History and Political Science Programs
At Dixie State College of Utah

Spring Semester 2009
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Program Description

Type of Program
The History and Political Science programs at Dixie State College perform a transfer function. That is, they serve to prepare students to transfer to other colleges where they can pursue degrees at a four year college or university.

Support Function
*General Education*: The Western Civilization series (HIST 1100 and HIST 1110), American Civilization (HIST 1700) and American Government (POLS 1100) are group fillers in the Dixie State College general education program. Either HIST 1700 or POLS 1100 will fill the American Institutions requirement while HIST 1100 and HIST 1110 are part of the list of courses that fill the Social Science requirement.

*Liberal Education*: History and Political Science courses play a key part in the overall educational goal of enhance student skills in writing, oral communication, and analytical thinking and they begin the process by which students understand prepare to live as contributing citizens living in a country with a representative government.

Mission and Goals
The mission and goals of the History and Political Science programs are key programs elements in fulfilling the quality general education and student success goal of the college’s mission statement, the appropriate sections of which read as follows:

> *Students will develop the skills and knowledge needed for the next phases in their lives, whether productive employment that contributes to society and economically sustains the student, further education at a transfer or graduate institution, or some other unique and personal aspiration. They will prepare to be life-long learners.*

and

> *Graduates will be able to think critically, communicate clearly, and solve problems. Through exposure to the breadth of human knowledge and experience, they will investigate and enhance their world views to achieve a global perspective. They will make responsible and meaningful contributions to society, in part through service to others. Graduates will become citizen-scholars.*

To accomplish these objectives the History and Political Science programs have established student learning outcomes for each of the courses we teach. These learning objectives along with the course’s catalogue description are listed in the table below.
### HIST 1100 Western Civilizations I

**Catalogue Description**
For all students interested in history. Explores the intellectual, social, ethical, religious, and aesthetic processes, institutions and ideas of Western Civilization from 1715 to the present. Emphasizes reading, discussing, and writing about important texts and art forms of various periods. Successful students will have developed an understanding of the general intellectual trends and historical contexts of western civilization from the Age of Reason to the present. This course may be used to fill social science general education requirements. 3 lecture hours per week.

**Course Objectives**

| One | Students will be able to identify and understand the major chronological and topical divisions in the history of western civilizations |
| Two | Students will be able to demonstrate substantive knowledge of the social, economic, and political history of western civilizations. They will also be able to describe and analyze major historical themes and arguments found in primary and secondary source materials. |
| Three | Students will argue and write analytically, cogently, and comparatively about significant issues and problems in the history of western civilizations. |
| Four | Students will think critically as they evaluate and analyze the primary and secondary sources that make up the assigned reading for the course. They will then apply their findings in order to answer questions, solve problems, support or critique arguments, and explain ideas. |

### HIST 1110 Western Civilizations II

**Catalogue Description**
For all students interested in history. Explores the intellectual, social, ethical, religious, and aesthetic processes, institutions and ideas of Western Civilization from pre-history to 1715. Emphasizes reading, discussing and writing about important texts and art forms of various periods. Successful students will have developed an understanding of the general intellectual trends and historical contexts of western civilization through the Age of Reason. This course may be used to fill social science general education requirements. 3 lecture hours per week.

**Course Objectives**

| One | Students will be able to identify and understand the major chronological and topical divisions in the history of western civilizations |
| Two | Students will be able to demonstrate substantive knowledge of the social, economic, and political history of western civilizations. They will also be able to describe and analyze major historical themes and arguments found in primary and secondary source materials. |
| Three | Students will argue and write analytically, cogently, and comparatively about significant issues and problems in the history of western civilizations. |
| Four | Students will think critically as they evaluate and analyze the primary and secondary sources that make up the assigned reading for the course. They will then apply their findings in order to answer questions, solve problems, support or critique arguments, and explain ideas. |
support or critique arguments, and explain ideas.

**HIST 1700 American Civilization**

**Catalogue Description**

For students seeking to fill the American Institution requirement that must be completed by all who receive a bachelor's degree from a Utah school. Surveys the historical, constitutional and economic growth of the United States from colonial times to the present. A lecture course which also employs discussion, audio-visual materials and various other instructional methods. Helps students acquire a greater understanding and appreciation of our American heritage and the responsibilities of all American citizens. Prerequisite: A placement score of 17 or higher in Reading, or a successful challenge test in Reading taken at the Testing Center, or English 1470. 3 lecture hours per week.

**Course Objectives and Assessments**

One  Students will be able to identify and understand the major chronological and topical divisions in American History.

Two  Students will be able to demonstrate substantive knowledge of the social, economic, and political history of America. They will also be able to describe and analyze major historical themes and argument found in primary and secondary source materials.

Three Students will argue and write analytically, cogently, and comparatively about significant issues and problems in American history.

Four Students will think critically as they evaluate and analyze the primary and secondary sources that make up the assigned reading for the course. They will then apply their findings in order to answer questions, solve problems, support or critique arguments, and explain ideas.

**HIST 3670 Slavery and the American Republic**

**Catalogue Description**

This course explores the creation of slavery in North America from European settlement until 1865. It emphasizes the trans-Atlantic slave trade, the creation of hereditary chattel slavery in America, the government and legal mechanisms that allowed this, slave life and culture, and efforts to abolish the institution before the Civil War. Prerequisites: ENG 1010 and HIST 1700. Three semester hours credit.

