

PROGRAM SUMMARY

Department: History	Report Type: Interim Year
Program Name and Level: BA/BS in History	Academic Year Data: 2019-20
Report Preparer: Mark Jones	Date Completed: 11/06/2020

Program Assessment Question	Response
1) URL: Provide the URL where the learning outcomes (LO) can be viewed.	https://www.ccsu.edu/history/about/files/HistoryLearningOutcomes.pdf
2) LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.	N/A
3) Strengths: What about your assessment process is working well?	We have identified the key skills that we want history majors to cultivate. Assessment data from 2019-2020 suggest that a majority of students are mastering these skills, yet there remains between 1/5 to 1/3 of students in 300-400 level who are not meeting departmental expectations.
4) Improvements: List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)	We have yet to find a systematic way to remedy the above problem. Potential solutions include devising a standard assignment for all 300-level and 400-level classes and asking faculty to “teach to the assignment.” In other words, all faculty will need to teach the skills necessary to perform the assignment. One potential problem is resistance from faculty. Faculty cherish academic freedom and they don’t take well to being told how to teach their classes.

For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit the report to no more than five.

LO 1 To write a paper with historical acumen and writerly care

<p>1.1) <u>Assessment Instruments:</u> What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<p>All faculty in 300 and 400 level courses assign a paper, whether that be primary source analysis, research paper, or book review. Those papers are the source of the data. <u>The rubric found in Appendix is the instrument to assess those papers.</u> The goal is to test whether or not our students are able to consistently produce papers that meet the standards of historical scholarship.</p>
<p>1.2) <u>Interpretation:</u> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).</p>	<p>Faculty</p>
<p>1.3) <u>Results:</u> Using this year's Findings, list: <i>a.</i> The conclusion(s) drawn <i>b.</i> The changes that were or will be made as a result of those conclusion(s)</p>	<p>Conclusion: Based on this year's data, students seem to struggle to skillfully interpret a primary source and to display a command of content knowledge of the historical period that produced the primary source under analysis.</p>
	<p>Changes: None yet</p>

GENERAL EDUCATION SUMMARY

GENERAL EDUCATION SUMMARY:

1. All departments contribute to the general education foundation of CCSU students (i.e., the CCSU General Education Learning Objectives/Outcomes) and must submit the General Education Summary below.
2. If your department participated in the General Education Assessment initiative (Multi-State model), complete Section 1 below.
3. If your department assesses GenEd Learning Objectives/Outcomes at the department-level, complete Section 2 below. Complete one Summary table for each LO assessed.
4. URL for the list of CCSU Learning Objectives/Outcomes, click [here](#).

Department: <u>History</u>	Report Type: GenEd Summary
Program Name and Level: <u>History, 100 and 200 level classes</u>	Academic Year Data: 2019-20
Report Preparer: <u>Mark Jones</u>	Date Completed: 11/06/2020

Complete one Summary table below for each Learning Outcome assessed.

Participation through Department-level GenEd Assessment	Section 2 Responses
1) Courses: List course(s) and the CCSU General Education Learning Objective/Outcome with which the course is aligned. (These include courses across all schools and departments and are not limited only to designated GenEd Study and Skill Area courses.)	<p>LO: To develop global awareness, historical perspective, and appreciation of social and cultural diversity in the world. Relevant outcomes include the ability to: analyze an issue from the perspective of another cultural tradition or historical period; understand and respect cultural differences; read, write, speak, and understand a foreign language at an enhanced level.</p> <p>See the attached link for a list of history courses that are part of the general education curriculum:</p> <p>http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program/Study-Area-II-Social-Sciences</p>

