture in a variety of areas. • Engage in private and public discussions that involve the construction of fact-

	based arguments regarding issues in the history of Black Americans.
HST 277 Oregon Trail	<ul style="list-style-type: none"> • Use critical thinking to evaluate historical changes and their impact upon American society and culture. • Recognize and appreciate the diverse backgrounds and contributions of those who lived in, explored, traded, and migrated to the West. • Identify culturally grounded assumptions which have impacted one's perception of western expansion. • Communicate effectively through speech and writing.
HST 278 HST 279 Russian History	<ul style="list-style-type: none"> • Use critical thinking to evaluate historical changes and their impact on Russian society • Recognize and appreciate the diverse contributions of the Russian peoples • Identify culturally-based assumptions which have influenced perception and behavior of the Russian peoples • Communicate effectively through written and other assignments
HST 284 History of Africa	<ul style="list-style-type: none"> • Use critical thinking to analyze and evaluate aspects of African civilizations: peoples, societies and nations, in different geographic areas and time periods • Understand and appreciate the diverse cultural attributes of individuals and groups from ancient times to the era of independence. • Demonstrate college-level communication skills by speaking, listening and writing clearly about African peoples and their civilizations.
HST 285 The Holocaust	<ul style="list-style-type: none"> • Use critical thinking to evaluate historical changes and their impact on the Holocaust • Recognize and appreciate the diversity within the European Jewish communities • Identify culturally-based assumptions which have influenced the perception and behavior of peoples during the Holocaust • Use critical thinking to evaluate interpretations of Holocaust history • Communicate effectively through written and other assignments Connect past and present

Appendix B

Evidence for Core Learning Outcome #2, Environmental and Community Engagement

Instructor A: HST 101

Evidence in History of community and environmental responsibility in the medieval herb garden my HST 101 students will be planting at Rock Creek campus next term:

1. Community/Service Learning = the garden will be a Service Learning project, planted to benefit the RC campus community because the herbs will be used by cooks/chefs in the cafeteria. After I had proposed the garden idea, the cafeteria staff went to the Learning Garden coordinator and asked for herbs to be included, so my class will be meeting a definite need as articulated by PCC food service.
2. Environmental = the garden will be part of the sustainability project already in place at Rock Creek with the Learning Garden. Produce from our historical herb garden will be used in the kitchen, the food refuse from the kitchen is then given to our worm beds for composting, and finally the worm casings are used as fertilizer in our herb and food gardens, brining the project full circle. We are fashioning medieval shovels and measuring ropes, etc. so students will be planting herbs widely used during the Middle Ages, and doing it with "authentic" medieval tools to try and create a more interesting historical experience.

Instructor B: HST 104

- In covering the first Iraq war, we discuss the environmental degradation caused by Saddam Hussein torching the Kuwaiti oil fields before retreating.
- Discussion on danger to human health and the environment)posed by the use of depleted uranium in the projectiles used by the Abrams tanks.

Instructor C: HST201, 202, 203

HST 201

- Columbian Exchange (environmental consequences)
- Native American/European colonial fur trade (environmental consequences)
- King Philip's War (environmental consequences) (negative impact of European livestock on environment and Native subsistence modes)

HST202

- creation of the Department of the Interior
- first national parks, national forests
- early 20th century conservation movement

HST203

- Dust Bowl, "New Deal" dams projects in U.S. West and South
- Manhattan Project, Hanford, WA - atomic bombing of Hiroshima and Nagasaki
- late 20th century environmental movement: Earth Day, Endangered Species Act, Clean Air, Clean Water Acts
- Vietnam War: Agent Orange
- Three Mile Island : nuclear power reactor accident

HST218

- How environment shaped subsistence and subsistence shaped Native American cultures
- How American Indians also shaped their environment: broadcast fire, dams, irrigation, development of corn hybrids for diverse environments; "three sisters" horticulture – symbiotic relationship between corn, beans and squash; Native medicines from plants
- debunk romantic "myth" of American Indians as "perfect" environmentalists: move villages every 10-20 years when garbage accumulated, hunting became scarce and the soil depleted
- Columbian Exchange (environmental consequences)
- Native American/European colonial fur trade (environmental consequences)
- King Philip's War: negative impact of European livestock on environment and Native subsistence modes
- creation of the Department of the Interior, Bureau of Indian Affairs
- Pacific Northwest tribal case study – Nisqually (Puget Sound, WA): traditional sustainable fishing methods and practices: 1850s treaties, reserved right of fishing in all the "usual and accustomed places": 1900s commercial fishing companies exclude Native fishermen; *Winans*

decision upheld Indian's "reserved" treaty rights of fishing; 1950s Dalles dam, destruction of Celilo Falls fishing site on Columbia River (environmental consequences); 1960s Native "fish-in" protests exercising right to fish in accordance with treaties ratified by the federal government, and not subject to state regulations; 1970s *Boldt* decision upheld Indian's "reserved" treaty rights of fishing, and guaranteed tribes right to 50% harvestable fish; present-day (environmental degradation – dams, logging, erosion, pesticides, pollution, etc.): Native commercial fishing operations, salmon depopulation, habitat and resource co-management (federal and state governments, tribes, Canada)

Instructor D: HST 201, 202, 203

In my U.S. history survey courses I regularly address the history of human impact on the environment, from Native American attitudes toward the natural world, to the impact of European-American settlement on the west, to the postwar Green Revolution and changes in commercial agriculture.

Instructor E: HST 201, 202, 203

HST 201

- The environmental consequences of the "Columbian Exchange."
- American Indian land management techniques (fire, forestry, fish).
- The environmental consequences of American Indian/European colonial fur trade.

HST 202

- The environmental history of Horse and Buffalo cultures on the Great Plains.
- Columbia River Indians salmon management and the Treaties of 1855.
- The Transcendental Movement and American Romanticism in the birth of American environmental thought.
- The Progressive movement; development of national park system; the birth of the national forests.

HST 203

- The Dust Bowl as a man-made event; "New Deal" dams projects in U.S. West and South
- Manhattan Project, Hanford, WA - atomic bombing of Hiroshima and Nagasaki
- late 20th century environmental movement: Earth Day, Endangered Species Act, Clean Air, Clean Water Acts
- The "Green Revolution" and the domination of cheap corn in U.S. agricultural policy

HST 218

- How environment shaped subsistence and subsistence shaped Native American cultures.
- How American Indians also shaped their environment: broadcast fire, dams, irrigation, development of corn hybrids for diverse environments; "three sisters" agriculture and the symbiotic relationship between corn, beans and squash; Native medicines from plants.
- The environmental consequences of the "Columbian Exchange."
- The environmental consequences of American Indian/European colonial fur trade.
- Creation of the Department of the Interior, Bureau of Indian Affairs
- Columbia River Indians tribal case study: Plateau tribes (interior Oregon and Washington); traditional sustainable fishing methods and practices, 1855 treaties, reserved right of fishing in all the "usual and accustomed places"; 1900s commercial fishing companies exclude Native fishermen; The *Winans* decision upholding Indian's "reserved" treaty rights of fishing; 1950s Dalles dam, destruction of Celilo Falls; evolution of tribal fishing rights through Supreme Court and other federal court decisions.

Instructor F: HST 285

- Gain experience working in a community with whom you have had limited contact.
- Compare your preconceived notions about this community with your direct experiences gained during this service-learning project.
- Use critical thinking to recognize and respond to present-day parallel historical factors that contributed to the Holocaust (racism, stereotypes, peer pressure, etc.).

Appendix C

PCC Transfers to PSU with History Major at Admissions, fall 2002 - fall 2007: 231*

<u>History GPA**</u>	<u>Number</u>
4.0	9
3.9+	6
3.8+	9
3.7+	9
3.6+	11
3.5+	10
3.4+	7
3.3+	12
3.2+	10
3.1+	13
3.0+	7
2.9+	9
2.8+	5
2.7+	6
2.6+	6
2.5+	6
2.4+	2
2.3+	2
2.2+	1
2.1+	1
2.0+	3
< 2.0	5
0.0	4
TOTAL	153

*subtracting those who never took History courses at PSU after admissions

**irrespective of total number of History credits

Statistics from October, 2007, thanks to Dr. Linda Walton, History Department Chair, PSU

Appendix D Faculty Information

[Note: courses listed are those currently taught by the given instructor]

Full-Time Faculty:

Cathy Croghan Alzner, MA History, PSU. Courses: HST 199 (West and Film/Pop Culture), 199 (Lewis and Clark), 201, 202, 203, 204, 205, 277, WS 101 (Sylvania)

David Armontrout, MA in History, PSU; HST 101, 102, 103, 201, 202, 203, 245 (Southeast)

Terri L. Barnes, MA in History, PSU; Courses: HST 101, 102, 103, 201, 202, 203 (Rock Creek)

Robert Flynn, Ph.D., University of Kentucky; Courses: HST 101, 102, 103, 104, 201, 202, 203 (Sylvania)

Loretta Goldy, MA History California State University, Fullerton; Courses: HST 100, 101, 102, 103, 279, 285; (Faculty Department Chair, Sylvania);

Sylvia Gray, MA in History, PSU; HST 101, 102, 103, 105, 106 (Sylvania)

James Harrison, MA in History, The City College (CUNY); Courses: HST 201, 202, 203, 246, 247, 270, 274, 275, 276, 284; (Faculty Department Chair, Cascade)

Andrea Lowgren, PhD, University of California, Santa Cruz: Courses: HST 201, 202, 203, 225 (Rock Creek)

John M. Shaw, M.A. American Indian Studies; Ph.D. American History, University of Arizona. Courses: HST 201, 202, 203, 218, 246, 100, 111 (Sylvania)

Christopher Shelley, MA History, PSU; Courses: HST 201, 202, 203, 218 (Sylvania)

Part Time Faculty:

[note: because part-time faculty often teach at more than one campus, the location will not be listed]

Olivia Alcaire, MA History PSU, EdM Adult Education OSU, EdD Education, PSU, in process; Courses: HST 201, 202, 203, 270; CG 111.

