1. Discipline Overview:

A. Goals:

History is an academic discipline that relies primarily on written primary-source documents to study and critically interpret the human past. It calls on students to make sophisticated use of evidence to support their arguments, and to relate their findings through effective, well-organized communication. History also aims to develop a thorough understanding of the past and, in doing so, a better comprehension of present-day issues and cultures. The discipline thus helps students develop critical thinking skills of great benefit to their subsequent collegiate and professional lives, and, more importantly, fosters the active citizenship that is the sinew of our democratic system.

Students who successfully complete college-level History courses develop three broad competencies: historical knowledge, historical thinking, and historical skills. Historical knowledge comprises being able to identify how change occurs over time, having an understanding of key events, and demonstrating an awareness of how ideologies, economic systems, and cultural factors—including race, class, and gender—have shaped historical events. Historical thinking encompasses the ability to understand historical context, recognize the international and transnational character of the past, understand that competing historical explanations exist, and interpret critically primary- and secondary-source documents. Historical skills, finally, consist of the ability to conduct appropriate research through reading and evaluating documents carefully, to identify an historian’s thesis, and to construct a well-organized, thesis-driven essay based on historical evidence.

While the History Subject Area Committee (SAC) does not have a degree and while none of Portland Community College’s (PCC) degree-granting programs explicitly require History courses, the discipline nonetheless serves several essential purposes for the institution. First and foremost, large numbers of PCC Lower Division Transfer students take History courses in order to meet General Education requirements for the Associates of Arts Oregon Transfer (AAOT) degree. As a result, History had an unduplicated headcount of 3,371 during the 2016-17 academic year. Second, with the exceptions of HST 100 and 298A/B, all History courses meet the institution’s Cultural Literacy requirement; many PCC students consequently take History courses to satisfy this important requirement. Finally and most broadly, History courses provide PCC students with skills and competencies that they will use throughout their academic and professional careers. Students who successfully complete History courses develop the ability to read deeply; to write persuasively; to analyze competing arguments critically; to understand multiple perspectives and experiences empathetically; and to
gather appropriate sources and interpret them skillfully.

The educational goals of the History discipline at PCC are consistent with national trends. History courses at PCC are similar to introductory courses taught at two- and four-year institutions, and the History SAC’s educational objectives are broadly consistent with those articulated by the leading professional organizations, the American Historical Association (AHA) and the Organization of American Historians (OAH).

Changes Made Since the Last Review:

- Retirement of a full-time historian at the Sylvania Campus and loss of that position
- Retirement of a full-time historian at the Cascade Campus
- Transfer of a full-time historian from the Rock Creek Campus to the Cascade Campus
- Hiring of a new full-time historian for the Rock Creek Campus
- Addition of a new course: HST 244 Introduction to Viking History
- Reactivation of the HST 277 Oregon Trail course
- Streamlining of the African American History courses from three- to two-part sequences
- Inactivation of HST 111 and HST 280A
- Introduction of a History Focus Award with approximately 40 student recipients as of Fall 2017
- Standardization of all History Learning Outcomes and update of all CCOGs
- Learning Assessment Council awards for excellence in learning assessment in 2013-14 and 2015-16, with “perfect scores” on peer review every year since 2013 - 2014.

B. Changes Made as a Result of the last Review:

The History SAC has also made changes based on recommendations from the last review. These included:

- Working with advising departments regarding History course offerings each term.
- Instituting SAC co-chairing so the workload is less burdensome.
- Introducing a History Focus Award to benefit all interested students, but particularly those who intend to transfer to four-year institutions and major in the discipline.
- Increasing our commitment to collaboration with the PSU History Department to facilitate the transfer success of PCC students.
2. Outcomes and Assessment:

A. Course Level Outcomes:
   i. As described below, all course-level outcomes for History courses at PCC are now “mapped” to the college's core outcomes. There is thus no distinction between the History SAC's assessment of course-level and core outcomes. All mapped outcomes were specifically written to be assessable based on SAC-authored rubrics.

In the 2011-12 academic year the SAC decided to standardize all course-level outcomes and, in turn, to align (or “map”) them with the college’s core outcomes. Since the course outcomes are written to explicitly address historical subjects rather than remaining overly general, their assessment by the History SAC is more focused, meaningful, and productive than were earlier assessment efforts.

In 2013, a History SAC subcommittee revised the language of course level outcomes to further improve their utility and accessibility. The 2013-14 academic year also saw the first use of a shared rubric written to align with the language of the course outcomes.

That year also saw the History SAC decide to focus on the four core outcomes that its members judged to be the best suited for assessment in the context of History courses at the college: Communication, Critical Thinking & Problem Solving, Cultural Awareness, and Professional Competence. While Community & Environmental Responsibility and Self Reflection are extremely important outcomes as well, the majority of the History SAC’s members felt that it was not viable to assess them in a rigorous and meaningful manner.

The course-level outcomes are as follows:

- **Professional Competence**: Articulate and interpret an understanding of key historical facts and events in (subject matter of a given course.)
- **Cultural Awareness**: Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.
- **Critical Thinking and Problem Solving**: Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.
- **Communication**: Construct a well-organized historical argument using effective, appropriate, and accurate language.