<p>2) <u>Assessment Instruments:</u> What data/evidence, other than GPA, are used to assess the stated CCSU General Education Objective/Outcome? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	<p>We instituted a new chronological awareness quiz in Spring 2017 for all general education courses. See the attached assessment instructions in Appendix for a detailed explanation of the quiz. The quiz does not test memorization. Instead, it assesses whether students understand historical cause and effect, in other words, that certain events caused other events or that certain events were the effect of other events. By employing the skill of discerning historical cause and effect, students complete the quiz by putting 10 events in proper chronological order. In the process, they fulfill the general education goal of cultivating historical perspective.</p>
<p>3) <u>Interpretation:</u> Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	<p>Assessment Committee</p>
<p>4) <u>Results:</u> Since the most recent full report, list: <i>a.</i> The conclusion(s) drawn, noting strengths and weaknesses. <i>b.</i> The changes that were or will be made as a result of those conclusion(s).</p>	<p>As of now, results are good and no changes appear to be necessary.</p>
<p>5) <u>Strengths in your Assessment Process:</u> List ways in which your assessment process is working well.</p>	<p>We have much greater cooperation from faculty, now that the assessment of general education courses has been systemized and simplified.</p>
<p>6) <u>Improvements:</u> List ways in which your GenEd assessment process needs to improve based on student data (A brief summary of changes to assessment plan can be reported here).</p>	<p>None so far</p>

Overview

Report Preparer Mark Jones

Program Name and Level: MA History

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed.	https://www.ccsu.edu/history/about/files/HistoryLearningOutcomes.pdf
LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.	No Changes to Learning Outcomes
Strengths: What about your assessment process is working well?	We are building upon the foundation of a new assessment program begun in 2017. More faculty are participating.
Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan can be reported here)	We need to figure out how to turn data into meaningful reform of the curriculum and pedagogy within the classroom.
For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit the report to no more than five. LO 1._ To write a paper that meets professional historical standards	
1.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	All faculty in 500 level MA (History) courses assign a research paper. Those papers will be the source of the data. The goal is to test whether or not our students are able to consistently produce papers that reach the expectations of professional historical scholarship. If they are not reaching that level, we will need to further discuss changes to graduate level pedagogy.
1.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty
1.3) Results: Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: None Yet Changes: None Yet. We need to collect more data before thoughts of change can be entertained.

Overview

Report Preparer

Mark Jones

Program Name and Level:

MA Public History

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed.	https://www.ccsu.edu/history/about/files/HistoryLearningOutcomes.pdf
LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.	No Changes to Learning Outcomes
Strengths: What about your assessment process is working well?	We are building upon the foundation of a new assessment program begun in 2017. More faculty are participating.
Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan can be reported here)	We need to figure out how to turn data into meaningful reform of the curriculum and pedagogy within the classroom.
For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit the report to no more than five. LO 1._ To produce a paper, project, or presentation that meets the professional standards of the public history field	
1.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	All faculty in 500 level MA (Public History) courses assign a paper, project, or presentation. Those papers will be the source of the data. The goal is to test whether or not our students are able to consistently produce papers that reach the expectations of professional public historical scholarship. If they are not reaching that level, we will need to further discuss changes to graduate level pedagogy.
1.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty
1.3) Results: Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: None Yet Changes: None Yet. We need to collect more data before thoughts of change can be entertained.

Explanation of Chronological Awareness Quiz used in 100 and 200 level classes

Assessment, History Department, Spring 2017

Chronological
Awareness
Quiz,
100+200 level
Classes

Purpose: To assess chronological awareness (the ability to order events in proper chronological order)

EACH FACULTY MEMBER NEEDS TO ASSESS ONLY ONE OF HIS OR HER CLASSES AT THE 100 OR 200 LEVEL.

Assessment: The course instructor will administer at semester's end either a chronological awareness quiz or include a chronological awareness section on the final examination. The quiz/final examination section should include 10 entries. Each instructor creates his or her own quiz, based on what is covered in the class. Results should be tabulated and sent to the chair of the assessment committee.

Sample Quiz for History 122

European settlement of Hispaniola
Mongol takeover of China
Opium War
Dropping of atomic bomb on Hiroshima
European Enlightenment
Beginning of Atlantic Slave Trade
Fall of Berlin Wall
Haitian Revolution
Independence of Algeria
Voyages of Zheng He

Sample Quiz for History 161

Civil War
Missouri Compromise
The Age of Jackson
American Revolutionary War
Louisiana Purchase
Bill of Rights
Pequot War
Dred Scott Decision
Mexican American War
Establishment of Jamestown

Sample Quiz for History 162

Great Depression
Reconstruction Era
Pure Food and Drug Act
Harlem Renaissance
The New Deal
World War I
Civil Rights Movement
Reagan Revolution
Watergate
Korean War

GRADING:

To grade the assessment, we need to adopt a consistent grading methodology. The assessment committee has arrived at the following method:

1) Think of the 10 events/names/processes as divided into pairs — 1-2, 2-3, 3-4, 4-5, 5-6, 6-7, 7-8, 8-9, 9-10

2) Grade each pair. If the pair are not in chronological order, then mark ONE of the pair wrong. It doesn't matter which one you mark wrong.