Shari Anderson, MA History, PSU; Courses: HST 101, 102, 103; 201, 202, 203

Enrique Bava, MA History, California State University Los Angeles; Courses: HST 104

Rosa M. Bettencourt MA Russian History, University of Southern California; Ph.D. Political Science, USC; Courses: HST 278, 279

Jacob Boas, Courses: HST 103, 285

Jeffer Daykin, MAT Lewis and Clark College; MA History PSU. Courses: HST 104, 105, 106

Amanda Ellertson, HST 101, 102, 103

Corbett Gottfried, MA History, PSU; Courses: HST 101, 102, 103, 201, 202, 203, 218

Peter Hohn, MA in History, University of California, Davis; MA in Economics, University of California, Davis, 2003; Courses: HST 201, 202, 203

Cynthia Landrum, Phd Oklahoma State University; Courses: HST 201, 202, 203, 218

Jack McCluskey, MA History, PSU; HST 101, 102, 103

Sarah C. Neitzel, PhD History, Texas Tech University; HST 101, 102, 103, 201, 202, 203

Richard Pintarich, HST 240

Charles Presti, MA History, University of Montana-Missoula; Courses: HST 101,102,103, 218, 240

Howard Shorr

Hal Swafford

George Vatternick, MA History, University of Northern Colorado; Courses: HST 101, 102, 103, 278

Beverly Hudson Wirtz , MA History, George Mason University; Courses: HST 100, 201, 202, 203, 204, 205

Appendix E

Professional Development and Service

Organization Memberships:

- American Association for the Advancement of Slavic Studies
- American Association of Community College Women
- American Historical Association
- American Society for Environmental History
- Association of Asian Studies
- Chicago Architectural Foundation
- Community College Humanities Association
- Friends of History, PSU
- Oregon Historical Society
- Oregon Holocaust Resource Center
- Organization of American Historians
- Phi Alpha Theta History Honor Society
- Portland Art Museum
- Society of American Archivists
- The Society for Historians of American Foreign Relations
- United States Holocaust Museum
- Western History Association
- World History Association
- Communal Studies Association
- Business History Conference

Attendance at the following conferences, workshops, programs, and trainings:

- Educause Western Regional Conference 2008
- PCC New Faculty Institute, September 2005-07
- Maryland Online's Quality Matters Peer Review Course, 2007
- PCC Diversity Training, September 2005-07
- Pacific Northwest Historical Conference 2003-2007
- Northwest Archivists 2003-2007
- Society of American Archivists 2005, 2007
- Community College Humanities Association (CCHA) conferences, 2003-07
- Annual Dean Shirley Anderson Winter Conferences, 2002-07
- Oregon Diversity Institute Conferences 2003-07
- Northwest Digital Archives Workshop 2007
- HST 511 Graduate course: Oral History. PSU 2007
- Workshop: Copyright and the Law. 2007
- Celilo Stories: New Conversations About an Ancient Place, March 2007
- Organization of American Historians, Community College Workshop, June 2007
- Continuums of Service Conference in San Jose, April 2007

- East-West Center: Asian Studies Development Program (ASDP) Field Seminar: Traditions and Modernity: Performing Arts and Cultural Representation in Contemporary China, Summer 2006
- Georgia Board of Regents Pedagogical Fellowship, November 2006
- Regional Leadership Team for Membership Development for the Associations of College Union's International, 2003-06
- Association for African American Heritage and Preservation Annual Conference, February 2005
- East-West Center: Asian Studies Development Program (ASDP) Institute: Infusing East Asian Studies into the Undergraduate Curriculum, Summer 2005
- Western Archives Institute 2005
- Northwest World History Association Conference, October 2005
- Fair Use in Academia, August 2005
- NEH Landmarks of History, "Currents of History: The Columbia River and the Making of the West" July 2005
- Society for Historians of American Foreign Relations Annual Conference, May 2004
- 31st Annual Montana Historical Society History Conference 2004
- Governor's Teaching Fellowship Program, 2004
- Washington Campus Compact: Continuums of Service Conferences, 2004-05
- Conference on Teaching Holocaust and Genocide Studies at Community Colleges, August, 2003
- Oregon Historical Society's Oral History Workshop, November 2003

Conference Presentations:

- "Asian Studies at PCC," East-West ASDP Conference, March 2008
- "Business Writing and the Utopian Circle," Business History Conference, April 2008
- "Demographics, Markets, and Conflicts in New Harmony," Rocky Mountain Interdisciplinary History Conference, September 2007
- "The History of 'The West' in Western Civilization" CCHA National Conference, 2007
- "The Columbia: A River of Communities" CCHA National Conference, 2007
- "'Dark Error's Night Will Soon Be Gone!': Dynamics of Participation in New Harmony, 1825-1827," Communal Studies Association Conference, September 2007
- "Religion, Revolution, and Righteousness" Ronald E. McNair Research Conference, May 2007
- "Beyond Facts: Service-Learning and Asian History" East-West ASDP Conference, March 2006
- "Progressive Pedagogy in Rural China: Tao Xingzhi's Experimental School as an Implementation of John Dewey's Educational Philosophy." World History Association, June 2007
- "They Themselves Contribute to Their Misery by Their Sloth: Late Seventeenth Century French Travelers' Depictions of African Laziness and the Justification of Slavery" *Power and Image in Early Modern Europe*, April 2006
- "Rebels with a Cause" CCHA Regional conference, November 2006

- “The Stalinist View of ‘Paradise’ vs. Popular Responses” CCHA Regional Conference, November 2006
- “Garibaldi and Gandhi: Popular Inspirations and Political Promoters” CCHA Regional Conference, November 2006
- “Connecting the Community College History Classroom to the Larger Community” Community College Humanities Association Regional Conference, November 2004
- “Oral History: A Tool for Interconnectedness.” CCHA Regional Conference, November 2004
- “We sold them only rocks...Subsistence and Sustainability in Northwestern Montana, 31st Annual Montana Historical Society History Conference, October 2004
- National Membership Team for Associations of College Union International, 2003-2004
- “Work and Responsibility in the Late Medieval and Early Modern English Nunnery” Phi Alpha Theta Colloquium, January 2004
- “Service Learning: Connecting Ancient Mesopotamia to Oregon” CCHA, November 2004
- “The Challenges of Promoting Service Learning at a Community College” Continuums of Service, March 2004

Publishing:

Book and Article Publications:

- *Ask the Ancients: Astonishing Advice for Daily Dilemmas*, Exlibris, 2008.
- “‘Dark Error’s Night Will Soon Be Gone!’: Dynamics of Participation in New Harmony, 1824-1827,” *Communal Societies* (Submitted)
- “Constructing Business, Constructing Utopia: Historical Insights” *Business and Economic History On-Line* (Submitted)
- “Beyond the facts: Service Learning and Asian History,” *Academic Exchange Quarterly*, Summer 2006.
- *Serving Justice: History of Oregon State Bar*. (Portland: OR State Bar, 2005)
- “Slavery, Plantation Slavery, and Racism: Islamic and European Modes: Africa, The Ottoman Empire and Latin America.” Publication: *PERSPECTIVES, A Journal of Historical Inquiry*, California State University, Los Angeles. Department of History, Volume 31 2004-2005.
- “Service Learning at PCC” *The Humanist*, Winter, 2005.
- “Was the Red Scare a Republican Effort to Crush the New Deal?” and “What Was the Legacy of the Red Scare?” in *History In Dispute: The Red Scare after 1945*. Columbia, SC: Manly, 2004.
- “Nuns as Patrons and Artists: The Question of Cultural Activity at Barking Abbey,” in *Essex Journal*, Fall 2006.
- “They Themselves Contribute to Their Misery by Their Sloth: Late Seventeenth Century French Travelers’ Depictions of African Laziness and the Justification of Slavery” in *The European Legacy*, October 2006.

Encyclopedia Entries:

- Two entries in Oregon Online Encyclopedia, forthcoming.

- Seven entries in *The Encyclopedia of Intelligence and Counterintelligence*, Golson, 2003.
- Ten entries in *Encyclopedia of the United States – American Indian Policy, Relations and Law*, Congressional Quarterly Press, 2007.

Reviews:

- Review of *Coyote Warrior* in *American Indian Culture & Research Journal* 30, no 3.
- Review of *Oneida Allotment*, in *American Indian Culture & Research Journal* 31, no. 2.
- Review of *Inhuman Bondage: The Rise and Fall of Slavery in the New World*, in *The European Legacy* 13, no. 2 (2008).
- Review of *Carry Me Back: The Domestic Slave Trade in American Life*, forthcoming in *The European Legacy* 13, no. 3 (2008).