All of the History SAC’s course-level outcomes address both skills that are specific to the study of History as well as generalizable knowledge and skills that are applicable to a broad range of academic and professional pursuits.
Core Outcomes Mapping Matrix:
The History SAC has "mapped" History course-level outcomes to PCC’s Core Outcomes as follows:

Communication
As a writing-intensive discipline, all History courses emphasize both generalizable writing skills and the discipline-specific skill of historical argumentation. The emphasis on writing in History courses is constructing evidence-based arguments on historical subjects, which is related to central aspects of the college’s core outcome.

The History Communication course-level outcome corresponds closely to the PCC Communication Core Outcome. History’s Communication outcome is, “Construct a well-organized historical argument using effective, appropriate, and accurate language.” That outcome speaks directly to the college core outcome: “Communicate effectively by determining the purpose, audience and context of communication and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.” History courses emphasize the academic context of writing and the “clarity and coherence” required therein.

Critical Thinking and Problem Solving
The same emphasis on evidence-based analysis and reasoning present in the History SAC’s Communication outcome is applicable to Critical Thinking & Problem Solving. While the content is specific to History, the reasoning skills taught in History courses at the college are broadly applicable to many disciplines.

The History Critical Thinking & Problem Solving outcome is, “Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.” That outcome is closely aligned to the college’s core outcome language: “Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.” History courses are particularly focused the identification and investigation of problems, the evaluation of information, and the appropriate use of reasoning to arrive at sound conclusions.

Cultural Awareness
An understanding of how cultural traits come into being and change over time is central to the study of History. In turn, History courses at the college work to inculcate an awareness among students that culture and belief are themselves historical and, thus, changeable.

The History SAC’s Cultural Awareness outcome is, “Identify the influence of
culturally-based practices, values, and beliefs to analyze how historically-defined meanings of difference affect human behavior.” That outcome is aligned to the college’s core outcome: “Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.” History courses emphasize the ways in which cultural differences have arisen in the past and how they speak to both present-day conflicts and possible resolutions.

**Professional Competence**

While Professional Competence might not seem at first glance to be as applicable to the History SAC’s efforts as some of the other college outcomes, its phrasing, in fact, lends itself to an essential element of historical study: acquiring an accurate understanding of historical facts.

The college core outcome’s language is, “Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.” The History SAC has adapted its course-level Professional Competence outcome to speak to the completion of an “advanced academic program,” namely a bachelor’s degree in History. To accomplish that goal, a student would need to master a broad range of historical facts, from specific events to broad historical trends. The History SAC thus adopted the following outcome language: “Articulate and interpret an understanding of key historical facts and events in the History of (the subject matter of a given course.)” Because the “key historical facts” in question are obviously different from course to course, this is the only History course-level outcome with a slight variation in phrasing, as reflected in the History CCOGs.

It should be emphasized that even this outcome was written to address both discipline-specific as well as broad, generalizable skills: the articulation and interpretation of a broad range of data.

ii. The most noteworthy example of a change made to instruction to improve student attainment of a course (and hence a core) outcome was the focus on writing pedagogy that resulted from the SAC’s 2013-14 through 2015-16 assessment projects. The SAC chose to collaborate to share effective techniques in teaching how to analyze and write about History, and all SAC members committed to increasing focus on writing pedagogy in their respective classes. See below under section C. for details.

**B. Addressing College Core Outcomes:**

The mapping level indicators for the four outcomes assessed by the SAC are all set to “3”. Note that the benchmarks defined in the Mapping Matrix are identical with the benchmarks used by the SAC in assessment projects.
C. Assessment of College Core Outcomes:

Starting in the 2013-14 academic year, the History SAC adopted a systematic approach to assessment following the Learning Assessment Council’s suggested “assess – intervene – reassess” model with a focus on improved teaching and learning for the benefit of students.

The initial assessment approach in use by the History SAC is as follows:

1. The SAC determines which outcome it will assess that year and a subcommittee authors a rubric that is closely aligned with the corresponding course-level outcome.
2. Benchmark achievement targets set to the rubric are determined (e.g. “at least 50% of students will achieve a 3 or 4 out of 4 on all dimensions of the outcome rubric.”) Those benchmarks are necessarily aspirational for the initial assessment, and the results of the initial assessment inform the SAC as to revised benchmark levels going forward.
3. Artifacts are gathered from a broad range of History courses during winter term. Since the course-level outcomes are (almost, in the case of Professional Competence) identical from class to class, instructors enjoy a high degree of flexibility in selecting which courses from which artifacts are selected and the SAC thus benefits from a high level of participation in assessment.
4. A norming session is conducted on sample artifacts to ensure inter-rater reliability using the rubric.
5. In spring, SAC members score enough artifacts to ensure that a valid sample size is met.
6. Assessment results are calculated in terms of both the frequencies and averages of scores.
7. The final report is authored and submitted for peer review.