3) When finished with all 10, count the number of incorrect answers.

Sample Student Response:

1. Mongol takeover of China
2. European settlement of Hispaniola
3. Opium War
4. Dropping of atomic bomb on Hiroshima
5. European Enlightenment
6. Beginning of Atlantic Slave Trade
7. Haitian Revolution
8. Independence of Algeria
9. Fall of Berlin Wall
10. Voyages of Zheng He

Pair 1-2 Correct

Pair 2-3 Correct

Pair 3-4 Correct

Pair 4-5 Incorrect

Pair 5-6 Incorrect

Pair 6-7 Correct

Pair 7-8 Correct

Pair 8-9 Correct

Pair 9-10 Incorrect

4) Once you have graded all the assignments, sort your grades into the following categories:

Excellent – Zero out of order

Good – 1 to 2 out of order

Satisfactory – 3 out of order

Poor – 4 to 5 out of order

Unacceptable – More than 5 out of order

5) Enter the results under your section name in the following Google Spreadsheet

<https://goo.gl/vfwjGm>

Rubrics for 300-400 level classes, MA History, MA Public History, and Supporting Documents

Learning Outcome:
To critically think, read, and write about the past

300-400 Level
Rubric

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
<u>Expectations</u>						
<u>Skilfully interprets primary source(s)</u>	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	Fully	Mostly	Periodically	Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	Fully	Mostly	Periodically	Almost never	
	3) Places the source(s) within broader historical context	Fully	Mostly	Periodically	Almost never	
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	Fully	Mostly	Partially	Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	Fully	Mostly	Partially	Rarely	
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	Fully	Mostly	Partially	Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	Fully	Mostly	Periodically	Almost never	
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully	Mostly	Periodically	Almost never	
	2) Quotes effectively from source(s)	Fully	Mostly	Periodically	Almost never	
	3) Cites sources properly	Fully	Mostly	Periodically	Almost never	

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

Learning Outcome:
To produce a paper that meets the standards of the historical profession

MA History
Rubric

Expectations	Exceeds Expectations	Meets Expectations	Below Expectations but Still Passing	Failing	Not Applicable
<i>Students identifies an historical problem to explore in their paper or project that reflects a solid understanding of the relevant historiography.</i>	The final paper or project defines a clear problem in relation to current scholarship. It analyzes existing work in the field, while demonstrating an awareness of historiographic trends.	The final paper or project defines a clear problem in relation to current scholarship. It identifies existing work in the field but does not analyze it thoroughly.	The final paper or project defines a clear problem but not in relation to current scholarship. It identifies secondary sources that are either general or tangential.	The final paper or project does not define a clear problem. It includes few references to current scholarship. It may rely on outdated or inappropriate scholarship.	
<i>Students develops a final bibliography that demonstrates knowledge of relevant secondary sources.</i>	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat), as well as the careful review necessary to identify the best choices.	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). All sources included in the bibliography are appropriate but some significant sources have been omitted.	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). Some sources included in the bibliography are inappropriate.	The selection of secondary sources does not reflect careful research in applicable databases (e.g., Historical Abstracts, WorldCat).	
<i>Students identifies an appropriate body of primary sources to serve as the foundation of their paper or project.**</i>	The final paper or project is based upon a substantial body of primary source material that is especially appropriate for the paper or project. The choice of primary sources reflects a thorough exploration of the topic.	The final paper or project is based upon a substantial body of primary source material that is appropriate for the paper or project. The choice of primary sources reflects an adequate exploration of the topic.	The final paper or project is based upon a body of primary source material that is marginally appropriate for the paper or project. The choice of primary sources does not reflect an adequate exploration of the topic.	The final paper or project is based upon an inadequate body of primary sources.	
<i>Student writes clearly.</i>	Thesis is easily identifiable; there are strong topic sentences; all ideas in paper flow logically; sentence structure, spelling, grammar, and punctuation are excellent.	Thesis promising but slightly unclear; some paragraphs lack strong topic sentences; argument usually flows logically; sentence structure, spelling, grammar, and punctuation are good.	Thesis is vague and poorly stated; many paragraphs are without topic sentences; argument is not logically organized; problems with sentence structure, spelling, grammar, and punctuation.	Has no identifiable thesis; very difficult to understand owing to problems with logic and writing.	
<i>Students develops an original interpretation that represents a solid contribution to the field of history.</i>	The final paper or project presents an original interpretation that with revision could be submitted to a professional audience (e.g., in the form of a conference presentation, journal submission, public history exhibit).	The final paper or project presents an original interpretation that demonstrates mastery of historical research and writing.	The final paper or project presents an interpretation that demonstrates a rudimentary command of historical research and writing.	The final paper or project lacks a coherent interpretation, demonstrating little understanding of historical research and writing.	

