

WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: History

Semester Submitted: Fall 2016

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Brief Introductory Statement

The History Department at Weber State University offers a B.A. in History, History Teaching, and Social Science Composite Teaching. It offers as well a minor in History, History Teaching, Public History, and can be one component of a Bachelors of Integrated Studies. Additionally, it offers courses that are fundamental to the Asian Studies minor (administered by one of our faculty), the Latin American Studies minor, the European Studies minor, the Women and Gender Studies Minor, and the Military Science minor, as well as an array of courses that fulfill General Education requirements.

The History Department has 13 full time members and 14 adjuncts (including Visiting International Faculty). It currently has 217 majors, down from a high of 285 in 2011-2012 (during the Recession, when more students were in school generally), but up from last year's total. It offers 61 courses (plus internships and co-op work experience). These courses span the globe and the centuries in their coverage.

Overall, the History Department has been flourishing over the last five years. We have revised our curriculum, enhanced our student advising, created new programs, including an International Visiting Professorship, expanded opportunities for student research and internships, increased the number of scholarships we award, enhanced our lecture series, revised our website and initiated a social media campaign, and strengthened our relationships with local, regional, and national communities. Our students have been successful in getting jobs and gaining admission to selective graduate programs. While the number of history majors has fallen a bit, the program is still robust and attracts high achieving students.

Meanwhile, despite a heavy teaching load, members of our faculty have been productive scholars, with many books and articles to show for their efforts.

We have also improved the way we assess these changes, our programs, and our classes. The result has been what we believe to be a more effective curriculum and a more collegial environment for students and faculty alike.

Standard A - Mission Statement

History is the record of political, social, economic, and cultural events and achievements of humankind. Historians analyze and evaluate this record in an attempt to understand and interpret the present. The Department's chief goal is to transmit both the content of history and the necessary analytical and interpretive skills to its students. More specifically, the Department seeks to prepare students for careers in teaching and history-related fields and to provide courses that contribute to the general education and lifelong learning of all students. Through its courses, the Department also endeavors to provide students with models of and skills for civic engagement and dialogue. The Department and its faculty are also committed to creating new knowledge, interpreting historical materials for public audiences, and publishing historical scholarship that advances the field.

The Department provides undergraduate programs for students wishing to complete degrees that include the History Major, History Teaching Major, History Minor, History Teaching Minor, Public History Minor, and Social Science Composite Teaching Major. It also provides courses that contribute substantially to the University's commitment to General Education and cultural diversity, promote a general interest in the study of History, assist students in achieving their college and career goals, and fulfill the state's American Institutions requirement to promote the development of an informed citizenry. The History Department also is committed to building and sustaining relationships with community members, educational institutions, and the larger public in the region.

Standard B - Curriculum

Curriculum Map

	Department/Program Learning Outcomes Based on AHA Learning Outcomes							
	Historical Knowledge	Pastness of the Past	International Perspectives	Historical Complexity	Critical Thinking	Research skills	Historical Argumentation	
Core Courses in Department/Program								
History 1500, World History to 1500 c.e.	A	E	A	E	E	U	E	
History 1510, World History, 1510 to present	A	E	A	E	E	U	E	
History 1700, American Civilization	E	U	E	I	A	U	I	
History 2000 Introduction to the Craft of History	U	A	U	A	A	I	I	
History 2700, U.S. History to 1877	E	E	U	I	E	I	I	
History 2710, U.S. History, 1877-present	E	E	U	I	E	I	I	
History 4985, Investigating History	E	I	U	A	E	A	A	
History 4990, Senior Seminar	A	E	I	E	A	A	A	
History 3010, American Indian History, 1300 to present	A	A	I	A	A	U	A	
History 3030, African American History	A	A	I	A	A	U	U	
History 3050, History of U.S. Latinos	A	A	I	A	A	U	U	
History 3070, Women in American History, 1600-present	A	A	I	A	A	U	A	
History 3090, American Social History	A	A	I	A	A	A	A	
History 3110, American Ideas and Culture	A	A	I	A	A	A	A	
History 3130, U.S. Urban History	A	A	I	A	A	A	A	
History 3210, U.S. Constitutional History	A	A	I	A	A	U	U	

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	Department/Program Learning Outcomes Based on AHA Learning Outcomes							
	Historical Knowledge	Pastness of the Past	International Perspectives	Historical Complexity	Critical Thinking	Research skills	Historical Argumentation	
Core Courses in Department/Program								
History 3230, American Foreign Relations	A	E	E	E	E	I	E	
History 3250, Religion in American History	A	A	I	A	A	U	U	
History 3270, U.S. Environmental History	A	E	U	E	E	A	U	
History 3280, U.S. Military History to 1917	A	E	E	E	E	I	E	
History 3290, U.S. Military History, 1917-present	A	E	E	E	E	I	E	
History 4010, Colonial America	A	A	I	A	A	U	U	
History 4020, Era of the American Revolution, 1763-1800	A	A	I	A	A	U	U	
History 4030, New Nation	A	A	I	A	A	U	U	
History 4040, Era of Civil War and Reconstruction, 1840-1877	A	A	I	A	A	U	U	
History 4050, Gilded Age and Progressive Era, 1877-1919	A	A	I	A	A	A	A	
History 4060, U.S. History, 1919-1945	A	A	I	A	A	A	A	
History 4070, U.S. History, 1945-present	A	A	I	A	A	I	I	
History 4110, History of the American West to 1900	A	E	I	E	E	U	E	
History 4120, The American West since 1900	A	E	I	E	E	U	E	
History 4130, History of Utah	A	E	I	E	E	U	E	
History 4710, Special Topics in American History	A	A	I	E	E	U	E	
History 4210, Ancient History	A	A	E	E	E	U	U	
History 4220, History of the Middle Ages, 300-1300	A	A	E	E	E	I	U	
History 4230, Renaissance and Reformation Europe, 1300-1600	A	A	E	E	E	I	U	
History 4240, Absolutism, Enlightenment and Rev., 1660-1815	A	A	E	E	E	I	U	
History 4250, Nineteenth Century Europe	A	A	E	E	E	U	U	

	Department/Program Learning Outcomes Based on AHA Learning Outcomes							
	Historical Knowledge	Pastness of the Past	International Perspectives	Historical Complexity	Critical Thinking	Research skills	Historical Argumentation	
Core Courses in Department/Program								
History 4260, Twentieth Century Europe	A	A	E	E	E	U	U	
History 4280, History of Christianity in Europe	A	A	E	E	E	I	U	
History 4310, History of Russia to 1917	A	A	A	A	E	E	E	
History 4320, History of Russia, since 1917	A	A	A	A	E	E	E	
History 4330, History of England to 1714	A	A	E	E	E	U	U	
History 4335, Tudor and Stuart England	A	A	E	E	E	U	U	
History 4040, History of England since 1714	A	A	E	E	E	U	U	
History 4350, History of Modern Germany	A	A	E	E	E	U	U	
History 4410, History of Spain and Portugal	A	A	E	E	E	U	U	
History 4430, History of Scandinavia	A	A	E	E	E	U	U	
History 4450, History of Modern Eastern Europe since 1815	A	A	A	A	E	E	E	
History 4720, Special Issues and Topics in European History	A	A	E	E	E	U	U	
History 3350, History and Philosophy of Science	A	A	E	A	A	U	U	
History 4510, 20 th Century World History	A	A	A	A	A	U	U	
History 4530, Far Eastern History	A	A	A	A	A	U	U	
History 4550, Southeast Asian History	A	A	A	A	A	U	U	
History 4590, Middle Eastern History	A	A	A	A	A	U	U	
History 4610, History of Africa	A	A	A	A	A	U	U	
History 4630, History of Ancient and Colonial Latin America	A	A	A	E	E	U	U	
History 4650, Modern Latin America	A	A	A	E	E	U	U	
History 4670, History of Mexico	A	A	A	E	E	U	U	

	Department/Program Learning Outcomes Based on AHA Learning Outcomes							
	Historical Knowledge	Pastness of the Past	International Perspectives	Historical Complexity	Critical Thinking	Research skills	Historical Argumentation	
Core Courses in Department/Program								
History 4730, Special Topics in Global and Comparative History	A	A	E	E	E	U	U	
History 3400, Principles of Public History	A	A	U	A	A	A	U	
History 3500, Historic Preservation	A	A	U	A	A	A	U	

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively; these are examples, departmental choice of letters/numbers may differ

Note^b: Rows and columns may be transposed as required to meet the needs of each individual department

Summary Information (as needed)

Standard C - Student Learning Outcomes and Assessment

Measurable Learning Outcomes

The History Department has aligned its learning outcomes with those promulgated by the American Historical Association. At the end of their study at WSU, students in this program will

1. Identify the key events which express/define change over time in a broad range of places and regions.
2. Identify how change occurs over time.
3. Explain historical continuity and change.
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events.
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives.
6. Explain how people have existed, acted, and thought in the past.
7. Explain what influence the past has on the present.
8. Interpret the complexity and diversity of situations, events, and past mentalities.
9. Compare eras and regions in order to define enduring issues.
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence.
11. Recognize a range of viewpoints.
12. Compare competing historical narratives.
13. Challenge arguments of historical inevitability.
14. Analyze cause-and-effect relationships and multiple causation.
15. Evaluate debates among historians.
16. Differentiate between historical facts and historical interpretations.
17. Assess the credibility of primary and secondary sources.
18. Formulate historical questions.
19. Obtain historical data from a variety of sources.
20. Identify gaps in available records.
21. Recognize the discipline's standards for accurate and ethical research.
22. Construct a well-organized historical argument.
23. Support an interpretation with historical evidence from a variety of primary and secondary sources.

Five-year Assessment Summary

Summary of Findings, Techniques, Issues:

Below are the results sections from our 2012-13, 2013-14, 2014-15, and 2015-16 assessments.

There are several noteworthy findings.

- 1) Our majors are consistently surpassing the threshold for acceptable performance on all learning outcomes. This is a pattern that holds steady across the years surveyed.

- 2) By the time they graduate, students are collectively well above the threshold of acceptable performance on all measures, as evidenced in their senior capstone projects.
- 3) Students rate the success of the program at reaching these outcomes very highly on our exit interviews.
- 4) With General Education students, we see clear improvement over the course of the semester, as well. However, given that many of these students are not history students, their collective averages are often lower than students in the upper-division courses. Additionally, we have in the last two years adopted a pre-test/post-test for the American Institutions class. The General Education Assessment Committee required this of all departments offering American Institutions courses. The test bank from which the questions are drawn was not of our own making, and all of us using the test feel it is a most inadequate measure of student progress since it is so generic and since there are so many different topics which individual faculty teach and approaches they take in teaching their subjects. We stand united in our opposition to “teaching to the test.”

Now, some explanation of how and what we measured, and how we have adjusted our methods. Over the last five years, we have refined our assessment techniques. When we began, we looked for accurate tools that would measure our success—or failure—in teaching our students and guiding them through the History program. First, we adopted the AHA’s Learning Outcomes, as did other institutions in the state. Then we worked to find ways to gauge our success at meeting these goals. We had a few tools that were common to all instructors—a rubric for our capstone course which measured our success at meeting all of the learning outcomes, since this project was the culminating display of our students’ skills and knowledge, and surveys, both of our general education students in 1500 and 1510, and our majors, tagged to departmental learning outcomes. We surveyed our majors as they took upper-division classes with questions about their specific course, and then again, once they were finished with the major by means of an exit interview. These surveys offered indirect evidence of how we were doing, since they asked students’ about their perceptions of their education.

Over time we began to introduce new, more direct measures of assessment, as well. Individual faculty began to create rubrics for their own courses. We were all using the AHA outcomes, but were measuring student success in meeting them on a variety of scales. This created a wealth of data, not all of it uniform, which is visible in the earliest reports below.

In academic year 2014-15, however, we came to the decision that we needed a unified scale and grid for all classes, and we adopted the one below, a version of which was promoted by the AHA in *Perspectives*. This has made our assessment results more consistent, which is helpful. As you read to the end of these reports, you’ll see this more uniform system emerge. (One more note and apology: In the early years we were using a 1-5 scale on our senior thesis assessment and exit interview. The senior thesis for the past 2 years has been assessed on the 1-4 scale which we also now use for all other classes. Obviously in the short term this has resulted in scores that are a bit difficult to compare across years; however, long range it will bring about greater consistency. And whether we measure on the 1-4 scale or the 1-5 scale, we still find the same result: students are surpassing the threshold of acceptable performance on both scales.)

One place where uniformity of measures has had a less than salutary result, however, is in our assessment of the American Institutions course as mentioned above. Until 2014-15, individual faculty

adapted questions from the U.S. citizenship exam, and used them as a pre and post-test. They were able to select questions most relevant to the material they each covered. However, in 2014-15, pressure from the University General Education Assessment committee led us to abandon this successful gauge, and adopt a testing instrument that was to be shared across sections and with political scientists as well. As is evident below, students' scores show improvement in all years, regardless of the testing instrument used. However, the results were far more dramatic when tests more specific to the course were used. Once we adopted the generic tests (something many in our discipline warn against doing), overall results have been lower.

Another change worth noting: Midway through this five year review period, the Social Science General Education Learning Outcomes were changed by the University General Education Committee. The assessments of 1500 and 1510 reflect that change, visible in the most recent findings for 2015-16.

In what follows, from pages 11-54—we present the numerical results from the last five years' assessment reports. The upshot is this: students are exceeding the threshold of acceptable performance on all learning outcomes in all years.

2012-13:

F. Report of assessment results for the most previous academic year:

Evidence of Learning: Courses within the Major

1500 and 1510 (World History I and II):

Here are the learning outcomes.

In completing History 1500 and 1510, successful students will have:

1. Developed an understanding of the major transformations in the history of the world including the ways in which geography and environment influenced human interaction;
2. Familiarized themselves with the categories that historians use to give order to complex developments;
3. Learned to identify chronological relationships and key arguments in historical narratives;
4. Practiced using evidence and reasoned argumentation to support their interpretations;
5. Gained experience with the historical method by making use of primary documents;
6. Practiced engaging with the ideas of others in a respectful and productive manner.

All 1500 and 1510 instructors have agreed to (1) use primary source readings (2) require student writing assignments and (3) engage students in the impact of geographic relations on historical development.

The larger Social Science Learning Outcomes which these courses meet are the following:

A student completing a social science general education course should be able to accomplish **three** of the following five outcomes.

Describe a social science approach to studying and understanding human behavior.

Describe basic assumptions about humans and their behaviors from a social science perspective.

Explain the basic elements and operation of a sociocultural system.

Explain the interactions between individuals and their sociocultural and/or natural environments.

Apply a social science perspective to a particular issue and identify factors impacting change (past or present).

Below is the new assessment questionnaire which we have used since fall semester 2012. So far we have results from **130 students** from Spring 2013. **The acceptable threshold is a 3, and while there was some variation between sections, the average score surpassed this.**

To what extent did you engage in written, oral, or graphic communication during this course?

1. Never
2. Infrequently
3. Regularly

4. Often
5. Frequently

Average scores

Section A (35 respondents): 3.8

Section B (15 respondents): 4

Section C (22 respondents): 3.86

Section D (14 respondents): 3.57

Section E (15 respondents): 3.8

Section F (29 respondents): 4.10

To what extent did you use Abstract logic or reasoning skills during this course?

1. Never
2. Infrequently
3. Regularly
4. Often
5. Frequently

Give an example

Average scores

Section A (35 respondents): 4

Section B (15 respondents): 3.5

Section C (22 respondents): 4.36

Section D (14 respondents): 3.14

Section E (15 respondents): 2.8

Section F (29 respondents): 3.89

To what extent did you improve your critical thinking, cognitive learning, and individual or group problem solving skills during this course?

1. None
2. A Little
3. Moderately
4. Substantially
5. Extensively

Average Scores:

Section A(35 respondents): 3.28

Section B (15 respondents): 3.5

Section C (22 respondents): 3.72

Section D (14 respondents): 2.92

Section E (15 respondents): 3.3

Section F (29 respondents): 3.89

To what extent did you use a social science approach to study and understand human behavior during this course?

1. Never
2. Infrequently
3. Regularly
4. Often
5. Frequently

Give an example:

Average Scores:

Section A (35 respondents): 4

Section B (15 respondents): 3.6

Section C (22 respondents): 3.9

Section D (14 respondents): 4.3

Section E (15 respondents): 3.4

Section F (29 respondents): 4.14

To what extent did you use a social science perspective to describe basic assumptions about humans and their behaviors during this course?

1. Never
2. Infrequently
3. Regularly
4. Often
5. Frequently

Give an example:

Average Scores:

Section A (35 respondents): 4

Section B (15 respondents): 3.7

Section C (22 respondents): 3.72

Section D (14 respondents): 3.42

Section E (15 respondents): 2.27

Section F (29 respondents): 4.14

To what extent did you improve in being able to explain the basic elements and operation of a sociocultural system during this course?

1. None
2. A Little
3. Moderately
4. Substantially
5. Extensively

Average Scores:

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Section A (35 respondents) : 3.9
Section B (15 respondents): 3.7
Section C (22 respondents):3.63
Section D (14 respondents): 3.15
Section E (15 respondents): 3.47
Section F (29 respondents):3.89

To what extent did you improve in being able to explain the interactions between individuals and their socio-cultural and/or natural environments during this course?

1. None
2. A Little
3. Moderately
4. Substantially
5. Extensively

Average Scores:

Section A (35 respondents): 3.8
Section B (15 respondents): 3.9
Section C (22 respondents): 3.68
Section D (14 respondents): 3.5
Section E (15 respondents): 3.47
Section F (29 respondents): 4.07

To what extent did you apply a social science perspective to a particular issue and identify factors impacting change (past or present) during this course?

1. Never
2. Infrequently
3. Regularly
4. Often
5. Frequently

Give an example:

Average Scores:

Section A (35 respondents): 4.1
Section B (15 respondents): 3.5
Section C (22 respondents): 4.32
Section D (14 respondents): 3.42
Section E (15 respondents): 3.53
Section F (29 respondents): 4.11

History 2700 and 2710 –2012-13

Faculty use an array of assessment tools for these courses.

In some sections of the course, faculty surveyed students about whether the course met learning outcomes. Those findings are summarized in the next section of the report.

In Kathryn MacKay's sections of 2700 and 2710, she requires students to reflect on how the course met learning goals and then she analyzes those reflections in order to see whether the class is succeeding.

Prof. Vikki Vickers, who also frequently teaches the courses, requires students to create assignments specifically tagged to learning outcomes. Below is the assignment for her Fall 2012 section of 2710

Reflections and Binders from MacKay and Vickers are stored in the History Department offices.

History 2710—Vikki Vickers

The assignment detailed below is designed to help students meet objectives 3 and 4, listed below.

COURSE LEARNING OBJECTIVES

Students will

1. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives
2. Recognize a range of viewpoints
3. [Assess the credibility of primary and secondary sources](#)
4. [Obtain historical data from a variety of sources](#)

[Each chapter in the *Going to the Source* reader highlights a different type of primary source: diaries, art, newspaper articles, memoirs, etc. Students are required individually to analyze in detail using the "Document Checklist" provided one source from each chapter, then as a group they are required to complete the chapter's "Source Analysis Table" in which they evaluate all of the sources, assessing credibility, bias, audience, and other factors that determine how historians analyze historical documentation and draw conclusions from sources.]

Group Assignments (180 points total)

This semester you will be assigned to a group. Each group will be responsible for creating a **Portfolio** based upon the *Going to the Source* chapters you are reading.

For each chapter you are assigned (9 chapters total) you must do the following:

1. Each member of the group needs to choose one document from each chapter (documents may not be repeated) and complete the document "Checklist" in the chapter for the document chosen.

2. For each chapter the group must complete the “Source Analysis Table” for that chapter. (All source tables are downloadable -- the website is in your book at the bottom of each Source Table.)

All materials should be typed, collected, organized, and submitted at the end of the semester in a Group Portfolio. (Each chapter is worth 20 points; 9 chapters = 180 points total.) It is your responsibility to assign roles and duties to group members. It is also your responsibility to make sure group deadlines are met.

There are a number of tools in Canvas to help your group meet virtually to complete the Portfolio. You can use the [Chat](#) tool for audio, visual, or textual communication with your group. And the [Collaborations](#) tool allows you to use GoogleDocs to share documents (like your Source Analysis Table) amongst one another. You can also use the [Conferences](#) feature to meet online and share documents.

Portfolios may be submitted in a binder with hard copies (if you are local) or electronically as e-mail attachments.

***Upper Division Courses—2012-13:** We collected data on all upper-division courses using the following questionnaire:*

The goal of the History Department is to transmit both the content of history and the necessary skills to analyze, interpret, and present that information in written and oral form. Reflect briefly on how well this course, HIST--
- CRN--- SEMESTER--- accomplished that goal.