The intervention and reassessment approach in use by the History SAC is as follows:

1. The SAC discusses the results of the initial assessment. New benchmark achievement targets are determined and pedagogical changes are discussed in the name of achieving those targets. If necessary, changes are also made to the assessment tools or approach.
2. Pedagogical changes are disseminated among SAC members. This is not done in a prescriptive manner, but instead emphasis is placed on collaboration and coordination among SAC members (see below under Summary of Results for specific examples.) Those changes are implemented during Winter Term so any impact on student achievement is captured.
3. The reassessment is conducted in the same manner as the initial assessment: artifacts are gathered and scored, results are tabulated, and the report is authored and submitted for peer review.
4. If results are positive, the assess-reassess project for a given outcome is judged to be successful. If not, further changes are considered.

i. Based on assessment results since the last program review, the majority of History students (often 70% or more) consistently achieve the benchmark levels of outcome attainment defined by the SAC. Summaries are provided below in section C. II., with detailed results available in the official assessment reports available at: https://spaces.pcc.edu/pages/viewpage.action?pageId=52730986

ii. In 2013-14 the History SAC conducted an initial assessment of Professional Competence and a reassessment of Critical Thinking and Problem Solving. The SAC determined that student achievement of two rubric dimensions of CT and PS - the use of relevant evidence and effective reasoning based on that evidence - achieved the desired benchmarks. One, effective argumentation, was below the benchmark. The concomitant report noted that the implication was that many students struggled to link evidence to logical conclusions in writing, a skill that was very closely aligned to the SAC’s Communication outcome, which would be assessed separately starting in 2014-15.

The results of the initial assessment of Professional Competence were encouraging, with a majority of students achieving the targeted benchmark in both dimensions of the corresponding rubric. That being noted, the SAC did not yet analyze frequencies as well as averages of student achievement, which means some granularity of the data was lost.

The overall conclusion of the 2013-14 assessment project was that the SAC should focus on writing pedagogy, specifically working with students to effectively communicate logical arguments based on historical evidence.

In 2014-15 the History SAC conducted an initial assessment of Communication and a reassessment of Professional Competence. The SAC determined that less than 70% of students achieved the benchmark of two dimensions of Communication - in written organization and efficacious argumentation - but over 75% of students used appropriate academic prose.

The results of the reassessment of Professional Competence were acceptable, with over 70% of students achieving the benchmark level for both dimensions of the corresponding rubric, but neither were the results significantly better than with the initial assessment. In hindsight, this was something of a missed opportunity, since additional pedagogical focus on ensuring that students mastered historical facts and articulated them effectively might have seen better results as compared to the initial assessment year.

The overall conclusion of the 2014-15 assessment project was that greater
pedagogical focus on writing might result in better student achievement in Communication as a whole, speaking in turn to both the CT&PS and PC outcomes as well. That led to productive conversations the following year and a greater emphasis on writing skills in the classroom.

In 2015-16 the History SAC conducted a reassessment of Communication. During Fall and Winter terms, however, the SAC created and used a shared Google Document to share approaches to writing pedagogy and the Winter SAC meeting was focused on sharing writing strategies as well. Those strategies included transparent assignment design, effective rubrics, in-class writing workshops, useful written feedback, and grading strategies that encouraged students to focus on improvement (e.g. weighing later assignments more heavily than earlier ones, awarding partial credit to incomplete assignments, etc.)

The results of the reassessment of Communication were encouraging: over 80% of students achieved or exceeded the benchmarks in two of the dimensions of Communication, and exactly 80% achieved or exceeded the other dimension. This was a significant improvement over the initial assessment results. The report concluded that the shared focus on writing pedagogy appears to have benefited student achievement, implying that a similar approach was called for in subsequent assessment projects.

iii. Please see above in section C.ii. for summary of results, focusing on evidence that assessment and the resultant pedagogical changes positively affected student achievement of outcomes.

iv. The major lesson learned from the SAC's assessment cycle processes has been that "closing the loop" on assessment is achievable in a two-year cycle of assess, intervene, re-assess of a given outcome. The SAC began a new assess, intervene, re-assess approach in 2016 – 2017 with an initial assessment of Cultural Awareness. In turn, the SAC opted to go "all-in" with the college's prototype Cultural Literacy rubric in 2017 – 2018, which will provide outside scoring of artifacts produced by history students and allow the SAC to compare its scores to them. In addition, the SAC met in Winter Term 2018 to focus on assignment design in the name of encouraging student thinking about cultural literacy, as well as to ensure that assignments are compatible with the rubric.

v. At the time the SAC finalized its revised, mapped outcomes, it opted not to assess Self-Reflection and Community & Environmental Responsibility. The rationale for this decision follows.

As a whole, History courses at PCC seek to improve student achievement of critical thought through the analysis of historical phenomena. Simultaneously, History courses focus on the role that culture has played throughout history,
thereby encouraging cultural awareness in our students. In turn, students must effectively communicate their historical analyses, based on an understanding of historical facts, in assignments.