Awards:

- Terry O’Banion Award for Excellence in 2004 – awarded by the NCSD
- Dennis and Phyllis Washington Foundation’s Scholarship for Excellence, October 2004.
- “Teacher of the term” Cascade campus (selected by students), Fall 2006
- Distinguished Club Advisor, Winter 2005
- 2007 Donald Durnbaugh Award, Communal Studies Association

Grants:

- Fellowship: Library Company of Philadelphia, Program in Early American Economy and Society, August 2008
- Leadership Internship Program 2007-2008 ASDP grant to put on symposium (see above) 2007
- Reed-Smith Research Grant, University of California, Davis, 2006
- ASPCC Classroom Enhancement Grants, 2007, 2005
- Council on International Education Exchange grant to attend seminar in India, 2007
- Innovative Pilot Program Grant for Field Seminar in China and development of Asian Studies Committee, 2006
- Internationalizing the Curriculum Grant to attend East-West Center seminar, 2005
- Service Learning Grant in support of History of the Holocaust courses, 2005.
- Diversity Grant, 2005
- Marchand Research Grant, University of California, Davis, 2005
- Service Learning Grant in support of History of Eastern Civilizations courses, 2003

Service to Portland Community College:

Faculty and District-wide focus

- Member, Degrees and Certificates Committee
- Member, Curriculum Development Funding Committee
- Member, Educational Advisory Council and Chair of the Membership Committee
- Member, Prerequisite Implementation Steering Committee
- Member, President’s Budget Advisory Committee
- Self-Assessment Plans at PCC, Academic Years 1998-99; 1999-2000; 2003-04; 2004-05; 2005-06; 2006-2007
- Campus Chair of the PCC Staff and Faculty Campaign, 2005-07

- Campus Inservice Committee
- Curriculum Committee, 2007-08
- PCC's Teaching Learning Center (TLC) presentations: "I'd do Service learning, but. . . ." and "Infusing Asian Studies into the Curriculum," November 2005, "PCC Archives, January 2008
- Member, planning committee for 2008 Regional Conference for Association of College Unions International
- Service-Learning Faculty Coordinator for Sylvania Campus, 2006-2007
- Service-Learning Steering Committee, 2005-2007
- Steering Committee Member: Service Learning, 2005-06

Student focus

- Co-Chair PCC Smoking Taskforce
- Co-founded History Club for PCC students, 2004-06
- Member of a group to restructure Oregon Community College Student Association, 2007
- History club events, including lectures, presentations, field trips to Portland Art Museum and Fort Vancouver, film discussions

Diversity and Multiculturalism

- Internationalizing Summit participation, 2008
- Diversity Council Member, Cascade, 2007-08
- Facilities Chair for the Oregon Hate Crimes Conference, 2006
- Stop the Hate Taskforce for the District and the Campus
- Campus Watch member
- Member Student Development Committee
- Coordinator of Symposium: "Looking over the Wall: Understanding the Old and New China," jointly sponsored by the East-West Center's Asian Studies Development Program and PCC, October 2007
- PCC Art Beat Presenter on Amy Beach, May 2007
- Asian Studies Committee Founder and Coordinator, 2005-2007
- Lecture recital: "Amy Beach: Music, Life, and Birdsong" March 2005
- Lecture recital: "Mendelssohn's Sister: Fanny Hensel Mendelssohn: Her Life and Music" November 2004
- Guide for History Club field trip: Portland Art Museum's Chinese Artifacts, 2005-06

Library and Archives

- Library Advisory Committee
- Copyright Committee
- PCC archives founder and coordinator 2006-2008
- Oral History of James Van Dyke, former PCC President, 2007, 2008

Service to Community:

- Board member and founding member Northwest History Network
- Reed College Alumnae Oral History Project 2007
- Oregon Archives Week planning committee 2005-2007
- Reed College China Day November 2006 "Ask an Archivist" for Archives Week 2006

- Program Committee, Pacific Northwest Historians Conference 2006
- Participant in fundraiser: PCC for Relief: An Afternoon Performance for Gulf Coast Recovery, October 2005
- Member, Historical Resources Advisory Board for the City of Lake Oswego
- Member, Lake Oswego George Rogers Park Historic Design Task Force.
- Member, Lake Oswego Historic Furnace Task Force.
- Member, Lake Oswego Heritage Council
- Judge, American Legion National High School Oratorical Contest, January 2003
- Founder and coordinator, Courageous Performers, Monthly performance group, 2004-08
- OHSU Piano Performance for Classical Music Series, April 2007
- Fundraiser for KBPS: “Fanny’s Birthday and Amy’s Birdsong: Piano, Story and Song,” November 2005

Appendix F

Examples from five instructors' experiences describing how professional development activities are used in the classroom

- The Governor's Teaching Fellowship Program has strongly influenced how I teach my online Western Civilization courses. The program required that each attending faculty member complete a substantial capstone project. In my case, I developed a series of primary-source-based online discussion modules that I now employ in my online Western Civilization class.
- As a result of attending the three-week institute, "Infusing East Asian Studies into the Undergraduate Curriculum," I helped PCC create an Asian Studies Committee and host the symposium *Looking over the Wall: Understanding the Old and New China*. These activities have all affected my classroom presence as well. I have been able to throw in Asian examples on occasion to my Western Civilization courses, which rounds things out a little. I feel more confident teaching my History of Eastern Civilizations courses because of the further knowledge I have gained. I am generally staying fresh and continuing to learn, which affects the tone of my classroom presentations.
- I have attended a session on technology in the classroom and learned how to use Power Point to enhance both US History and Western Civilizations. For example, in teaching about Japanese-American internment in the US during World War II I showed newspaper editorials, political cartoons, and photographs of their displacement and loss during the war which brought a crucial visual dimension to the topic.
- I have been inspired by the conference presentations I have attended. In my planning for this winter term's History of India and Subcontinent class I have decided to incorporate the article "Dying for the Dead: *Sati* in Universal Context" by Jörg Fisch which explains the cultural phenomenon of *sati* (where widows were burned alive on their husband's funeral pyre) as something not unique to India but exhibited in other cultures in Asia as well as in Africa, Eastern Europe, and among indigenous peoples of the Americas. Despite the fact that *sati*, though banned, continues in India and is perhaps a marker of the wide differences between East and West, studies such as Fisch's can help students understand such practices as part of a global pattern of culture which can then serve to minimize rash generalizations and stereotypes.
- In October 2007, I presented a paper titled: A History of "The West" in Western Civilization in which I discussed the historical origins of the concept of "The West" and how this idea has changed over time. In the courses I teach on the history of Western Civilization, I discuss with the students on the first day of class meanings of the word "Western," and this conference experience helped to enrich that classroom discussion.

Appendix G Library Statistics

Books – Circulation Statistics: Below are some circulation statistics of history books (900s). Unfortunately, these statistics don't include "history" books that history students check out in other Dewey numbers (for example, Salem witchcraft books are in the 133 number area; historical biographies are found in a lot of Dewey number areas; books on the Reformation are in the 270s). Nor do they reflect all the history books that were searched for or requested through our Summit service, which would augment the numbers. There has been a downward trend in circulation of books in the 900s over the past 3 years, but, of course, statistics for this year are only through October, and it's possible that students are accessing data bases more rather than physical books.

History Materials Checkout Totals for the Last 3 years as of 11-9-07

These numbers represent the number of times materials in these specific history subject areas have been checked out for use outside the library.

These statistical categories have been determined by library system administration folks. The categories are sorted here in the order of their Dewey decimal number.

Statistical Category	2007 to date	2006	2005
History	163	215	174
Geography	195	379	335
U.S. Geography	107	107	230
Oregon Geography	126	140	215
Biography & Geneology	86	150	174
History – Ancient World	590	646	637
European History	849	945	1067
British History	158	135	139
Russian History	74	114	174
Asian History	721	860	781
African History	169	226	221
Canadian History	4	9	22
Mexican History	232	226	289
North American History	284	315	429
U.S. History	1567	2042	2221
Oregon History	158	197	249
South American History	89	88	120
TOTALS	5572	6794	7477

11-9-07 kj

Database Statistics

History Resource Center database statistics:

- 2004/05: 5085 searches. We had limited concurrent users and each month we had turn ways.
- 2005/06: 6581 searches. Turn ways in Oct. and Nov.
- 2006/07: 8062 searches. Turn ways Jan-March.

This is a real success story in terms of usage.

We negotiated with the database vendor (Gale) for History Resource Center, U.S. this spring and now have unlimited concurrent user access (for the same price), starting in June 2007. As a result, numbers are expected to be even higher at the end of this year.

History students also use some of the EBSCO host databases but there is no way to ferret out just the history search statistics.

History Library Orientations

Attached are statistics on library orientations for history students from 05 – 06 to current. The numbers are small. There are only a handful of history faculty who consistently request library instruction for their students. It would be great if these numbers increase substantially in the next three year. History faculty can either request an orientation in the library or in their classroom, and we can customize the instruction to the specific class. For example, we do specialized instruction for Sylvia Gray’s HST 105 History of Eastern Civilizations: India and Subcontinent and HST 106 History of Eastern Civilizations: East Asia classes.

There are many history students who do ask us for help at the reference desk. I don’t have any numbers, only anecdotal evidence. They ask for:

- Assistance in finding journal articles on a history topic
- Assistance in finding a scholarly biography (Bev Wirtz at Cascade has an assignment for her history classes. She and I developed an annotated bibliography for her U.S. history class this fall.)
- Assistance in finding books on specific history topics.
- Assistance in researching Oregon history topics.