**Course Objectives and Assessment**

Students will achieve and understanding of the development, practice, and influence of hereditary, racial slavery in America. More specifically, they will achieve an understanding of the institution’s impact on those enslaved, on those who enslaved them, and on the nation’s overall political, economic, and social structure. Students will be assessed in this course based on their demonstrated ability to read, comprehend, analyze, and discuss the major constructs, ideas, and interpretations advanced in the scholarly literature on slavery. They will demonstrate their ability to do these things through class and group discussions and through class presentations. They will likewise demonstrate the aforementioned competencies through written exams and
through research projects requiring them to utilize both primary and secondary sources in the writing of a well-organized, well-argued essay that demonstrates a command of basic writing skills and that conforms to the proper citation format of the Historical profession, *The Chicago Manual of Style*. The assessment portion of this course will be carried out as an on-going and embedded series of the evaluations noted above and will be performed each time the course is taught.

### HIST 3730 The American Civil War and Reconstruction

**Catalogue Description**

This course examines America’s greatest crisis from the Mexican War (1846-48) through the abandonment of Reconstruction in 1877. It explores the political, social, economic, and military aspects of the nation’s march to war, the conflagration that preserved the Union and ended slavery, and the efforts to reconstruct a shattered South. The course also investigates how Americans remember the Civil War and Reconstruction. Prerequisites: ENG 1010 and HIST 1700. Three semester hours credit.

**Course Objectives and Assessment**

Students will achieve an understanding of the major causes, contours, and historical consequences of the Civil War and Reconstruction. Students will be assessed in this course based on their ability to read, comprehend, analyze, and discuss the major constructs, ideas, and interpretations advanced in the scholarly literature on the Civil War and Reconstruction. They will demonstrate their ability to do these things through class and group discussions and through class presentations. They will likewise demonstrate the aforementioned competencies through written exams and through research projects requiring them to utilize both primary and secondary sources in the writing of a well-organized, well-argued essay that demonstrates a command of basic writing skills and that conforms to the proper citation format of the Historical profession, *The Chicago Manual of Style*. The assessment portion of this course will be carried out as an on-going and embedded series of the evaluations noted above and will be performed each time the course is taught.

### HIST 3740 The Emergence of Modern American, 1877-1941

**Catalogue Description**

This course is a concentrated survey that explores U.S. history from the Gilded Age in the late nineteenth century through the Progressive Era of reform, WWI, the 1920s, the Great Depression and the New Deal, and ending with the onset of WWII. Prerequisites ENG 1010 and HIST 1700. Three semester hours credit.

**Course Objectives and Assessment**

Students will achieve an understanding of the major economic, political, and social developments in America from the end of Reconstruction until the beginning of WWII through a topical treatment of issues and problems such
as, but not limited to, the rise of big business, the challenge of immigration, the Progressive reform movement, the Great War, and the profound changes wrought by the 1920s and the Great Depression and New Deal. Students will be assessed in this course based on their ability to read, comprehend, analyze, and discuss the major constructs, ideas, and interpretations advanced in the scholarly literature pertinent to this expanded era of American history. They will demonstrate their ability to do these things through class and group discussions and through class presentations. They will likewise demonstrate the aforementioned competencies through written exams and through research projects requiring them to utilize both primary and secondary sources in the writing of a well-organized, well argued essay that demonstrates a command of basic writing skills and conforms to the proper citation format of the Historical profession, *The Chicago Manual of Style*. The assessment portion of this course will be carried out as an on-going and embedded series of the evaluations noted above and will be performed each time the course is taught.

### HIST 4730 Society and Culture in the United States, 1780-1860

**Catalogue Description**

This course offers a topical examination of American cultural and social history between the Revolution and the Civil War. Topics include the growth and development of the nation’s market economy, slavery and abolition, changes in family life, evolving understandings of democracy and republicanism, and the rise of popular literature, amusements, and religion. Prerequisites: ENG 1010 and HIST 1700. Three semester hours credit.

**Course Objectives and Assessment**

Students will achieve an understanding of the major social and cultural developments in America from the end of the Revolution until the Civil War through a topical treatment of issues and problems such as, but not limited to, daily life among ordinary Americans, reform efforts, the growth and expansion of Christianity, the development of a market economy, the rise of popular literature and amusements, and the continuing democratization of the American Republic. Students will be assessed in this course based on their ability to read, comprehend, analyze and discuss the major constructs, ideas, and interpretations advanced in the scholarly literature of antebellum American society and culture. They will demonstrate their ability to do these things through class and group discussions and through class presentations. They will likewise demonstrate the aforementioned competencies through written exams and through research projects requiring them to utilize both primary and secondary sources in the writing of a well-organized, well-argued essay that demonstrates a command of basic writing skills and that conforms to the proper citation format of the Historical profession, *The Chicago Manual of Style*. The assessment portion of this course will be carried out as an on-going and embedded series of the evaluations noted above and will be performed each time the course is taught.
Political Science

POLS Introduction to American Government

Catalogue Description
This course satisfies the Utah System of Higher Education American Institution requirements. Surveys the founding of the U.S. Government, the U.S. Constitution, the Legislative, Executive and the Judicial branches of government. Also surveys politics and elections, international relations and national security. A lecture course which also employs a wide variety of instructional methods including student reports, discussions, and audio-visual materials. Helps students acquire a greater understanding of the federal system and of federalism. Students will develop a greater understanding and appreciation of the role of citizens in a modern democracy.
Prerequisite: A placement score of 17 or higher in Reading, or a successful challenge test in reading taken at the Testing Center, or English 1470. 3 lecture hours per week.

Course Objectives
One Students will identify and understand the major topical divisions in American Government including the nature of politics and political science, the development and principles of the American Constitution, the Institutions of American Government: the Congress, the Presidency, the Supreme Court, and the meaning of and issues concerning federalism, public opinion, elections, political parties, interest groups, and policy formation.
Two Students will effectively analyze governmental and political decisions and processes.
Three Students will argue and write analytically and coherently about significant issues and problems in American Government.
Four Students will learn about American Government and about current political issues that relate to American Government by reading significant authors and authoritative texts.