While Self-Reflection and Community & Environmental Responsibility are laudable outcomes that do play a significant role in many History courses, the SAC decided, first, that both pose significant challenges to systematic assessment given the nature of our courses, and second, that it would not be viable to “map” those outcomes within the CCOG of every History course. Thus, given the overall approach to assessment described above, the SAC chose to focus on the four outcomes that it felt could be effectively, systematically, and consistently assessed.
3. **Other Instructional Issues:**

A. **Enrollment Data:**

Current patterns indicate overall enrollment in History courses district wide is declining, although that decline is roughly in line with the overall decline in college-wide enrollments. For example, college-wide enrollment (FTE) declined by 2.7% in 2016-17, while History’s enrollment declined by 2.2%.

B. **Grade Distribution:**

With some minor variation between courses, the overall pass rate of History courses is approximately 70%, with the other 30% comprising grades of D, F, NP, or W. The SAC is dedicated to maintaining appropriate standards of academic rigor, and thus these percentages do not seem especially problematic.

That being noted, the SAC hopes that its more focused ongoing assessment strategy and work towards a shared vision of history instruction at the college as a group will result in even higher pass rates for our students going forward, while still maintaining academic standards.

C. **Distance Modality:**

The percentage of courses offered in the DL modality has continued to increase vis-à-vis face-to-face since the last program review. Of those courses offered in both modalities (see below), 49% of overall History enrollment in the 2016-17 academic year were in the DL modality and 51% in face-to-face. Pass rates are similar but not identical: 70% of students passed in the DL modality and 75.4% in face-to-face; this appears to be a byproduct of the higher percentage of students who drop out of online courses or simply “vanish” partway through the term.

The following courses, representing the majority of History courses regularly taught, are offered in both modalities: HST 100, 101, 102, 103, 104, 106, 107, 201, 202, 203.

D. **Curricular Changes due to Educational Initiatives:**

- Addition of a new course HST 244 Introduction to Viking History.
- Reactivation of the HST 277 Oregon Trail course.
- Streamlining of the African American History courses from three- to two-part sequences.
- Inactivation of HST 111 and HST 280A.
- Standardization of all History Learning Outcomes and update of all CCOGs.
- Implementation of OER in some classes.
E. Dual Credit:

The History SAC currently has articulation agreements with the following area high schools:

Tigard High: HST 201, 202, 203
Liberty High: HST 201, 202, 203, 240, 285

F. Course Evaluations:

Strategies for the use of course evaluations vary within the SAC, but the common theme is the use of course evaluations to modify the delivery of course content based on student feedback.

For example, in the DL modality, strategies include the streamlining of discussion-based assignments, clarified assignment directions, and/or additional student outreach practices based on course evaluations. In the F2F modality, strategies include the modification of the quantity of readings, the addition of additional videos and group work to classes, and/or changes to the pace of lectures based on course evaluations.
4. Needs of Students and the Community:

A. Student demographics:

History courses at PCC are almost evenly split between men and women as of 2016-17 with 46.9% female, 50.8% male, and 2.3% unreported. Approximately 65% of History students are white. Neither of these statistics has changed significantly since our last program review. History’s demographics also accord with overall statistics at the college, with the caveats that slightly more female students (54.2% as of spring 2017) than male attend the college as a whole, and slightly fewer students of color have taken History courses than courses in other disciplines (e.g. the overall percentage of Hispanic students at the college in 2016-17 was 11.1%, whereas 9.4% of History students were Hispanic). These percentages have not changed significantly since the last program review.

As a LDC and specifically Gen Ed-focused discipline, History instruction at PCC focuses on providing the skills and knowledge necessary and appropriate for students who plan to pursue bachelor’s degrees, whether those students earn a two-year degree and then transfer or transfer without having earned a degree.

B. Strategies for Students with Disabilities:

The SAC commends the work of Disability Services in particular. History instructors feel well informed about the needs of students with disabilities and agree that such students receive effective support and advice from the DS office.

Given the strength of the Disability Services department, as well as the fact that the Qualities Matters rubric is used to ensure that DL courses are properly configured to address the accommodation needs of all students, the major strategy in use by the SAC is simply to follow all DS and DL policies and guidelines to the letter. Academic accommodations are used frequently by students in History courses, and all History SAC members are committed to ensuring that students are afforded those accommodations (e.g. extended testing times in reduced-distraction environments like the campus testing centers, flexibility with due dates, etc.)

Besides simply abiding by DS standards, some specific strategies employed by History instructors in working with students with disabilities include:

- Personal meetings with all students with accommodations to identify the best strategy to ensure the success of each student;
- The exclusive use of videos with closed captioning;
- Collaborative notetaking in lectures, with notes posted online for all
students;

- Sending annotated lectures notes to students with accommodations who might benefit from them.

In general, the SAC does not find addressing the needs of students with disabilities challenging, thanks largely to the strength of the DS department itself.

C. Strategies for Online Students:

There are several strategies used by the SAC to help ensure the success of online students.

First, all DL course offerings are customized by instructor. In other words, each course shell has been actively developed and is maintained by the instructor offering the course. Thus, all content, assignments, and methods of student outreach accord with the pedagogical strengths of the instructor.