Library Orientations for History Students: Sylvania

Total 05 – 06

8 classes
156 students

Total 06 – 07

7 classes
133 students

Fall 05

History 204 19
History 201 22
History 201 23
64

Fall 06

History 201 22
History 201 23
45

Fall 07

History 100 13
History 201 12
History 211 16
41

Winter 06

History 205 15
History 105 21
History 105 16
52

Winter 07

History 100 22
History 105 19
History 105 20
61

Spring 06

History 106 21
History 106 19
40

Spring 07

History 106 12
History 106 15
27

Library Orientations for History Students: Cascade

Total 05-06

2 classes
43 students

Total 06-07

2 classes
50 students

Fall 05

No History classes

Fall 06

No History classes

Fall 07

History 100 16 students

Winter 06

No History classes

Winter 07

No History classes

Spring 06

History 101 24 students
History 203 19 students
43

Spring 07

History 276 24 students
History 276 26 students
50

Appendix H

Results of student survey regarding PCC library use

Students surveyed were in Terri Barnes' HST 101 and 102 courses during fall 2007.
Total number of surveys: 85

1. How often do you use the PCC library **per week**?

Never:	31
1-3:	46
4-7:	8
7+:	1

2. If you don't use the library, why? [**These were the most common responses**]

- Not of use to me/No need
- No time
- Use public libraries instead
- Have access to what I need at home (internet)
- Prefer doing homework at home

3. If you use the library, what is the main reason?

Research:	31
Computer/Internet access:	32
Other:	16

"Other" responses included:

2. To sleep
3. To study
4. To use group study rooms
5. To read
6. To make copies
7. To have quiet time

4. If you are working on a **History** assignment, which library research tool do you use most?

Books:	40
Articles:	18
Internet:	69
DVD/video:	10
Newspaper:	1
Other:	1 (lecture)

5. Are you **familiar with** PCC's access to online databases for finding research information?

Yes:	48
No:	32

8. If "yes" have you used the databases?

Yes:	40
No:	48

9. If "no," would you use them if someone showed you how to access the information?

Yes:	13
No:	2
Maybe:	1

Appendix Z:
Selected Sample Outcome Evidence

[Note: Each instructor has formatted the assignments and responses using his or her own methods. This reflects the variety of teaching styles offered by the History SAC]

Instructor A

Intended Outcome, HST 202:

- Recognize and appreciate the diverse contributions of different groups (national, ethnic, racial, religious, sex, and gender) that interacted in the Americas

Assignment:

*Write an essay in response to the novel *Out of This Furnace* by Thomas Bell (1941) about the experiences of immigrants from Slovakia working in the steel mills of Pennsylvania.*

Essay topic A) Dissect the relationship of class to ethnicity. How is the class hierarchy of both the steel mill and the steel town connected to race, ethnicity and immigration?

Student essay sample, introductory paragraph: One of the most striking characteristics about class in the United States is the connection between the movement of different ethnicities into the country and the resulting class distinctions. As each new ethnicity ends up moving into the U.S. looking for opportunities better than what they had found back in their homelands, they displace earlier immigrant groups. These earlier immigrants are not displaced in society, do not lose their jobs and livelihoods on a general basis, but instead end up filling the role of lower end businessmen and foremen for the steel mills. Tensions build up between a new wave of immigrants and the immigrants who had preceded it, because those older immigrants who do not have the skills or luck to move up in social or economic class when the fresh immigrants come in usually end up stuck in the same position as they entered the country because fresh immigrants bring down workers wages. The reason for the fall in wages for laborers when new immigrants come into the country is that most immigrants are willing to work for lower wages than workers born in the U.S. due to inability to find jobs of any kind in their native countries. This situation is seen clearly in the steels mills of Braddock and Homestead where ethnicity, immigration, and eventually race, created a town divided into different work and home demographics. This division, moreover, allowed for capitalist exploitation of workers by corporations.

Essay topic B) Discuss the power struggle between workers and owners. How are the goals and strategies of union organization attempts related to the goals and strategies of the company's efforts to prevent unionization?

Student Essay sample, introductory paragraph: The constant power struggle between the economic interests of big business and the needs and wants of those employed by them were often at odds with each other during the late nineteenth to early twentieth century, a fact represented clearly by Thomas Bell's book *Out of this Furnace*. Labor disputes between unions who represented poor workers and the super wealthy corporations often became violent and were characteristic of this particular era as the government often sided with businesses, the corporations exercised seemingly unchecked power over the individuals they employed, and were more than willing to use workers' own class and racial prejudices against each other in order to maintain their position of power and wealth.

Essay topic C) Describe the role that gender plays in industrial poverty. Compare and contrast the ways in which men and women experience life, work, family, freedom, and/or inequality in the steel mills.

Student Essay sample, introductory paragraph: Between the 1870s and the 1920s America's working class faced many hardships. As the country became more industrialized and the need for materials increased, the working conditions for the people producing products worsened. Not only did this happen to African Americans, but also to white men, immigrants and women. The novel *Out of this Furnace* is a fictional account of the struggles of a family of European immigrants who live in a steel town. Working conditions, living conditions, family life and working life are all portrayed accurately by the author Thomas Bell. The bosses of the steel mill ultimately controlled the conditions of the extremely impoverished steel towns because they regulated the wages for the workers. But another factor that contributed to the destitution of the steel towns was traditional gender roles.

Instructor B:

Intended Outcome, HST 105

- Recognize and appreciate the diverse contributions of East Asia to world civilization

Assignment:

Short Essay on Sun Tzu's Art of War. Write a 3-4 page thoughtful paper that explores one or more principles you find interesting in the Art of War. Consider whether these principles are still applicable today, and if so, under what circumstances.

Student essay sample, opening paragraph:

The resonance of the principles found in *The Art of War* is no doubt due to the fact that the strategies offered for winning war are applicable to not only the general commanding his army, but to everyman. While many of the entire contain advice directly concerning the issue of war, an equal amount could be read proverbially, the lessons found therein relevant to the daily war we all wage: living.

Student essay sample, closing paragraph:

Tzu's lessons are beneficial not only to military strategy. I found a great deal of teachings in The Art of War that were relevant to improving performance in sports, business, and life in general.

Student essay sample, paragraph excerpts from second page:

Modern military mistakes might have been avoided if the ancient wisdom of Master Sun had been heeded by those in charge of recent operations. Master Sun says, "Therefore I have heard of military operations that were clumsy but swift, but I have never seen one that was skillful and lasted a long time. It is never beneficial to a nation to have a military operation continue for a long time (23). The American conflict in Vietnam grossly ignored this vital rule of warfare, thereby weakening the nation internally and abroad. . . . The same mistake of a prolonged conflict is again being repeated in Iraq, which has already outlasted the amount of time it took the US and its Allies to defeat the Axis powers in WWII. . . . America would be wise to not repeat the mistake of Vietnam and should instead follow the ageless wisdom of Sun Tzu, by keeping military campaigns short and effective.

Student essay sample, opening paragraph:

Sun Tzu's The Art of War was as simple to understand as it is hard to use. The many concepts he puts forth and explains are the basics to the topic of war. This book is directed towards the person who leads an army and what he or she should do and always keep in mind. Throughout the book, Sun Tzu never gets into any specifics and only talks about concepts that can apply to anyone anywhere, such as spies, terrain, and how to treat soldiers. Such concepts are as applicable today as they were over two thousand years ago.

Student essay sample, closing paragraph:

The Art of War gave me insight on military strategy. This is something I know very little about and found it interesting. I can see where our government, past and present, have drawn from *The Art of War*. The last chapter on the use of spies brought to mind the Civil War when they had women spies or informants for the confederacy. The chapter on maneuvering armies made me think of Iraq because US soldiers are fighting on soil unlike their own. The climate is much different and not comparable to any inhabited area in the United States so they have to maneuver the troops carefully, studying the lay of the land, which offers little cover. Sun Tzu's philosophy on war is kind. It is well thought out and examined very closely. It gives meaning to battle, in that it can be fought without fighting.

Student essay sample, closing paragraph:

. . . However, since I love military history of all types, knowing Tzu's lessons is great for looking at a specific battle or war and seeing how Tzu's ideas are being used, whether consciously or unconsciously, by many great (or stupid) generals and admirals.

Student essay sample, closing paragraph:

In closing, I think that Sun-Tzu actually offers us a lot of advice that is still pertinent. Many of us need all the help we can get in developing healthy relationships at home or in our places of employment, and while

I think that large scale war is probably humanity's most ridiculous invention, if we're going to do it, we should at least do it right.

Student essay sample, opening and ending paragraph:

Penned in the 6th century BCE, Sun Tzu's The Art of War has not simply been respected as the leading manual for military strategy and tactics, but has also been a part of basic military curriculum as well. Its ideals on action versus reaction have been used far and wide and are still used today. . . . Personally, I would like to believe that if all commanders truly took this book to heart that there would be less violence in the world.

Student essay sample, ending paragraph:

There have been many interesting ideas and philosophies presented in Sun Tzu's "The Art of War", and I could write one hundred pages about all that I find interesting and applicable to my life and the modern world.

Intended Outcome, HST 102:

- Use critical thinking to evaluate historical changes and their impact on western civilization.

Assignment: exam question. (Students are given the exam questions before the exam but do not know which one will be chosen. They are not allowed to bring in notes, and they hand write in blue books.)

Directions: Please respond in essay form, backing up your assertions with specific examples from the readings, lectures, or films. The more specifics, the better the grade, providing that it all makes sense. You may argue for or against, or you may modify the statements, as long as you address all issues implied in the statement. *The Protestant Reformation undermined European society and culture and led to terrible warfare. (Be sure to include information about the Protestant Reformation, the Catholic Reformation, and the ensuing religious conflicts.)*

Student exam essay statement, ending paragraph:

[student gives examples: addresses issues of Protestant reformation; notes new tendency to ask questions, especially questioning the church; mentions Catholic reaction and Council of Trent; notes both sides become intransigent; gives examples of Huguenots in France, witch craze, 30 years War, and the English Civil War]

The Puritan movement [in England] was the main reason for the revolution, and they felt that the fundamentals of Christianity had been lost and the nation had become sloppy and evil. So they fought the king's army and won after a bloody conflict. So the Protestant Reformation led to warfare, but it also led to new thoughts and tolerance that would and has shaped the thinking of Western Civilization ever since.