POLS 2100 Introduction to International Relations

Catalogue Description
For students majoring in political science. Primary forces, practices, and institutions, of international politics; the foreign policies of major powers; and major problem areas in international politics. 3 lecture hours per week.

Course Objectives
One Students will identify and understand the major topical divisions in International Relations including the nature of politics and political science, realism and idealism, the nature of the state, international law and institutions, and international security, economic, human rights and environmental issues.
Two Students will effectively analyze decisions and processes that effect International Relations.
Three Students will argue and write analytically and coherently about significant issues and problems in International Relations.
Four Students will learn about the politics of International Relations by reading significant authors and authoritative texts.
POLS 2200  Introduction to Comparative Government

Catalogue Description
Comparative Politics examines political activities within individual countries. It looks at the politics of a diverse set of nations like the United States, England, Russia, China, Japan, Mexico, Iran, Nigeria, etc., in order to compare the political institutions and patterns in one country with those in other countries. The focus is on each country's internal politics, with a view to making generalizations about how politics work in a variety of national settings. This will allow students to understand many democratic styles, and how democratic politics compares with the politics in authoritarian governments. Students will read widely and write comparatively about various government structures in various countries. 3 lecture hours per week.

Course Objectives
One Students will compare and understand the politics and governmental structures of a variety of nations including democratic and authoritarian regimes in the developed and less developed world
Two Students will effectively analyze governmental and political decisions and processes in a variety of nations.
Three Students will argue and write analytically and coherently about significant issues and problems in Comparative Government.
Four Students will learn about Comparative Government and about current political issues that relate to Comparative Government by reading significant authors and authoritative texts.

POLS 2300  Introduction to Political Theory

Catalogue Description
Introduction to Political Theory examines the ideas of about government beginning with Plato and running to John Rawls. The major thinkers to be considered will be Aristotle, Augustine, Aquinas, Machiavelli, Hobbs, Locke, Montesquieu, Rousseau, Hume, Burke, Kant, Mill, and Marx. The course includes ideas about the relationship between those who govern and those who are governed, about the nature of the good life and the role of government in achieving it; about ideas of how those who govern are to be chosen; about the necessity of limits, if any, on those who govern; and about the correct balance between freedom for the individual and the authority of the state. In the process, students will read from the works of the great political thinkers and write criticisms and comparisons of those thinkers' ideas. 3 lecture hours per week.

Course Objectives
One Students will identify and understand the basic ideas of the major political philosophers in the western tradition including Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Bentham, Marx, and Mill.
Two Students will effectively analyze the ideas of selected political philosophers.
Three Students will argue and write analytically and coherently about significant issues and problems in Political Philosophy.
Four Students will learn about Political Philosophy by reading significant authors and authoritative texts.
Faculty
Tenured Faculty
The full time tenured faculty in the History and Political Science programs include Chip McLeod who teaches American History courses, Joe Green who teaches American Civilization and Political Science courses, and Ace Pilkington, a member of the English and Humanities faculty who handles our Western Civilization series.

Norman C. McLeod Jr.: Dr. McLeod holds a PhD in U.S. History from Howard University with specialties in nineteenth-century social and cultural history, the South, and African American history. He was promoted to Associate Professor with tenure in 2004 and to Full Professor in 2007. Currently he teaches HIST 1700, HIST 3670, HIST 3730, HIST 3740, and HIST 4730. He also authored and for several years taught HUM 3030.

<table>
<thead>
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<tr>
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<td>% of Load in History</td>
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<td>Student Credit Hours: History</td>
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<td>Student Credit Hours Generated</td>
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<tr>
<td>Credits Taught</td>
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<tr>
<td>Student Credit Hours per FTE Faculty</td>
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Joe A. Green: Mr. Green has a Master of Science in Political Science from Utah State University (1978). He holds the rank of Associate Professor and was tenured in 1985. He has also completed one year in the PhD program in Political Science at the University of Utah during the 1996-7 school year. His current assignment is in Political Science where he teaches POLS 1100, and in a three semester sequence, POLS 2100, POLS 2200, and POLS 2300. In addition, Mr. Green teaches one or two sections of HIST 1700 each semester. While at Dixie State College he has also taught The Economics of Social Issues, Introduction to Microeconomics, Introduction to Macroeconomics, the Western Civilization series, Introduction to Ethics, and Technology, Growth and the Environment (a team-taught course in the Humanities program).

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<th>FTE and Headcount: Joe Green</th>
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<td>FTE</td>
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<tr>
<td>% of Load in Political Science</td>
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<td>FTE: Political Science</td>
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<td>Total FTE</td>
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Ace G. Pilkington: Dr. Pilkington has a D. Phil. in Shakespeare, History, and Film from Oxford University. He holds the rank of Professor and was tenured in 1985. His current assignment is in Western Civilizations where he teaches HIST 1100 and HIST 1110. In addition, in recent years Dr. Pilkington has taught Shakespeare, Mythology, Introduction to Science Fiction and Futurism, British Literature, and Russian Novels. He has published many articles on historical subjects ranging from Greek history to the fall of the Soviet Union. He is the author of Screening Shakespeare: from Richard II to Henry V, a study of Shakespeare’s history plays, the films made from them, and the history behind them.

Adjunct Faculty
The History and Political Science programs also include three adjunct faculty: Douglas D. Alder, Linda B. Young and Marilyn C. White to absorb additional demand for HIST 1700 while Bruce B. Belmont handles our surplus POLS 1100 and POLS 2100 needs.

Douglas D. Alder: Dr. Alder is Professor Emeritus of History at Dixie State College. He received his PhD in History at the University of Oregon in 1966. His emphasis was modern European History. He was Professor of History and Honors Director at Utah State University before serving as President of Dixie College from 1993-1998. He has written widely on Education Issue, History Education, German History, and Utah History.
emphasis was Modern European and American History. She has taught at the Fayetteville Technical Institute in Fayetteville, North Carolina, The College of Insurance in New York City, Queensborough Community College in Queens, New York and Nassau Community College in Garden City, New York.