Second, all History instructors focus on student outreach in the DL environment in the name of building a sense of a classroom community (rather than an atomized experience.) To that end, instructors employ methods like weekly videos, frequent announcements and e-mails to entire classes, detailed feedback on assignments, and individual correspondence to students in need of help or guidance.

Third, instructors offer a wide variety of assignment types (e.g. discussions, essays, group work) to accommodate different learning styles.

Finally, instructors make grading and general course expectations explicit and transparent to students by providing grading rubrics, detailed syllabi, and direct links between course and assignment outcomes and the assignments themselves.

The only ongoing issue facing History instructors in the DL modality is the greater number of students who simply “vanish” from a DL course (as compared to F2F courses) and do not respond to attempted outreach on the part of instructors. That issue, however, is one common to DL courses in many, if not all, disciplines. The above strategies are used in part to try to keep students from losing interest in or becoming frustrated by both the content and delivery of content in DL History courses and possibly dropping out as a result.

D. Feedback Used to Make Instructional Changes:

The History SAC continues its important collaboration with the History
Department at Portland State University (PSU). Since our last program review, we have begun holding our annual spring SAC meeting in PSU’s History Department, where we work with their department chair on issues relevant to our discipline and on facilitating advising and a smooth transition for PCC students into PSU History.

PSU continues to be our most important constituent with 47% of students who were awarded a BA or BS in History (2013-16) having transferred from PCC. This number has been steady since 2010. Additionally, of those students admitted to PSU in 2016 who are declared History majors, but who have not yet finished their undergraduate degree, 44% have transferred from PCC. Therefore, our important collaboration involves working closely on issues of learning outcomes, skills, and relevant course offerings that will help to ensure the success of PCC students once they transfer and begin doing upper division work in the discipline.

To that end, we continue to offer surveys in the histories of the United States and Western Civilization, as PSU no longer requires or offers those courses. In addition, the SAC works to ensure that PCC’s curriculum stays up-to-date with relevant topics courses that vary by world region and time periods, since those are the focus areas in which students are required to work in order to obtain both undergraduate and graduate degrees in History at PSU.
5. Faculty:

*Full-Time Faculty*

**Cascade Campus**

Andrea Lowgren, PhD History, University of California, Santa Cruz  
Courses: HST 100, 201, 202, 203, 225, 250, 251, 271, WS 101, 202, 210

**Rock Creek Campus**

Terri Barnes, MA History, Portland State University  
Faculty Department Chair, 2010-present  
Courses: HST 100, 101, 101H, 102, 103, 244

Israel Pastrana, MA History; PhD candidate History, University of California, San Diego  
Courses: HST 201, 202, 203, 270

**Southeast Campus**

David Armontrout, MA History, Portland State University  
Courses: HST 101, 102, 103, 106, 201, 202, 203

**Sylvania Campus**

Christopher Brooks, MA History, University of Oregon; PhD History, University of California, Santa Cruz  
Courses: HST 101, 102, 103, 103H, 285

Robert Flynn, PhD History, University of Kentucky  
Courses: HST 101, 102, 103, 104, 203

Sylvia Gray, MA History, Portland State University; EdD Education, Oregon State University  
Faculty Department Chair 2017-present  
Courses: HST 101, 101H, 102, 103, 105, 106, 107

John M. Shaw, MA American Indian Studies; PhD History, University of Arizona  
Courses: HST 100, 102, 102H, 201, 202, 203, 218, 246
Christopher Shelley, MA History, Portland State University
Courses: HST 201, 202, 218, 203

Part Time Faculty

Cascade Campus

Shari Anderson, MA History, Portland State University
Courses: HST 101, 102, 103, 201, 202, 203

James Stanley Harrison, MA History, The City College, New York
Courses: HST 284, HUM 214, INTL 201

Peter Hohn, MA Economics, PhD U.S. History, University of California, Davis
Courses: HST 100, 201, 202, 203

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

Kenneth Wilson, MA History, California State University-Northridge
Courses: HST 201, 202, 203, 247, 277

Rock Creek Campus

Jeffer Daykin, MAT, Lewis and Clark College; MA History, Portland State University
Courses: HST 104, 105, 106, 107, 285, INTL 201

Erik Johnsen, MA History Portland State University
Courses: HST 101, 102, 103, 203

Heather Mayer, MA History, University of California Riverside; Ph.D. History, Simon Fraser University
Courses: HST 201, 202, 203, 204, 205

Athanasios Michaels, MAT, Lewis and Clark College; MA History, Northeastern University
Courses: HST 101, 102, 103, 201, 202, 203
Southeast Campus
Richard Pintarich, MA History, Portland State University
Courses: HST 240

Sylvania Campus

Cathy Croghan Alzner, MA History, Portland State University
Courses: HST 201, 202, 203, 204, 205

Rosa Bettencourt, MA Russian History, PhD Political Science, University of Southern California
Courses: HST 101, 278, 279, 285, PS 201, 202, 204, 205, 220, 299C, 299P

Jack McCluskey, MA History, Portland State University
Courses: HST 101

James McConnell, MA History, Portland State University
Courses: HST 101, 102, 103

Carmen Thompson, MA History, Columbia University; PhD History, University of Illinois Urbana-Champaign
Courses: HST 100, 250, 251, HUM 214

A. Instructional Practices Addressing Diversity and Inclusion:

PCC’s Strategic Theme 5, Create a Nationally Renowned Culture for Diversity, Equity and Inclusion, speaks directly to the practices, themes, and content of History courses at the college. Because of the broad range of human experience that instructors cover, History is a subject that is inherently diverse and requires cultural competence to teach. All History instructors are mindful of PCC’s diversity mission and work to be culturally competent both through the material they include in their courses, and through personal activities such as travel abroad and work with underserved communities.