The Protestant Reformation had a huge effect on European society and culture. It was responsible for almost two hundred years of religious strife and war. [Student gives info on Luther and his objections to various Catholic practices; speaks of Catholic Reformation in response; Says the response wasn't enough to undo the Protestant movement; then catalogs a number of wars: French and St. Bartholomew's Day Massacre; Dutch wars with Spain; Elizabeth vrs. Spain; Thirty Years War.] . . .Not only did the Reformation have a cultural effect on Europe, but also a social and financial one. It had a lasting effect on the world, other than just changing people's ideas on religion, it also had an effect on the way people looked at the world around them. The Scientific revolution and the Enlightenment may never have begun without the Protestant Reformation.

[student lists a number of wars but does not detail much of what the Protestant Reformation stood for.] Overall the Protestant Reformation did undermine European society and culture and led people to terrible warfare, but it needed to happen. The protestants were in other words doing us a favor and though it took some time we are all now very tolerant of religion at least in parts of the world.

Exam question: (same instructions as above but different statement): *The Scientific Revolution and the Enlightenment finally brought reason to Europe and ended the bloody religious wars. (Give details on the Scientific Revolution and Enlightenment, and address the question of its impact on Europe) (student's errors are reproduced)*

Europe had advanced in so many ways after the Renaissance. However they had taken all of their knowledge from the classics and accepted those theories as fact. They also had accepted the churches teaching and authority as truth. Then the reformation had occurred. Suddenly men could have truth and find that for himself. The result was two warring churches each claiming to have the truth, to back up their agendas. The Scientific revolution, and the Enlightenment, however, once again changed Europe's thinking and brought an end to the bloody, religious wars.

[student then enumerates various scientific advances: Copernicus, Kepler, Newton]. . . In his publication of the Principia he presented the theory of gravity, which caused bodies to be attracted and caused the planets to orbit. His work was backed up with observation, geometry, and experience. And with his publication he opened the way for the Enlightenment.

The Enlightenment was spurred on by the scientific Revolution. People reasoned that if Mysteries of the universe could be understood then they could study such things as government, society and humanity, to understand and change those. . . [student then enumerates Enlightenment characteristics] So the Enlightenment did in some ways bring about an end to religious warfare. Because no one had the truth, and everyone was worshiping the same God anyways, there was no need to fight over religions. Also men became more humane in his treatment of each other in society.

The scientific Revolution and the Enlightenment brought an end to many religious wars across Europe. However the enlightenists failed to realize that no matter how mankind is educated and nurtured they will still fight because humans are not basically good. Sadly, men will still fight, even if they do not have a religious reason.

Assignment: exam identification: Louis XIV:

Louis XIV was the epitome [sic] of an absolutist ruler. Reigning over France from the mid-late 1600s until his death in 1715, his leadership was in response to almost being executed as a child by an angry mob. He felt the only way a ruler could be truly effective was to have absolute control over every aspect of rule. He turned the family hunting lodge outside Paris into a spectacular palace known as Versailles. This is where he moved the kingdom and where he would live for the rest of his life. He is known for the taming of the Nobility which put all officials and princes and respected nobility under one roof. By having them out at his palace, they had less outside influence from their peers. Because of this, he was able to keep a watchful eye over the kingdom. His whole life was seen in front of the public, from waking to sleep. He was a personable king who never forgot wrongdoings or achievements of his contemporaries. At the same time, it was the beginnings of a major disconnect from the common people which would prove to have bad side effects in decades to come.

Instructor C:

Intended Outcome, HST 101:

- Use critical thinking to evaluate historical changes and their impact on western civilization

Term Paper

“To Whom does History Belong?”

For this assignment you will read about two different historical controversies regarding artifacts from the past in the attached articles. After reading these articles on The Kennewick Man and the Elgin Marbles, you will write a paper essentially addressing the question: “To Whom does History Belong?” Follow the guidelines below for writing the paper.

For this assignment you must use only the attached articles for your research – NO outside sources are allowed.

To get full credit your paper MUST be in the following format:

- *Typed, double-spaced, 12-point font*
- **Minimum** 3-4 pages in length
- *Your name, the name of the course, and the date on the first page*

Consider the following questions in your paper:

- *How do the objects involved qualify as historical sources?*
- *Who should control the objects? Where do they belong?*
 - *Should the people with more knowledge (i.e., scientists, historians, or museum curators) be given preference because they have the means to study and the ability to care for/conservate the objects?*
- *Ultimately, to whom does the history these objects represent belong?*

[Student paper was presented as assigned but it has been made smaller to fit in this appendix]

To Whom Does History Belong?

Can anyone really *own* history? Does the possession of an artifact of historical significance somehow make a person or group better or more complete? Some may think so; I do not. Tradition should be respected, don't get me wrong, and those for whom any artifact might have a special significance should not be ignored. But neither can we ignore the possibility of learning from our past. I am torn between my respect for culture and for higher learning, so I will say this: The ownership of historical artifacts should be determined on a case-by-case basis. The varying significances of historical objects such as the Kennewick Man and the Elgin Marbles prevents me from taking a definite side with this issue.

I have been to the British Museum. I have seen ancient Greek and Roman reliefs mere yards away from examples of Sumerian pottery. Though I cannot recall the Elgin marbles specifically, let me say that seeing comparable objects encased in glass thousands of miles away from their natural setting is not impressive. By comparison, visiting the Roman city of Bath, England, and eyeing the actual seats sat on by those Romans of long ago within an actual (albeit restored) Roman bathhouse was very impressive. I felt much more engrossed by the history and culture of Rome by actually being where they once stood than I did in the British Museum, viewing the art they created.

This in mind, I reject the argument put forward by John Boardman in his article on the Elgin Marbles. It is a simple matter of quality over quantity. Is it better for a thousand people to garner some enjoyment from a piece of history in an artificial setting, or for one hundred to fully appreciate the history and beauty of the same object by seeing it in its natural environment? It may sound elitist to choose the latter, but by example could India's 1.2 billion population really enjoy the majesty of the Statue of Liberty should it sit in a square in the middle of Mumbai?

Regarding the argument put forward by Mr. Kilgore about the Athenian city-state no longer existing and therefore forfeiting Greece's right to the Marbles: If anything, this argument should add to Greece's claim. The Elgin Marbles are a glimpse at a Greece that no longer exists, but was a Greece anyway. Any of us may not be children anymore, but does that give others the right to the toys we played with in our more formative days just because they believe they have a higher appreciation for them? The fact is that just because Greece has moved on doesn't mean that their old playthings should be forfeited.

This is all, of course, barring science. But keeping the Elgin Marbles in Britain would have no scientific significance – it would not teach us anything new about history. I'm sure they have been

studied time and again by Museum staff and other academic equivalents, and that we have learned all that we can from them. And if, with some future technology, we are able to learn more from these Elgin Marbles, then what is to stop scientists or historians from researching them in their native Greece?

As a provision then, I would add that I believe that the native culture where the Elgin Marbles or any historical artifact might belong should be able to sustain and properly care for such things. If Athens is able to display their history without risk to the pieces, then it by all means should be able to, particularly if they could display them within or close to the site of the Parthenon.

Halfway around the world lays the reason why my arguments regarding the Elgin Marbles cannot be applied to all historical artifacts: The Kennewick Man. Unlike the Elgin Marbles, The Kennewick Man can still teach us something about history, specifically the way the Americas were settled over nine millennia ago. Not only that, but who's to say that further analysis of the Kennewick Man cannot tell us something more about ourselves biologically as well as historically? Perhaps this venerable gentleman has something to tell us about the way we have evolved and how we might continue to evolve still.

Opposing the scientists who claim the bones of the Kennewick Man are the Umatilla and other Native American tribes who feel that the skeleton is a part of their ancestry and should rest with them. However, since it has not been proven that the Kennewick Man was a member of any Native American race (or, for that matter, any known race at all) surrendering him to the Umatilla is not only not in anyone's best interest but also, if you'll pardon me, absurd. Without empirical evidence that a historical artifact is relevant to a particular group, said group should not be able to claim said historical artifact.

But let's say, for the sake of argument, that the Kennewick Man will become definitely linked to the Umatilla tribe tomorrow via a scientific find. Now we have a historical object that has both scientific and cultural value. To whom should this piece of time belong? This is the particular reason why these things should be settled on a case-by-case basis. The value of the object to one group must be weighed against the value of the object to another group – I call it the “Who cares?” factor. Though impossible to determine who really values the piece more, if looked at objectively it should be simple to determine who should get the piece.

Taking the Kennewick Man as the example: Does this skeleton mean more to the hypothetical descendants or to the scientists? Where would the piece have more value? Personally, I might do what the Army Corps did and let the Umatilla have their supposed property. What do I care, after all, exactly how the North American continent was settled? Could I learn from this knowledge? Would it benefit me in some way? Perhaps. I would have to listen to proposals from both scientists and tribesmen. Offhand, I would think not.

All of this is supposing that the skeleton would be found to be linked with the Umatilla, of course.

A thought: Just what makes the Kennewick Man historical, I wonder? Or for that matter the Elgin Marbles? I suppose an object is historical if it can tell us something about an extinct culture. In that way everything from a 1960s painting of JFK to a slab with Sumerian cuneiform on it is historical. We cannot return to America in the 1960s, after all, any more than we can return to the ancient Fertile Crescent. Perhaps that is why we value our history so: we recognize that the only way to return to these times, nay, to prove that they ever existed is via what we can find buried beneath the sand (or in a secret CIA bunker).