<table>
<thead>
<tr>
<th>Linda B. Young</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
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<tbody>
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<td>Headcount</td>
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<tr>
<td>Credits Taught</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Student Credit Hours per FTE Faculty</td>
<td>24</td>
<td>32</td>
</tr>
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</table>

*Bruce B. Belmont:* Mr. Belmont has a MS Degree in Political Science from UNLV in 2005.

<table>
<thead>
<tr>
<th>Bruce Belmont</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
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<tr>
<td>Headcount</td>
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<td></td>
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<tr>
<td>Credits Taught</td>
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<td>6</td>
</tr>
<tr>
<td>Student Credit Hours per FTE Faculty</td>
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*Marilyn C. White:* Marilyn White holds a Master’s degree in History from Brigham Young University and has begun teaching for Dixie State College this spring (2009) at its Hurricane Center.

**Staff**

History and Political Science are not separate departments; instead, they are programs within the department of Humanities and Social Science. Staff members are employed by the department and not by the program.

**Students**

History and Political Science are not majors at Dixie State College. Most of the information requested for this section, such as enrollment/attrition trends, graduation and retention rates, student placement and salary data, is not applicable. We can report that the total student credit hours generated our data period -- Summer of 2007 through the Spring 2008 -- was 3876. We can also report the number of students expression interest in majoring in fields associated with our department during this same period as follows:

<table>
<thead>
<tr>
<th>Declared Majors</th>
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<tr>
<td>History</td>
<td>39</td>
<td>22</td>
</tr>
<tr>
<td>Political Science</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>29</td>
<td>25</td>
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</table>
Program Costs
History and Political Science are not separate departments; instead, they are programs within the department of Humanities and Social Science. College cost data are available at the department level rather than the program level.

History Program Assessment
The History program assessment is built around the student outcomes and goals listed in A3 above. Specific assessment procedures and summaries of data from assessment are described below.

Western Civilizations Series Assessment Narrative
Elimination of Humanities 1100 and Humanities 1110: Western Civilizations I and II have made a transition since 2007. For many years, credit granted in these courses could be either humanities credit or history credit. There were, therefore, two different sections for each individual class, one with a history number and one with a humanities number. Up until 2007, then, it was necessary to add such sections together to arrive at the enrollment for a single class. Giving credit in either discipline made sense, since history (especially broad ranging history that attempts to give some overall sense of a culture) usually has a humanities component. It is certainly not unheard of for the entire discipline to reside (as it still does in some universities) in the humanities rather than the social science area. However, by an administrative decision (motivated in part—as such decisions often are—by politics, personal animosities, and concern for enrollment numbers in other courses), the Western Civilization Courses were deprived of their humanities course numbers. One obvious result was that fewer students were able to take both Western Civilizations courses. Dixie College has comparatively heavy general education requirements, and many times, students concentrate almost exclusively on filling those requirements. With the current architecture, a second Western Civilizations course does not help such a goal. And, of course, the number of students opting for either Western Civilizations course is likely to be reduced. In the nature of enrollment dynamics, any such change is likely to “dislocate” students who had expected one set of requirements but found another. While it is too soon to evaluate the long-term impact, the numbers for fall 2008 and spring 2009 suggest that the two courses are robust, with both of them reaching their maximum enrollments. This clearly suggests that had the humanities option remained in place, an additional section or sections of Western Civilizations would have been necessary.

Evaluating What Students Know and What They Learn
The actual pre and post tests as well as the mechanisms for assessment, with accompanying enumeration and explanation, are listed below. Essays, of course, play an important part in such assessments, and the longest essay which the students write is particularly well suited for such a purpose. In two thousand words, students are expected to describe their journey through the class. In the words of the syllabi, “It should include something of your classroom experiences, responses to the books you’re reading for this class, and perhaps even preparations for the tests. Finally, it should say something about how this class has affected you, what you’ve learned, and how you’ve changed (if you have).” The results are often revealing and even surprising. They help to demonstrate how little most students know when they sign up for these classes, how random their enrollments often are, and how much they learn by the end of the experience. Here are some examples:

1. “I can honestly say that this has been my favorite class this semester. At the beginning of the semester when I was choosing my classes, all of the required classes were full. So instead of taking the required one I signed up for Western Civ. I. At the time I was not sure what this class was going to be like or even what I was going to be learning.”
2. “When I started this class I was incredibly ignorant of all that happened in history. My knowledge about Napoleon was very scant and I had no clue who Wellington was. I could give you no intelligent conversation about the Battle of Waterloo or any battle for that matter. Most of history that I was taught in high school has long left me, therefore it stands that almost everything that was covered in this class was new to me.”

3. “When I first came to class…there was…a Pre Test. When I set eyes upon the paper in front of me, I about died. I had no clue what any of it was saying. It was like a different language!”

4. “I was not too excited to be enrolled in this class, for me it is a general education course, and I am a science major. However, I have learned how to have an intelligent discussion of today’s politics, colored with facts from history and the things I have learned by going to class each day. I am so glad I have had the opportunity to brush shoulders with everyone involved in this course, and be invited into this classroom. Western Civilization has brought me to a new level of understanding of who we all are.”

5. “Another reason why I like this class is that fact that I have lots of friends that are taking it with me. It’s amazing to me how much we discuss the topics that we are covering in class, but we discuss them a lot outside of the classroom. We talk about Professor Pilkington and his Western Civ. II class more than just about any other class. The reason for this, I believe, is because we are all so interested in the things that we talk about in class. I know sometimes we can get a little off topic with our in-class discussions but its usually with topics that are very pressing and that have a lot to do with our lives and our futures as well as the futures of our families. A lot of the time, we try to make it sound like we know what we’re talking about but when all is said and done, we are still quite young and have a lot to learn about the world. In order to make the best opinions and formulate the best judgments about the world around us, we need to hear all of the voices and all of the opinions. Professor Pilkington is one of these voices that we listen to. Sometimes I agree with what he has to say and many times I disagree but that is what makes America great. It’s a great thing for me to see people who differ in though and opinion and yet can present their arguments in a safe environment.”