To accommodate students who are not fully prepared for college-level History courses, the SAC offers the HST 100 Introduction to History class. To serve students interested in broadening their understanding of the globe, the History SAC offers a wide variety of courses covering regions such as the Middle East, Africa, Asia, and Mexico. To meet student interest in the diverse cultures and peoples of the United States, meanwhile, the History SAC offers classes on Native American Indians, African Americans, and women. To address the issue
of genocide and genocide’s foundations in racism, the SAC offers a course on the history of the Holocaust. Finally, nearly all History courses at PCC meet the institution’s Cultural Literacy designation. They do so in large part by focusing on race, class, and gender as key intersections of identity and as central relationships of power.

In addition, History courses that might not seem at first sight to address issues of diversity, equity, and inclusion, namely the American History and Western Civilization series, are designed to engage with precisely those issues and themes. The Western Civilization series focuses on the histories of a vast range of peoples, religions, and beliefs over the last 10,000 years. In turn, a major focus of the Western Civilization courses is the lives, social roles, forms of resistance, and experiences of women, slaves, the poor, and other groups that were targeted for persecution or systematically disempowered. Likewise, the American History series explores the intersections of race, gender, and class from the precolonial period of Native American history through to the present. The point is that the analysis of social power over time is not relegated to what are sometimes thought of as “special topics” like Native American history or the history of the Holocaust: it is integral to all history courses.

In fact, the SAC wishes to emphasize that courses that focus on non-dominant (subaltern) historical actors and/or non-western cultures are not, in fact, “special topics.” They are as fundamental to the understanding of human history, very much including an understanding of history situated in a contemporary American context, as are subjects that are thought of reflexively as “traditional” history courses in the United States.

As noted in section 2, all History courses regardless of subject have a history-specific course outcome mapped to the college’s core outcome of cultural awareness: “Identify the influence of culturally-based practices, values, and beliefs to analyze how historically-defined meanings of difference affect human behavior.” The emphasis on “historically-defined meanings of difference” speaks directly to the college’s core theme, as History courses seek to analyze and question ideas of race, gender, and class.

B. Instructor Qualifications:

The History SAC has the following statement of Instructor Qualifications, which has not changed since our last Program Review:

Master’s in History or, for specialty courses only (see examples listed below), 30 quarter hours of graduate credit in History with a completed Master’s degree in a related area including, but not limited to, American Studies, Ethnic Studies, Russian and Eastern European Studies, Latin American Studies, Women’s Studies, Black Studies, American Indian Studies or Holocaust and Genocide Studies.
C. Professional Development Activities:

History SAC members actively participate in ongoing professional development, in service beyond the classroom, and in making contributions to both PCC and the larger community. History instructors continue to belong to a variety of professional organizations, remain active in diversity and internationalization efforts, have written books, journal articles, book reviews, and encyclopedia entries, and have represented PCC at many conferences. These professional development activities benefit faculty by helping them to stay current in their respective fields. More importantly, they benefit PCC students by ensuring that they are engaging the most recent and relevant scholarship. Please see Appendix A for a list of organizations, awards, conferences, presentations, and publications collated from the last five years.
6. Facilities and Support:

A. Classrooms:

The layout of classrooms and the technology therein is generally well suited to History instruction and to student success. The SAC appreciates many of the improvements that have taken place in the last few years such as the installation of user-friendly multimedia podiums, dimmable lights, and extra whiteboards in all classrooms. The SAC particularly appreciates the additional whiteboards, which lend themselves to group work and which are essential when the projector screen is covering the central whiteboard of a classroom.

B. Libraries:

History courses make extensive use of the libraries. History instructors regularly put books on reserve for students, direct undergraduates to the Subject Research Guides, and otherwise take an active role in helping students broaden their awareness of how to use the library system at the college. Many instructors organize a formal library instruction session with a research librarian during the course of the term, while others lead more informal, in-class workshops on the use of library resources. The most essential library resources for History courses are the online databases, especially JSTOR and EBSCOhost.

The SAC benefits from a productive ongoing relationship with the library’s liaison for history, Tony Greiner, who plays an active role in helping history instructors, and history students, locate relevant sources for their courses.