Because one man's junk is another man's treasure, and because no one can judge the significance of an object for another person, it is imperative that historical artifacts be retained by scientists, curators, native peoples, and other parties concerned on a case-by-case basis. But perhaps more importantly, it should be noted that wherever the artifact may lie, its history cannot belong to just one group. Can the Elgin Marbles not be celebrated as a part of both Greek and British history? Can the Kennewick Man not be both Umatilla and the Americana? And if a kid in Beijing learns something from either object, can they not be a part of Chinese history as well?

Instructor D

Intended Outcome, HST 104:

- Use critical thinking to evaluate historical changes and their impact on Middle Eastern Civilization.

Assignment:

According to Donald Quataert in The Ottoman Empire, 1700-1922, how did the Janissary Corps change between its establishment in the 15th century and its demise in 1826? In answering this question, please be certain to address the Janissary Corps' evolving role in Ottoman society, and the ways in which recruitment into the corps changed. Please be certain to use at least three direct quotes from the book.

Student essay sample, body paragraph: By the 17th century, a steady decline in both formal tradition and adherence to the original codes of conduct among the Janissaries led to a total reversal of the once powerful loyalties felt between the Sultan and his army. The practice of celibacy and barracks life eventually eroded to a point where it was no longer even remembered. Over time, the introduction of marriage into this new system led to hereditary service for offspring of the Janissary. This, coupled with the abandoning of the devshirme system in 1703, led to born Muslims serving prominently among the ranks of the Corps.

Student essay sample, body paragraph: The weakening Ottoman currency was felt particularly hard among the Janissaries because their standard of living had grown to a level not easily maintained in the new economy. In order to make up the difference, additional services were being offered by the once famed Corps. Starting out innocently moonlighting for additional pay, the Janissaries quickly turned to extortion and mafia-style operations in order to continue their hold on power. Their involvement in the Ottoman Guild system, a sort of corporate union of the time, eventually led to their being able to wield greater and greater influence over their government. The unique position of the Janissary, that of being born among the common people, and also of being part of the political elite, gave rise to the control that the Janissaries were able to exert over their rulers. In fact, the Janissary Corps had been responsible for the overthrow of Sultans. The role of kingmaker notwithstanding, it is important to think of the Janissary Corps, at this time, as ally to the people, fighting the elite classes on behalf of the common man:

“If we consider them in this role rather than as fallen angels – corrupted elite soldiers and elements of the state apparatus run amok – then the eighteenth century becomes a golden age of popular politics in many Ottoman cities when the voice of the street, orchestrated by the Janissaries, was greater than ever before or since in Ottoman history.” (Page 46)

Student essay sample, body paragraph: Towards the beginning of their formation, the Janissary Corps consisted of slaves and non-Muslims. Soon after, the Devşirme system came into practice in which non-Muslim, usually Christian, boys were selected from rural Balkan villages to be converted to Islam, educated, and given prestigious jobs under the sultan. Unlike other empires during that time, “...the Ottomans found trained soldiers and administrators...by reaching outside their own religious constituencies (31).” This system produced competent, knowledgeable, and qualified leaders. The smartest boys rose to the top and received jobs in administration while the tough boys entered the military, some becoming members of the Janissary Corps.

Instructor E

Intended Outcomes, HST 100:

- Use critical thinking to evaluate the nature and methods of history

When considering the history of Salem Village and the past differences between neighbors, one can draw a conclusion regarding the causality of this tragic situation. Looking at the witch trial records, the Porters and their extended family were accused far more than any other family, "...drawn from all three branches, were involved in the prosecution of no fewer than forty-six accused witches." (p. 115) one of the main accusers was a twelve year old girl named Ann Putnam. The Porter family, which was anti-Parris, had been targeted by the Putnams and Samuel Parris. The Salem Village parish was eliminating the Porters one by one. Another cause for this outbreak was because the adults encouraged the afflicted girls. "By encouraging and even exploiting the unusual behavior of the young people in their communities, ministers had managed to turn a potentially damaging situation to their own benefit. (p. 29) After reading this book, it is easy to see that the Putnams and Samuel Parris did not necessarily believe the afflicted girls, but saw an opportunity to cut down their competition in the community, namely the Porters.

- Recognize the various sources historians use to reconstruct the past.

Before reading Salem Possessed, I knew very little about the Salem witch trials and (as most Americans) did not realize that there could have been more to the trials. The book challenged me to think deeper about the trials and to think more critically about other historic events. The authors wrote a remarkable book in which they used primary evidence to formulate their thesis. Some of the primary evidence or primary sources included town records, church records, first hand account, speeches, sermons and diaries. These types of sources give the book a historical value and they give the reader insight to the community of Salem. The authors achieved their purpose in writing the book because they shed light on other factors that could have been overlooked by other historians. I think the authors gave a lot of information that allowed the readers to formulate their own opinions of what really happened. The authors proved their thesis that the Salem trials were more than about witches, they were about years of disagreements and a power struggle between two families.

- Understand the meaning of historical context in terms of evidence and historical interpretation.

When trying to understand this situation it's best to start with the context of the time period. Religion in the early colonial period was of major importance for people. The town of Salem started to prosper after "...tide of Puritan immigrants to Massachusetts after 1630..." (p. 37) Towns in the colonial period weren't even recognized until they constructed a church and hired a Minister. "The year 1689 brought an independent church...to achieve a greater political independence as well." (p. 63) Consequently the parish of Salem Village conducted all the trials, led by the Minister Samuel Parris. The Puritan people of the time were the majority and church was the backbone of society. The church had an influence on almost every aspect of the town and people took the word of the ministers seriously.

- Communicate effectively through written and other assignments.

All of the above are evidence of this.

Intended Outcomes HST 203

- Use critical thinking to evaluate historical changes and their impact on American society, and
- Communicate effectively through writing and speaking

Based on Book Review

Rodgers outlines Mencken's life in a clear, concise fashion. It is impossible to write Mencken's story, without putting his actions into the larger context of the history that surrounded him. Mencken was at once both a product of his times, and a man who stood out from his times. When attempting to write about a man who was at the heart of the most significant events in America for close to six decades, any author could easily be overwhelmed by the task.

In the short time that I have been exposed to Mencken, I have come to realize that there are two camps, those of disciples and those who would rather Mencken's existence be expunged from history. Mencken would be most proud of the latter. In reading Rodger's work, one is exposed to many significant events, as seen through the eyes of a professional social commentator. The great Baltimore fire of 1904, eleven presidential campaigns, the Harlem Renaissance, Women's Suffrage, Black rights, WWI, WWII, Prohibition, the Scopes trial, the Red Scare, "censorship," and a host of other topics all receive an in-depth introduction in Rodger's book. These historical events and issues, along with many others are what made up Mencken's life work' a work that will be extremely hard to surpass.

*Based on Final Examination***Intended Outcomes HST 203**

- Recognize and appreciate the diverse contributions of different groups (national, ethnic, racial, religious, sex, and gender) that interacted in the Americas,
- Connect the past with the present to enhance citizenship skills, and
- Use critical thinking to evaluate historical changes and their impact on American society

The 19th Amendment gave women the right to vote, banning states from using sex to discriminate in voting. A victory for Alice Paul and the struggle from women's suffrage.

The Scottsboro Case was the trial of 9 young black men falsely accused of rape. The Supreme Court overturned their convictions twice, they were convicted again, but it stated that blacks couldn't be excluded from juries and had the right to effective representation.

Harry Truman's Doctrine of containment became the foundation of US foreign policy for 50 years. With the containment policy also came the Marshall Plan that rebuilt Western Europe into what is now the powerful European Union. Truman put the US into the Korean conflict where thousands of US troops remain today defending the 38th Parallel and North Korea's nuclear intentions area a huge part of US interests in the region. Lastly, Truman authorized the use of the atomic bomb during WWII. This puts the US as the only country to have that dubious honor. It led to the nuclear buildup of the Col War and the ICBM's the US still has today.

Instructor F

Intended Outcomes HST 201:

- Use critical thinking to evaluate historical changes and their impact on American society
- Communicate effectively through writing and speaking
- Identify culturally grounded assumptions which have influenced the perception and behavior of people in the past

Assignment: Example from a take-home midterm examination

“Three-point” essays (60% of midterm grade, 20 points each): write THREE (3) 1½ page essays. Each essay should use THREE terms from the list below. Each essay should:

- A. Identify each term
- B. Show the relationship between the terms (in other words, how do they connect).
- C. Describe what these relationships mean (i.e., why are they important).

Use a total of NINE (9) terms. Do not re-use terms.

1. Mourning War
2. Headright
3. Fort Duquesne
4. Half-way Covenant
5. Bacon’s Rebellion
6. Ann Hutchinson
7. The Navigation Acts
8. The Enlightenment
9. Roger Williams
10. Half Freedom
11. The “Grand Settlement” of 1701
12. Task system
13. Puritan Conversion Narrative
14. Pontiac’s Rebellion
15. Mercantilism
16. Indentured Servitude
17. The “Three Sisters”
18. The Seven Years’ War

**In this essay, the student selected *Mercantilism, the Navigation Acts, and the Seven Years’ War*.
Grade: A-**

In the years leading up to the American Revolution, the colonies of the New World had strong economic and military ties to England. In fact, these colonies were in many ways more connected to their mother country than they were to each other. But in the mid-eighteenth century this all began to change quite rapidly, a change brought in reaction to the effects of Mercantilism by way of the Seven-Years War and the Navigational Acts.