** This expectation does not apply to classes that are assessing an historiographical essay.

NOTE: This rubric can be used to assess 500-level history courses that satisfy the requirements for the MA in History.

Learning Outcome:

To produce a paper, project, or presentation that meets the professional standards of the public history field

Expectations	Exceeds Expectations	Meets Expectations	Below Expectations but Still Passing	Failing	Not Applicable
<i>Students identifies a public historical problem to explore in their paper or project that reflects a solid understanding of the relevant historiography.</i>	The final paper or project defines a clear problem in relation to current scholarship. It analyzes existing work in the field, while demonstrating an awareness of historiographic trends.	The final paper or project defines a clear problem in relation to current scholarship. It identifies existing work in the field but does not analyze it thoroughly.	The final paper or project defines a clear problem but not in relation to current scholarship. It identifies secondary sources that are either general or tangential.	The final paper or project does not define a clear problem. It includes few references to current scholarship. It may rely on outdated or inappropriate scholarship.	
<i>Students develops a final bibliography that demonstrates knowledge of relevant secondary sources.</i>	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat), as well as the careful review necessary to identify the best choices.	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). All sources included in the bibliography are appropriate but some significant sources have been omitted.	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). Some sources included in the bibliography are inappropriate.	The selection of secondary sources does not reflect careful research in applicable databases (e.g., Historical Abstracts, WorldCat).	
<i>Student writes clearly.</i>	Thesis is easily identifiable; there are strong topic sentences; all ideas in paper flow logically; sentence structure, spelling, grammar, and punctuation are excellent.	Thesis promising but slightly unclear; some paragraphs lack strong topic sentences; argument usually flows logically; sentence structure, spelling, grammar, and punctuation are good.	Thesis is vague and poorly stated; many paragraphs are without topic sentences; argument is not logically organized; problems with sentence structure, spelling, grammar, and punctuation.	Has no identifiable thesis; very difficult to understand owing to problems with logic and writing.	
<i>Students apply public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests.</i>	Student skillfully and enthusiastically apply public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests.	Student ably applies public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests.	Student reluctantly or minimally applies public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests.	Student does not apply skills and demonstrates a lack of interest in working with the public.	

NOTE: This rubric can be used to assess 500-level public history courses.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (capstone) level performance.

I include this rubric from the Multi-State Collaborative to show how this rubric

uses a vocabulary of judgment to distinguish among levels of achievement. We do the same thing



	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
1 of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/ problem to be considered stated without clarification or de
using information to investigate a r conclusion	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from sourc any interpretation/ evaluation. Viewpoints of experts are taken without question.
f context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of assumptions (sometimes labels a assumptions). Begins to identify some contexts presenting a position.
osition (perspective, thesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but and obvious.
s and related outcomes as and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied the information discussed; relate (consequences and implications) oversimplified.