The other noteworthy initiative within the SAC tied to the library (as well as general college priorities) is the use of Open Educational Resources (OER) in lieu of commercial textbooks. While the use of OER varies between instructors, OER is used in many of the U.S. History and Western Civilization survey courses, as well as several topics courses. The SAC anticipates increasing use of OER going forward as textbook costs continue to climb and as the quality of OER offerings continue to improve.

Whether or not a given course section uses OER, a large (and growing) number of course sections have a total materials cost of less than $40, with several having no cost at all. That is made possible by the large number of high-quality online resources, particularly historical primary source documents of various kinds, which are used extensively by the SAC. The overall trend with History classes at the college is thus that costs to students are steadily declining.
C. Student Services:

History courses typically have a heavy writing requirement. Most instructors consequently direct their students to the Writing Centers for additional help revising essays that suffer from poor organization and grammar. Many History faculty members also make note of the Student Learning Center in class and/or on their syllabi.

In general, the various branches of administrative and student support at the college perform very well. The History SAC would like to praise PCC’s academic advisors for their professionalism and hard work. Administrative and technical support is also generally outstanding—particularly with regard to D2L Brightspace support and training.
8. Recommendations:

A. General Recommendations for Teaching/Learning:

Assessment

The members of the History SAC have found the revised methodology and approach to assessment, described in section 2 above, both productive and encouraging. Each two-year assessment cycle (i.e. assess, pedagogically address, reassess) serves as an opportunity to build a shared vision within the SAC regarding the significance of a given outcome in the context of the discipline of History. Likewise, the new focus on pedagogy associated with assessment within the SAC is a welcome shift away from assessment as an administrative requirement and towards assessment as part of effective teaching.

The SAC does not have any specific recommendations stemming from assessment besides one: continue along this path. The data suggests that it is working.

Curriculum Development

The History SAC acknowledges its important role in providing a broad historical foundation for students through lower division survey courses. However, we also continue to advocate for the addition of a Topics in History course, which provides an excellent opportunity to periodically offer varying historical topics not currently in the PCC catalog, and which will assist students toward their transfer and/or degree goals in the same manner as all PCC History courses. This type of course also allows the flexibility to stay current in academic and popular historical discourse, as global events unfold and faculty strive to help students understand their world.

It is the History SAC’s view that a primary goal for our courses is helping students to meet required learning outcomes. This is possible with any historical topic. Therefore, in order to remain a vital and relevant feature of a well-rounded education, PCC’s History curriculum needs to adapt to meet students’ needs. As interests and world issues shift, we must strive to stay relevant and have the flexibility to offer students courses which not only reflect those shifts but also help them to meet their educational goals, as well as to prepare them for life in our modern, global world. A Topics in History course will assist in achieving that goal.

A topics course is common in many History departments at institutions of higher education across the nation. As in these institutions, adding the course to the PCC catalog would allow the discipline to capitalize on the deep and rich historical expertise of both our full-time and adjunct faculty. It would also enable the History program to better align student interest as it shifts
For students majoring in History, the addition of a Topics in History course would help to more adequately prepare students for the work required of them at both the upper-division and graduate levels. It would also bring PCC’s History department in line with national trends in the discipline. According to the American Historical Association, the nation’s premier association for professional historians:

At all levels of history higher education, the last decade of the twentieth century witnessed an increasing demand for historians able to teach courses in world civilization, or to offer broadly comparative courses organized around thematic issues rather than national histories. There has been a marked increase in introductory and advanced courses in Asian, Pacific Rim, African, Middle Eastern, Atlantic world, and Latin American history, as well as an increase in courses on issues of gender, class, race, ethnicity, and political economy.

Freed from the traditional survey courses’ mandate to cover large sweeps of time and subject matter, in fact, Topics in History would prove significantly superior at aligning outcomes and content, and would better produce the competencies that we seek in our graduates. Topics in History would achieve a more skill-centered, outcome-focused pedagogy.

This type of course could also be vital in boosting History enrollments at PCC, particularly in the U.S. History survey. By allowing students to focus on a particular topic in American history, such as those listed below from other Oregon community colleges, the course may serve to interest students in taking our U.S. History survey classes. Some specific subjects in U.S. History which would be suitable for a Topics in History course at PCC are already in the permanent catalogs of many community colleges in the State of Oregon. They include:

**Central Oregon Community College**
- HST 204 History of the Civil War
- HST 242 History of the Pacific Northwest

**Chemeketa Community College**
- HST 237 Protest, War and Peace: America in the Sixties
- HST 269 Pacific Northwest History

**Clackamas Community College**
- HST 210 History of the Great Depression and the New Deal in America

**Lane Community College**
- HST 195 History of the Vietnam War
- HST 208 US History since 1945
Mt. Hood Community College
HST 195 History of Vietnam War
HST 220 History of US Labor Movement
HST 237 America in the 1960s

Southern Oregon Community College
HST 215 History of World War II

The SAC recognizes that the transferability of our courses is of vital importance to students. For all students, regardless of their future majors, as a social science course with the general education designation (which the SAC would pursue through the curriculum committee of the EAC) *Topics in History* would automatically transfer as general education credits. It would also fulfill the specific requirements of degrees like the AAOT. The large majority of students who major in history after completing work at PCC transfer to PSU, where *Topics in History* would count toward both general education and history-specific requirements (as PSU’s history department honors all PCC history courses equally.)