In order to understand the Seven-Years War and the Navigational Acts, one must first understand mercantilism. Mercantilism was the prevailing idea of government and funding in Europe at this time. It was the idea that a government should establish colonies for the sake of collecting raw goods, if not gold, to use in manufacturing in the mother country. These manufactured goods could then be used sold not only to other surrounding European countries, but back to the original colonies as well, bringing in much revenue to the mother country. But England was not the only European power with Mercantilist interest in America. By this time France, which had been in a long power-struggle with England in Europe, had already established much of its territory in Canada and just to the east of the English settlements, and had set up their own lucrative trade with the Indians. The British were looking for any chance to expel this competition out of North America. Their chance soon came with news of a small colonial attack on a French fort east of Virginia in 1754 led by George Washington.

This failed attack set off what is now known as the Seven-Years War, a war that started out as a struggle between the French, Indians, and English colonists for the land east of the Appalachian Mountains but soon resulted in an international war. After Washington's failed attack, England sent in troops under General Braddock for what they thought would be an easy fight. After a reorganization of government and a new war strategy under William Pitt, England eventually won this war and with it all the land the French once claimed in America.

The Navigational Acts were a group of acts passed by Parliament intending to reduce the debt that England had incurred during the Seven-Years War. These acts consisted mainly of restrictions on countries with which the colonies were allowed to trade, what items the colonies were allowed to trade, and taxes placed upon what was traded. These acts either reduced the debt directly, as with the taxes, or indirectly by protecting England's trade.

Each one of these factors slowly took away from the sense of connection the colonist had with England. Mercantilism and the Navigational Acts left the colonists feeling used and controlled by an outside force. Further, they realized that without a representative in Parliament, they had no way of voicing their complaints. These feelings of mistrust were strengthened by the way the colonial militias were treated by the British soldiers during the Seven-Years War. During that war, the British soldiers not only ignored the ranks of the colonial officers but ignored their advice on warfare against the French and Indians in America. These events left a small seed of resentment in the hearts of the American colonists, a seed that would eventually spring up into full rebellion.

In this essay, the student selected *Mourning Wars, Roger Williams, and the Grand Settlement of 1701*.

Grade: B+

In America's early history, relations between Native Americans and the new colonists were often strained at best, mostly because of a lack of cultural understanding between the two groups. These cultural misunderstandings often centered on Mourning Wars and although Rodger Williams tried to bridge this gap it was ultimately the Indians who would bring peace between the two groups.

A Mourning War was a traditional Indian response to grief and was often misunderstood by neighboring colonists. After a leading woman in a village lost her son to war, she and her family went through a yearlong process of mourning. If she still struggled with grief after this time she was allowed to call a Mourning War, a raid on a neighboring village in which young men and women were taken captive and brought back to the mourning village. After more ceremonies, these captives would usually be welcomed as new members of the tribe and treated as if they had always been there. Conflict between the colonists and Indians often arose when the Indians would conduct Mourning Wars against the colonists, taking children captive for what seemed to the colonists as without cause.

Rodger Williams, a man from Massachusetts who had spent so much time with the Indians that he had been adopted as a son of one of the chiefs, understood the Mourning Wars and other cultural differences and tried to bridge the gap between the Indians and the colonists. As one of the few Whites who understood the Indian concepts of trade and property ownership, Williams did his best to try to explain these things to the leaders of Massachusetts. In 1637, Governor Winthrop called Williams out of political asylum to help with negotiations in the Pequot War. Unfortunately, like many of Williams' other good ideas, the government mostly overlooked his understanding of Indians.

Finally, after years of fighting back and forth between Indians and colonists, the Indians discovered a way to please both the French and the English colonists while playing the two off each other in the Grand Settlement of 1701. After being forced to fight against each other

on behalf of either European power, Teganissorens, an Iroquois leader and orator, called a counsel with surrounding Indian tribes and French authorities in Quebec, while other Iroquois met with British authorities in Albany. At these counsels, the Indians wisely promised neutrality with the French while pledging alliance with the British, gave rights to Huronia to both powers, all the while knowing they would not be held responsible for any agreement.

This Grand Settlement would start one of the longest periods of peace between the Indians and the surrounding European colonists. This peace lasted because it was based upon a cultural understanding of their European counterparts that the Indians had acquired and taken advantage of.

In this essay, the student selected *Mercantilism, the Navigation Acts, and the Seven Years' War.*

Grade: A

When English colonists first arrived in America, they discovered an excess of workable land but shortage of manpower. In response to this need three forms of labor arose in the eighteenth century, ideals that would introduce and shape new cultures in America; these labor systems are Indentured Servitude, the Task System, and Half Freedom.

Indentured Servitude was a system where a person would agree to be a servant for a designated number of years in exchange for passage to America. This system was first used in the Chesapeake Bay area and became popular in this area because of the Headrights system. When "purchasing" a servant, the master knew that they were expected to be released with tools or money for use in their new freedom. In addition, the servant often worked alongside the master, resulting in fairly good relationships and treatment between the two.

In contrast, the Task System was used in slavery and required a certain amount of work to be done by the end of the day. If these tasks were done before the end of the day, the slaves were allowed to use their time as they pleased but if not, they were required to work until they were finished. Slavery was a life-long servitude in which people were often looked down upon, never released, and often violently beaten for any offense. This system came into preference in the Chesapeake Bay area after Bacon's Rebellion demonstrated the danger of having multitudes of released indentured servants. This system was popular in the South because of their need for year-round labor that South Carolina developed a Black majority of 51% in the 1740s.

Half Freedom was a form of slavery in the Northern colonies in which slaves were required to work for their masters part time, which then allowed to use the rest of their time earning money for themselves. These slaves were also required to find their own food and housing. Rather than viewed as business capital, like working animals would be, these slaves were viewed as the personal property of their owners. In the Northern colonies, where farm work was only needed seasonally, African-Americans made up a much smaller part of the population, usually less than 15%.

Each one of these labor systems fostered a new culture during their time and the remnants of each one is still visible today. Freed indentured servants soon became farmers and craftsmen that filled the lower classes of society. The Task System of the South fostered an African American culture in the hours after tasks were finished, a culture so unique that it has maintained its identity throughout the history of America. As for the Half Freedom of the North, this system not only cultivated a feeling of some freedom among these slaves but placed them in higher esteem in the Whites surrounding them than they would have faced in the South. This higher regard for humans of any race is still visible when comparing the attitudes of the North and South.

Instructor G

Intended Outcome HST 105:

- Identify an historian's thesis and supporting evidence

Assignment

Read Jörg Fisch's article. Write a two page paper (typed, Chicago Format, well-written and proofread) that analyzes the article's thesis, evidence, and conclusions. Your paper should also comment on what Fisch's study can tell us about the study of India in general. [Students' footnotes have been removed.]

Student Essay Sample, Introductory Paragraph:

Dying for the dead is and or was a custom in many countries and societies worldwide. There have been past cases of this practice in various forms throughout Africa, Eastern Europe, Japan, China, Bali, Java, and South Pacific Islands. Even in the 20th century there are still incidences of this practice better known as *Sati*, the practice of burning widows, in India. According to Jorg Fisch, this custom is built on a foundation of strong religious beliefs of life after death and social inequalities.

Student Essay Sample, Closing Paragraph:

The practice of *Sati* enforces the social stratification religious beliefs of India. Horrifying as it may seem to outsiders, it defines clear boundaries for the rigid caste system and gender roles within patriarchal India. These customs are widespread and all reinforce some form of social stratification and specific roles within that particular society.

Student Essay Sample, Paragraph in Essay Body:

The universal following into death thesis needs some clarification since a belief in an afterlife which mirrors this life is not part of Indian thought. Fisch posits that the stubborn prevalence of *sati* in India is due to the fact that the rationale for the practice adapted as Hindu beliefs of an afterlife transformed from one in which a man's possessions accompanied him into death to one based upon karmic laws of cycles of rebirth. He further suggests, albeit without documentation, that Brahmins attempted to suppress *sati*, and, when unable to do so, sought to regulate it so as to deprive the Kshatriya nobility of the great prestige attached to the practice; the religious regulation of the practice allowed the Brahmins, and then the lower castes, to assume it as their own. Thus, the rationale for the continuation of *sati* changed from the merit attached to accompanying the dead husband into the afterlife to liberating the dead husband, the *sati* herself, and following generations from the cycle of *samsara* (the ultimate goal of Hindu spirituality).

Student Sample, Closing Paragraph

Although the article does an admirable job of showing the universal motivations for widow killing, certain instances of ritualized "following into death" are neglected (as in the case of the Norse), and some are barely analyzed (as in the case of the Egyptians). Ultimately, the investigation of the Indian aspect of this uniquely Indian variant of ritualized widow killing is too brief, and misses a critical point about Rajput culture. Nonetheless, Fisch does succeed in giving the reader a fascinating glimpse into the culture and traditions of Indian society by showing the persistence of a practice that illustrates the subordination of women to men, and that resists modernity, social and economic change, and governmental suppression.

Instructor H**Intended Outcome HST 103:**

- To draw connections between the past and the present.

Assignment:

This paper is a synthesis paper that should include material from the textbook, lecture, and the assigned reading: selected passages from Homage to Catalonia and “Looking Back on the Spanish War” by George Orwell. Write a 2-3 page essay responding to the following question:

How do the selected passages of Homage to Catalonia and “Looking Back on the Spanish War” enhance your understanding of the Spanish War of 1936-1939?