100-Level Classes
Fall 2019

						Excellent	Good	Satisfactory	Poor	Unacceptable
						Zero out of Order	1 to 2 out of order	3 out of order	4 out of order	5 or more out of
HIST	100	SIH:9/11 Generation	TR	01:40 pm-02:55 p	Matthew S. Warshauer (P)					
HIST	100	SIH:Mass Murder/20thCen/	MW	01:40 pm-02:55 p	Jay A. Bergman (P)	2	4	3	4	1
HIST	100	SIH:History of Science	TR	12:15 pm-01:30 p	Virginia R. Mitchell (P)					
HIST	100	SIH:Totalitarianism	TR	09:25 am-10:40 a	Jay A. Bergman (P)					
HIST	100	SIH: Revolutions	MW	01:40 pm-02:55 p	Louise B. Williams (P)					
HIST	100	SIH:1960s U.S.	MW	04:30 pm-05:45 p	Thomas M. Ratliff (P)					
HIST	121	World Civilization I	TR	03:05 pm-04:20 p	Gloria O. Emeagwali (P)					
HIST	121	World Civilization I	MW	03:05 pm-04:20 p	Harold T. Vedeler (P)					
HIST	121	World Civilization I	MW	12:15 pm-01:30 p	Daniel G. Russo (P)	2	12	5	2	
HIST	121	World Civilization I	MW	01:40 pm-02:55 p	Harold T. Vedeler (P)					
HIST	121	World Civilization I	TR	09:25 am-10:40 a	Glenn S. Sunshine (P)					
HIST	121	World Civilization I	W	04:30 pm-07:10 p	Gloria O. Emeagwali (P)					
HIST	122	World Civilization II	MW	08:00 am-09:15 a	Romuald K. Byczkiewicz (P)					
HIST	122	World Civilization II	MW	10:50 am-12:05 p	Romuald K. Byczkiewicz (P)					
HIST	122	World Civilization II	MW	03:05 pm-04:20 p	Mieczyslaw B. Biskupski (P)					
HIST	122	World Civilization II	TR	04:30 pm-05:45 p	Mary Ann Mahony (P)					
HIST	122	World Civilization II	T	10:50 am-12:05 p	Mark A. Jones (P)					
HIST	161	American History to 1877	MW	08:00 am-09:15 a	Jonathon D. Awtrey (P)					
HIST	161	American History to 1877	TR	10:50 am-12:05 p	Katherine A. Hermes (P)	13	9	7	7	
HIST	161	American History to 1877	MW	10:50 am-12:05 p	Holly H. Richards (P)					
HIST	161	American History to 1877	MW	01:40 pm-02:55 p	Jonathon D. Awtrey (P)					
HIST	161	American History to 1877	S	10:00 am-12:40 p	Aldorigo J. Scopino (P)	0	4	12	3	
HIST	161	American History to 1877	MW	04:30 pm-05:45 p	Alexandra C. Maravel (P)					
HIST	162	American History:1877-Pre	MW	08:00 am-09:15 a	Holly H. Richards (P)					
HIST	162	American History:1877-Pre	TR	09:25 am-10:40 a	Thomas M. Ratliff (P)					
HIST	162	American History:1877-Pre	MW	12:15 pm-01:30 p	Alexandra C. Maravel (P)	35	1	1		
HIST	162	American History:1877-Pre	MW	09:25 am-10:40 a	Donald W. Rogers (P)	4	14	8	5	1
HIST	162	American History:1877-Pre	TR	10:50 am-12:05 p	Juan David Coronado (P)					
HIST	162	American History:1877-Pre	TR	08:00 am-09:15 a	Hamish Lutris (P)					
HIST	162	American History:1877-Pre	TR	12:15 pm-01:30 p	Megan T. Lynn (P)					

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History Department Goal: To train students to think, read, and write about the past

Warshawer
321 Fall 2015

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
<u>Learning Outcomes</u>						
<u>1. Skillfully interprets primary source(s)</u>	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	 Fully	### Mostly	## Periodically	 Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	 Fully	### Mostly	## Periodically	 Almost never	
<u>Problem Area?</u>	3) Places the source(s) within broader historical context	 Fully	### Mostly	## Periodically	 Almost never	
<u>2. Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	 Fully	### Mostly	## Partially	 Rarely	
	2) Identifies scholarly works that aid in understanding the historical time period	 Fully	### Mostly	## Partially	 Rarely	
<u>3. Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	## Fully	### Mostly	## Partially	 Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	 Fully	### Mostly	## Periodically	 Almost never	
<u>4. Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully	Mostly ###	Periodically ##	Almost never	
	2) Quotes effectively from source(s)	Fully	Mostly ###	Periodically ##	Almost never	
	3) Cites sources properly	Fully	Mostly ###	Periodically ##	Almost never	