6. “It was also interesting how Germany’s attempts to gain safety and security brought the complete opposite of safety and security. Kissinger described their efforts as, ‘shortcuts to domination’ (Kissinger, 172). He said that Germany was insecure because of its history of being Europe’s battlefield. Germany believed that harrying other European countries was the best way to send the message how beneficial it would be as an ally and how great its strength was (at least how great they thought it was). This bullying ended up bringing quite the opposite. But then again, Kissinger also said that all of the European nations were trying to glorify themselves and increase the magnitude of their reputations ‘by means of threats an counterthreats’ (Kissinger, 172)”

1. HIST 1100: Western Civilization I

   Learning Objective #1
   Students will be able to identify and understand the major chronological and topical divisions in the history of western civilizations

   Methods for Assessing Success of Students in Reaching Learning Objective #1
   This objective will be assessed by administering annual pre/post tests which can function to evaluate this objective alone or as an assessment of a combination of objectives. Assessing a statistically valid sample of students based on the entire
number of students enrolled in the course will yield useful information.

This objective will be further assessed through objective and subjective exams, essays, and papers designed to demonstrate students’ ability to understand and integrate knowledge taken from lectures, readings, and class discussions.

Learning Objective #2
Students will be able to demonstrate substantive knowledge of the social, economic, and political history of western civilizations. They will also be able to describe and analyze major historical themes and arguments found in primary and secondary source materials.

Methods for Assessing Success of Students in Reaching Learning Objective #2
This objective will be assessed by administering annual pre/post tests which can function to evaluate this objective alone or as an assessment of a combination of objectives. Assessing a statistically valid sample of students based on the entire number of students enrolled in the course will yield useful information.

Learning Objective #3
Students will argue and write analytically, cogently, and comparatively about significant issues and problems in the history of western civilizations.

Methods for Assessing Success of Students in Reaching Learning Objective #3
This objective cannot be easily, usefully or accurately assessed by utilizing a pre/post test approach. It can, however, be evaluated through essays, papers, and written exams, part of an embedded, ongoing assessment process. Beyond this continual assessment an annual sampling of the grades earned on these various assessment components will yield a useful measure of how well this objective is being met.

Learning Objective #4
Students will learn about American Government and about current political issues that relate to American Government by reading significant authors and authoritative texts.

Methods for Assessing Success of Students in Reaching Learning Objective #4
Objective tests and writing assignments in the form of essays, written exams, and papers will assess students’ ability to gather, understand and apply information presented in assigned readings and sources. An analysis of grades earned on a similar annual sample basis as other objective assessments will yield a useful measure of how well this objective is being met.

A pre/post test approach will be used on the same annual statistical sampling basis to evaluate students’ ability to grasp key elements in the problems, issues, and events in western civilizations history and to recognize their historical significance. This assessment can stand alone or be used in conjunction with other assessments.

2. HIST 1110: Western Civilization II
Learning Objective #1
Students will be able to identify and understand the major chronological and topical divisions in the history of western civilizations

Methods for Assessing Success of Students in Reaching Learning Objective #1
This objective will be assessed by administering annual pre/post tests which can function to evaluate this objective alone or as an assessment of a combination of objectives. Assessing a statistically valid sample of students based on the entire number of students enrolled in the course will yield useful information.

This objective will be further assessed through objective and subjective exams, essays, and papers designed to demonstrate students’ ability to understand and integrate knowledge taken from lectures, readings, and class discussions.

Learning Objective #2
Students will be able to demonstrate substantive knowledge of the social, economic, and political history of western civilizations. They will also be able to describe and analyze major historical themes and arguments found in primary and secondary source materials.

Methods for Assessing Success of Students in Reaching Learning Objective #2
This objective will be assessed by administering annual pre/post tests which can function to evaluate this objective alone or as an assessment of a combination of objectives. Assessing a statistically valid sample of students based on the entire number of students enrolled in the course will yield useful information.

Learning Objective #3
Students will argue and write analytically, cogently, and comparatively about significant issues and problems in the history of western civilizations.

Methods for Assessing Success of Students in Reaching Learning Objective #3
This objective cannot be easily, usefully or accurately assessed by utilizing a pre/post test approach. It can, however, be evaluated through essays, papers, and written exams, part of an embedded, ongoing assessment process. Beyond this continual assessment an annual sampling of the grades earned on these various assessment components will yield a useful measure of how well this objective is being met.

Learning Objective #4
Students will learn about American Government and about current political issues that relate to American Government by reading significant authors and authoritative texts.

Methods for Assessing Success of Students in Reaching Learning Objective #4
Objective tests and writing assignments in the form of essays, written exams, and papers will assess students’ ability to gather, understand and apply information presented in assigned readings and sources. An analysis of grades earned on a similar annual sample basis as other objective assessments will yield a useful measure of how well this objective is being met.

A pre/post test approach will be used on the same annual statistical sampling basis to evaluate students’ ability to grasp key elements in the problems, issues, and events in
western civilizations history and to recognize their historical significance. This assessment can stand alone or be used in conjunction with other assessments.