We collected data from **327 students** in the following classes in 2012-13.

Course	% of students who thought goal was met
2700	100
2700	93
2710	100
3000(4985)	100
3000 (4985)	100
3110	88
3130	100
3270	87.5
3290	91
3350 (fall)	100
3350 (spring)	79
3400	87.5
4030	100
4040	100

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4120	100
4130	100
4130	92
4240	91
4280	94
4330	91
4500	100
4670	100
4710	100
4720	100
4730	100
4990	86

Senior Capstone Results, 2012-13:

Faculty teaching 4990 fill out this form for each senior thesis.

Assessment Rubric for Senior Seminar Thesis (History 4990)

1 = Very Weak/ Inadequate

2 = Weak/Unimpressive

3 = Adequate/Acceptable

4 = Strong/Successful/Impressive

5 = Very Strong/ Very Successful/Very Impressive/Exceptional

Thesis	___
Structure	___
Evidence	___
Analysis	___
Logic and	
Argumentation	___
Mechanics	___

This matches up with the categories on the assessment rubric we distribute to students at the start of the semester. **The acceptable threshold is the C paper which would correspond to a 3 score on the assessment device.**

We have results from the 3 sections of 4990 that were taught over the last year.

The class averages on the assessment tool above were as follows:

Matt (Fall 2012)

Thesis	3.43
Structure	3.77
Evidence	3.73

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Analysis	3.64
Logic and Argumentation	3.77
Mechanics	4.1

Swedin (Spring 2013)

Thesis	3.25
Structure	3.25
Evidence	3.5
Analysis	3.25
Logic and Argumentation	3.4
Mechanics	4.1

Sillito (Summer 2013)

Thesis	4.5
Structure	4.1
Evidence	4.7
Analysis	4.6
Logic and Argumentation	4.4
Mechanics	4.3

Exit Interviews:

We continue to collect exit interviews from our graduating seniors. Last fall we redesigned our exit interview to better reflect changes in our learning outcomes. The new form, and results, are reprinted below. **The acceptable threshold is a 3.**

On a scale of 1-5 (1 being poor, 5 being excellent), rate how well the History Program has taught you to:

1. Identify the key events which express/define change over time in a broad range of places and regions: **4.5**
2. Identify how change occurs over time: **4.3**
3. Explain historical continuity and change: **4.66**
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: **4.5**
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical Narratives: **4.66**
6. Explain how people have existed, acted, and thought in the past: **4.5**
7. Explain what influence the past has on the present: **4.3**
8. Interpret the complexity and diversity of situations, events, and past mentalities: **4.5**
9. Compare eras and regions in order to define enduring issues: **4.33**
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: **4.33**
11. Recognize a range of viewpoints: **4.5**

12. Compare competing historical narratives: **4.33**
13. Challenge arguments of historical inevitability: **3.83**
14. Analyze cause-and-effect relationships and multiple causation: **3.33**
15. Evaluate debates among historians: **3.33**
16. Differentiate between historical facts and historical interpretations: **4**
17. Assess the credibility of primary and secondary sources: **4.66**
18. Formulate historical questions: **4.16**
19. Obtain historical data from a variety of sources: **4**
20. Identify gaps in available records: **3.5**
21. Recognize the discipline's standards for accurate and ethical research: **4.3**
22. Construct a well-organized historical argument: **4.66**
23. Support an interpretation with historical evidence from a variety of primary and secondary sources: **4.66**

a. Evidence of Learning: High Impact or Service Learning, 2012-13

During 2013, 5 students received undergraduate research grants. Two students presented their research at NCUR. Five students presented research at the regional Phi Alpha Theta conference, and one of them took second place at the conference .

The History Department offers its students a range of internships. These include internships at the Brigham City Museum, the state archives, the LDS archives, and the Weber State University archives.

During 2012-13, 11 students held internships (2 during Spring 2013, 3 during Summer 2013, 6 during Fall 2013). This number does not include History majors who held internships through the Walker Institute.

The following standards are used to assess the results of such internships:

Internships in Historical Studies

Internships are supervised learning experiences outside the classroom which are relevant to the educational process. What distinguishes internships from other forms of active learning is that there is a degree of supervision and self-study that allows students to “learn by doing” and to reflect upon that learning in a way that achieves certain learning goals and objectives.

6 credit hours of Internship in Historical Studies are required of Public History minors, but is available to all students.

Learning goals:

Historical Skills

- Develop skills in critical thinking and reading
 - Assess credibility of primary and secondary sources
- Develop research skills
 - Identify gaps in available records

The Internship is also intended to help students with career development.

Activities which help student achieve learning goals:

There are a variety of activities dependent on the organization (archive, museum, library, historical society, oral history project) in which student has internship.

Assessment/Evaluation:

Portfolio:

- Time record
- Examples of projects: research, reports, meetings
- Bibliography of reading assignments

Overall Organization and Appearance of Portfolio	Unacceptable Acceptable Exceeds expectations
Self Assessment/Self Reflection	Unacceptable Acceptable Exceeds expectations
Work Samples	Unacceptable Acceptable Exceeds expectations

Letter of evaluation from site supervisor

Completed Internship Portfolios are kept on file in the History department.

Evidence of Learning: General Education Courses, 2012-13

Our general education courses are American Institutions (History 1700) and World History to 1500, and World History, 1500-present (1500 and 1510, respectively).

1700: The mission of Weber State's American Institutions (AI) requirement is to adhere to the Utah State Code, specifically 53B-16-103(b) which reads: "A student shall demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States prior to receiving a bachelor's degree or teaching credential." The overarching goal of this requirement is to have all students gain the basic knowledge necessary for informed and responsible citizenship.

OBJECTIVES – An American Institutions (AI) course will meet the following objectives.

Upon completing an AI course a student shall demonstrate a reasonable understanding of:

1. the significant political, economic, and social changes in American history.

2. the major principles of American civilization, including the concepts of popular sovereignty, liberty, and equality.
3. the institutions and practices of the government provided for in the United States Constitution.
4. the basic workings and evolution of a market economy in the United States.
5. the diversity of American life and experience.

Faculty in the Department as well as faculty teaching at concurrent enrollment sites have agreed that the shared assessment tool for History 1700 is the test for U.S. citizenship. Faculty are free to choose from the 100+ questions for a pre and post test.

Results from selected sections are listed below:

Dant: 1700

Spring 2013

82 students took the quiz

High was 10/10; low was 3/10

Average: 80.12%

Median: 80%

End:

53 students took the quiz

High was 10/10; low was 5/10

Average: 88.3%

Median: 90%

Little: 1700

Fall 2012

6 percent increase in second civics quiz performance out of 195 students.

The following percentage of students responded "strongly agree" to these end-of-semester assessment questions attached to the second civics quiz.

57% Have you learned how to assess primary and secondary sources, and have become familiar with historical debates about slavery among other issues?

69% Have you learned about the values and rights of the American people in this course?

52% Have you learned about the development of American governmental institutions in this course?

47% Have you learned about the transformation and international interdependence of the American economy from its agrarian origins to its industrial and information-centered revolutions in this course?

60% Have you learned about the diversity of the American people (especially their races, ethnicity, national origins, and gender) in this course?

1700

Spring 2013

6 percent increase in second civics quiz performance out of 125 students.

The following percentage of students responded "strongly agree" to these end-of-semester assessment questions attached to the second civics quiz.

52% Have you learned how to assess primary and secondary sources, and have become familiar with historical debates about slavery among other issues?

57% Have you learned about the values and rights of the American people in this course?

49% Have you learned about the development of American governmental institutions in this course?

46% Have you learned about the transformation and international interdependence of the American economy from its agrarian origins to its industrial and information-centered revolutions in this course?

68% Have you learned about the diversity of the American people (especially their races, ethnicity, national origins, and gender) in this course?

Matt 1700, Spring 2013

30 students pre test average score, 50.3%

20 student post test, average score, 78.7%

Net change: 28.4%

2013-2014

Report of assessment results:

- b. Evidence of Learning: Courses within the Major
(duplicate this page as needed)

History 1500 and 1510:

Learning Outcomes: In completing History 1500 and 1510, successful students will have met the following departmental outcomes:

Developed an understanding of the major transformations in the history of the world including the ways in which geography and environment influenced human interaction;
Familiarized themselves with the categories that historians use to give order to complex developments;
Learned to identify chronological relationships and key arguments in historical narratives;
Practiced using evidence and reasoned argumentation to support their interpretations;
Gained experience with the historical method by making use of primary documents;
Practiced engaging with the ideas of others in a respectful and productive manner.

All 1500 and 1510 instructors have agreed to (1) use primary source readings (2) require student writing assignments and (3) engage students in the impact of geographic relations on historical development.

The larger Social Science Learning Outcomes which these courses meet are the following:

A student completing a social science general education course should be able to accomplish **three** of the following five outcomes.

Describe a social science approach to studying and understanding human behavior.

Describe basic assumptions about humans and their behaviors from a social science perspective.

Explain the basic elements and operation of a sociocultural system.

Explain the interactions between individuals and their sociocultural and/or natural environments.

Apply a social science perspective to a particular issue and identify factors impacting change (past or present).

Faculty teaching 1500 and 1510 administer a common survey to their students. **The threshold is a 3.**

Here are the results from 72 students:

A. To what extent did you engage in written, oral, or graphic communication during this course?

6. Never

7. Infrequently

8. Regularly

9. Often

10. Frequently

Results

Professor A's sections: 4.33

Professor B's sections: 4.06

Professor C's sections: 3.63

B. To what extent did you use Abstract logic or reasoning skills during this course?

6. Never
7. Infrequently
8. Regularly
9. Often
10. Frequently

Give an example

Results

Professor A's sections: 3.5

Professor B's sections: 3.8

Professor C's sections: 2.94

C. To what extent did you improve your critical thinking, cognitive learning, and individual or group problem solving skills during this course?

6. None
7. A Little
8. Moderately
9. Substantially
10. Extensively

Results

Professor A's sections: 3.67

Professor B's sections: 3.82

Professor C's sections: 3.05

D. To what extent did you use a social science approach to study and understand human behavior during this course?

6. Never
7. Infrequently
8. Regularly
9. Often
10. Frequently

Give an example:

Results:

Professor A's sections: 4.0

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Professor B's sections: 3.81

Professor C's sections: 3.16

E. To what extent did you use a social science perspective to describe basic assumptions about humans and their behaviors during this course?

- 6. Never
- 7. Infrequently
- 8. Regularly
- 9. Often
- 10. Frequently

Give an example:

Results:

Professor A's sections: 4.0

Professor B's sections: 4.08

Professor C's sections: 3.0

F. To what extent did you improve in being able to explain the basic elements and operation of a sociocultural system during this course?

- 6. None
- 7. A Little
- 8. Moderately
- 9. Substantially
- 10. Extensively

Results:

Professor A's sections: 3.17

Professor B's sections: 4.0

Professor C's sections: 3.37

G. To what extent did you improve in being able to explain the interactions between individuals and their sociocultural and/or natural environments during this course?

- 6. None
- 7. A Little
- 8. Moderately
- 9. Substantially
- 10. Extensively

Results:

Professor A's sections: 3.84

Professor B's sections: 4.21

Professor C's sections: 3.47

H. To what extent did you apply a social science perspective to a particular issue and identify factors impacting change (past or present) during this course?

6. Never
7. Infrequently
8. Regularly
9. Often
10. Frequently

Give an example:

Results

Professor A's sections: 3.67

Professor B's sections: 3.8

Professor C's sections: 3.37

Analysis of results: For all of the questions except B. (regarding Abstract Logic), an acceptable threshold is 3.0 or higher. The abstract logic learning outcome is not relevant to this particular set of general education courses. We are meeting or exceeding the thresholds for the other outcomes.

History 1700:

Faculty have been administering the citizenship test to selected 1700 sections. Results are below.

Professor Little's sections:

History 1700 Civics Quiz:

Spring 2014: 7% improvement on exit quiz (n = 70)

Summer 2014: 6.5% improvement on exit quiz (n = 19)

These are the percentages of my students that "strongly agreed" with the following questions:

Have you learned how to assess primary and secondary sources, and have become familiar with historical debates about slavery among other issues?

Have you learned about the values and rights of the American people in this course?

Have you learned about the development of American governmental institutions in this course?

Have you learned about the transformation and international interdependence of the American economy from its agrarian origins to its industrial and information-centered revolutions in this course?

Have you learned about the diversity of the American people (especially their races, ethnicity, national origins, and gender) in this course?

Professor Dant's sections:

In Fall 2013, I had my students voluntarily take a "Civics Quiz" at the beginning and end of the semester. At the beginning of the semester, the median score was 8/10 (lowest score was 1/10, highest was 10/10) with a standard deviation of 1.63. At the end of the semester, the median score was 9/10 (lowest score was 4/10, highest was 10/10), with a standard deviation of 1.29. Although the initial score was respectable, the final scores were consistently higher, indicating that students' grasp of the material improved over the course of the semester.

In the spring I taught two sections of History 1700/American Civilization. I had the students take an assessment test at the beginning and end of the semester, which is derived from the American Citizenship exam.

At the beginning of the semester, the high score (out of 10) was a 10 and the lowest score was a 3. The median was 8.0 and the average was 8.13.

At the end of the semester, the high score (out of 10) was a 10 and the lowest score was a 6. The median was 9.0 and the average was 8.99.

Professor Matt's sections:

Spring 2014:

Pretest average score: 5.8

Post-test average score: 8.5

Net increase: 27%

PLANS FOR FUTURE ASSESSMENT OF AMERICAN INSTITUTIONS:

The Department decided to change our methods for assessing History 1700 in future semesters. Rather than administer them to individual sections, all students in all sections will be asked to take a pre and post test. Results will be aggregated, and learning outcomes tagged. We will use a test that shares questions with tests administered by AI instructors in Political Science and Economics. In addition to our 1700 courses taught on campus, we will also have Concurrent Enrollment students take the test as well as students in our 2 semester AI sequence, History 2700 and 2710.

History 2700 and 2710:

Faculty use an array of assessment tools for these courses.

In Kathryn MacKay's sections of 2700 and 2710, she requires students to reflect on how the course met learning goals and then she analyzes those reflections in order to see whether the class is succeeding.

History 2710—Vikki Vickers

COURSE LEARNING OBJECTIVES

Students will

5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives
6. Recognize a range of viewpoints
7. Assess the credibility of primary and secondary sources
8. Obtain historical data from a variety of sources

[Each chapter in the *Going to the Source* reader highlights a different type of primary source: diaries, art, newspaper articles, memoirs, etc. Students are required individually to analyze in detail using the "Document Checklist" provided one source from each chapter, then as a group they are required to complete the chapter's "Source Analysis Table" in which they evaluate all of the sources, assessing

credibility, bias, audience, and other factors that determine how historians analyze historical documentation and draw conclusions from sources.]

Group Assignments (180 points total)

This semester you will be assigned to a group. Each group will be responsible for creating a **Portfolio** based upon the *Going to the Source* chapters you are reading.

For each chapter you are assigned (9 chapters total) you must do the following:

3. Each member of the group needs to choose one document from each chapter (documents may not be repeated) and complete the document “Checklist” in the chapter for the document chosen.
4. For each chapter the group must complete the “Source Analysis Table” for that chapter. (All source tables are downloadable -- the website is in your book at the bottom of each Source Table.)

All materials should be typed, collected, organized, and submitted at the end of the semester in a Group Portfolio. (Each chapter is worth 20 points; 9 chapters = 180 points total.) It is your responsibility to assign roles and duties to group members. It is also your responsibility to make sure group deadlines are met.

There are a number of tools in Canvas to help your group meet virtually to complete the Portfolio. You can use the [Chat](#) tool for audio, visual, or textual communication with your group. And the [Collaborations](#) tool allows you to use GoogleDocs to share documents (like your Source Analysis Table) amongst one another. You can also use the [Conferences](#) feature to meet online and share documents.

Portfolios may be submitted in a binder with hard copies (if you are local) or electronically as e-mail attachment.

Upper Division Courses:

We now collect data on all upper-division courses using the following questionnaire:

The goal of the History Department is to transmit both the content of history and the necessary skills to analyze, interpret, and present that information in written and oral form. Reflect briefly on how well this course, HIST--
- CRN--- SEMESTER--- accomplished that goal.

We collected data from 185 students enrolled in the following classes in 2013-14:

Course	% of students who thought goal was met
2700	97

Version Date: April, 2016

3210	100
3230	100
3350	86
4010	100
4110	100
4130	91
4220	96
4250	100
4310	100
4320	100
4335	100
4650	100
4710	100
4985	90

Senior Capstone Results, 2013-14:

Faculty teaching 4990 fill out this form for each senior thesis.

The assessment Rubric for Senior Seminar Thesis (History 4990) matches up with the categories on the rubric we distribute to students at the start of the semester.

The acceptable threshold is the C paper which would correspond to a 3 score on the assessment device.

1 = Very Weak/ Inadequate

2 =Weak/Unimpressive

3 = Adequate/Acceptable

4 = Strong/Successful/Impressive

5 = Very Strong/ Very Successful/Very Impressive/Exceptional

Thesis	_____
Structure	_____
Evidence	_____
Analysis	_____
Logic and	
Argumentation	_____
Mechanics	_____

Here are the results; **The acceptable threshold is a 3:**

Fall 2013- 7 students

Thesis	4.42
Structure	4.28
Evidence	4.35
Analysis	4.9
Logic and	3.85
Argumentation	
Mechanics	4.42

Spring 2014-	9 students
Thesis	3.77
Structure	3.77
Evidence	3.77
Analysis	3.77
Logic and	3.66
Argumentation	
Mechanics	3.11

Exit Interviews:

We continue to collect exit interviews from our graduating seniors. Two years ago we redesigned our exit interview to better reflect changes in our learning outcomes. The new form, and results, are reprinted below.

The threshold for acceptable results is a 3 or higher.

On a scale of 1-5 (1 being poor, 5 being excellent), rate how well the History Program has taught you to:

1. Identify the key events which express/define change over time in a broad range of places and regions: **4.41**
2. Identify how change occurs over time: **4.41**
24. Explain historical continuity and change: **4.25**
25. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: **4.58**
26. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: **4.25**
27. Explain how people have existed, acted, and thought in the past: **4.33**
28. Explain what influence the past has on the present: **4.25**
29. Interpret the complexity and diversity of situations, events, and past mentalities: **4.25**
30. Compare eras and regions in order to define enduring issues: **3.83**
31. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: **3.75**
32. Recognize a range of viewpoints: **3.75**
33. Compare competing historical narratives: **3.75**
34. Challenge arguments of historical inevitability: **3.41**
35. Analyze cause-and-effect relationships and multiple causation: **3.75**
36. Evaluate debates among historians: **4**
37. Differentiate between historical facts and historical interpretations: **4**
38. Assess the credibility of primary and secondary sources: **4.5**
39. Formulate historical questions: **4.16**
40. Obtain historical data from a variety of sources: **4.33**
41. Identify gaps in available records: **3.41**
42. Recognize the discipline's standards for accurate and ethical research: **4.33**
43. Construct a well-organized historical argument: **4.25**
44. Support an interpretation with historical evidence from a variety of primary and secondary sources: **4.25**

c. Evidence of Learning: High Impact or Service Learning
(duplicate this page as needed)

All of our majors participate in high impact learning since we require all of them to write a senior thesis based on original research. See above for result for that.

In addition, many students do internships, and we hope to increase that number. We have been working to develop more partnerships. Weber State University's Archives will create new openings for our students, and Prof. Kathryn MacKay has been in discussions with the state parks to develop new internships there as well. We have also made a commitment to better publicize these opportunities for our students. We are having a poster made up listing them all; in addition we will advertise them at our upcoming career day.

During 2014, **5** students received undergraduate research grants. **Two** students were accepted to present research at NCUR; only one of them did however. **Six** students presented research at the regional Phi Alpha Theta conference, and one of them once again took second place at the conference .

The History Department offers its students a range of internships. These include internships at the Brigham City Museum, the state archives, the LDS archives, and the Weber State University Special Collections. During 2014, **10** students did internships.

Here is the rubric and assessment we offer for internships. We keep the completed portfolios in the History Department.

Internships in Historical Studies

Internships are supervised learning experiences outside the classroom which are relevant to the educational process. What distinguishes internships from other forms of active learning is that there is a degree of supervision and self-study that allows students to "learn by doing" and to reflect upon that learning in a way that achieves certain learning goals and objectives.

6 credit hours of Internship in Historical Studies is required of Public History minors, but is available to all students.

Learning goals:

Historical Skills

- Develop skills in critical thinking and reading
 - Assess credibility of primary and secondary sources
- Develop research skills
 - Identify gaps in available records

The Internship is also intended to help students with career development.