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
<u>Learning Outcomes</u>						
<u>1. Skillfully interprets primary source(s)</u>	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	Full II	Full I	Full III	Full I	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	Full II	Full I	Full III	Full I	
	3) Places the source(s) within broader historical context	Full III	Full II	Full III	Full I	
<u>2. Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	Full III	Full II	Full III	Full I	
<u>Problem Area?</u>	2) Identifies scholarly works that aid in understanding the historical time period	Full III	Full II	Full III	Full I	
<u>3. Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	Full III	Full II	Full III	Full I	
	2) Develops supporting arguments that expand upon the thesis statement	Full II	Full III	Full III	Full I	
<u>4. Writes with care</u>	1) Writes paragraphs with solid topic sentences	Full III	Full II	Full III	Full I	Full II
<u>Problem Area?</u>	2) Quotes effectively from source(s)	Full III	Full III	Full III	Full I	Full II
<u>Problem Area?</u>	3) Cites sources properly	Full III	Full III	Full III	Full I	Full II

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
<u>Learning Outcomes</u>						
<u>1. Skilfully interprets primary source(s)</u>	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	 Fully	Mostly	Periodically	Almost never	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	 Fully	 Mostly	Periodically	Almost never	
	3) Places the source(s) within broader historical context	 Fully	 Mostly	Periodically	Almost never	
<u>2. Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	 Fully	Mostly	Partially	Rarely	
<u>Problem Area</u>	2) Identifies scholarly works that aid in understanding the historical time period	Fully	Mostly	 Partially	Rarely	
<u>3. Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	 Fully	Mostly	Partially	Rarely	
	2) Develops supporting arguments that expand upon the thesis statement	Fully	 Mostly	Periodically	Almost never	
<u>4. Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully 	Mostly	Periodically	Almost never	
	2) Quotes effectively from source(s)	Fully 	Mostly	Periodically	Almost never	
	3) Cites sources properly	Fully 	Mostly	Periodically	Almost never	

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
Learning Outcomes						
1. Skillfully interprets primary source(s)	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	Full 	Mostly 	Periodically 	Almost never)	
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	Full 	Mostly 	Periodically 	Almost never)	
	3) Places the source(s) within broader historical context	Full 	Mostly 	Periodically 	Almost never 	
2. Displays command of content knowledge	1) Displays knowledge of key processes and actors that define the historical time period under consideration	Full 	Mostly 	Partially 	Rarely)	
Problem Area?	2) Identifies scholarly works that aid in understanding the historical time period	Full 	Mostly 	Partially 	Rarely)	
3. Crafts convincing thesis and supporting arguments	1) Poses a thesis statement that is clear, defensible, and imaginative	Full 	Mostly 	Partially 	Rarely)	
	2) Develops supporting arguments that expand upon the thesis statement	Full 	Mostly 	Periodically 	Almost never 	
4. Writes with care	1) Writes paragraphs with solid topic sentences	Full 	Mostly 	Periodically 	Almost never)	
	2) Quotes effectively from source(s)	Full 	Mostly 	Periodically 	Almost never)	
	3) Cites sources properly	Full 	Mostly 	Periodically 	Almost never)	

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

Learning Outcome:
To critically think, read, and write about the past

Rogers
490
Spring 2020

		Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Fails to Meet Expectations	Not Applicable
<u>Expectations</u>						
<u>Skilfully interprets primary source(s)</u>	1) Summarizes source(s), including discussion of author, date of publication, and main arguments of the source(s)	II Fully	III Mostly	II Periodically		
	2) Contextualizes the source(s) by examining point of view, intended audience, and intended purpose of source(s)	II Fully	III Mostly	II Periodically	I Almost never	
	3) Places the source(s) within broader historical context	II Fully	III Mostly	I Periodically		
<u>Displays command of content knowledge</u>	1) Displays knowledge of key processes and actors that define the historical time period under consideration	III Fully	III Mostly	III Partially		
	2) Identifies scholarly works that aid in understanding the historical time period	III Fully	III Mostly	II Partially		
<u>Crafts convincing thesis and supporting arguments</u>	1) Poses a thesis statement that is clear, defensible, and imaginative	III Fully	III Mostly	I Partially		
	2) Develops supporting arguments that expand upon the thesis statement	III Fully	III Mostly	I Periodically		
<u>Writes with care</u>	1) Writes paragraphs with solid topic sentences	Fully III	Mostly III	Periodically I	Almost never	
	2) Quotes effectively from source(s)	Fully III	Mostly II	Periodically II	Almost never	
	3) Cites sources properly	Fully II	Mostly III	Periodically II	Almost never	