**Pre/Post Test Administered for the Western Civilizations I Course**

1. Which of the following happened third?
   a. the battle of Marathon
   b. the battle of Salamis
   c. the battle of Gaugamela
   d. the battle of Thermopylae

2. Which of the following was a sea battle?
   a. the battle of Marathon
   b. the battle of Salamis
   c. the battle of Gaugamela
   d. the battle of Thermopylae

3. Alexander's last great battle (and his masterpiece) was
   a. Gaugamela
   b. Granicus
   c. Hydaspes
   d. Salamis
   e. none of these

4. The second (in time) of the four greatest Greek playwrights was
   a. Sophocles
   b. Aeschylus
   c. Euripides
   d. Aristophanes
   e. Thespis

5. The main participants in the Peloponnesian War were
   a. Sparta and Macedon
   b. Thebes and Athens
   c. Persia and Athens
   d. Sparta and Athens
   e. none of these

6. The second major battle of Alexander's Persian campaign was at
   a. Marathon
   b. Gaugamela
   c. Bactria
   d. Granicus
   e. Issus
7. Which of the following statements concerning canines and other animals is **not** correct?
   a. The first sentimental dog story in literature was told by the Greek poet Homer in *The Odyssey*.
   b. Alexander named a city after his dog Perdiccas.
   c. Xanthippus' dog swam all the way to Salamis during the evacuation of Athens and then died of exhaustion.
   d. The story of Xanthippus' dog and Alexander's taming of Bucephalus are both from Plutarch.
   e. In Athens even beasts of burden that had spent their lives working on public projects were supported at state expense after their working life was over.

8. Which of Alexander's former generals seized Egypt after his death?
   a. Antipater
   b. Hephaestion
   c. Ptolemy
   d. Seleucus
   e. none of these

9. Which of the following was a siege/were sieges?
   a. Tyre
   b. Salamis
   c. Gaugamela
   d. Gaza
   e. a and d

10. Which of the following statements concerning Aspasia is **not** true?
    a. Early in her life she was probably a temple prostitute in Halicarnassus.
    b. Aspasia became a target of hostile comment in Athens, where growing democritization brought some of the more unwelcome bourgeois attitudes: anti-intellectualism, puritanism, fear of foreigners, and a deep distrust of intelligence in women.
    c. Pericles divorced his wife, made Aspasia his mistress, and remained loyal to her until he died.
    d. Aspasia's house of assignation was frequented by statesmen, playwrights, generals, and Socrates.
    e. Aspasia is rumored to have helped Pericles write his speeches, and after his death she remained active in politics.

11. Which of the following statements concerning Hypatia is **not** true?
    a. She was the daughter of the mathematician Theon, and she first distinguished herself as a mathematician.
    b. She was possessed of an extravagant intelligence even by Alexandrian standards, and she took all philosophy as her province.
    c. By the time she was twenty-five, she was famous throughout the eastern Mediterranean and was attracting students from everywhere.
    d. In spite of her beauty, she rejected all suitors, and was far more interested in an even more passionate communion of minds.
    e. She was murdered by pagan fanatics.
12. Which of the following statements concerning Alexandria is not true?
   a. It was created by Alexander and later emulated by Alexander's successors in other parts of what had been his empire.
   b. It was the first of the many Hellenistic Greek megalopoleis, and the first city where anyone (regardless of ethnic origin) could become a Greek.
   c. Its most famous structures were the Museum, the Lighthouse, and the Library.
   d. By the time of Cleopatra, it would have been impossible to unravel the ethnic background of the average Alexandrian, even if anyone had cared.
   e. All of these are true.

13. Which of the following is not true of Spartan women?
   a. They had a reputation for great beauty, and like the legendary Helen, many of them are said to have had golden hair.
   b. Spartans were the only Greek girls who were educated by the state.
   c. Spartan women were the only Greek women who stripped for athletics as Greek men did and participated in athletics on a regular basis. Some sources even report that total nudity in public in the presence of men was not unthinkable for respectable Spartan women.
   d. At least some Spartan women were literate, and Sparta, unlike Athens, produced at least two female poets.
   e. Spartan women lamented loudly when their sons or husbands were killed in war.

14. Which of the following is incorrect?
   a. Virgil was a romantic poet.
   b. Pindar was a classic poet.
   c. On the whole, in Latin literature, death is desirable.
   d. Juvenal wrote satires attacking women.
   e. Horace died young.

15. What was the relationship between Cicero and Caesar?
   a. They were best friends because they were the two brightest Romans of their time.
   b. Caesar did his best to destroy Cicero.
   c. Caesar treated Cicero well, but Cicero disliked him anyway.
   d. They did not know each other.
   e. Mark Antony recommended Cicero to Caesar, and they were good, though not close friends.

16. Hannibal's brother Hasdrubal
   a. lived to avenge his more famous brother's death
   b. was killed in battle by the Romans and his head was thrown into Hannibal's camp
   c. was killed when Carthage itself was taken
   d. became a Roman citizen
   e. a and c

17. Which of the following is not true about Roman slaves?
   a. They could become Roman citizens.
   b. They were expected to provide sex on demand.
c. It was not illegal for a slave owner to have sex with slaves who were his own children.
d. Slaves were deliberately deformed to raise their sale prices.
e. All of these are true.

18. Which of the following had a great-grandfather who was a freedman?
   a. Julius Caesar
   b. Octavian
   c. Augustus Caesar
   d. Cicero
   e. b and c

19. Caesar's victory which involved a siege within a siege was at
   a. Rome
   b. Alexandria
   c. Alesia
   d. Athens
   e. none of these

20. Which of the following is not true of Cleopatra VII?
   a. According to the images on her coins, she had a large, slightly hooked nose.
   b. She was the first of the Ptolemaic rulers to speak Egyptian.
   c. She was a good ruler who cared about Alexandria as well as her Egyptian subjects.
   d. She was not as “foreign” as Octavian wanted to make her seem, since she was mostly Macedonian and Greek.
   e. Cleopatra had many affairs but had no relationship with Julius Caesar.