Activities which help student achieve learning goals:

There are a variety of activities dependent on the organization (archive, museum, library, historical society, oral history project) in which student has internship.

Assessment/Evaluation:

Portfolio:

- Time record
- Examples of projects: research, reports, meetings
- Bibliography of reading assignments

Overall Organization and Appearance of Portfolio	Unacceptable Acceptable Exceeds expectations
Self Assessment/Self Reflection	Unacceptable Acceptable Exceeds expectations
Work Samples	Unacceptable Acceptable Exceeds expectations

Letter of evaluation from site supervisor

Completed Internship Portfolios are kept on file in the History department.

2014-2015

Evidence of Learning: Courses within the Major

Lower Division Courses:

HISTORY 1500/1510: World historians evaluated sections of History 1500 and 1510 using our new grid. The results are as follows:

Fall 2014, History 1500, 24 student writing samples were evaluated. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.**

The assignment was tagged to the following outcomes. Average student competency is listed below.

5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 2.8
6. Explain how people have existed, acted, and thought in the past: 3.5
8. Interpret the complexity and diversity of situations, events, and past mentalities: 2.8
9. Compare eras and regions in order to define enduring issues: 2.7
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 3.1

Spring 2015, History 1500, 34 student writing samples were evaluated. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.**

The assignment was tagged to the following outcomes. Average student competency is listed below.

5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 3.1
6. Explain how people have existed, acted, and thought in the past: 2.85
8. Interpret the complexity and diversity of situations, events, and past mentalities: 3.6
9. Compare eras and regions in order to define enduring issues: 2.6
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 3.1

Fall 2014, History 1510, 24 student writing samples were evaluated. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.**

The assignment was tagged to the following outcomes. Average student competency is listed below.

5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 2.45
6. Explain how people have existed, acted, and thought in the past: 3.5
8. Interpret the complexity and diversity of situations, events, and past mentalities: 3.5
9. Compare eras and regions in order to define enduring issues: 3.3
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 2.8

Spring 2015 History 1510, 27 student writing samples were evaluated. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.**

The assignment was tagged to the following outcomes. Average student competency is listed below.

6. Explain how people have existed, acted, and thought in the past: 3.5
8. Interpret the complexity and diversity of situations, events, and past mentalities: 2.9
9. Compare eras and regions in order to define enduring issues: 3.4
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 3.0

HISTORY 2700/2710: We also redesigned the assessment for this course, and have implemented a pre and post test, which students began taking in Fall 2015. During Academic year 2014-15, we used our new grid to assess selected sections of the course. The results are as follows:

History 2700: Kathryn MacKay used her first midterm in Spring 2015 to assess her 2700 section. 22 students exams were assessed. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.**

The assignment was tagged to the following outcomes. Average student competency is listed below.

4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: 2.7
6. Explain how people have existed, acted, and thought in the past: 2.7
9. Compare eras and regions in order to define enduring issues: 2.7

History 2710: John Sillito used an essay assignment to assess the following learning outcomes. 44 student essays were assessed. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.**

The assignment was tagged to the following outcomes. Average student competency is listed below.

1. Identify the key events which express/define change over time in a broad range of places and regions: 3.6
2. Identify how change occurs over time: 3.6
3. Explain historical continuity and change: 3.6
- 4.
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 3.6
6. Explain how people have existed, acted, and thought in the past: 3.6
7. Explain what influence the past has on the present: 3.6
8. Interpret the complexity and diversity of situations, events, and past mentalities: 3.6
- 9.
- 10.
11. Recognize a range of viewpoints: 3.6
12. Compare competing historical narratives: 3.6
13. Challenge arguments of historical inevitability: 3.6
14. Analyze cause-and-effect relationships and multiple causation: 3.6
- 15.
16. Differentiate between historical facts and historical interpretations 3.6
- 17.
18. Formulate historical questions: 3.6
- 19.
20. Recognize the discipline's standards for accurate and ethical research: 3.6
21. Construct a well-organized historical argument: 3.6

Upper-Division Courses:

HIST 3270. Sara Dant assessed 9 research papers. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.**

The assignment was tagged to the following outcomes. Average student competency is listed below.

1. Identify the key events which express/define change over time in a broad range of places and regions: 2.7
2. Identify how change occurs over time: 2.7
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: 2.9
7. Explain what influence the past has on the present: 2.7
13. Challenge arguments of historical inevitability: 2.5
14. Analyze cause-and-effect relationships and multiple causation: 3.1

17. Assess the credibility of primary and secondary sources: 3.1
19. Obtain historical data from a variety of sources: 3.1
20. Identify gaps in available records: 2.8
21. Recognize the discipline's standards for accurate and ethical research: 3.2
22. Construct a well-organized historical argument: 2.7
23. Support an interpretation with historical evidence from a variety of primary and secondary sources: 3.1

HIST 3350. Professor Eric Swedin evaluated a timeline assignment. He assessed 12 timelines. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.** The assignment was tagged to the following outcomes. Average student competency is listed below.

1. Identify the key events which express/define change over time in a broad range of places and regions: **3.7**
2. Identify how change occurs over time: 2.6
- 45.** Explain historical continuity and change: 3.2
- 46.
47. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 3.7
7. Explain what influence the past has on the present: 3

HIST 4060: Susan Matt used the final exam for her seminar 4060 to assess the following outcomes. 10 essay exams were assessed. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.** The assignment was tagged to the following outcomes. Average student competency is listed below.

1. Identify the key events which express/define change over time in a broad range of places and regions: **2.8**
2. Identify how change occurs over time: 3
3. N/A
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: 3.1
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 3.5
6. Explain how people have existed, acted, and thought in the past: 3.1
7. Explain what influence the past has on the present: 3.3
8. N/A
9. N/A/

10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 2.9
11. Recognize a range of viewpoints: 3.2
12. Compare competing historical narratives: 3.4

HIST 4120. Professor Sara Dant analyzed 6 final exams. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.**

The assignment was tagged to the following outcomes. Average student competency is listed below.

1. Identify the key events which express/define change over time in a broad range of places and regions: **3.2**
2. Identify how change occurs over time: **3**
3. Explain historical continuity and change: **3.2**
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: **3.3**
7. Explain what influence the past has on the present: **3.2**
9. Compare eras and regions in order to define enduring issues: **3.2**
22. Construct a well-organized historical argument: **3.2**

HIST 4130. Professor Kathryn MacKay used the second exam to assess the following learning outcomes. 20 exams were assessed.

The assignment was tagged to the following outcomes. Average student competency is listed below.

4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: **3.85**
6. Explain how people have existed, acted, and thought in the past: **3.85**
8. Interpret the complexity and diversity of situations, events, and past mentalities: **3.85**

Professor MacKay also used an analysis assignment in the same class to evaluate outcome 17. 20 assignments were assessed.

17. Assess the credibility of primary and secondary sources: **2.45**

HIST 4335. Professor Stephen Francis assessed an essay question. 12 essays were assessed. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.** The assignment was tagged to the following outcomes. Average student competency is listed below.

2. Identify how change occurs over time: 2.5

3. Explain historical continuity and change: **3.2**
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: **3.1**
5. Explain how people have existed, acted, and thought in the past: **2.9**
- 6.
- 7.
9. Compare eras and regions in order to define enduring issues: **3.1**
- 8.
- 9.
12. Compare competing historical narratives: **2.8**
- 13.
- 14.
15. Evaluate debates among historians: **2.8**
16. Differentiate between historical facts and historical interpretations **2.8**
17. Assess the credibility of primary and secondary sources: **3.1**
- 18.
- 19.
- 20.
- 21.
22. Construct a well-organized historical argument: **2.7**

HIST 4550. Professor Greg Lewis assessed 29 exams. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.** The assignment was tagged to the following outcomes. Average student competency is listed below.

1. Identify the key events which express/define change over time in a broad range of places and regions: 2.5
2. Identify how change occurs over time: 2.2
3. Explain historical continuity and change: 2.2
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: 2.6
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 2.1
6. Explain how people have existed, acted, and thought in the past: 1.86
7. Explain what influence the past has on the present: 2.5
8. Interpret the complexity and diversity of situations, events, and past mentalities: 2.6
9. Compare eras and regions in order to define enduring issues: 2.6
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 2.6
11. Recognize a range of viewpoints: 1.83
12. Compare competing historical narratives: 1.83
13. Challenge arguments of historical inevitability: 2.75
22. Construct a well-organized historical argument: 1.7
23. Support an interpretation with historical evidence from a variety of primary and secondary sources: 1.7

CAPSTONE SEQUENCE: We assessed both History 4985 and 4990. Results are as follows:

HIST 4985: Fall 2014—Susan Matt used students' final paper proposals and bibliography to assess the following learning outcomes. 11 proposals were assessed. Artifacts were scored from 1-5, with 5 equating excellence, 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 3.**

The assignment was tagged to the following outcomes. Average student competency is listed below.

******* Please note—I did this assessment before we had adopted the 1-4 scale in the spring; hence the difference from subsequent semesters. We will normalize these next time around.**

- 15. Evaluate debates among historians: 4.2
- 16. Differentiate between historical facts and historical interpretations 4.5
- 17. Assess the credibility of primary and secondary sources: 4.5
- 18. Formulate historical questions: 4.2
- 19. Obtain historical data from a variety of sources: 4.1
- 20. Identify gaps in available records: 4.8
- 22. Construct a well-organized historical argument: 4.4
- 23. Support an interpretation with historical evidence from a variety of primary and secondary sources: 4.5

HIST 4985: Summer 2015—John Sillito used students' final proposals to assess the following learning outcomes. 13 proposals were assessed. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.**

The assignment was tagged to the following outcomes. Average student competency is listed below.

- 15. Evaluate debates among historians: 3.7
- 16. Differentiate between historical facts and historical interpretations 3.5
- 17. Assess the credibility of primary and secondary sources: 3.5
- 18. Formulate historical questions: 3
- 19. Obtain historical data from a variety of sources: 3
- 20. Identify gaps in available records: 2.84
- 22. Construct a well-organized historical argument: 2.61
- 23. Support an interpretation with historical evidence from a variety of primary and secondary sources: 2.92

HIST 4985: Spring 2015—Vikki Deakin used a slightly different assessment tool for her 4985 students. She assessed student paper proposals and tagged that assignment to learning outcomes

15, 16, 17, 18, 19, 20, 22, 23. She used a 0-2 scale, with 0 being insufficient, 1 showing competency, and 2 showing mastery. **Students averaged a 1.3**

HISTORY 4990—Fall 2014: Stephen Francis assessed senior capstone papers. 13 senior capstone theses were assessed. We used a slightly different grid for assessing these. We assessed the papers on the basis of A) their thesis, B) their structure, C) their evidence, D) their analysis, E) their logic and argumentation, and F) their mechanics. These corresponded to the following learning outcomes. Scores are listed below. **AN ACCEPTABLE THRESHOLD IS 3.**

Thesis (learning outcomes 2, 3, 4, 6, 11, 13, 15, 18, 22, 23): **4.3**

Structure (learning outcomes 18 and 22): **4**

Evidence (learning outcomes 11, 12, 15, 16, 17, 19, 20, 23): **3.5**

Analysis (learning outcomes 3, 4, 5, 6, 8, 11, 12, 13, 14, 15, 16, 21, 23) **3.5**

Logic/Argumentation (learning outcomes 22, 23) **3.6**

Mechanics (learning outcomes 22) **3.7**

HISTORY 4990—Spring 2015: Susan Matt assessed 17 senior capstone theses. We used a slightly different grid for assessing these. We assessed the papers on the basis of A) their thesis, B) their structure, C) their evidence, D) their analysis, E) their logic and argumentation, and F) their mechanics. These corresponded to the following learning outcomes. Scores are listed below. **AN ACCEPTABLE THRESHOLD IS 3.**

Thesis (learning outcomes 2, 3, 4, 6, 11, 13, 15, 18, 22, 23): **4.5**

Structure (learning outcomes 18 and 22): **4.3**

Evidence (learning outcomes 11, 12, 15, 16, 17, 19, 20, 23): **4.3**

Analysis (learning outcomes 3, 4, 5, 6, 8, 11, 12, 13, 14, 15, 16, 21, 23) **4.3**

Logic/Argumentation (learning outcomes 22, 23) **4.3**

Mechanics (learning outcomes 22) **4.3**

SURVEY ANALYSIS: In addition to doing artifact assessment, we surveyed students in upper-division courses, to see if they felt the learning outcomes were being met. The brief questionnaire corresponds to **learning outcomes 1,15,22, 23.**

History 2700—100% positive response

History 2710—96% positive response

History 3210—75% positive response

History 3270—100% positive response

History 3280—100% positive response

History 3290—100% positive response

History 4060—100% positive response

History 4110—100% positive response

History 4120—100% positive response

History 4130—88% positive response

History 4210—25% positive response

History 4240—96% positive response
History 4330—96% positive response
History 4335—96% positive response
History 4550—100% positive response
History 4550—96% positive response
History 4630—100% positive response
History 4650—100% positive response
History 4710—80% positive response
History 4730—100% positive response
History 4810—90% positive response
History 4985—100% positive response

Exit Interviews

We continue to collect exit interviews from our graduating seniors.

The threshold for acceptable results is a 3 or higher.

On a scale of 1-5 (1 being poor, 5 being excellent), rate how well the History Program has taught you to:

1. Identify the key events which express/define change over time in a broad range of places and regions: **4.5**
2. Identify how change occurs over time: **4.5**
23. Explain historical continuity and change: **4.7**
24. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: **4.5**
25. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: **4.3**
26. Explain how people have existed, acted, and thought in the past: **4.4**
27. Explain what influence the past has on the present: **4.5**
28. Interpret the complexity and diversity of situations, events, and past mentalities: **4.3**
29. Compare eras and regions in order to define enduring issues: **3.9**
30. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: **3.9**
31. Recognize a range of viewpoints: **4.4**
32. Compare competing historical narratives: **4.1**
33. Challenge arguments of historical inevitability: **4.1**
34. Analyze cause-and-effect relationships and multiple causation: **4.5**
35. Evaluate debates among historians: **4.1**
36. Differentiate between historical facts and historical interpretations: **4.4**
37. Assess the credibility of primary and secondary sources: **4.4**
38. Formulate historical questions: **4.2**
39. Obtain historical data from a variety of sources: **4.4**
40. Identify gaps in available records: **3.8**
41. Recognize the discipline's standards for accurate and ethical research: **4.5**

42. Construct a well-organized historical argument: **4.5**

43. Support an interpretation with historical evidence from a variety of primary and secondary sources: **4.4**

b. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

Five students participated in the Undergraduate Research Symposium in the Spring of 2015. **2** were accepted to present at NCUR, however only one was able to.

Nine students participated in the Phi Alpha Theta regional conference, presenting their research. Phi Alpha Theta is the national history honor society. One of our students, Bronson Pace, was awarded best undergraduate paper for the region.

Fifteen of our students were involved in internships, working in and for a variety of institutions. Some of these were for credit; others were volunteer positions; some were paid. Internship positions included:

The LDS Church Archives
The Virtual Museum of Utah History
Union Station
Brigham City Art Museum
University Archives
University Special Collections
East Canyon State Park

For those students doing internships for credit, we use the following rubric. We keep the completed portfolios in the History Department.

Internships in Historical Studies

Internships are supervised learning experiences outside the classroom which are relevant to the educational process. What distinguishes internships from other forms of active learning is that there is a degree of supervision and self-study that allows students to “learn by doing” and to reflect upon that learning in a way that achieves certain learning goals and objectives.

6 credit hours of Internship in Historical Studies is required of Public History minors, but is available to all students.

Learning goals:

Historical Skills

- Develop skills in critical thinking and reading
 - Assess credibility of primary and secondary sources
- Develop research skills

- Identify gaps in available records

The Internship is also intended to help students with career development.

Activities which help student achieve learning goals:

There are a variety of activities dependent on the organization (archive, museum, library, historical society, oral history project) in which student has internship.

Assessment/Evaluation:

Portfolio:

- Time record
- Examples of projects: research, reports, meetings
- Bibliography of reading assignments

Overall Organization and Appearance of Portfolio	Unacceptable Acceptable Exceeds expectations
Self Assessment/Self Reflection	Unacceptable Acceptable Exceeds expectations
Work Samples	Unacceptable Acceptable Exceeds expectations

Letter of evaluation from site supervisor

Completed Internship Portfolios are kept on file in the History department.

c. Evidence of Learning: General Education Courses

Our biggest general education course is History 1700. During 2014-15, we inaugurated a new pre and post test system, working in coordination with our colleagues in Political Science. The resulting test was a compromise—first between 2 departments, who approach the subject somewhat differently, and then within the Dept. itself, for different faculty in the History Department teach the class in their own manner. All this to say—nobody is particularly enthralled with the testing instrument, but for the time being, we will use it. **An acceptable threshold of performance is 60%**, as that is what is required to become a citizen in the United States and the purpose of the course is teach civics.

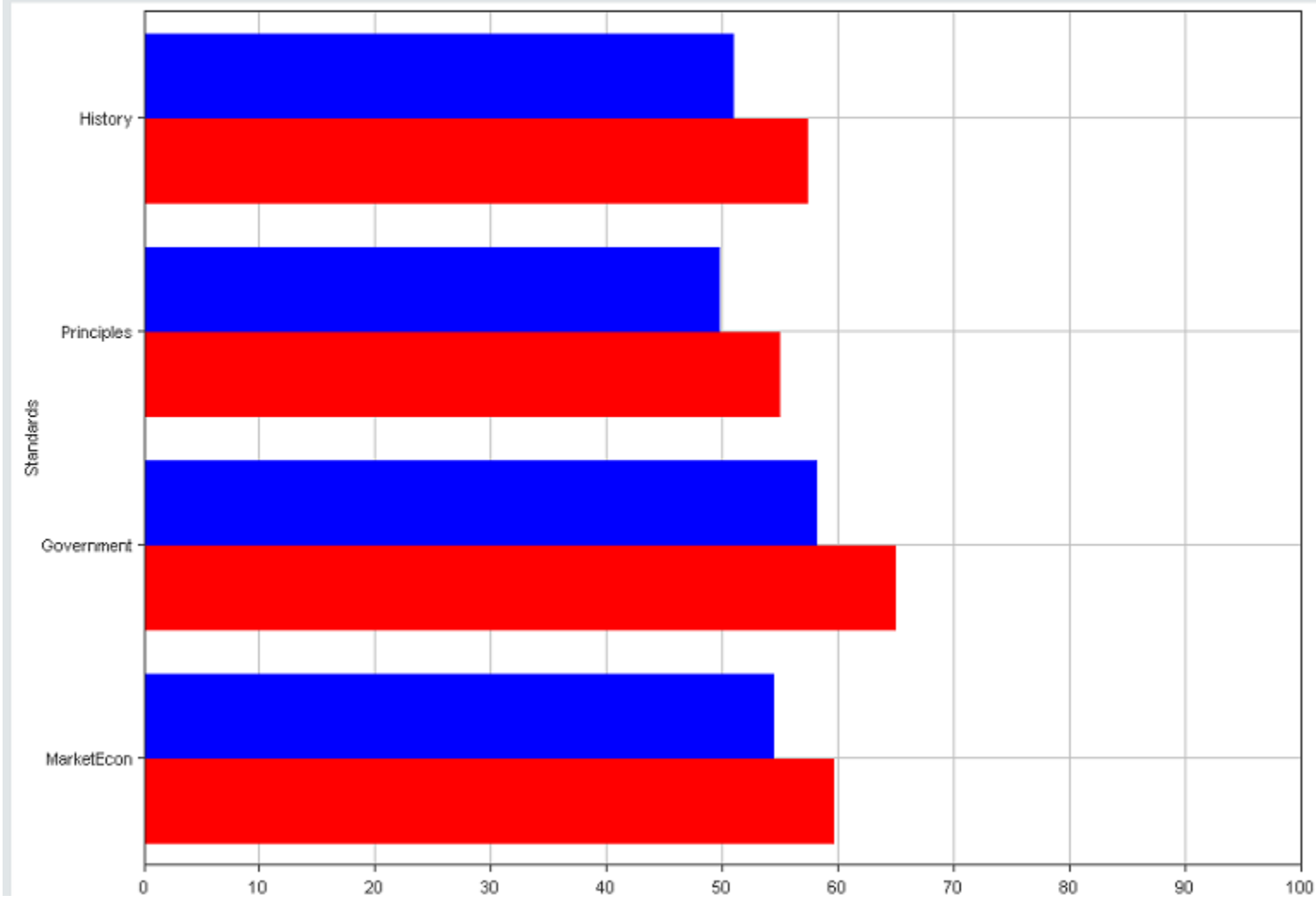
Here are the results. **454 students took the pretest; 384 took the post-test.**
The Pre-test average is 53%; the Pretest median is 52%.
The Post-Test average is 59%; the Post-test median is 60%

See below for graph and division by learning outcome.