NOTE: This rubric should be used to evaluate a paper or presentation for a 300-400 level history class.

History Department Goal: To train students to produce a paper that meets the standards of the historical profession

501
Warshaver
Fall 2019

Learning Outcomes	Exceeds Expectations	Meets Expectations	Below Expectations but Still Passing	Failing	Not Applicable
1. <i>Students identifies an historical problem to explore in their paper or project that reflects a solid understanding of the relevant historiography.</i>	The final paper or project defines a clear problem in relation to current scholarship. It analyzes existing work in the field, while demonstrating an awareness of historiographic trends. III I	The final paper or project defines a clear problem in relation to current scholarship. It identifies existing work in the field but does not analyze it thoroughly. IIII	The final paper or project defines a clear problem but not in relation to current scholarship. It identifies secondary sources that are either general or tangential. IIII	The final paper or project does not define a clear problem. It includes few references to current scholarship. It may rely on outdated or inappropriate scholarship.	
2. <i>Students develops a final bibliography that demonstrates knowledge of relevant secondary sources</i>	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat), as well as the careful review necessary to identify the best choices. IIII II	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). All sources included in the bibliography are appropriate but some significant sources have been omitted. IIII	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). Some sources included in the bibliography are inappropriate. IIII	The selection of secondary sources does not reflect careful research in applicable databases (e.g., Historical Abstracts, WorldCat).	
3. <i>Students identifies an appropriate body of primary sources to serve as the foundation of their paper or project.**</i>	The final paper or project is based upon a substantial body of primary source material that is especially appropriate for the paper or project. The choice of primary sources reflects a thorough exploration of the topic. IIII I	The final paper or project is based upon a substantial body of primary source material that is appropriate for the paper or project. The choice of primary sources reflects an adequate exploration of the topic. IIII	The final paper or project is based upon a body of primary source material that is marginally appropriate for the paper or project. The choice of primary sources does not reflect an adequate exploration of the topic. IIII I	The final paper or project is based upon an inadequate body of primary sources.	
4. <i>Student writes clearly.</i>	Thesis is easily identifiable; there are strong topic sentences; all ideas in paper flow logically; sentence structure, spelling, grammar, and punctuation are excellent. IIII I	Thesis promising but slightly unclear; some paragraphs lack strong topic sentences; argument usually flows logically; sentence structure, spelling, grammar, and punctuation are good. IIII	Thesis is vague and poorly stated; many paragraphs are without topic sentences; argument is not logically organized; problems with sentence structure, spelling, grammar, and punctuation. IIII I	Has no identifiable thesis; very difficult to understand owing to problems with logic and writing.	
5. <i>Students develops an original interpretation that represents a solid contribution to the field of history.</i>	The final paper or project presents an original interpretation that with revision could be submitted to a professional audience (e.g., in the form of a conference presentation, journal submission, public history exhibit). IIII I	The final paper or project presents an original interpretation that demonstrates mastery of historical research and writing. IIII	The final paper or project presents an interpretation that demonstrates a rudimentary command of historical research and writing. IIII	The final paper or project lacks a coherent interpretation, demonstrating little understanding of historical research and writing. I	

?? Why so many?

** This expectation does not apply to classes that are assessing an historiographical essay.

NOTE: This rubric can be used to assess 500-level history courses that satisfy the requirements for the MA in History.