B. Support from Administration:

- Curricular approval of a *Topics in History* course, at outlined above.
Organization Memberships:
● American Association for the Advancement of Slavic Studies
● American Association of Community College Women
● American Business History
● American Historical Association
● American Society for Environmental History
● Archaeological Institute of America
● Association of Asian Studies
● Chicago Architectural Foundation
● Classical Association of the Pacific Northwest
● Community College Humanities Association
● East-West Center’s Asian Studies Development Program
● Friends of History, Portland State University
● Gilder-Lehrman Institute of American History
● History of Science Society
● Institute for Research in African American Studies
● Labor and Working Class History Association
● Oregon Historical Society
● Oregon Holocaust Resource Center
● Organization of American Historians
● Phi Alpha Theta History Honor Society
● Society for History Education
● Society for French Historical Studies
● Society of American Archivists
● The Society for Historians of American Foreign Relations
● Western History Association
● Western Society for French History
● World History Association
● Communal Studies Association

Attendance at the Following Conferences, Workshops, Programs, and Trainings:
● Facilitation Skills for Emerging Leaders, Workshop Hosted by PCC and Conducted by IGS, October, 2015 and 2016.
● Community College Humanities Association, Portland, OR, November 2016.
● International Congress on Medieval Studies, Western Michigan University, May 2013 and 2015.
● South Asian Conference of the Pacific Northwest, Portland, OR, February 2016.
● Summer Institute for Intercultural Communication, Reed College, Portland, OR, July, 2015.
● "What Happened to the Civil Rights Movement?" National Endowment for the Humanities Summer Institute, Harvard, 2017

Presentations:
● “Faculty Interventions,” Race and Inclusion Talks, Faculty Teaching Learning Center, PCC 2016.
● “Teaching India’s History: Ashoka’s Chakra to the Spinning Wheel,” Community College Humanities Association, Portland, OR, November 2016.
● Teaching Talks III: “Transparent Assignment Design and Student Success, PSU University Center, October 2016.
● "The Electoral College Explained," First 100 Days Teach-In, PCC, 2017.
● “The Loving Story,” Gilder Lehrer Institute of American History, Canby Public Library,
2014.

- “The Revolution Starts at Home: Communities of Resistance and Intersectional Feminism,” keynote address for the Women of Distinction Award, PCC 2014.
- “The Transfer of the Exposition Form from Europe to Japan and China,” Business History Society of Japan, Bunkyo Gakuin University, Tokyo, Japan, September, 2014.
- “What is Reproductive Justice?” Western States Center, 2016.
- “Why did Japan attack the U.S. at Pearl Harbor?” Dual Credit PCC History Day, May 2013

Publications:

- “Reflections on Our Fascination with Vikings, and What it tells us about How We Engage with the Past.” *Medieval Magazine* vol. 28 (August 2015): 6-17.

Grants:

- ASPCC Classroom Enhancement Grant
- Open Educational Resources Oregon Grant

Non-Instructional Contributions to Portland Community College:

- Academic and Student Affairs Master Plan Committee
- Advancement of Educators Committee
- Asian Studies Committee Member
- Asian Studies Focus Award Administrator, 2015-16
- Asian Studies Interim Chair, 2014-15
- Budgetary and Planning Committee
- Cascade Diversity Council
- Community Based Learning Cohort, 2016
- Completion Investment Council
- Curriculum Development Committee
- Distance Learning Advisory Committee
- Education Abroad Review Committee
- Educational Advisory Council (EAC) Chair, 2012-2017
- EAC Membership Committee Chair
- EAC Member
- Everybody Reads
- Executive Order 9066 Remembrance Committee
- Faculty Department Chair Institute Planning Committee
- History SAC Co-Chairs, David Armontrout and Terri Barnes, 2013-17
- History SAC Co-Chairs, Chris Brooks and Chris Shelley, 2017 -
- Honors Council, 2012 - present
- Humanities and Arts Council
- Internationalization Initiative Steering Committee Member
- Internationalization Initiative Focus Award Administrator, 2016-present
- Korea Club Faculty Advisor 2012-14
- Learning Assessment Council (LAC) vice chair, 2015-16
- Learning Assessment Council chair, 2016-17, 2017-18
- LAC-EAC integration team, member, 2015 - present
- Library Advisory Committee Chair
- Member, Degrees and Certificates Committee
- Member, Curriculum Development Funding Committee
- Member, Prerequisite Implementation Steering Committee
- Member, President’s Budget Advisory Committee
- Multiple hiring/screening committees
- Part-Time Faculty Hiring Focus Group for Faculty Department Chairs
- Preferred Future Task Force and Subcommittee on Faculty Communication and Political Issues
- PCC representative on statewide Learning Outcomes and Assessment group, 2015 - present
- Rock Creek Art Advisory Council
- Social Justice Focus Award faculty committee
- Social Science Faculty Department Chair
- Women’s Studies SAC Chair, 2013-17