Some comments on the History 1700 findings: We are bringing students to our threshold of acceptable performance, or very close to it. I think we are doing a better job than these findings suggest, however, for the questions were not derived from our courses themselves, nor crafted by individual faculty. Rather, they were taken from a variety of test banks. Although the general education committee encouraged us to adopt the test, this somewhat artificial instrument is not the type of testing which the American Historical Association endorses.

We made a variant of the test for History 2700/2710 and began to use it this fall.

Standards Report



2015-2016

2015-2016

Assessment Results

History 1500 and 1510

Two of our World History Faculty created a new way of assessing the World History sequence. They assessed their classes against General Education Outcomes, Diversity Requirement Outcomes, and History Department Outcomes. The other world history faculty will implement this approach beginning this semester.

The threshold for acceptable performance is a 2.

Results from Professor Stephen Francis's 1500 and 1510 classes:

Gen Ed Social Science Outcomes

HIST 1500

Interaction between Individuals and Societies	2.6
Applications of Concepts, Theories and Methods	3.7
Diverse Perspectives	2.7

HIST 1510

Interaction between Individuals and Societies	2.4
Applications of Concepts, Theories and Methods	3.4
Diverse Perspectives	3.3

Diversity Outcomes

HIST 1510

<u>Describe own perspective as one among many</u>	2.6
<u>Identify values & biases that inform perspectives of oneself & others</u>	2.6
<u>Recognize & articulate rights, perspectives & experiences of others</u>	3.6

History Outcomes

HIST 1500

Describe the influence of political ideologies, economic structures	
Social organization, cultural perceptions, and natural	
Environments on historical events	2.7
Discuss the ways in which factors such as race, gender, class,	

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Ethnicity, region, and religion influence historical narratives	2.1
Compare eras and regions in order to define enduring issues	2.5
Develop an international perspective on the past that addresses The cumulative effects of global exchange, engagement, and Interdependence	2.9
Analyze cause-and-effect relationships and multiple causation	3.1

HIST 1510

Describe the influence of political ideologies, economic structures Social organization, cultural perceptions, and natural Environments on historical events	2.7
Discuss the ways in which factors such as race, gender, class, Ethnicity, region, and religion influence historical narratives	3.4
Compare eras and regions in order to define enduring issues	3.2
Develop an international perspective on the past that addresses The cumulative effects of global exchange, engagement, and Interdependence	3.2
Analyze cause-and-effect relationships and multiple causation	2

Results from Professor Brady Brower's 1510 courses: An acceptable threshold is 2.

BROWER HIST 1510 Spring 2016 Learning Outcomes

History Subset Outcomes

	N Correct (All Tests)	% Correct (All Tests)	Included Results	Included Questions	Rating 1-4
Influence	101	90.18%	13	9	3.88
Factors	32	96.97%	13	3	3.88
Compare	43	82.69%	13	4	3.31
Develop	147	86.47%	13	14	3.46
Analyze	141	85.98%	13	13	3.44

General Education Learning Outcomes

	N Correct (All Tests)	% Correct (All Tests)	Included Results	Included Questions	
1. Interactions	129	86%	13	12	3.44
2. Concepts, Theories, Methods	12	92.31%	13	1	3.69
3 Diverse Perspectives and Alternative Explanations	44	95.65%	13	4	3.83

Diversity Outcomes

	N Correct (All Tests)	% Correct (All Tests)	Included Results	Included Questions	
1. Perspective	32	96.97%	13	3	3.88
2. Values and Biases	79	92.94%	13	7	3.72
3. Rights and Experiences					

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of Others	113	91.87%	13	10	3.67
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History 1700—We have been using a unified pre and post-test system for this course. We do not think the test is the greatest testing instrument; however, we adopted it per the request of the General Education committee. In past years, when we used more individualized testing instruments, we were able to more accurately gauge our students' learning and test scores were a few percentage points higher. Students are probably learning just as much as before; what is different is that our method of measuring has changed and become less accurate.

An acceptable threshold of performance on an actual citizenship test (which this is not!) is 60%, as that is what is required to become a citizen in the United States and the purpose of the course is teach civics. We think these results are not reflecting our actual classroom success.

During Fall 2016, our students collectively did not quite meet the threshold of acceptable performance. Please note, their starting average on the pretest was lower than students tested during other semesters. Relative to where their percentage of improvement was equal to or greater than students in other semesters.

Fall semester seems to have been anomalous; every other semester students have met the threshold by the time they took the post-test.

Results are as follows, divided by learning outcome:

Fall 2015

	Pre-test	# students	Post-test	#students
History	49.62%	825	54.74%	559
Principles	50.52%	825	55.06%	559
Government	57.05%	825	64.84%	559
MarketEcon	52.78%	825	56.99%	559
Overall Average	51.2%		57%	
Overall Median	52%		56%	

Spring 2016

		Pre-test	# students	Post-test	# students
History	2564	52.03%	448	56.67%	389
Principles	1137	50.76%	448	53.93%	389
Government	2302	57.09%	448	62.15%	389
MarketEcon	1231	54.96%	448	61.18%	389
Overall Average		52.8%		57%	
Overall Median		52%		60%	

History 2700 and 2710

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We have begun to use a uniform test for these courses. 2700 was assessed last year using the test, while 2710 was assessed using the grid; both courses are being assessed using the pre-test/post-test this year. This course fulfills two purposes—meeting the AI requirement and preparing our majors for further coursework. For that reason, the threshold is higher: **70% is the threshold of acceptable performance.**

History 2700

Fall 2015

	Pre-test	# of students	Post-test	# of students
History	65.71%	14	74.29%	7
Principles	64.29%	14	75%	7
Government	65.71%	14	75.71%	7
MarketEcon	82.14%	14	71.43%	7
Average	66%		75%	
Median	59%		77%	

Spring 2016

	Pre-test	# students	Post-test	# of student
History	66.67%	30	81.67%	24
Principles	49.17%	30	64.58%	24
Government	60% 30	10	67.92%	24
MarketEcon	81.67%	30	75%	24
Average	62.5%	30	72.9%	24
Median	64.7%	30	76.4%	24

HISTORY 2710—John Sillito used our uniform grid to assess an essay based on Eric Foner's book, *Gateway to Freedom*. **2 is an acceptable threshold.**

1. Identify the key events which express/define change over time in a broad range of places and regions. **3.76**
2. Identify how change occurs over time. **3.76**
3. Explain historical continuity and change. **3.76**
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events. **3.76**
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives. **3.76**
6. Explain how people have existed, acted, and thought in the past. **3.76**
7. Explain what influence the past has on the present. **3.76**
11. Recognize a range of viewpoints. **3.69**
12. Compare competing historical narratives. **3.84**
13. Challenge arguments of historical inevitability. **3.69**
14. Analyze cause-and-effect relationships and multiple causation. **3.84**

- 15. Evaluate debates among historians. **3.53**
- 16. Differentiate between historical facts and historical interpretations. **3.76**
- 17. Assess the credibility of primary and secondary sources. **3.69**
- 22. Construct a well-organized historical argument. **3.53**
- 23. Support an interpretation with historical evidence from a variety of primary and secondary sources. **3.53**

History 2710 will be assessed with the pre and post tests Fall 2016, Spring 2017

UPPER DIVISION COURSES:

We used the rubric in the appendix to assess our courses. Faculty used it to assess student work on one assignment from their courses. They chose the learning outcomes which that assignment measured. **The threshold for acceptable performance on all outcomes is a 2.**

Here are results by course

History 3090—Kathryn MacKay, article analysis

- 5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives. **2.65**
- 17. Assess the credibility of primary and secondary sources. **2.65**

History 3130—Susan Matt, Urban History, Final Research Paper

- 3. Explain historical continuity and change. **2.7**
- 6. Explain how people have existed, acted, and thought in the past. **2.8**
- 18. Formulate historical questions. **2.9**
- 22. Construct a well-organized historical argument. **2.7**
- 23. Support an interpretation with historical evidence from a variety of primary and secondary sources. **2.7**

History 3290, U.S. Military History, 1917-present, Branden Little, Essay

- 8. Interpret the complexity and diversity of situations, events, and past mentalities. **2.32**
- 18. Formulate historical questions. **2.32**
- 22. Construct a well-organized historical argument. **2.32**

History 4020, Era of the American Revolution, Vikki Deakin, Primary Source Assignment

- 11. Recognize a range of viewpoints. **3.7**
- 17. Assess the credibility of primary and secondary sources. **4**
- 19. Obtain historical data from a variety of sources. **4**
- 23. Support an interpretation with historical evidence from a variety of primary and secondary sources. **3.7**

History 4250, Nineteenth-Century Europe, Brady Brower, Midterm

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1. Identify the key events which express/define change over time in a broad range of places and regions. **2.75**
2. Identify how change occurs over time. **2.75**
3. Explain historical continuity and change. **2.75**
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events. **2.75**
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives. **2.75**
6. Explain how people have existed, acted, and thought in the past. **2.75**
7. Explain what influence the past has on the present. **2.75**
8. Interpret the complexity and diversity of situations, events, and past mentalities. **2.75**
9. Compare eras and regions in order to define enduring issues. **2.75**
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence. **2.75**
13. Challenge arguments of historical inevitability. **2.75**
14. Analyze cause-and-effect relationships and multiple causation **2.75**
16. Differentiate between historical facts and historical interpretations. **2.75**
18. Formulate historical questions. **2.75**
22. Construct a well-organized historical argument. **2.75**
23. Support an interpretation with historical evidence from a variety of primary and secondary sources. **2.75**

History 4280, History of Christianity, Stephen Francis, Final Essay Exam

2. Identify how change occurs over time. **3.14**
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events. **3.14**
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives. **3.35**
14. Analyze cause-and-effect relationships and multiple causation **2.6**

History 4590, Middle Eastern History, Greg Lewis, Mid-term exam

1. Identify the key events which express/define change over time in a broad range of places and regions. **2.90**
2. Identify how change occurs over time. **2.47**
3. Explain historical continuity and change. **2.71**
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events. **2.85**
6. Explain how people have existed, acted, and thought in the past. **2.33**
9. Compare eras and regions in order to define enduring issues. **2.71**
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence. **2.52**
23. Support an interpretation with historical evidence from a variety of primary and secondary sources. **2.52**

History 4810, Post-Soviet History, Prof. LaRae Larkin

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1. Identify the key events which express/define change over time in a broad range of places and regions. **3.1**
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events. **3.5**
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives. **3.2**
11. Recognize a range of viewpoints. **3.2**
14. 14. Analyze cause-and-effect relationships and multiple causation. **3.5**

History 4985, Investigating History- Sara Dant, article assignment

4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events. **3.1**
6. Explain how people have existed, acted, and thought in the past. **3.2**
7. Explain what influence the past has on the present. **3.2**
9. Compare eras and regions in order to define enduring issues. **2.9**
11. Recognize a range of viewpoints. **3.3**
13. Challenge arguments of historical inevitability. **3.1**
15. Evaluate debates among historians. **3.1**
16. Differentiate between historical facts and historical interpretations. **3.1**
22. Construct a well-organized historical argument. **3.1**

History 4985, Investigating History, Nathan Rives, Final Proposal

15. Evaluate debates among historians. **3.13**
16. Differentiate between historical facts and historical interpretations. **3.27**
17. Assess the credibility of primary and secondary sources. **3.27**
18. Formulate historical questions. **3.27**
19. Obtain historical data from a variety of sources. **3.33**
20. Identify gaps in available records. **2.87**
22. Construct a well-organized historical argument. **3.07**
23. Support an interpretation with historical evidence from a variety of primary and secondary sources. **3.4**

History 4990, Senior Seminar, Susan Matt, Senior Thesis

- Thesis (learning outcomes 2, 3, 4, 6, 11, 13, 15, 18, 22, 23): **3.3**
- Structure (learning outcomes 18 and 22): **3.2**
- Evidence (learning outcomes 11, 12, 15, 16, 17, 19, 20, 23): **3.35**
- Analysis (learning outcomes 3, 4, 5, 6, 8, 11, 12, 13, 14, 15, 16, 21, 23): **3.4**
- Logic/Argumentation (learning outcomes 22, 23): **3.55**
- Mechanics (learning outcomes 22): **3.45**

History 4990, Senior Seminar, Nathan Rives, Senior Thesis

- Thesis (learning outcomes 2, 3, 4, 6, 11, 13, 15, 18, 22, 23): **3.36**
- Structure (learning outcomes 18 and 22): **3.36**
- Evidence (learning outcomes 11, 12, 15, 16, 17, 19, 20, 23): **3.18**
- Analysis (learning outcomes 3, 4, 5, 6, 8, 11, 12, 13, 14, 15, 16, 21, 23): **3.27**

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Logic/Argumentation (learning outcomes 22, 23): **3.36**

Mechanics (learning outcomes 22): **3.45**

SURVEY ANALYSIS: In addition to doing artifact assessment, we surveyed students in upper-division courses, to see if they felt the learning outcomes were being met. The brief questionnaire corresponds to learning outcomes 1, 15,22, 23.

In all, we surveyed 225 students.

History 2700, 100% positive response

History 2710, 100% positive response

History 3350, 100% positive response

History 3500, 100% positive response

History 4020, 100% positive response

History 4130, 95% positive response

History 4260, 100% positive response

History 4280, 93% positive response

History 4340, 100% positive response

History 4040, 100% positive response

History 4550, 97% positive response

History 4590, 100% positive response

History 4650, 100% positive response

History 4810, 100% positive response

History 4985, 100% positive response

Exit Interview Survey Data (1-5 scale; 5 is good, 1 is bad. Next year we will use a 1-4 scale to bring it into conformity with our other measures.

Graduating seniors enrolled in 4990 take this exit survey.

1. Identify the key events which express/define change over time in a broad range of places and regions.

5

2. Identify how change occurs over time. **5**

3. Explain historical continuity and change. **4.6**

4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events. **5**

5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives. **5**

6. Explain how people have existed, acted, and thought in the past. **4.6**

7. Explain what influence the past has on the present. **4.6**

8. Interpret the complexity and diversity of situations, events, and past mentalities. **4.3**

9. Compare eras and regions in order to define enduring issues. **4.3**

10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence. **4.6**

11. Recognize a range of viewpoints. **4.6**

12. Compare competing historical narratives. **4.3**

13. Challenge arguments of historical inevitability. **4.6**

14. Analyze cause and effect relationships and multiple causation **4.6**

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15. Evaluate debates among historians. **4.6**
 16. Differentiate between historical facts and historical interpretations. **5**
 17. Assess the credibility of primary and secondary sources. **5**
 18. Formulate historical questions. **5**
 19. Obtain historical data from a variety of sources. **5**
 20. Identify gaps in available records. **5**
 21. Recognize the discipline's standards for accurate and ethical research. **5**
 22. Construct a well-organized historical argument. **5**
 23. Support an interpretation with historical evidence from a variety of primary and secondary sources. **5**
-

High Impact Practices, Summary, 2012-16

Because our program requires a senior thesis based on original research, all of our majors have a research experience.

During the five year cycle of this review, 168 students conducted original, independent, undergraduate research for their senior capstone theses.

In addition, many of our majors find additional ways to enrich their undergraduate experience.

During 2012-13, 11 students held internships (2 during Spring 2013, 3 during Summer 2013, 6 during Fall 2013). This number does not include History majors who held internships through the Walker Institute.

During 2013, 5 students received undergraduate research grants. Two students presented their research at NCUR. Five students presented research at the regional Phi Alpha Theta conference, and one of them took second place at the conference .

During 2013-14, 5 students received undergraduate research grants. **Two** students were accepted to present research at NCUR; only one of them did however. **Six** students presented research at the regional Phi Alpha Theta conference, and one of them once again took second place at the conference .

The History Department offers its students a range of internships. These include internships at the Brigham City Museum, the state archives, the LDS archives, and the Weber State University Special Collections. During 2013-14, **10** students did internships.

During 2014-2015. Five students participated in the Undergraduate Research Symposium in the Spring of 2015. **2** were accepted to present at NCUR, however only one was able to.

Nine students participated in the Phi Alpha Theta regional conference, presenting their research. Phi Alpha Theta is the national history honor society. One of our students, Bronson Pace, was awarded best undergraduate paper for the region.

Fifteen of our students were involved in internships, working in and for a variety of institutions. Some of these were for credit; others were volunteer positions; some were paid. Internship positions included:

During 2015-16, students had 15 internships—8 in the fall, 4 in the spring, 3 in the summer. They worked for the Virtual Museum, Brigham City Library, University Archives, Special Collections, and the Union Station museum.

4 students presented at the Undergraduate Research Symposium. 2 students presented at the Phi Alpha Theta conference.

Standard D - Academic Advising

Advising Strategy and Process

The history department's advising strategy is to have one faculty member advise all students, in order to create a uniform system for the student and department. In addition, the Department Chair does all advising during the summer semester, and does all graduation clearances. Currently, the academic-year advisor is Stephen Francis. Students have access to him during his office hours and are encouraged to meet with him yearly. Student also have access to the university's academic progress tracking software, "Cattracks." The advisor is available to answers any questions students may have, review program requirements, and handle General Education questions as well. We also rely upon our two College advisors, Seth Wilhelmsen and Jenny Eckenbrecht, to guide our students through their General Education course work.

In addition to this formal system of advising, the Department hosts events where students can learn about careers in history and graduate school options. We hold these events once per year, and bring all of our senior students in 4985 and 4990 to them. We also have increased the resources for students taking the Praxis exam, creating a lending library of study guides and flash cards which students can check out from the Dept. and use to prepare for the exams.

Effectiveness of Advising

The department has found that having a designated advisor has been more successful than the previous arrangement, which consisted of students meeting with any faculty member they chose and receiving guidance from them. The current strategy has enabled a more consistent form of advising.

Past Changes and Future Recommendations

There are still cases where students are not aware of advising resources, and in some cases, where students have attempted to navigate the major on their own, they have made mistakes in their choices and their graduation has been delayed. We hope to make students more aware of the necessity of timely advising. This may be accomplished through our improved website, and through more contact, either in the classroom or through electronic reminders.

We also want to bring more students to the Career Day, so that they can begin to think about career paths earlier on in the major and choose appropriate classes and/or internships.

Standard E - Faculty

Faculty Demographic Information

Susan J. Matt, Presidential Distinguished Professor and Chair of the History Department (B.A., University of Chicago , 1989; M.A., Ph.D., Cornell University ,1992, 1996), Research and Teaching Areas: Gilded Age and Progressive Era, consumerism, women, cultural and social, history of emotions

M. Brady Brower, Associate Professor of History (B.A. University of Idaho , 1993; M.A., University of Colorado, Boulder, 1996, Ph.D., Rutgers University, 2005); Research and Teaching Areas: Modern European Intellectual and Cultural History, History of Psychology and Psychoanalysis, History of Gender and Sexuality, World History

Sara Dant, Professor of History (B.S., Northern Arizona University, 1989; M.A., Washington State University, 1991; Ph.D., Washington State University, 2000), Research and Teaching Areas: American West, Environmental, United States

Vikki J. Deakin, Associate Professor of History (B.A., University of Missouri, 1993; M.A., University of Missouri, 1996; Ph.D., University of Missouri , 2002), Research and Teaching Areas: American Colonial, American Revolutionary War, Civil-Military Relations, Eighteenth Century Intellectual History, Religion

Stephen Francis, Associate Professor of History (B.A., Weber State University, 1991; M.A., Ph.D., Arizona State University,1994, 1998), Research and Teaching Areas: England, Europe, U.S.

LaRae Larkin, Associate Professor of History; Director, Social Science Education Center (B.S., Brigham Young University 1963; M.S., Utah State University, 1976; Ph.D., University of Utah, 1990),Research and Teaching Areas: Russia, Eastern Europe

Greg Lewis, Professor of History, Director of Asian Studies (B.S., Arizona State University, 1977; M.A., Ph.D. Arizona State University, 1986, 1999),Research and Teaching Areas: East Asia, South Asia, Middle East, Asian Film

J. Branden Little, Associate Professor of History (B.A., University of California, Davis, 1998; Certificate, Phase 1 Joint Professional Military Education, Department of Defense, 2001; M.A., U.S. Naval Postgraduate School , 2002; Ph.D., University of California, Berkeley, 2009), Research and Teaching Areas: America and the World, Naval and Military History, U.S. Foreign Relations, Human Rights, International Organizations

Kathryn MacKay, Professor of History (B.A., University of California at Los Angeles, 1968; M.A., Ph.D., University of Utah,1973, 1987), Research and Teaching Areas: Native American, women, American West, Public History

Jeffrey William Tenorio Richey (B.A., Brigham Young University, 2005; M.A., Ph.D. University of North Carolina, Chapel Hill, 2007, 2013), Research and Teaching Areas, Modern Latin America, Colonial Latin America, History of Mexico, U.S. Borderlands, Popular Culture, History of Sport

Richard Sadler, Professor of History (B.S., M.S., Ph.D., University of Utah, 1964, 1965, 1969), Research and Teaching Areas: Utah and Western History, The Civil War, Antebellum U.S.