Pre/Post Test Administered for the Western Civilizations II Course

1. Which of the following statements about women is (are) not true?
   a. A Russian woman’s property remained her own after marriage, while an Englishwoman’s passed to her husband.
   b. Even in the fifteenth century foreigners remarked that Englishwomen enjoyed unusual social freedom.
   c. During this period privacy crept in as an idea focused on the individual and not merely on the family.
   d. The salon, the social gathering of friends originated in France, excluded women.
   e. All of these are true.

2. Which of the following produced an Encyclopedia as one of its major accomplishments?
   the Renaissance
   the Reformation
   the Counter Reformation
   the Enlightenment
   a and d
3. Galileo got into trouble because he left which of the following cities (that was not dominated by the Pope)?
Venice
Florence
Milan
Rome
Paris

4. Who wrote *Candide*?
Rousseau
Francis Bacon
Voltaire
Diderot
Richelieu

5. Who wrote *The Social Contract*?
Rousseau
Francis Bacon
Voltaire
Diderot
Richelieu

6. Which of the following is **not** true?
The United States was the first overseas European nation.
The success of the United States has a huge effect on European opinion.
Franklin and Jefferson (as ambassadors) played a minor but notable part in making the idea of revolutionary change unfashionable in France.
The cost of France's participation in the American Revolution made a crushing addition to the monarchy's burdens.
a and b

7. Which of the following is **not** true of Napoleon's impact on the ideas and policies of the French Revolution?
All the great institutional reforms of the 1790's were confirmed or left intact.
A codification of law which had long been hoped for remains the basis of French jurisprudence to this day.
The codification was the result of Napoleon's own initiative and insistence, though the work was essentially that of the revolutionary legislators.
All in all, Napoleon achieved a great consolidation of the Revolution guaranteed at home by despotism and abroad by military and diplomatic strength.
All of these are true.

8. Which of the following is **not** true of Napoleon?
Napoleon controlled the press by a punitive censorship, locked up people without trial, and gave short shrift to the Rights of Man.
Napoleon's secret police used judicial torture though it had supposedly been abolished. Napoleon sought popular approval for his empire in a plebiscite and got it. Just under a year after his unconditional abdication, Napoleon returned to France and the Bourbon regime crumbled at a touch. All of these are true.

9. Which of the following is not true of Gebbard Von Blucher, Prince of Wahlstadt?
   He was discharged from the Prussian cavalry for dissipation and insubordination.
   He displayed heroic courage in a number of battles when the Prussians rose against France in 1813.
   He hated Napoleon and all things French.
   At the second, taking of Paris, he wanted to inflict on Paris what other capitals had suffered but was restrained by Wellington.
   He was 53 years old at the time of Waterloo.

10. Which of the following is not true of Nelson?
   a. He entered the British Navy as a boy.
   b. He was nearly killed on an arctic expedition.
   c. He revolutionized naval strategy (sometimes against the wishes of his superiors).
   d. He lost his right eye and right arm in combat.
   e. He married Emma Hamilton.

11. Which of the following is not true of Wellington?
   a. He was born in Dublin.
   b. He more closely fits the model of an aristocrat (British gentleman) than Napoleon does.
   c. He studied in France and Belgium (plus, of course, Eton).
   d. He fought in India.
   e. He had fought Napoleon twice before Waterloo.

12. The collapse of the Metternich system in the wake of the Crimean War produced
   a. nearly two decades of conflict.
   b. nearly three decades of conflict.
   c. nearly four decades of conflict.
   d. nearly five decades of conflict.
   e. nearly a century of conflict.

13. Which of the following committed suicide?
   a. Napoleon III
   b. Metternich
   c. Bismarck
   d. Robert Chiltern
   e. Castlereagh

14. Which of the following is not true of Disraeli and Bismarck?
   Disraeli may be the only statesman who ever got the better of Bismarck.
Bismarck said Disraeli was the center of gravity at the Congress of Berlin.
The two men came to admire each other.
Neither of them had any sympathy for the Balkan Slavs.
All of these are true.

15. The Holy Alliance consisted of
   Britain, France, and Austria
   Russia, Britain, and France
   Austria, Prussia, and Russia
   Austria, Prussia, and Britain
   None of these.

16. The first postwar (WWI) German leader and the only democratic one to exploit the
   advantages in Germany's position was
   a. Stresemann
   b. Hitler
   c. Briand
   d. Von Hindenburg
   e. None of these

17. Which of the following was not one of the real policies of the politician in the previous
   question?
   a. To restore Germany to its pre-1914 stature.
   b. To attain military parity with France and Great Britain.
   c. To revise Germany's Eastern border.
   d. To achieve union with Austria.
   e. All of these were the real policies of the politician in question 42.

18. Which of the following statements is not true?
   a. Gorbachev was saved by Yeltsin and the Russian people.
   b. Yeltsin and somewhere between fifty and a hundred thousand Russians faced down the tanks
      and military in Moscow.
   c. All kinds of people came to stand beside their democratically elected president, including
      soldiers, pretty girls carrying flowers, and perhaps most intimidating of all, Russian
      grandmothers who scolded the tank crews and gave them jars of homemade preserves.
   d. Although there were a few casualties when the crowd tried to pull soldiers out of military
      vehicles, the much-feared Red Army refused to attack fellow Russians.
      All of these are true.

19. Which of the following is not true?
   a. The Soviet Union, Russians, and even Stalin were described in much more positive ways by
      Americans during WWII than during the Cold War.
b. Churchill and Stalin (with Roosevelt’s eventual agreement) came up with a “spheres of influence” agreement for after the war which used percentages—90% for you, 10% for us, and so on.
c. Churchill felt it was necessary to negotiate before the Red Army took even more territory and Stalin began dictating terms.
d. The Yalta agreement among Roosevelt, Stalin and Churchill has often been criticized, but it was really not much more than a recognition of whose troops were (or would shortly be) where.
All of these are true.