Expectations	Exceeds Expectations	Meets Expectations	Below Expectations but Still Passing	Failing	Not Applicable
Students identifies a public historical problem to explore in their paper or project that reflects a solid understanding of the relevant historiography.	The final paper or project defines a clear problem in relation to current scholarship. It analyzes existing work in the field, while demonstrating an awareness of historiographic trends.	The final paper or project defines a clear problem in relation to current scholarship. It identifies existing work in the field but does not analyze it thoroughly.	The final paper or project defines a clear problem but not in relation to current scholarship. It identifies secondary sources that are either general or tangential.	The final paper or project does not define a clear problem. It includes few references to current scholarship. It may rely on outdated or inappropriate scholarship.	
1	11 (2)	111 (3)	11 (2)	1 (1)	8
Students develops a final bibliography that demonstrates knowledge of relevant secondary sources.	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat), as well as the careful review necessary to identify the best choices.	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). All sources included in the bibliography are appropriate but some significant sources have been omitted.	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). Some sources included in the bibliography are inappropriate.	The selection of secondary sources does not reflect careful research in applicable databases (e.g., Historical Abstracts, WorldCat).	
	11 (2)	111 (5)		1 (1)	8
Student writes clearly.	Thesis is easily identifiable; there are strong topic sentences; all ideas in paper flow logically; sentence structure, spelling, grammar, and punctuation are excellent.	Thesis is promising but slightly unclear; some paragraphs lack strong topic sentences; argument usually flows logically; sentence structure, spelling, grammar, and punctuation are good.	Thesis is vague and poorly stated; many paragraphs are without topic sentences; argument is not logically organized; problems with sentence structure, spelling, grammar, and punctuation.	Has no identifiable thesis; very difficult to understand owing to problems with logic and writing.	
	111 (4)	11 (2)	11 (2)		8
Students apply public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests.	Student skillfully and enthusiastically apply public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests.	Student ably applies public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests.	Student reluctantly or minimally applies public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests.	Student does not apply skills and demonstrates a lack of interest in working with the public.	
	11 (3)	11 (2)	1 (1)	11 (2)	8

Learning Outcome:

To produce a paper, project, or presentation that meets the professional standards of the public history field

Expectations	Exceeds Expectations	Meets Expectations	Below Expectations but Still Passing	Failing	Not Applicable
<i>Students identifies a public historical problem to explore in their paper or project that reflects a solid understanding of the relevant historiography.</i>	The final paper or project defines a clear problem in relation to current scholarship. It analyzes existing work in the field, while demonstrating an awareness of historiographic trends. I	The final paper or project defines a clear problem in relation to current scholarship. It identifies existing work in the field but does not analyze it thoroughly. II	The final paper or project defines a clear problem but not in relation to current scholarship. It identifies secondary sources that are either general or tangential. II	The final paper or project does not define a clear problem. It includes few references to current scholarship. It may rely on outdated or inappropriate scholarship.	
<i>Students develops a final bibliography that demonstrates knowledge of relevant secondary sources</i>	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat), as well as the careful review necessary to identify the best choices.	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). All sources included in the bibliography are appropriate but some significant sources have been omitted. IIII	The selection of secondary sources reflects thorough research in applicable databases (e.g., Historical Abstracts, WorldCat). Some sources included in the bibliography are inappropriate. I	The selection of secondary sources does not reflect careful research in applicable databases (e.g., Historical Abstracts, WorldCat).	
<i>Student writes clearly.</i>	Thesis is easily identifiable; there are strong topic sentences; all ideas in paper flow logically; sentence structure, spelling, grammar, and punctuation are excellent.	Thesis promising but slightly unclear; some paragraphs lack strong topic sentences; argument usually flows logically; sentence structure, spelling, grammar, and punctuation are good. IIII	Thesis is vague and poorly stated; many paragraphs are without topic sentences; argument is not logically organized; problems with sentence structure, spelling, grammar, and punctuation. I	Has no identifiable thesis; very difficult to understand owing to problems with logic and writing.	
<i>Students apply public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests</i>	Student skillfully and enthusiastically apply public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests.	Student ably applies public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests. IIII	Student reluctantly or minimally applies public history skills of shared inquiry and reflective practice to engage with the public or a community partner to address community-defined needs and interests. II	Student does not apply skills and demonstrates a lack of interest in working with the public.	

NOTE: This rubric can be used to assess 500-level public history courses.