Gene Sessions, Presidential Distinguished Professor of History (B.A., Utah State University ,1970; M.A., Ph.D., Florida State University, 1972, 1974) , Research and Teaching Areas: American West, Utah, Africa, Diplomatic

Eric Swedin, Associate Professor of History (B.S. Weber State University, 1988; M.S., Utah State University, 1991; Ph.D., Case Western Reserve University, 1996), History of Science and Technology, History of Utah

Programmatic/Departmental Teaching Standards

The Department is committed to ensuring that faculty have freedom to develop their own personal teaching style. We do not mandate a particular method for teaching and indeed, our faculty display a wide array of approaches—from traditional lectures, to seminar discussions, to supporting small-group work, and mentoring independent research. All of these (as well as other techniques not listed) meet departmental standards for teaching.

We do, however, set some more specific standards for particular types and levels of courses that guarantee there will be some consistency across the department. We have also created courses that build upon each other, so that students can acquire the skills and knowledge they need as they make their way through the program.

Our introductory courses for the major, **History 1500 and History 1510** have the following standards:

While there will not be a mandated textbook, all adjunct teaching the course must use one of the textbooks used by full-time faculty

All faculty will use a collection of primary sources in the course; the choice of these sources is, however, left up to the individual instructor.

All faculty teaching 1500 and 1510 will embed significant and frequent writing experiences in those classes, in addition to other exams, quizzes, etc.

Mapping exercises will be included in every section of 1500 and 1510

An approach that emphasizes comparative approaches and global themes, as per the General Education guidelines, should be integral to each section of the course.

We have established the following standards for **History 2700 and 2710**:

In addition to a textbook, faculty must assign monographs and primary sources.

All sections must require significant writing exercises, and the introduction of the Turabian style.

In addition to papers, essay tests are expected; multiple choice tests are to be avoided.

For **Upper-Division Courses**, the standards are as follows:

Each upper-division course must have at least one monograph for every upper-division credit hour, so at least a minimum of three monographs are required.

The classes must be writing intensive—papers and essay exams are the norm.

Turabian is required for all upper-division courses.

History 4985, the methods course, must follow the following standards:

Because History 4985 is a required course for students taking Senior Seminar (4990) this course should prepare students for the rigors of researching and writing a Senior Thesis.

With that in mind, students who have taken History 4985 should be able to do the following:

Reading:

- Identify an author's thesis

- Evaluate an author's thesis

- Identify and understand differing theoretical and methodological approaches in historical writing (Marxist theory, cultural history, oral history)

- Understand that historical scholarship is an ongoing process, and that scholars viewing the same evidence may have radically different interpretations.

Research:

- Distinguish between primary and secondary sources

- Evaluate the validity of primary and secondary sources, using accepted professional methods

- Evaluate the validity of internet sources and websites

- Have a clear understanding of how and where to access sources for historical research (databases, archives, journal, etc.)

- Conduct primary and secondary research in libraries and archives

Understand the importance of being organized and careful in documenting sources

Use Turabian and/or the Chicago Manual of Style to cite sources in the manner of professional historians

Standards and Practices:

Know what the American Historical Association is, and what the AHA considers to be the standards and practices for the study of History

Understand the difference between plagiarism and poor research methods

Understand that both plagiarism and poorly conducted research are egregious offenses in the study of research

Understand the consequences of plagiarism as both a Weber State student and a History Major

Writing:

Write clearly and professionally, with a clearly expressed thesis and supporting arguments and evidence

Write a Topic Proposal for 4990 (Senior Seminar)

Compose a bibliography in Turabian format to support the Topic Proposal with at least 15 primary sources and 15 secondary sources (the composition of those sources—online, archival, etc. to be determined by the individual instructor.)

The following are the standards for **History 4990**, the senior seminar, which is the capstone course of the history major:

Texts:

Instructors should either assign Turabian's *A Manual for Writers* or the *Chicago Manual of Style*

Learning Goals:

Students should be able to

Apply the historical method in the critical evaluation and interpretation of primary source material

Have some proficiency in the categories, concepts, and forms of argumentation that professional historians used to derive meaning from complex historical events

Evaluate and critique the work of your fellow historians in a respectful and constructive manner

Be fluent with the conventions of the writing process including drafting, critique, revision, proofreading, and copy editing

The Senior Thesis Paper

Must be 20-30 pages long, typed, double-spaced, in a 12 pt. font, with one inch margins

Is a unique contribution to your chosen area of historical research. This requirement can be fulfilled by

- using under-utilized or unutilized source materials
- identifying and addressing an unacknowledged problem of historical sourcing or interpretation
- applying conceptual categories in a way that offers new insight into established areas of historical scholarship
- making innovative use of interpretive theory in the analysis of your sources.

In short, your paper must offer something it is interpretations or in its presentation of the evidence that cannot be found elsewhere.

Your final paper must have an ARGUMENT that you are trying to PROVE. This is more than just retelling events that occurred; you must analyze those events and support a specific thesis.

* All of your citations need to be either footnotes or endnotes following the *Chicago Manual of Style*.

* You need to have at least 15 primary sources, and at least 15 secondary sources.

-At least 3 of the primary sources must not be from a digital source.

- At least 6 of the secondary documents must be monographs not articles.

* You will have to have a bibliography also in Turabian form. The bibliography will be divided between primary and secondary sources.

* Your paper must receive a C grade or better to pass this course, after which any other points in the course will be factored in to the final grade.

*Your final paper should be properly cited, free of grammatical errors, written clearly, well-organized, demonstrate thoughtful and thorough interpretation of primary sources and proper use of secondary sources, and include a cover sheet and bibliography.

* You must submit three copies - one for the professor to read, grade, and return, one for the library archives, and one for filing with the Department of History. 70 points.

GRADING RUBRIC FOR SENIOR THESIS -4990

	Thesis	Structure	Evidence	Analysis	Logic and Argumentation	Mechanics
The Superior Paper (A/A-)	Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.	Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Primary source information used to buttress every point with at least one example. . Excellent integration of quoted material into sentences.	Author clearly relates evidence to thesis; analysis is fresh and exciting. Displays critical thinking, avoids simplistic description, summary of info.	All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material which illuminate thesis. Creates appropriate college level, academic tone.	Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.
The Good Paper (B+/B)	Promising, but may be slightly unclear, or lacking in insight or originality. Paper title does not connect as well with thesis or is not as interesting.	Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.	Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences. Demonstrates a solid understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.	Evidence often related to thesis, though links perhaps not very clear. Some description, but more critical thinking.	Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made. Mostly creates appropriate college level, academic tone.	Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. Conforms in every way to format requirements.

The Borderline Paper (B-/C+)	<p>May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper. Paper title and thesis do not connect well or title is unimaginative.</p>	<p>Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.</p>	<p>Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences. Demonstrates a general understanding of the ideas and only occasionally critically evaluates/responds to those ideas in an analytical, persuasive manner.</p>	<p>Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote. Even balance between critical thinking and description.</p>	<p>Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections. Occasionally creates appropriate college level, academic tone, but has some informal language or inappropriate slang.</p>	<p>Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation, citation style, and spelling. May have some run-on sentences or comma splices. Conforms in almost every way to format requirements.</p>
The "Needs Help" Paper (C/C-)	<p>Difficult to identify at all, may be bland restatement of obvious point.</p>	<p>Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.</p>	<p>Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner. Demonstrates a little understanding of (or occasionally misreads) ideas and does not critically evaluate/responds to those ideas in an analytical, persuasive manner.</p>	<p>Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to. More description than critical thinking.</p>	<p>Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Does not create appropriate college level, academic tone, and has informal language or inappropriate slang.</p>	<p>Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices. Does not conform to format requirements.</p>

The "Really Needs Help" Paper (D+/D)	Is like The "Needs Help" Paper but the problems are more serious or more frequent.					
The Failing Paper	Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis. Does not follow paper guidelines for length and format. Plagiarizes.					

(These guidelines are based on: <http://www.fordham.edu/halsall/med/rubric.html>)

For online classes, the Department has adopted the College of Social and Behavioral Sciences' online teaching standards, listed below. It has also created a committee to review classes on an ongoing basis.

Online Policy:

Class Size

For both lower and upper division online classes, the enrollment caps should be similar to those for comparable face-to-face (FTF) courses.

Overload courses: Minimum caps should be determined by the department chair in consultation with the instructor. Maximum cap size should be no higher than the cap of a comparable FTF course.

In-Load courses: Minimum and maximum caps should be no higher or lower than those for a comparable FTF course.

Pedagogy

Online courses should be treated the same way pedagogically as FTF courses.

Online courses should meet the same department Learning Outcome and Course Objective requirements as FTF courses.

Online course syllabi should state Course Objectives and/or Learning Outcomes.

Online courses should contain measurable learning goals; online teaching faculty should be prepared to produce evidence of meeting those goals (artifacts).

Department chairs should ensure that no faculty member who has not completed the WSU Online Canvas Training Course should be allowed to teach an online course, whether they are the principal designer of the course or not. (Ideally, as with FTF courses, only the instructional designer of the course should teach the course.) Although faculty members do often share lecture notes and other course materials with their colleagues, those colleagues share a common level of training. The same should be true for the “sharing” of online courses and online course materials. Any faculty member who is “given” an online course or online course materials by a colleague must first complete the WSU Online Canvas Training Course before he or she is allowed to teach that course as the instructor of record.

Assessment/ Evaluation Student Evaluations

The College will utilize a new evaluation tool: the College of Social and Behavioral Sciences Online Teaching Evaluation form. Modeled after the College’s face to face evaluation, the new online evaluation tool for students has been designed to be more specific to the online teaching environment.

As with face-to-face evaluations, students should be asked or reminded by their online instructor to complete their evaluations. This is especially important for professors teaching online for load, or pre-tenure faculty who may need to include these in their tenure documents.

Peer Evaluation

Individual Courses:

Each department shall establish a departmental Online Teaching Review Committee. Departments should determine the pedagogical criteria/ parameters based upon departmental Learning Outcomes and Course Objectives.

The composition and size of the departmental “Online Teaching Review Committee” should be determined by the departments. However, departments should consider having at least one member of the committee be a faculty member who teaches online. Departments should also consider having an outside committee member from WSU Online.

Each semester, online faculty should submit all of their online syllabi to the department and/ or the department “Online Teaching Review Committee.” Every 5 years, the department review committee should evaluate all online course syllabi and all online courses (by logging in to the courses as a student). The “Online Teaching Review Committee” may also compel other evidence to determine whether or not departmental Learning Outcomes are being met.

The committee will also evaluate courses based upon the Best Practices Evaluation Instrument for Online Courses for the College of SBS.

Faculty may not opt out of the departmental review or submission of materials to the department. Faculty who refuse to submit materials or refuse to be reviewed may be subject to action by the department chair and/or the Dean.

Based upon both criteria (the Best Practices Evaluation Instrument and a pedagogical review of syllabi, etc.), the committee will rate courses on the following scale:

Good – exceeds department outcomes and meets Best Practices standards

Satisfactory – meets department outcomes and meets Best Practices standards

Unsatisfactory – does not meet department outcomes and/ or does not meet Best Practices standards

The findings of the “Online Teaching Review Committee” will be reported to both the department chair and the Dean. If a course is deemed “unsatisfactory” the department chair (in consultation with the dean), may take whatever action is appropriate to the circumstances.

Faculty Qualifications

Faculty & Staff (current academic year)

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	13		7
Number of faculty with Master’s degrees			10 (including Concurrent Enrollment)
Number of faculty with Bachelor’s degrees	0	0	0
Other Faculty			
Total	13		17

Evidence of Effective Instruction

- i. Regular Faculty- Regular faculty are reviewed annually and must submit an annual report which details their teaching activities and results for the year. In addition, all faculty’s courses are evaluated each semester. However, while we look at faculty evaluations, we do not assign to them a decisive role in assessing the strength of our teaching, both because the response rates are rather low and often skewed (either by extremely enthusiastic or extremely dissatisfied students) and because we are not convinced that our undergraduate students are necessarily equipped to judge teaching effectiveness or knowledge.

- ii. Adjunct Faculty are reviewed by our Adjunct Faculty committee who monitor their courses closely during their first year of teaching. Once they have been ranked successful instructors, we evaluate them periodically.

There are five adjuncts who work most closely with the Department—John Sillito, Nathan Rives, Katie Nelson, Randall Moffett, and Dynette Reynolds. Sillito, the retired university archivist, has helped expand our public history offerings, and we consider him a regular member of the Dept. He shoulders many responsibilities above and beyond his job definition. Increasingly that is true of Rives, Nelson, Moffett, and Reynolds, as well. Given their low rate of compensation, we have worked to integrate them as fully as we can into the Dept., offering them opportunities to teach upper-division courses, present their research, and receive financial support for their research.

Concurrent Enrollment faculty who teach in the high schools are reviewed annually by full-time members of the Department. Additionally, they gather with WSU faculty as a group once a year to trade advice, share problems, suggest readings.

Faculty Scholarship, 2011-16: The following covers only the last five years of faculty activity; full cvs are attached at the back of this document.

Susan Matt, Chair and Professor of History

Current Research: Professor Matt is co-authoring a book on Americans' emotional responses to technology, from the telegraph to Twitter.

Books and Edited Works:

Homesickness: An American History
(Oxford University Press, 2011; paperback, 2014)

Related Writing:

"The New Globalist is Homesick," *New York Times* Op-Ed, March 22, 2012

"Home, Sweet Home," *New York Times Disunion Blog*, April 19, 2012

"Five Best Books by the Homesick," *Wall Street Journal*, January 28, 2012

Reviewed in *The Paris Review*, *Slate*, *The New Republic*, *The Weekly Standard*, *the American Historical Review*, *Reviews in American History*, *the Journal of American History*, *the Journal of Social History*, among others.

Doing Emotions History, ed. Susan J. Matt and Peter Stearns (University of Illinois Press, 2013)

Series Editor, with Peter Stearns, History of the Emotions series, University of Illinois Press

A Cultural History of the Emotions: Romanticism, Revolution and Empire, ed. Susan J. Matt (Bloomsbury, under contract, 2017) (part of a multi-volume series)

Journal Articles and Book Chapters:

"The History of American Emotions," *The American Historian*, August 2016

"Susan Matt and Luke Fernandez, "Home Invasion: From the Telegraph to the Internet of Things," in *Home: Concepts, Constructions and Contexts*, eds. Kathy-Ann Tan and Cecile Sandten, (Wissenschaftlicher Verlag Trier, WVT, 2015)

"From Sin to Economic Stimulant: Envy's Changing Place in American Capitalism," in Christoph Conrad and Anne Schmidt, *Affects, Bodies, and Market Society* (Germany: Mohr Siebeck, 2016)

"Homesick Kids and Helicopter Parents: Are Today's Young Adults Too Emotionally Dependent on Parents?" in Barbara Risman and Virginia Rutter, eds. *Families as They Really Are*, Second Edition (New York: W.W. Norton, 2015)

"Recovering the Invisible: Methods for the Historical Study of the Emotions," in Matt and Stearns, *Doing Emotions History* (University of Illinois Press, 2013)

"Emotions in the Marketplace," in *A Destiny of Choice? New Directions in American Consumer History*, eds. David Steigerwald and David Blanke (Rowman and Littlefield, 2013)

"Current Emotion Research in History: Or, Doing History from the Inside Out," *Emotion Review* 3 (January 2011): 117-24

Articles in Periodicals:

Susan Matt, "The Emotional Style of Donald Trump," *History News Network*, November 7, 2016
<http://historynewsnetwork.org/article/164299>

Susan Matt, "The Myth of the Rational Actor," *History News Network*, February 22, 2015
<http://historynewsnetwork.org/article/158361>

Susan Matt and Luke Fernandez, "Before MOOCs, Colleges of the Air," *Chronicle of Higher Education* (online edition), April 2013

Luke Fernandez, Scott Rogers, Susan Matt, "Concentrating Class: Learning in the Age of Digital Distractions," *Educause Review Online*, December 2012

Reviews:

Emotional and Sectional Conflict in the Antebellum United States, by Michael Woods, *Journal of American History*, (Sept. 2015)

Version Date: April, 2016

Consuming Pleasures: Intellectuals and Popular Culture in the Post-War World, by Daniel Horowitz, *American Historical Review* (December 2014)

The Americanization of Narcissism by Elizabeth Lunbeck, *Journal of Social History* (at press)

The English in Love, by Claire Langhamer, *Journal of Interdisciplinary History* (Autumn 2014)

Designing the Creative Child: Playthings and Places in Mid-Century America, by Amy Ogata, *American Journal of Play* (Spring 2014)

Friendship: A History, ed. Barbara Caine, *Journal of Social History* (Spring 2012)

Selected Presentations:

Invited Lecture, "Donald Trump, Hillary Clinton, and the Emotional Styles of Modern America, University of Tübingen, October 2016

Susan Matt and Luke Fernandez, "Focus and Fatigue: From Cerebral Hyperaemia to ADHD," Diseases of Modern Life Conference, Oxford University, September 2016

Luke Fernandez and Susan Matt, "The History of Boredom, from the Telegraph to Twitter," Utah Digital Humanities Symposium, February 2016, Orem, Utah

"Nostalgia and American Exceptionalism," Nostalgia Conference, Boston College. November 2015

"Subjective Experience, Emotions, and Capitalism," Organization of American Historians, Saint Louis, Missouri, April 2015

Invited Lecture, "Death and Grief in the Age of Abraham Lincoln," at Southern Illinois University's symposium on the 150th anniversary of Lincoln's death, Springfield, Illinois, 2015.

"The Myth of the Rational Actor: Emotions, Economics, and History," American Historical Association, New York, January 2015; also chaired and organized the session, which was on the History of the Emotions and the Other Disciplines

Invited Lecture, "Recovering Emotions from the Visual Culture of the Modern Era," Swedish Institute of Rome, Rome, Italy, April 2014

Luke Fernandez and Susan Matt "Is the Telegraph Making Us Lonely?" Theorizing the Web Conference, Brooklyn, New York, April 2014

"Home Invasion: Family Life and the Threat of Technology," (Joint Presentation with Luke Fernandez) Poster Session, Council on Contemporary Families, Miami, April 2014

"Homesickness and the Rise of Individualism in the Americas," University of Tübingen, American Studies Lecture Series, Tübingen, Germany, June 2013

"The Telegraph and Sociability," Organization of American Historians, San Francisco, April 2013

TEDx Talk, Waterloo, Canada, March 2013

"The Transformation of Homesickness in the U.S. Military, 1865-1945," Society for the Social History of Medicine, Queen Mary College, University of London, September 2012

Keynote Address, "How Americans Learned to Leave Home," John F. Kennedy Institute for North American Studies International Conference, Freie Universität Berlin, May 2012

HONORS:

John S. Hinckley Award for excellence in teaching, scholarship, and service, Weber State University, 2014
Organization of American Historians, German Residency Fellowship, 2013

Dello Dayton Award for service to the College of Social and Behavioral Sciences, Weber State University, 2012

Hemingway Award, Weber State University, 2011 (to establish a virtual history museum)

Presidential Distinguished Professor, Weber State University, 2009-present

M. Brady Brower, Associate Professor of History

Current Research: Professor Brower is writing a book examining the role that physiological definitions of the "organism" along with studies of animal societies played in French academic and political discourse from the 1870s to the 1930s.

"The Medium is the Message: Enunciation and the Scriptural Economy of Scientific Psychology," *History of the Present* 6.1 (Spring 2016)

"On Animal Societies: Biology, Sociology, and the Class Struggle in France," *South Atlantic Quarterly* 115.2 (April 2016)

"L'histoire n'est jamais sûre," preface to Evrard Renaud, *La Légende de l'Esprit: Enquête sur 150 ans de parapsychologie* (éditions Trajectoire, 2016)

"Science, Seduction, and the Lure of Reality in Third Republic France," *History of the Present* 1.2 (Fall 2011).

RECENT PRESENTATIONS

"Finis sociologiae: Jean Izoulet and the Chair of Social Philosophy at the Collège de France," Western Society for French History Conference, Chicago, Illinois November 2015.

"The Natural Law of Association: Alfred Espinas and *Animal Societies*" Society for French Historical Studies, Université du Québec à Montréal, April 2014.