Student Essay Sample (second paragraph excerpt):

It should go without saying that the party which stands upon a foundation of unachieved ideals stands more fragmented and disjointed than that which stands upon a foundation of reactionary class nostalgia and fear of a common and united opposition. This is as true today as it was in 1936. It should be noted, however, that it has never been the case that these parties distribute themselves along convenient lines of left and right. In 1936, the Anarchists, Socialists and Republicans fought a long hard losing battle against the Fascists and Communists. In the end, overwhelming organizational capabilities in conjunction with outside support in the form of arms from Germany, Italy and Russia prevailed over the relative disorganization of the forces of idealism within the class of the relative disempowered. Today, as a softer fascism is on the rise, one finds a similar situation in the voices of far left and far right idealisms struggling to maintain their coherence in the face of an overwhelming and increasingly authoritarian center.

Intended Outcome History 103:

- To identify and evaluate historical changes and trends that have shaped Western societies.

Assignment: (same as above)**Student Essay Sample (concluding paragraph):**

For the world at large, the persistence of appeasement was the most disastrous outcome of the civil war. Franco’s victory emboldened Hitler and Mussolini to speed up their own preparations for war. The events in Spain taught them two important points:

The first was that if Britain, France, and the Soviet Union ever tried to contain fascism, they would have a hard time coordinating their efforts. The second was that Britain and France were deeply averse to fighting another European war. This meant that the Nazis could use every means short of war to achieve their goals.¹³

Orwell put the point in more simple terms, saying “the Spanish civil war demonstrated that the Nazis knew what they were doing and their opponents did not.”¹⁴ This was a dangerous lesson. Orwell correctly saw that the tactics used by the fascists in Spain would soon be unleashed on the whole of Europe. The indiscriminate targeting of civilians, the cleansing of ideological opponents, and the distrust between the Allies was repeated on a massive scale in World War II. The conflict’s portent of things to come was not lost on Orwell, who had come to understand Spain and its troubles so well.

Intended Outcome History 103:

- To communicate effectively through discussion and written assignments

Assignment: (same as above)**Student Essay Sample (opening paragraph):**

¹³ Coffin and Stacy, 935

¹⁴ Orwell, 12

In 1936, the people of Spain did what the people of Italy and Germany could or would not, resist the overthrow of democracy for fascism. The democratic government in Spain had only been in place for five years and was far from stabilized. Spain's economy was no better off than that of either Italy or Germany, under-industrialized and only just emerging from feudalism. Class disputes and strikes became more common as capitalism further widened the gap between rich and poor. Spain lacked significant allies, and its army was under vastly partisan control. Still, Spain resisted, and though Orwell and many others took hope from the effort, it was doomed to fail, for many of the conditions that disposed Spain to resist fascism were the very same that lead to their defeat.

Same sample (concluding sentence):

The political, economic, and social conditions in Spain may have given them the will to fight the war against fascism, but not the power to win.

Instructor I:

Intended Outcomes: HST 201

- Use critical thinking to evaluate historical changes and their impact on American society
- Recognize and appreciate the diverse contributions of different groups (national, ethnic, racial, religious, sex, and gender) that interacted in the Americas
- Identify culturally grounded assumptions which have influenced the perception and behavior of people in the past
- Communicate effectively through writing and speaking
- Connect the past with the present to enhance citizenship skills

QUESTION: Write an essay in which you describe and analyze three Utopian communities: the Shakers, Oneida and Owenites. Using only the information in your text and readings compare at least three aspects of these communes. Please note- you are not to simply profile each group but rather to write about their similarities and differences.

ANSWER (EXCERPT): Gender roles and relations varied among the communities. Equality between the sexes and celibacy were hallmarks of Shaker society. Men and women lived separately. They were considered spiritual equals and their work equally valued. In Oneida, men were allowed to request sex from any woman. Fortunately, the women were allowed to decline (or accept) as they wished, signaling that they were not powerless. The fact that these exchanges were recorded left not only an interesting paper trail but stood as a kind of record of machismo. Committee sanctioned reproduction seems incredibly out of place within their open structure. The Owenites maintained a more traditional structure regarding men and women and marriage was still common, though optional. However, Owen advocated for women's rights and felt that the society's view of them as weak and inferior was incorrect. He believed they should not mindlessly bend to their husband's every whim and should be given the right to divorce. Of the three, the Owenites possessed gender values most in line with contemporary U.S. society. [Grade A]

Intended Outcomes, HST 202:

- Use critical thinking to evaluate historical changes and their impact on American society
- Recognize and appreciate the diverse contributions of different groups (national, ethnic, racial, religious, sex, and gender) that interacted in the Americas

QUESTION: *During the Gilded Age both American Indians and industrial laborers challenged assaults on their "freedom." Write an essay in which you compare these two situations. In doing so please be sure to address the following questions: How and why did the US government infringe on Indian rights? How and why did corporations infringe on the rights of laboring people? As you develop your essay be sure to refer to key events in Indian and labor history as contained in the text.*

ANSWER (EXCERPT): Assaults on the freedoms of both American Indians and the laborers were both motivated by the desire of persons in power to secure more and greater advantages to themselves. In the case of the American Indian, his rights were repeatedly curtailed in order to make room for the westward

expansion of white Americans. This in turn afforded the United States' government, people and corporations with opportunities to claim land and resources which the Indian tribes had previously held. In the case of labor, American corporations and government sought to lower safety standards, extend hours, reduce wages and otherwise cut any corners possible in order to generate a greater profit and lower overhead expenses. Both efforts, therefore, were motivated principally by the desire of those holding power and wealth to accumulate greater power and wealth, rather than for any philosophical purposes. In framing both of these conflicts, however, those in power went to lengths to vilify their targets, using similar techniques in both instances. Both communities were also similar in that they rebelled against oppression, but each met with different degrees of success. [Grade A]

Intended Outcomes, HST 275

- Use critical thinking to analyze and evaluate information about the nature of Black involvement in the American past.
- Engage in private and public discussions that involve the construction of fact-based arguments regarding issues in the history of Black Americans.

Assignment #3 Simulation and Questions

Skills- Critical thinking and analysis, communication through writing

Outcome- As a result of completing this assignment, you will have experienced taking part in an electronic simulation and answer questions in a clear, concise and thoughtful way.

Procedure:

1. Access and participate in the Exodusters Simulation.
2. Take notes as you proceed through this educational game.
3. Answer the FOUR Thought questions.
4. Write an analysis of the Simulation- how helpful was it in broadening your knowledge of the subject?

Thought Questions:

You need to put yourself into the place of a southern Black person (with a family consisting of a grandmother, two aunts, spouse and four children aged 3-12 years old). Responses are based on the simulation, text information and logical or reasonable conclusions based on factual information—remember to keep it in the 1870s and not in 2008.

1. What are the advantages to you and your family going to Kansas?
2. What are the dangers and/or unknowns.
3. What three hardships would you anticipate?
4. Overall, is it (was it) worthwhile to leave your home in the south?

Answer [entire]

A-1. For the Exodusters there were a few advantages to moving to Kansas. At that time Blacks in the South were being terrorized by the KKK and part of the lure of going to Kansas was to escape the violence that was being imposed on Black by the KKK. Also, in Kansas there was land available to Blacks so there was the opportunity of owning land and building a new life in Kansas.

A-2. There were many dangers facing the Black settlers of Kansas. There was the danger of being driven away or even being barred away from the land by armed men trying to keep Blacks in the South for cheap labor. Also, there was harassment by white southerners in the area that were looking for work. There was the danger of starvation due to beginning farming and not having a lot of supplies and tools. There were unknowns as in these settlers were going to a place that they had never been before and leaving everything they had known behind.

A-3. There would be many hardships that the Exodusters would anticipate. A few of those hardships would be the extremities in the weather such as the cold and rain. Also, there would be the hardships in feeding themselves because they would be going to a place where they would have to begin all the farming they needed to do to feed them. Also, they would have anticipated the resistance of the people that didn't want them in the area.

A-4. Overall, I do not think it is worth it to leave your home in the South. They were going to a land that they weren't familiar with and leaving a place they had known all their lives, I think adjusting would have been too difficult. Even though they were being terrorized by the KKK in the south, they were leaving one

bad situation and going to another because they would also be mistreated by people that didn't want them in Kansas Also; they had to start from scratch which would have taken a lot of time and patience. I think that they should stay in the South were there were more blacks and try to make things better for themselves there.

B. The simulation was helpful in broadening my knowledge of the difficult decisions people had to make in the post slavery south. A lot of situations were very dangerous, where people put their lives on the line for what they believed in. Also a lot of the actions people took not only benefit themselves but their race as a whole. The simulation showed me that there were a lot of hard decisions made but people trusted their beliefs and worked hard to bring about results. [Grade A]

Intended Outcomes, HST 276

- Appreciate the contributions of peoples of African descent to American history and culture in a variety of areas.
- Engage in private and public discussions that involve the construction of fact-based arguments regarding issues in the history of Black Americans.

***ASSIGNMENT** An identification consists of a brief paragraph describing the item and a short paragraph (1-3 sentences) of its significance and a final paragraph in which you state a "new insight" that you have about the topic. Please note- "I do not have a new insight," is not acceptable.*

2. Paul Robeson

ANSWER (For #2 of 4 identifications)

2. Paul Robeson was a singer and actor in the 1920's and 30's. He performed in theatre and films. Robeson was one of the first black men who got to play the roles of serious black characters. Most black actors up until that point were only given the opportunity to act out demeaning parodies of black caricatures. This meant white people might start to take black people depicted on stage or screen seriously, might start to see them as humans, maybe even equal humans.

It hadn't occurred to me the limited and degrading options available to black actors at that point. I'm glad that people like Robeson were part of the process of changing the options, and in turn changing how white people saw them. [Grade A]