"Animal Republic: On the Sociology of Anatomical Elements," Rocky Mountain European Studies Consortium Conference, University of Utah, October 2013.

"Wounded Idealism and the New Social Body: Social Biology in France," Sawyer Seminar, "Biopolitics," Center for the Humanities, University of Wisconsin-Madison, May 2013.

"The Declaration of the Rights of Man," Weber Reads, Weber State University, January 2012

Presentation of "Where Science Ends: Théodore Flournoy, Psychology and the Other Lives of Hélène Smith," conference Other Lives, Other Voices: Bonnie Smith and the Mirror of History, Rutgers University, March 2013.

GRANTS, FELLOWSHIPS, and HONORS

Institute for Advanced Study, Princeton, Member 2014–2015

American Philosophical Society, Franklin Grant, 2013

American Council of Learned Societies, Fellow, 2012–2013

Research, Growth, and Professional Development Grant, Weber State University, 2011

Sara Dant, Professor of History

Current Research: Professor Dant continues to research and develop articles detailing the history of the Weber River at statehood, the 50th Anniversary of the Wild and Scenic Rivers Act, and the history of the Land and Water Conservation Fund Act.

Books:

Losing Eden: An Environmental History of the American West (Hoboken, NJ: Wiley & Sons, 2017).

Interview on "Jefferson Exchange," Ashland, Oregon NPR: <http://ijpr.org/post/tracing-environmental-history-west#stream/0>

Interview on "Here and Now," Phoenix, Arizona NPR: <http://kjzz.org/content/380410/author-are-we-too-focused-economy-expense-environment>

Articles and Chapters

"The 'Lion of the Lord' and the Land: Brigham Young's Environmental Ethic," in *Mormon Environmental History*, ed. by Jedidiah Rogers and Matthew C. Godfrey (Salt Lake City: University of Utah Press, forthcoming)

"Selling and Saving Utah, 1946-present," in *Utah History*, ed. by David Rich Lewis, Brian Q. Cannon,

Jeffrey Nichols, and W. Paul Reeve (Logan: Utah State University Press, forthcoming).

“Field Notes: Brigham Young’s ‘All the People’ Quote Quandary,” *Western Historical Quarterly*, Vol. 46, No. 2 (Summer 2015), 219-223.

“LBJ, Wilderness, and the Land and Water Conservation Fund,” *Environmental History* 19 (October 2014), 736-743.

Reprinted in *Forest History Today* Vol. 20, Nos 1&2 (Spring/Fall 2014).

“Going With the Flow: Navigating to Stream Access Consensus,” in *Desert Water: The Future of Utah’s Water Resources* (Salt Lake City: University of Utah Press, 2014).

Book Reviews, Dissertations, and Expert Witness

-Book Review of James R. Skillen, *Federal Ecosystem Management: Its Rise, Fall, and Afterlife*, *Environmental History*, Vol. 21, No. 4 (October 2016),

-Book Review of Otis L. Graham, Jr., *Presidents and the American Environment*, *Journal of Southern History*, Vol. 82, No. 3 (August 2016), 722-723.

-Expert witness report and testimony on Weber River History for Richards, Brandt, Miller, Nelson on behalf of the Utah Stream Access Coalition. 2012-February 2015.

-Dissertation Committee for Randall Williams, *The Rise and Fall of the Environmental Right: The Politics of Nature, Guns, and Family in the Sport-hunting Community, 1945-1994*, University of Montana History Department, 2013-April 2015.

-Dissertation Committee for Ian Stacy, *The Last Conservationist: Floyd Dominy and Federal Reclamation Policy in the American West*, University of Montana History Department, 2011- April, 2013.

-Book Review of Etienne Benson, *Wired Wilderness: Technologies of Tracking and the Making of Modern Wildlife*, H-Environment Roundtable Reviews, Vol. 3, No. 1 (January 2013), <https://www.h-net.org/~environ/roundtables/env-roundtable-3-1.pdf>.

-Dissertation Committee for David Brooks, *Restoring the “Shining Waters:” Milltown, Montana, and the History of Superfund Implementation*, University of Montana History Department, 2011- May, 2012.

-Book Review of *Cities and Nature in the American West* ed. by Char Miller, *Environmental History*, Vol. 16, No. 4 (October 2011), 716-718.

Invited Talks and Conferences

-Invited guest lecture (“Conservation, Preservation, and the Rise of the Federal West”) and Graduate Student Brown Bag discussion, University of Oklahoma, November 3-4, 2016.

-Q&A with Dr. Sara Dant, Professor of History and Author of *Losing Eden: An Environmental History of the American West*, Wiley Humanities Festival, On-Line, September 8-9, 2016.

-Invited Talk, "Creating Congressional Consensus: Frank Church and Environmental Politics," Idaho Humanities Council Summer Institute: Lyndon Johnson and the Great Society, Boise, ID, July 2016.

-Invited Panel Discussant: *Wrenched: The Legacy of the Monkey Wrench Gang*, 2015 University of Utah's Reimagine Western Landscapes Symposium, Park City, UT, April 2015.

-Invited Presentation, "Frank Church and the Protection of Wilderness, Wild Rivers, and Wild Places," *Wilderness: America's Heritage, 31st Annual Frank Church Conference on Public Affairs*, Boise, ID, October 2014.

-Moderator and Paper Presentation, "Making Wilderness Work: Frank Church and the American Wilderness Movement," *50th Anniversary National Wilderness Conference*, Albuquerque, NM, October 2014.

-Roundtable Discussant: "Mari Sandoz, *Old Jules*, and the Environment," *2013 Mari Sandoz Conference, "Drought and Climate in Mari Sandoz Country"*, Chadron, NE, September 2013.

-Chair: "Mountains and Rivers without End: A Roundtable Discussion On the Opportunities and Challenges of Teaching Environmental History Beyond the Classroom," *American Society for Environmental History Conference*, April 2011.

Honors and Grants

-2015 Sustainability Research Award - Faculty, Weber State University

-2013 "Woman of Wit" Award, Weber State University Women's Center

Vikki J. Deakin, Associate Professor of History

Current Research: Professor Deakin is researching a book on changing definitions of citizenship in America, during the long eighteenth century.

In Liberating Strife: An American History Reader (Cognella Academic Publishing, 2016)

Honors and Awards

Earhardt Foundation Research Fellowship (2014), William L. Clements Library, University of Michigan

Presentations

Hosted and presented at the 25th Annual Front Range Early American Historians Conference, Ogden, UT, October 2012. Paper titled "A Man without a Country: Thomas Paine and the Problem of Citizenship in

Stephen S. Francis, Associate Professor of History

Current Research: Professor Francis is working on two projects; one on “Family Love in Late Henrician England,” the other on “The Celebration of Christmas at the Tudor Royal Court.” (In preparation.)

Honors and Awards

Participant in the National Endowment of the Humanities Summer Institute at the Oxford Center of Hebrew and Jewish Studies, Oxford University. Institute Title: “Representations of the 'Other': Jews in Medieval England.” Summer 2014.

Paper Presentation

Presented paper at the Mormon History Association, July 2012, entitled, “Image of Calvin in Mormonism.”

Greg Lewis, Professor of History

Current Research: Professor Lewis is writing a biography of Ji Chao Ding, a Chinese banker, foreign trade expert, and economist.

PUBLICATIONS

“Chen Guangfu, Kong Xiangxi yu Zhong-Mei jingji guanxi de shibai, 1941-1944 [K. P. Chen, H. H. Kung and the Failure of Sino-American Economic Relations, 1941-1944], in Yang Tianshi, Editor, *Zhanshi guoji guanxi—Zhong-Ri zhanzheng gongtong yanjiu disici huiyi* [Wartime International Relations: the Fourth International Joint Research Conference on the Sino-Japanese War](Beijing: Institute of Modern History, CASS, 2011), 290-297.

The Shanghai Filmscript Institute and Maoist Cinema’s Problematic Legacy, 1949-1966,” *Weber: the Contemporary West* 31:2 (Spring/Summer 2015), 52-62.

“Songshi jiazhu he Meiguo zai huayou juzhe: A’se Yangge, Suoluomen A’dele he Laokelin Juli (1929-1947)/The Soong Family and American Sojourners in China: Arthur Young, Solomon Adler, and Lauchlin Currie, 1929-1947,” in Wu Jingping, Editor, *Songshi jiazhu yu jindai Zhongguo de bianqian/The Soong Family and the Development of Modern China* (Shanghai: Zhongguo chubanshijuan/Dongfang chubanshe, 2015), 165-178.

Published Reviews

Review of Carlos Bulosan’s *America is in the Heart*, *Pacific Northwest Quarterly* (Winter 2015), 39.

Review of Monica Sone’s *Nisei Daughter*, *Pacific Northwest Quarterly* (Summer 2014), 148-149.

RESEARCH AWARDS, PROJECTS, SERVICE AND GRANTS

- 2016 Research Fellow/Participant, "Transition and Transformation: China in the Twentieth Century," Hoover Institution Summer Workshop, Stanford University (\$2,500).
- 2015 Hemingway Excellence Grant (\$2,500) for program, "Chinese Cinema and Television Past, Present, and Future: a Semester-long Dialogue with Director Wu Tiange"
- 2015 Council of Committees representative-elect, Western Conference of the Association for Asian Studies (three year term).
- 2015 Reader/reviewer for Jonathan Porter's *Imperial China* manuscript for Rowman & Littlefield Company (published in spring 2016).
- 2014 Gwendolyn Williams Award Recipient for Outstanding Collaborative Program, Hemingway Foundation (\$5,000)
- 2013 Program Chair, Western Conference of the Association for Asian Studies meeting, Weber State University, Ogden, Utah (including applying/obtaining an AAS grant of \$2,000 for K-12 outreach program).
- 2013 Honors-Eccles Fellow, Weber State University Honors Program, for special topics course, "Revisiting the Great Leap Forward in China, 1958-1962: History, Literature and Film."
- 2013 Fulbright China Peer Review Committee member, Washington, D.C.
- 2013 Jennings Olsen Research Award (\$1,500), used funds to complete research at the Hoover Institution on War, Revolution, and Peace, Stanford University, California.
- 2012 Hemingway Faculty Collaboration Grant (\$11,000) for the program "Cauldron of Revolution: Visual Art, Literary Culture, and Business Enterprise in Shanghai, 1932-1986," which brought Professors Wu Jingping (Fudan University) and Parks Coble (University of Nebraska), plus Chinese filmmakers Wu Yigong, Wu Tiange, Zhang Wenrong, and Zeng Dan, to Weber State University, Ogden, and the Sundance Institute.
- 2012 Fulbright China Peer Review Committee member, Washington, D.C.
- 2011 Fulbright East Asia Peer Review Committee member, Washington, D.C.

PRESENTATIONS TO PROFESSIONAL GROUPS

1. "The Making of a Chinese Communist in the United States: Ji Chaoding in Chicago and New York, 1924-1936," *Western Conference of the Association for Asian Studies*, University of Montana, Missoula, Montana (September 2016).
2. "Kong Xiangxi, Song Ziwen, and China's Wartime Finances and Inflation, 1937-1945," *Transition and Transformation: China in the Twentieth Century*, Hoover Institution Research Workshop, Stanford University (August 2016).
3. "Ji Chaoding: the Education of a Revolutionary in Limbo, 1924-1941," *Returned Overseas Chinese and Modern China's Transformation*, Fudan University, Shanghai, China (May 2016).
4. "Song Ziwen/T.V. Soong in American Memory, 1928-1985," *Western Conference of the Association for Asian Studies*, University of Utah, Salt Lake City, UT (October 2015).
5. "The Evolution of Song Ziwen (T. V. Soong) in American Memory, 1928-1949," *Songshi jiazu yu di er ci shijie dazhan/The Soong Family and World War II*, Fudan University, Shanghai, China (June 2015).
6. "Wang Shizhen, the Shanghai Filmscript Institute, and the Problematic Legacy of Maoist-era Chinese Cinema, 1949-1966," *Western Conference of the Association for Asian Studies*, Arizona State University, Tempe, AZ (October 2014).
7. "The Soong Family and American Sojourners in China, 1929-1947: Arthur Young, Solomon Adler, and Lauchlin Currie," *The Soong Family and Modern China's History*, Fudan

University, Shanghai, China (November 2013).

8. "At the Dawn's Early Light: Zhang Shichuan and the Mingxing Film Company, 1922-1937," *Western Conference of the Association for Asian Studies*, West Yellowstone, Montana (October 2012).

9. "Cross-Cultural Influences in the Globalization of Chinese Cinema, 1985-2005," *China's Global Impact*, Utah Valley University (March 2012).

J. Branden Little, Associate Professor of History,

Current Research: Professor Little is in the final stages of revising his book manuscript, *Band of Crusaders: American Humanitarians and the Remaking of the World, 1914-1964*, which is based on his Ph.D. Dissertation.

PUBLICATIONS: Peer-Reviewed Journal Articles, Book Chapters, & Encyclopedia Articles (in Progress)

1. "Making Sense of the War: USA," 1914-1918-Online. *International Encyclopedia of the First World War* [Encyclopedia article to be submitted in January 2017].
2. "Failure to Launch: The American Red Cross in an Era of Contested Neutrality, 1914-1917" [Chapter to be submitted in June 2017 for International History of the Red Cross Movement anthology]
3. "American International Humanitarianism, 1914 to 1964" [Chapter to be submitted in July 2017 for Christopher Dietrich, ed., *A Companion to U.S. Foreign Relations* (Wiley- Blackwell)].
4. "Saving Lives and Remaking Nations: The American Relief Administration and its Transnational Humanitarian Campaign immediately after the First World War, 1919-1924," in David Murphy, ed., *Beyond the Western Front: Forgotten Theatres, Contingents, and Campaigns of the First World War* (Leiden: Brill, submitted and under review).

PUBLICATIONS: Peer-Reviewed Full-length Journal Articles, Book Chapters, & Essays

1. "A Child's Army of Millions: the American Junior Red Cross," in Lissa Paul, Rosemary Ross Johnson and Emma Short, eds., *Children's Literature and Culture of the First World War* (Routledge, 2016), 283-300.
2. "Evacuating Europe: U.S. Policy, Strategy, and Relief Operations for Overseas American Travelers, 1914-1915," *Journal of Military History*, Vol. 79, No. 4 (October 2015): 929-58.
My essay was the lead essay in the journal's sole special issue on the First World War.
3. "An Explosion of New Endeavors: Global Humanitarian Responses to Industrialized Warfare in the First World War Era," *First World War Studies*, Vol. 5, No. 1 (March 2014): 1-16.

PUBLICATIONS: Peer-Reviewed Full-length Encyclopedia Articles & Smaller Entries

5. "State, Civil Society, and Relief Organizations for War," 1914-1918-Online. *International Encyclopedia of the First World War* (October 2014)
An invited 13,000-word, peer-reviewed essay. This encyclopedia constitutes the largest international scholarly endeavor for the First World War centenary.
6. "The Commission for Relief in Belgium," 1914-1918-Online. *International Encyclopedia of the First World War* (October 2014).
7. "Brand Whitlock," 1914-1918-Online. *International Encyclopedia of the First World War* (October 2014).

PUBLICATIONS: Other Scholarly Articles, Chapters, & Essays

1. "The humanitarian mobilization of American cities for Belgian Relief, 1914-1918," in *Les Cahiers bruxellois*, Vol. 46 (August 2014): 121-38.
This was a special issue focused on "Cities at War, 1914-1918 / 14-18 villes en guerre." The Brussels City Archives / Museum printed a second edition to meet the demand for this issue. Accessible online: <https://www.cairn.info/revue-cahiers-bruxellois-2014-1E-page-121.htm>

PUBLICATIONS: Reviews & Smaller Publications

1. Background Essay titled "Humanitarian International Relief: A Legacy of Great War Volunteerism," in American Field Service Intercultural Programs, *The Volunteers: Americans Join World War I, 1914-1919 Curriculum* (New York: AFS, 2016), 107-08.
2. Foreword to Jeffrey B. Miller, *Behind the Lines: World War I's little-known story of German occupation, Belgian resistance, and the bank of Yanks who saved millions from starvation* (Milbrow Press, Sept. 2014), xiii-xx.
3. Book Review of Timothy S. Wolters, *Information at Sea: Shipboard Command and Control in the U.S. Navy, from Mobile Bay to Okinawa* (Johns Hopkins, 2013); in *Michigan War Studies Review* (Summer 2014). <http://www.miwsr.com/2014-062.aspx>
4. Book Review of Daniel Gorman, *The Emergence of International Society in the 1920s* (Cambridge, 2012); in *History: Reviews of New Books*, Vol. 42, No. 2 (April 2014): 68-69.
5. Book Review of Marian Moser Jones, *The American Red Cross from Clara Barton to the New Deal* (Johns Hopkins, 2013); in Society for Historians of the Gilded Age and Progressive Era Listserv (H-SHGAPE), H-NET Reviews (Aug. 2013). <http://www.h-net.org/reviews/showrev.php?id=39722>
6. Book Review of Brendan Simms and D.J.B. Trim, eds. *Humanitarian Intervention: A History* (Cambridge, 2011); in *Journal of World History*, Vol. 24, No. 2 (June 2013): 443-47.
7. Book Review of Katherine Storr, *Excluded from the Record: Women, Refugees, and Relief, 1914-1929* (2010); in *First World War Studies*, Vol. 2, No. 1 (March 2011): 131-32.

SCHOLARLY PAPERS & PROFESSIONAL CONFERENCES

1. Fort Douglas Military History Symposium on Treatment of Enemy Aliens, Conscientious Objectors, and Civilian Populations During World War I: "Allied and American Responses to Germany's Forced Labor 'Deportations' Program in Occupied Belgium," (Salt Lake City, UT, 2016).
2. Histories of the Red Cross Movement: Continuity and Change: "Failure to Launch: The American Red Cross in an Era of Contested Neutrality, 1914-1917," (Adelaide, Australia, 2016).
3. Society for Historians of American Foreign Relations Annual Conference (SHAFR): "The Politics of the 'Sacred': American Foreign Relations and Faith-Based Foreign Aid in Interwar Europe, 1918-1939" Panel. Commentator, (San Diego, CA, 2016).
4. Organization of American Historians (OAH) Annual Meeting: "Orchestrating Relief: United States Food Aid to Postwar Nations, 1919-1924," (Providence, RI, 2016).
5. Fort Douglas Military History Symposium on 1945, Beginning of a New World: "'We Will Have to Feed the World Again': The foundations & implementation of an American global famine relief campaign during and after the Second World War," (Salt Lake City, UT, 2015).
6. Herbert Hoover Presidential Library Conference on World War I and the Humanitarian Awakening: "The First World War and the Ongoing Revolution in Humanitarian Affairs," (Invited Lecture) (West Branch, IA, 2015). C-SPAN link: <http://www.c-span.org/video/?326611-1/discussion-herbert-hoover-world-war-humanitarian-aid>
7. Beyond the Western Front: The Forgotten Theatres, Contingents, and Campaigns of World War I: "Saving Lives and Remaking Nations: The American Relief Administration and its Humanitarian Campaign in Europe, Soviet Russia, and the Near East, 1919-1924," (Maynooth, Ireland, Oct. 2014).
8. International Organizations and the History of Development, 1910s-1970s: "The First World War and *ante-litteram* Development Programs," (Geneva, Switzerland, Dec. 2013).
9. U.S. Naval Academy Naval History Symposium: "Foodways and Medicine in the Age of Sail and Early Steam Anglo-American Navies" Panel. Commentator (in absentia), (Annapolis, MD, Sept. 2013).
10. Society for Historians of American Foreign Relations Annual Conference: "Unraveling American Neutrality: American Humanitarians and the Crusade to Save Belgium, 1914-1917," (Alexandria, VA, Jun. 2013).
11. Utah Valley University Turning Points in History Lecture Series: "Saving Lives and Rebuilding Societies: World War I and the Humanitarian Transformation of American Foreign Relations," (Invited Lecture) (Provo, UT, 2012).

12. Society for Historians of American Foreign Relations Annual Conference: “Revolutions in Relief: American-led Humanitarianism in the Great War Era” Panel. Commentator (in absentia), (Hartford, CT, 2012).
13. Approaching War: Children’s Culture and War, 1880-1919 Conference: “A Children’s Army of 12 Million: the Junior Red Cross in World War I,” (Sydney, Australia, 2011).
14. Phi Alpha Theta Western Regional Conference: “Military History” Panel. Chair, (Salt Lake City, UT, 2011).

AWARDS, GRANTS, & FELLOWSHIPS

Teaching

1. WSU Army ROTC Faculty Mentor Award (2014)

Research and Conference Grants & Fellowships

1. Pierre du Bois Foundation Travel Grant (2013)
2. Hemingway Vitality Grant, Weber State University (2011)
3. Leverhulme Trust Bursary (2011)
4. American Historical Association Beveridge Grant (2011)
5. Herbert C. Hoover Presidential Library Association Travel Grant (2011)
6. Hemingway New Faculty Award, Weber State University (2011)

Kathryn MacKay, Professor of History

Current research: Professor MacKay is researching the Knudson family and the development of Duckville gun club. I am also researching Leah Dunford Widtsoe and the development of Home Economics in Utah.

- 2015 “Uncompahgre Reservation and the Hill Creek Extension, *Utah Historical Quarterly*, 83 (Fall): 180 – 193.
- 2015 “The Chocolate Dippers Strike of 1910,” *Utah Historical Quarterly*, 83(Spring): 38-51.

Editorial Work:

Since 1989 I have been an Associate Editor for *Weber Studies*, now *Weber*. I am responsible for the “Reading the West” section.

Community-Based Scholarship:

Since 2000, I have been the principle scholar working with Sue Hill, Director of the Brigham City Library, to offer yearly Reading/Discussion Groups. I have helped write the grant applications, selected the scholars to lead the discussions, and produced all the study guides. Topics: “Eleanor and Franklin,” “Tinker, Tailor, Soldier, Spy,” “Neighbors: The World Around Us,” “Food for Thought,” “The Literature of the New West,”

“Love and Loss in the time of War,” “Women of the Land,” “Reading the Other,” “George Washington: Citizen President.”

Jeffrey William Tenorio Richey, Assistant Professor of History

Current Research: Professor Richey is revising his book manuscript on nationhood, soccer, and race in Argentina.

PUBLICATIONS AND PRESENTATIONS

“Federalism in Argentina,” in *Oxford Research Encyclopedia of Latin American History* (under contract).

“The Macaquitos Affair: Soccer, Blackness, and Brazil as Argentina’s Racial Other, 1919-1929,” in *Radical History Review* 125 (May 2016): 116-136.

Review of Raanan Rein, *Fútbol, Jews, and the Making of Argentina* in *The Hispanic American Historical Review* (forthcoming).

Review of Brenda Elsey, *Citizens and Sportsmen: Fútbol and Politics in Twentieth-Century Chile* in *The Hispanic American Historical Review* 92, no. 3 (August 2012): 587-88.

Invited Lecture, Brigham Young University, April 2016. “Playing at Nation: Soccer, Race, and National Identity in Argentina.”

Rocky Mountain Conference for Latin American Studies (RMCLAS), Santa Fe, New Mexico, April 2016. “Losing the National Race: Non-Whiteness, Soccer, and Identity in Río de la Plata, 1916-1930.”

American Historical Association Conference (AHA), New York City, January 2015. “Rethinking Masculinities: Argentine Women in Men’s Soccer, 1914-1930.”

“Understanding the 2014 World Cup Conference,” Georgia State University, June 2014. “Soccer and Racial Ideology in Brazil: A Historical Overview.”

“Rethinking Sports in the Americas” Workshop, Emory University, October 2013. “The Macaquitos Affair: Soccer, Blackness, and Brazil as Argentina’s Racial Other, 1919-1929.”

Latin American Studies Association (LASA) Conference, Washington DC, May 2013. “The Macaquitos Affair: Soccer, Blackness, and Brazil as Argentina’s Racial Other, 1919-1929.”

Latin American Studies Association (LASA) Conference, San Francisco, May 2012 (accepted). “To Cease to Be Indian and to Become an Argentine Soccer Player: The Life and Career of Segundo Luna, 1914-1934.”

Department of History Colloquium, Lehigh University, March 2012. “Neither Europe nor Latin America: ‘Melting Pot’ Ideology in the World of Argentine Soccer, 1920-1930.”

Conference on Latin American History (CLAH-AHA), Boston, January 2011. "Region, Federalism, and the Idea of an Argentine National Soccer Team, 1912-1930."

SELECTED FELLOWSHIPS AND AWARDS

Hemingway Award, Weber State University (2014). University research award for mentoring undergraduate student research project dealing with Latino student retention at Weber State University.

Pre-doctoral/Postdoctoral Fellow in Latin American Studies at Lehigh University (2011-2013). Completed dissertation, taught three courses, promoted Latin American Studies activities on campus.

Mellon Fellowship for Latin American/Caribbean Dissertation Writing (2011). Mellon Foundation and UNC Institute for the Study of the Americas (ISA).

Richard Sadler, Professor of History

Current Research: Professor Sadler is doing research on the Spencer brothers (Daniel, Orson, and Hiram) and their involvement with Mormonism and the West. Orson Spencer was the first chancellor of the University of Utah

Articles:

With Claudia S. Sadler, "Augustine Spencer: Nauvoo Gentile, Joseph Smith Antagonist," *Mormon Historical Studies*, 12:2, Fall 2011

Reviews:

Book review of Will Bagley, *South Pass, Gateway to a Continent*, to be published in the *Western Historical Quarterly*, Spring 2015

Book review of Brock Cheney, *Plain and Wholesome, Foodways of the Mormon Pioneers*, in *Mormon Historical Studies*, 2014

Book Review of Richard Saunders, ed. *Dale Morgan and the Mormons: Collected Works, Part I, 1939-1951* in the *Utah Historical Quarterly*, Fall 2013

Book Review of Todd M. Compton, *A Frontier Life, Jacob Hamblin, Explorer, and Indian Missionary*, *Utah Historical Quarterly*, 2014

Book review of *The Nauvoo Legion in Illinois: A History of the Mormon Militia, 1841-1846*, edited by Bennett, Black, and Cannon in the *Western Historical Quarterly*, Autumn, 2011

Book review of *Parley P. Pratt and the Making of Mormonism*, edited by Armstrong, Grow, and Siler in the *Utah Historical Quarterly*, Fall 2012

Book review of *Thomas L. Kane and the Mormons, 1846-1883*, edited by Whittaker in the *Utah Historical Quarterly*, Fall 2011

Gene Sessions, Professor of History

Current research: Professor Sessions is working on a book on myth in Utah history which will examine erroneous ideas about Utah history and try to analyze how these beliefs evolved and why they are important to those who accept them. This builds on his many including *Mormon Thunder: A Documentary History of Jedediah Morgan Grant* (1982, 2008), *Latter-day Patriots: Nine Mormon Families and Their Revolutionary War Heritage* (1975), *Prophesying upon the Bones: J. Reuben Clark and the Foreign Debt Crisis, 1933-39* (1992), *Camp Floyd and the Mormons: The Utah War* (with Donald R. Moorman, 1992, 2005), *The Search for Harmony: Essays on Science and Mormonism* (with Craig J. Oberg, 1993), *Utah International: A Biography of a Business* (with Sterling D. Sessions, 2002, 2005), and *Mormon Democrat: The Religious and Political Memoirs of James Henry Moyle* (1975, 1998), for which he received the Mormon History Association's annual award for best edited work.

Awards:

Brady Presidential Distinguished Professor of History, 2006-present (award/rank)

Faculty Governance Award 2012

Performance Enhancement Award 2015

H. Aldous Dixon (Alumni Association) Award 2016

John Sillito, Adjunct Professor of History

Current Research: Professor Sillito is currently involved in two research projects. The first is a full length study of Brigham Henry Roberts and his role as a politician and Mormon public intellectual in the late 19th and early 20th centuries. The other is a biography of R. C. Stevens, who was recruited by Branch Rickey in the early 1950s as part of an effort to attract black players to the Pittsburgh Pirates.

Books:

John Sillito and John S. McCormick, *A History of Utah Radicalism: Startling, Socialistic and Decidedly Revolutionary* (Logan: Utah State University, 2011).

Book Chapters:

Book Chapters:

"A Question of Conscience: The Resignation of Bishop Paul Jones," with Timothy S. Hearn, in Allan Kent Powell, *Utah and the Great War: The Beehive State and the World War I Experience* (Salt Lake City: University of Utah Press, 2016).

Articles:

“‘The Goliath of Their Cause:’ The B. H. Roberts and William Jarman Debates in England, 1887-1888,”
Journal of Mormon History (forthcoming)

Reviews:

Review of *Confessions of a Revisionist Historian: David L. Bigler on the Mormons and the West*, Edited by Will Bagley. (Salt Lake City: University of Utah Tanner Trust Fund, 2015) in *Western Historical Quarterly* 47:3 (August 2016): 358

Professional Papers/Presentations:

Ft. Douglas World War One Symposium
“Public Opinion and Conscientious Objection During World War I: Utah as a Case Study”
September 2016
Utah State Historical Society, annual meeting,
Panelist, “Evaluating the *Awkward State of Utah*.”
September, 2016

Mormon History Association, Annual Meeting
“B. H. Roberts: Defender and Advocate of Mormonism”
June 2016,

Parliament of the World’s Religions, Biennial Meeting, Salt Lake City
“Naive Optimist or Practical Realist?: B. H. Roberts, Mormonism and the World Parliament of Religion, 1891-1893”
October 2015

Utah State Historical Society, Annual Meeting
Session Chair and Commentator
September 2015

Mormon History Association, Annual Meeting
“From the Lawless Margins to the Respectable Mainstream: The Early Life of B. H. Roberts, 1857-1880.”
June, 2013

Professional Activities:

Chair, MHA Student Awards Committee, 2011-2015
Member, Advisory Board, *Utah Historical Quarterly*, 2010-
Member, Signature Board of Editors, 2011-

Awards:

Conference of Intermountain Archivists, Lifetime Achievement Award, 2013
Utah State Historical Society, Francis Armstrong Madsen, Best Book in Utah History, 2012

Eric Swedin, Professor of History

Current Research: Professor Swedin is writing a book on the history of space exploration. He is also writing a military history of Mormonism.

Publications (Books):

Submitted. *Long Night of Barbarism: A Speculative History of World War II*.

Bingham Canyon Doctor: The Life and Legacy of Paul S. Richards. University of Utah School of Medicine, 2012.

Editor. *Survive the Bomb: The Radioactive Citizen's Guide to Nuclear Survival*. Zenith Books, 2011.

Also sold by the History Book Club.

Reviewed H-War (August 2014) -

<<http://www.h-net.org/reviews/showrev.php?id=40095>>

With David L. Ferro, editors. *Science Fiction and Computing: Essays on Interlinked Domains*. McFarland, 2011. Reviewed *SFRA Review* (Science Fiction Research Association) 300 (Spring 2012), 16-17.

When Angels Wept: A What-If History of the Cuban Missile Crisis. Potomac Books, 2010.

Publications (under contract):

Under contract. *Prophets, Legions, and Martyrs: A Military History of Mormonism*. Potomac Books.

Publications (Articles/Chapters):

Accepted. "Columbus Was Wrong: Extract from a Work in Progress on American History." *Weber*.

"Utah's Spaceport: A Failed Dream." *Utah Historical Quarterly* 84:3 (Summer 2016), 254-261.

With David L. Ferro. "Murray Leinster and 'A Logic Named Joe'." *Literary Criticism* (Gale, 2015).

Reprint of chapter in David L. Ferro and Eric G. Swedin, editors, *Science Fiction and Computing: Essays on Interlinked Domains* (McFarland, 2011).

"Safety Lessons: The 1938 Burgen's Crossing School Bus and Train Accident." *Utah Historical Quarterly* 81:2 (Spring 2013), 159-168.

"The Ultimate What-If of the Cuban Missile Crisis: What If There Had Been a Nuclear War?" *History News Network*, November 12, 2012. Available at <<http://hnn.us/articles/ultimate-what-if-cuban-missile-crisis-what-if-there-had-been-nuclear-war>>.

One entry in Spencer C. Tucker, editor, *Encyclopedia of the Mexican-American War: A Social, Political, and Military History*. ABC-CLIO, 2012. The entry: Mormon Battalion.

"Information as a New Paradigm." *World History Encyclopedia*. ABC-CLIO, 2011. Also contributed thirteen other entries based on my earlier book, *Science in the Contemporary World: An Encyclopedia* (ABC-CLIO, 2005).

With David Ferro. "Rebooting 'A Logic Named Joe': Exploring the Multiple Influences of a Strangely Predictive Mid-1940s Short Story." In Gary Westfahl, Wong Kin Yuen, and Amy Kit-Size Chan, editors, *Science Fiction and the Prediction of the Future: Essays on Foresight and Fallacy* (McFarland, 2011).

Presentations/Conferences (Not a complete list):

Digital Humanities Seminar, "Science Fiction and Computing," with David Ferro, April 14, 2016.

"Utah's Spaceport: A Failed Dream," Utah State History Conference, September 26, 2014.

Panelist, "What If...? Armageddon 1962," Newseum, Washington, D.C., October 14, 2013.
Sponsored by NBC News and the Military Channel.

Panel chair, "Japanese and Asian-American Literature and Demography: Past and Present," The Western Conference of the Association for Asian Studies, Weber State University, September 28, 2013.

Consultant and interviewee, interactive documentary on the Cuban Missile Crisis, October 2012.
Available at <<http://www.CloudsOverCuba.com/>>.

"Paul S. Richards and the History of Occupational Medicine in Utah," Utah State History Conference, September 21, 2012.

Panelist, "Academic Panel on Cyber Workforce," Utah Cyber Challenge, Salt Lake City, June 1, 2012.

"Paul S. Richards (1892-1958), Utah Pioneer in Occupational Medicine," Keynote speaker, NORA (National Occupational Research Agenda) Conference, Salt Lake City, April 19, 2012.

"Transhumanist Immortality is a Bad Idea," Mormon Transhumanist Conference, Salt Lake City, April 6, 2012.

"Cuban Missile Crisis," Weber Historical Society, Weber State University, March 19, 2012.

With David Ferro. "Speculative Fiction as a Component for STEM Recruitment," International Network for Engineering Studies, Prometheans Special Interest Group, Society for the History of Technology annual meeting, Cleveland, Ohio, November 2, 2011.

Book/Media Reviews:

Version Date: April, 2016

Don B. Olsen, *True Valor: Barney Clark and the Utah Artificial Heart* (Salt Lake City: University of Utah Press, 2015). Review for *Utah Historical Quarterly*, forthcoming.

Terryl L. Givens and Reid L. Neilson, editors, *The Columbia Sourcebook of Mormons in the United States* (New York: Columbia University Press, 2014). Review for *Nova Religio: The Journal of Alternative and Emergent Religion* 20:1 (August 2016): 108-109.

Scott Howe and Richard L. Bushman, editors, *Parallels and Convergences: Mormon Thought and Engineering Vision* (Salt Lake City: Greg Kofford Books, 2012). Reviewed for *Nova Religio: The Journal of Alternative and Emergent Religion* 17:2 (November, 2013): 130-2.

Awards and Honors:

“Military History of Mormonism” - \$1,500, RSPG, Fall 2016.

Faculty Recognition Award at the WSU-Davis Campus for Fall Semester 2012.

Eccles Honors Fellow, Weber State University, 2010-11.

Faculty Mentoring Activities

The Department works hard to help new faculty adjust to Weber State and to help them succeed as teachers and as scholars. The most intensive mentoring occurs while faculty are still pre-tenure. Here are some examples of what we do:

For many years, the department chair has worked to give new faculty teaching loads that will allow them to find their bearings. Usually this has meant 3 sections of an intro course and 1 upper-division, thus requiring new faculty to do only 2 preps/semester, while still meeting the obligation of a 4/4 course load. This has proved a great help to those faculty trying to get publications completed and new courses under their belt.

We also have found that rotating the Directed Readings course among faculty is a way to offer a course release. Each semester a different faculty member is responsible for being the professor of record for the Directed Readings listing, and receives 3 credits for administering the course.

To help faculty gain a sense of the teaching culture at WSU, the Chair observes new faculty in the classroom each year during their first three years; in addition, a departmental review committee reviews them during their third year and sixth year (and in intervening years if extra reviews are called for). After being observed, the chair and/or the review committee gives feedback to the faculty member with suggestions, kudos, and criticisms.

To help new faculty negotiate the tenure and review process, tenured faculty routinely meet with new faculty to discuss the best modes of self presentation. They often offer new faculty their tenure portfolios as models.

For several years, we have had a research colloquium at which faculty, both full-time and part-time, can present their research. This has offered faculty at all stages in their careers an opportunity to participate in a scholarly community.

Diversity of Faculty

The History Department has become more diverse over the last quarter century. Twenty years ago, there were two women in the Dept. Now there are five. We have also increased our racial and ethnic diversity which has enhanced our ability to reach out to an increasingly diverse student body.

We are also intellectually diverse, and we hope in the near future to increase that diversity by hiring a Middle Eastern historian. More generally, we hope to increase the number of historians who specialize in fields outside of the U.S.

Ongoing Review and Professional Development

Since our last Program review, our College and University have introduced a more rigorous and ongoing faculty review process. Each year, faculty must submit an annual report of their activities in the realms of teaching, scholarship, and research for the past two years. The Chair reviews those materials, and then meets individually with each faculty member to assess his or her progress and set goals for the coming years. Additionally, the University has introduced post-tenure review, which comes every 5 years for faculty. And further, in an effort to raise faculty salaries at the senior level, full professors may now apply for a special \$5000 raise twice after being promoted to full. This process is separate from both the post-tenure and annual review timetables, so many faculty are feeling quite reviewed!

While periodic reviews are important even more important is adequate support for professional development. In 2011-12, the year of our last program review, we were allocating \$800 for travel. This year, thanks both to the Dean, who augmented departmental budgets, and Concurrent Enrollment revenues, the Department has been able to give each faculty member \$2100. We are also committed to supporting the research of our 4 excellent Ph.D. adjunct faculty (Nathan Rives, Katie Nelson, Dynette Reynolds, and Randall Moffett). Last year we allocated \$1000 to each of them; this year, because of slight budgetary changes, we allocated them \$800 each. This money may be used for any professional expenses—conferences, research, seminars. In addition, the department covers all fees for one conference registration per faculty member per year out of its own funds. Finally, it works with department members on a case-by-case basis to offer support where needed and when possible.

In addition to these departmental funds, the University's Research, Scholarship, and Professional Growth committee distributes over \$100,000 each year, with special funds dedicated for research,

instructional improvement and faculty vitality. Almost every member of the department has received funds from this organization, and some of our youngest faculty have received multiple grants.

Finally, our Office of Sponsored Projects has been revitalized and the grant officer for Social and Behavioral Sciences, Katharine French-Fuller, is working with faculty to develop grant opportunities. Since Katharine herself has a Ph.D. in history from Duke, she brings great expertise and potential to the position.

Standard F – Program Support

Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

We have had some turnover in staff since our last review. Angela Swaner, who had been office manager from 2005, retired in 2012. She was then replaced by Jenny Eckenbrecht, who held the position til 2016, when she was hired to become the College of Social and Behavioral Sciences advisor. She has since been replaced by Jenna Daniels, who joined us in July of 2016. All of these individuals have been extremely capable and committed to the Department and have kept us on a steady footing.

Jenna Daniels brings to the position almost a decade of experience working in a university setting—she worked for many years at Utah State as administrative staff. She is extremely motivated, and is taking every training offered on campus. She has very quickly become integrated into the Department , College, and University culture.

What we do lament, however, is that we can not pay her what she is truly worth. The salaries for administrative staff in the university are extremely low, particularly given how talented and dedicated Jenna is. Across campus, faculty agree that this is something that needs to be remedied soon.

Adequacy of Administrative Support

We feel well supported by the College and University administration. Dean Frank Harrold is very supportive of our initiatives, willing to offer financial support and advice, whether it be for our Visiting International Professorship program or for lecture series. He is flexible and thoughtful about creative ways our programs can grow. And there is widespread agreement that the College is in good and steady hands.

Both the former Provost, Mike Vaughan, and the current Provost, Madonne Miner, have also supported history department efforts. For instance, Vaughan created the Fawn McKay Brodie scholarship, to honor one of Weber State’s alumni. This is a full-tuition scholarship for a history major planning on a career in history. Provost Miner has continued to fund it.

Our development officer, Nathan Clark, has also worked to enhance funding for the Dept., helping us sustain relationships with donors and cultivate new ones. He has also been of great assistance in connecting our students with alumni, particularly on Career Day, when he finds suitable alums to come and talk about what they have done with their history majors.

Our only lament in terms of administrative support is that we have not been able to get the necessary funding to hire a Middle Eastern historian, which we sorely need. One of the findings of our last program review was that this was a gaping hole in our faculty and course offerings, and the reviewers made strong recommendations that we secure funding to hire one. We would very much like to have a tenure-track line in this field, particularly given the current geo-political situation. And we have a line from the retirement of Prof. Richard Ulibarri (who retired in 2011), which has never been filled.

Adequacy of Facilities and Equipment

As will become apparent during the site visit, the Social Science Building is truly a dreadful, dangerous, disgusting warren, with only sporadic heat, near-constant insect infestations, occasional clean water, and inadequate space to accommodate our growing student body.

There are high hopes, however, that the Legislature will allocate funds for a much needed renovation this year. Plans for the new building are complete; so we should be shovel ready if and when the Legislature allocates funds.

The equipment in the building is quite good. Dean Harrold pays for, and Ryan Stevens (the College I.T. expert) maintains state-of-the-art computers, projectors, and other multi-media equipment.

Adequacy of Library Resources

We have some wonderful colleagues in the Library. Particularly noteworthy are Dr. Kathy Payne, the head of Reference and history bibliographer (who also has a Ph.D. in history and teaches for us as an adjunct), Jamie Johnson Weeks, the University Archivist and head of Digital Collections, Sarah Singh, the head of Special Collections, Debbie Stephenson, the head of Interlibrary Loan, Misty Edwards, and Sandy Andrews, in Circulation. They are great partners.

There are, however, some problems with Library resources of late. For many years, the Stewart Library had a good and growing collection of books, journals, data bases. Recently, however, the Administration decided to renovate the Library. Faculty were not consulted about what should be in the Library until very late in the game. This led to the destruction of valuable library resources, since some members of the library staff believed they needed to drastically reduce the size of the collection. For instance, the religion and psychology sections of the stacks were whittled down to a mere remnant of their former selves, and with no consultation with faculty. This was particularly troubling because one of our faculty was in the process of creating a religious studies minor, but was not consulted—and these were resources he needed. There are many other examples like this, where collections were weeded with little to no consultation of faculty. Dr. Payne always informs us about the state of the history collection, but bibliographers with control over other related resources do not. Now the University has theoretically decided to increase the size of holdings, but aggressive weeding continues, and books have been and perhaps still are being burned (at the Energy Recovery Center in Layton, UT). Many of these books have been valuable, worthy of inclusion in Special Collections, or at least worthy of resale. Nevertheless, they have been burned.

The renovation process is still not transparent. The Faculty Senate ratified a plan for the Library with a guaranteed increase in collection size of actual physical (non electronic) books, and senior members of the central administration of Weber State are committed to that promise; we hope the Library Administration and those in charge of construction will fulfill that pledge. We should note that we do not consider e-books as meeting this goal. Most of our students complain about their inability to use them easily. We need real, physical books, as promised.

The History Department as well as other faculty across campus have also noted with worry that Library space is being invaded by offices from other divisions of the University, which are taking over the very scarce and valuable space for books. For instance, a testing center will now occupy the northeast corner of the first floor, necessitating the liquidation of the children's book collection. The Reference collection is a mere fraction of its previous size.

There are some immediate issues as well. Since the Library renovation began, half of the stacks have been inaccessible to students. For the last seven months, that meant nobody was able to check out a history book if it had a call number between A and H. Come Spring, that section of the Library will reopen; however, H-Z will be inaccessible for the next half year. And meanwhile, neither Special Collections nor Archives is available either for student or faculty research. This has made teaching our senior capstone course very challenging, to say the least.

Finally, there are some databases that would help our faculty and students do research, but which seem beyond the budget of the Library. In particular, Early English books online would be a useful resource, but we've been told it is too expensive.

Standard G - Relationships with External Communities

Description of Role in External Communities

Our Department is well integrated into the local community; we also have developed ties with national and international communities.

The Department runs the county historical association, the Weber Historical Society. Each month, we bring in a speaker who discusses an historical topic. Members of the local community and the campus community attend. Audience size ranges from 7-120.

We also host a variety of lectures throughout the year that are open to the public.

Since 2012, speakers at these various events have included (but are not limited to)

Harold Holzer, Hunter College

Nina Silber, Boston University

Lisa Brady, Boise State

Walter Johnson, Harvard University

Mia Bay, Rutgers University

Waldo Martin, University of California, Berkeley

Version Date: April, 2016

Louise Knight
Retha Warnicke, Arizona State University
Craig Symonds, U.S. Naval Institute
Alexis McCrossen, Southern Methodist University
Georg Schild, University of Tübingen
Lone Martinsen, University of Southern Denmark
Morten Ottosen, University of Southern Denmark
Daniel Menning, University of Tübingen
Ma Lin, Fudan University
Richard Hirsch, Virginia Tech
Paul Reeve, University of Utah
Susan Kent, University of Colorado, Boulder
Devery Anderson
Mort Kunstler
Bill Adler
William P. MacKinnon
Jedediah Rogers, *Utah Historical Quarterly*
Darren B. Parry, Northwestern Shoshone Nation

We connect with our communities in other ways, as well:

Professor LaRae Larkin, who runs the Social Science Education Center, does outreach to local school districts, helping teachers maintain current knowledge of the field. Each semester (including summer) she creates a course for them to take at Weber State which helps them gain continuing education in their discipline.

Professor Stephen Francis supervises student teachers as they receive training in the schools, and is a liaison with local schools as well.

We also serve as the host for the local National History Day, and provide judges for it.

We serve as the campus host for the Ogden Family History Conference each fall.

Our faculty and students collaborate with a number of local cultural institutions. Susan Matt, in collaboration with the Dept. of Anthropology and the University Archivist Jamie Johnson Weeks, has established a Virtual Museum of Northern Utah history, <http://departments.weber.edu/VirtualMuseum/> Local citizens as well as institutions like the Union Station museum have allowed their artifacts to be photographed and included in this collection, which highlights the material culture of daily life in Utah.

Students have served internships with both the Virtual Museum and the Union Station Museum; in addition, faculty have served on the Union Station Foundation Board.

Professor Kathryn MacKay collaborates with the Brigham City Library and the Brigham City Art and History Museum. Faculty including Professors MacKay, Sillito, Deakin, Matt, Little, Sadler have led discussion groups at the Brigham City Library.

Professor Sara Dant has served on the Board of the Ogden Nature Center.

Professor MacKay is a member of the Weber County Arts Council and the Weber Heritage Committee.

Professors Sillito and MacKay have collaborated with the Ogden City Planning Department.

From 2008-2016, Susan Matt taught in the Utah Humanities Council's Venture Program, which offered humanities courses to low-income adults.

Branden Little, Richard Sadler, John Sillito and Eric Swedin have collaborated on projects with the Fort Douglas museum.

John Sillito serves on the editorial board of the *Utah Historical Quarterly* and Signature Books; Professors Sadler, MacKay, Sessions, and Sillito are also involved in the Utah Historical Society.

Professors Francis, Matt, Little, and MacKay have all given presentations to the Ogden Ladies Literary Society.

Professor Kathryn MacKay has worked extensively with the Utah Folklore Society.

Faculty are members of a variety of scholarly communities including the American Historical Association, the Organization of American Historians, the Western Historical Association, the Environmental History Association, the National Public History Council, the International Society of First World War Studies, the Military History Society, the Society for French Historical Studies, the Western Society for French History, the History of Science Society, Cheiron: The International Society for the History of the Behavioral and Social Sciences, the Council on Contemporary Families, the International Society for Research on the Emotions, the Society for the History of the Emotions, the Western Conference of the Association for Asian Studies, the Front Range Early American Consortium, the Mormon History Association, and more.

Standard H – Program Summary

Results of Previous Program Reviews

Here are the findings from the 2012 Program Review and what we've done to address those suggestions:

1.The Review Team found through its interviews with administration and faculty that the Department is moving toward a more research-oriented focus. The Mission Statement does not mention the Department's commitment to research. We feel that the Department faculty's role in creating new knowledge, interpreting historical materials for public audiences, and publishing historical scholarship should be incorporated into the Mission Statement.

In response, the Department revised its mission statement so that our commitment to research is accurately represented.

2.The Review Team found one area of concern regarding curriculum during its review. The faculty reported that in order to continue to fulfill the full range of courses, especially in world history, additional faculty resources are needed. The faculty frequently referred to the need to offer Middle Eastern history, which is not currently an area supported by faculty expertise. In addition, the faculty cited a need to preserve the future of Latin American history in the Department in relation to imminent retirements. It is essential that comprehensive undergraduate history departments maintain breadth in coverage, particularly in non-United States and non-European areas.

We have lobbied College and University administrators repeatedly on this point, and also brought it up to the Faculty Senate Executive Committee when they reviewed the 2012 findings. While there is support for the idea, funding resources have never materialized.

3.The Review Team has one suggestion regarding assessment. While the Department has an exceptionally strong record on assessment, the Department of History's web page does not have a section devoted to the subject (at least not one that the Review Team could locate).

Considering the importance of assessment in general discussions of higher education and the focus of History's major professional organization (the American Historical Association), it may be helpful for the Department to briefly refer to the fact that it conducts assessment of its programs on its web page, perhaps spelling out the broad learning outcomes for the discipline as well as displaying the varied tools faculty have developed for monitoring student learning. The Department may wish to highlight the state role it plays in the area of assessment, and/or provide a link to the Office of the Provost at Weber State for information regarding assessment.

We added assessment information, including learning outcomes and some of the assessment forms, to the webpage.

4. The Review Team has no concerns or recommendations regarding the Department's Advising program and commends the Department for the successes it enjoys in this area.

5. We recommend that additional incentives for scholarship be instituted at the department and/or college level, including opportunities to access travel funding (perhaps through competitive means at the college level) and possibly release time support. Our research indicates that the university-wide 4/4 teaching load is not consistently defined across colleges. Other colleges may not be as insistent on making sure that each faculty member have precisely 12 TCH credit loads, but rather that the average TCH load for each member of the faculty in a department is about 12/semester. The Utah Board of Regents defines workload policy as an average for all faculty (Utah Board of Regents Policies, Academic Affairs, 4.1.2.), suggesting that there may be some flexibility in workload assignments on a semester-by-semester basis as long as the Department's average is maintained at 12 credits per semester per full-time faculty member.

Low faculty salaries were also identified by faculty as a potential morale issue. The 2006 review team made note of the exceptionally low salaries received by the faculty of the History Department. The problem remains in 2012. The Review Team understands how difficult it has been (and may continue to be) to address salary needs at the institution. It is not clear from faculty comments or our research how salaries are managed across colleges, but the perception

that there are differences and inequities between colleges—and within the College of Social and Behavioral Sciences—has contributed to lower morale. In addition, History's faculty may be more inclined to seek additional sources of revenue such as overload or summer teaching, as well as on-line opportunities. This should have the understandable result of there being even less time available for scholarly pursuits. [Nevertheless, the quality and quantity of faculty scholarship in this Department is enormously impressive, as evidenced by the acclaimed books that have been published.]

Low salaries in History are compounded by the embarrassingly low salary received by the department's talented—and essential—office manager, Angela Swaner. Ms. Swaner exudes a warm, welcoming spirit and seemingly endless energy as she attends to the accounting requirements of her job, the paperwork of tracking departmental business, the coordination of History's special activities sponsored by History, and the advising services she provides to students. She draws no attention to herself in these multiple tasks; but it is clear that the department could not function well (or long) without her guidance. Yet her \$21,000 salary is shamefully low for such an invaluable member of an institution's support team.

Due to the recent economic situation, History is down in its faculty numbers by one individual. The Review Team recognizes that funding for the expansion of faculty lines is enormously challenging for the institution as a whole. We recommend, however, that the History Department take an important first step in this process. The department head should convene a special meeting in the near future to discuss a single subject: prioritizing possible future faculty lines. Faculty should have a clear and unified sense of where they want to go in the coming years should additional monies be available for a new line.

At the same time, though, there are individuals who are not full-time departmental faculty but who take part in its assignments and advising. For example, Dr. Kathy Payne, who has a PhD in history, is on the Library faculty. She contributes a great degree of time and effort to the History Department. In addition to serving as a key resource for its faculty and students, she advises students on scholarly projects. If she were to leave or retire, in essence the Department would be losing a valued member. While it is always beneficial to have such serendipitous assistance, this circumstance ought to be considered when evaluating the Department's needs.

If and when Dr. Payne leaves, it is arguable that the History Department should be granted another faculty slot in hers or a related area.

The Department itself has limited power to change the conditions described above.

What we have been able to do is raise travel budgets, thanks to compensation we received from Concurrent Enrollment as well as a much appreciated bump in allocations from the Dean. The Dean has also instituted a new program to encourage applications for external funding: he gives a \$1500 stipend to all those who submit a grant application to an outside agency for grants greater than \$10,000.

We have found a way to distribute the Directed Readings credit, so that more people can benefit from it more frequently, essentially getting a one-course reduction every four years.

We are in agreement that the next hire should be a Middle Eastern historian and that in the long term we will also need an ancient historian, given that all of our full-time faculty study the era 1500-present.

We have also lobbied for an increased salary for our Office Manager/Administrative Specialist. We have seen slow progress on this front.

We also would like higher salaries for our faculty, commensurate with those of our colleagues across the state and the country.

In the area of outreach and development, the Review Team has two recommendations. We recommend that the History Department try to cultivate as strong a set of ties to its large alumni community as possible. The department might wish to consider a strategy used by colleagues in the History Department of Utah State University: gathering an email list of alumni; asking them to participate in a survey related to assessment; and posing questions about the knowledge, skills, and competencies alumni developed – or wished they had cultivated – while they were students. The project proved to be very useful in building good will (and useful information) from alumni on the Logan campus. In addition, the Department might consider

creating an Advisory Board populated by alumni and local business owners in order to cultivate friends and donors and to create avenues for community advice on issues pertaining to development.

Secondly, with an active and engaged undergraduate honor society (Phi Alpha Theta), the department should consider tapping into the student organization as a forum for presentations focused on “life after the B.A.” Annual meetings sponsored by PAT might gather students together to hear faculty discuss the basics of graduate school or the shifting nature of the job market. It might also prove encouraging to students to hear from alumni who could be invited back to campus to talk about the directions their lives took after graduating with a history major.

All in all, the Review Team is very impressed with the outreach capabilities and efforts of the Department.

We have addressed this recommendation in several ways. We do gather email addresses from graduating seniors, and our new Office Manager is compiling them. We also have worked with the Development office and the alumni office to institute Career Day, which functions as a variant of the “life after the B.A.” event described in the recommendations. We are in our third year of hosting such a day, and we have received enthusiastic feedback about it.

PROGRAM REVIEW TEAM SUMMARY--2012

The Program Review Team appreciated the opportunity to meet and review this highly productive and hardworking department. We offer our congratulations to the unit for its negotiation of the recent budget challenges in ways that did not impede its continued support of teaching and students. We also give special recognition to the Department for its impressive outreach programs.

Considering the difficulties facing higher education nationally, it was refreshing to hear so much good news about the History Department’s status—and the sense of confidence faculty expressed about the future:

Instructors, staff, and students all reported a renewed sense of energy in the department that has come from recent hires who have brought fresh research specialties and vigorous commitment to the classroom.

Faculty appear quite pleased with the types of teaching assignments they receive. It was especially encouraging to hear that everyone in the faculty teaches survey courses, that the group shares responsibility for this important work, and that they view the general education courses as a valuable way of recruiting majors into the program.

We also heard strong and confident reports about the talents of the adjunct faculty members who are responsible for approximately one-quarter of the classes taught in the Department.

The Department also does its best to offer some minimal travel support for adjuncts so they can continue to present cutting-edge research at history conferences.

Recognizing the open admission policy of the institution – and the wide range of students who enter Weber State – faculty were highly impressed with the caliber of their undergraduates and the talents students bring into (and develop) through their study.

To conclude, the Review Team enjoyed meeting all of the Weber State Faculty. We were impressed with record and quality of scholarship that has emerged from a department whose members bear a heavy 4-4 teaching load.

Action Plan for Ongoing Assessment Based on Current Self Study Findings

1. For courses within the major that are 2000 and above, we plan on continuing to use our newly developed grid which matches to the 23 learning outcomes. We will use this for all upper-divisions and the senior capstone sequence as well, which will give us continuity across the curriculum.

2. For 1500 and 1510, the World Historians will continue with their new method: they will use selected outcomes from the list of 23 history outcomes, as well as outcomes designated by the General Education standards and the Diversity requirement. The course will be assessed so it can measure its effectiveness in meeting these three different sets of pedagogical goals.

3. For the American Institutions class, we will continue this year using the pre and post-test. In the long term, however, we will negotiate with the General Education Assessment committee to find a better way to gauge how we are doing. Faculty have very little faith in this instrument and are using it at this point with much trepidation. Frankly, it seems best if historians

themselves figure out how to assess the course rather than relying on advice of faculty in other disciplines on the committee who are unfamiliar with the way historians teach.

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Issue 1 Low staff salaries and low faculty salaries	Current 5 Year Program Review:
	Year 1 Action to Be Taken: Lobby—this is a key concern of the newly formed Chairs Council, a group of Chairs from across campus. We are working on ways to redress this.
	Year 2 Action to Be Taken: Lobby
	Year 3 Action to Be Taken: Lobby
	Year 4 Action to Be Taken: Lobby
Issue 2 Need for a Middle Eastern historian/unfilled line after retirement of Richard Ulibarri	Current 5 Year Program Review:
	Year 1 Action to Be Taken: publicize need for Middle Eastern historian, given growing Saudi student population as well as the significance of current diplomatic and military events.
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Internship portfolios	Per above	Every semester	Intern coordinator's office
Learning Outcome grids and assignments	Any of the 23, per instructor's goals	Every semester	Department office
Senior capstone	All of the list	Every semester	Department office
Pre-test /Post –test	AI standards	Every semester	Chi tester

APPENDICES

Appendix A: Student and Faculty Statistical Summary

Program Credit Hour requirements: 120 hours total

General Education hours: 37.5

Required support course hours: 6 (foreign language)

Required major course hours: 37

Required upper division course hours: 40 (24 of which are in the major)

History	2011-12	2012-13	2013-14	2014-15	2015-16
Student Credit Hours Total 1	16,093	15,733	15,151	15,938	15,545
Student FTE Total 2	536.43	524.43	505.03	531.27	518.17
Student Majors 3	285	244	229	207	217
other (2nd or 3rd majors)					
Program Graduates 4					
Associate Degree	-	-	-	-	
Bachelor Degree	49	34	46	36	30

Student Demographic Profile 5					
Other	1				
Female	116	104	96	96	97
Male	168	140	133	111	120
Faculty FTE Total 6	24.78	24.33	21.51	21.46	n/a
Adjunct FTE	12.02	11.57	10.08	9.35	n/a
Contract FTE	12.76	12.76	11.43	12.11	n/a
Student/Faculty Ratio 7	21.65	21.56	23.48	24.76	

(These figures are provided by the Institutional Effectiveness office in partner with the Registrar's Office)

Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
John Sillito	M	W	Adjunct	Retired – was tenured	M.A.	40	U.S., public, sports, Labor, Utah, politics
Nathan Rives	M	W	Adjunct	Untenured	Ph.D.	5	U.S., religion, early national period, cultural
Katie Nelson	W	W	Adjunct	Untenured	Ph.D.	4	England, World
Randall Moffett	M	W	Adjunct	Untenured	Ph.D.	5	World, Medieval, Military
Dynette Reynolds	W	W	Adjunct	Untenured	Ph.D.	5	Utah, American Studies, Technology, U.S.
Kathy Payne	W	W	Adjunct	Tenured faculty in the Library	Ph.D	10+	Ancient, Greek and Roman history, Early Christianity
Abdul Nasser Kaadan	W	M	Adjunct	Tenured at Aleppo University	Ph.D.	20	Middle East, History of Medicine
Daniel Menning	W	M	Adjunct	Tenured at University of	Ph.D.	4	German, Europe, Economic

				Tubingen			
Ryan Waite	W	M	Adjunct	Untenured	M.A.	12	U.S., Teaching Pedagogy
Van Hadley	W	M	Adjunct	Untenured	M.A.	20	U.S., Teaching Pedagogy
J. Henry Ibarguen	H	M	Adjunct	Retired; Was tenured	M.A.	45	Latin American, World
Steve Petersen	W	M	Adjunct	Untenured	M.A.	3	U.S.
Tracey Smith	W	M	Adjunct	Untenured	M.A.	10	U.S. , film
Brady Kronmiller	W	W	Adjunct	Untenured	M.A/J.D	10	U.S., Legal

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Jenna Daniels	W	W	Administrative Specialist	1 at WSU; 9 at USU	Budgets, Organization, Banner

Appendix D: Financial Analysis Summary
 (This information is provided by the Provost's Office)

Program Name

History					
Funding	11-12	12-13	13-14	14-15	15-16
Appropriated Fund	1,151,800	1,151,578	1,172,076	1,236,189	1,289,717
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition					
Total	1,151,800	1,151,578	1,172,076	1,236,189	1,289,717

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Paul Reeve	Professor of History	University of Utah
Katherin Aiken	Professor of History	University of Idaho

Appendix G: See information for 2015-16 included in main body of report