20. Which of the following can be blamed on the Versailles treaty?
a. A situation where Russia could not put pressure on Germany without violating the neutrality of small states or getting their permission to attack.
b. A situation where there was no powerful state immediately on Germany's Eastern border.
c. The opportunity for Germany to attack small, weak states with German minorities.
d. The weakening of the traditional German-speaking counterbalance to Germany.
e. All of these can be blamed on the Versailles treaty.

American Civilizations Assessment Narrative
The History program revised the learning objectives and assessment tools based on the assessment seminar conducted by the college in the pre-school meeting in August 2008. Based on instructions received in that seminar, we have revised the American History assessment program by formulating measurable learning objectives and tools for assessing those objectives. The new system is outlined below.

3. HIST 1700: American Civilization
Learning Objective #1
Students will be able to identify and understand the major chronological and topical divisions in American History.

Methods for Assessing Success of Students in Reaching Learning Objective #1
This objective will be assessed through the administration of annual pre-post tests given to a statistically valid number of students. This objective will be further assessed through objective and subjective exams, essays, and research papers designed to demonstrate students’ ability to understand and integrate knowledge taken from lectures, readings, and class discussions.

Learning Objective #2
Students will be able to demonstrate substantive knowledge of the social, economic, and political history of America. They will also be able to describe and analyze major historical themes and argument found in primary and secondary source materials.

Methods for Assessing Success of Students in Reaching Learning Objective #2
This objective will be assessed through the administration of annual pre-post tests given to a statistically valid number of students. This objective will be further
assessed through essays, research papers, written portions of exams, and class discussions of various types.

Learning Objective #3
Students will argue and write analytically, cogently, and comparatively about significant issues and problems in American history.

Methods for Assessing Success of Students in Reaching Learning Objective #3

This objective will be assessed through essays, research papers, and written exams as part of an embedded ongoing process. An annual sampling of grades earned on these various components will yield a useful measure of how well this objective is being met.

Learning Objective #4
Students will think critically as they evaluate and analyze the primary and secondary sources that make up the assigned reading for the course. They will then apply their findings in order to answer questions, solve problems, support or critique arguments, and explain ideas.

Methods for Assessing Success of Students in Reaching Learning Objective #4
This objective will be assessed through objective tests and writing assignments in the form of essays, written exams, and research papers demonstrating students’ ability to gather, understand, and apply information presented in assigned readings and primary sources. A pre-post test approach will be used on an annual basis to evaluate students’ ability to grasp key elements of the problems, issues, and events in American history and to recognize their historical significance.

We formulated this program, using principles learned in the seminar, during the Fall 2008 semester. Spring 2009 is the first semester where we can begin implementing the new assessment program.

We determined that revising the pre and post tests would be the first order of business. The pre and post test is one of two assessment tools we will use to measure our effectiveness at achieving Learning Objectives #1, #2 and #4. The old pre test did not meet criteria explained to us in the pre-school seminar. It was not revealing what the students were picking up and what they were missing in ways that we could easily be used to improve our classes. We needed more useful information on where student weakness and strengths might lie. We have therefore created a new pre-post test instrument for use in HIST 1700. The new test is included below.
HIST 1700 Pre and Post Test

Use the SCANTRON form to respond to following statements. Write the Date and HIST 1700 on your SCANTRON form, but please do NOT write your name. Mark the correct answer to each question in the “Questions” column using the correct letter from the “List” column.

<table>
<thead>
<tr>
<th>The Colonial Period List</th>
<th>Colonial Period Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Thomas Jefferson</td>
<td>Which individual do we associate with the great awakening of the 1740s?</td>
</tr>
<tr>
<td>B. John Winthrop</td>
<td>Which individual do we associate with the Puritan migration to New England?</td>
</tr>
<tr>
<td>C. James Madison</td>
<td>Which individual do we associate with the Declaration of Independence?</td>
</tr>
<tr>
<td>D. Jonathan Edwards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The New Nation List</th>
<th>New Nation Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Thomas Jefferson</td>
<td>Which individual do we associate with the cotton gin?</td>
</tr>
<tr>
<td>B. Alexander Hamilton</td>
<td>Which individual do we associate with the creation of the National Bank?</td>
</tr>
<tr>
<td>C. James Madison</td>
<td>Which individual do we associate with the Louisiana Purchase?</td>
</tr>
<tr>
<td>D. Eli Whitney</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The Early 19th Century List</th>
<th>Early 19th Century Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. War of 1812</td>
<td>Which event do we associate with the “corrupt bargain?”</td>
</tr>
<tr>
<td>B. Erie Canal</td>
<td>Which event do we associate with the Battle of New Orleans?</td>
</tr>
<tr>
<td>C. Mexican War</td>
<td>Which event do we associate with the rise of New York City</td>
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<tr>
<td>D. Election of 1824</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The Late 19th Century List</th>
<th>Late 19th Century Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Abraham Lincoln</td>
<td>Which individual do we associate with the rise of Industrial Capitalism?</td>
</tr>
<tr>
<td>B. John D. Rockefeller</td>
<td>Which individual do we associate with Civil War?</td>
</tr>
<tr>
<td>C. William Jennings Bryan</td>
<td>Which individual do we associate with the populist movement?</td>
</tr>
<tr>
<td>D. Grover Cleveland</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The Early 20th Century List</th>
<th>Early 20th Century Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. World War I</td>
<td>Which event do we associate with the Theodore Roosevelt.</td>
</tr>
<tr>
<td>B. World War II</td>
<td>Which event do we associate with Pearl Harbor?</td>
</tr>
<tr>
<td>C. The Great Depression</td>
<td>Which event do we associate with the New Deal?</td>
</tr>
<tr>
<td>D. the Progressive Movement</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The Late 20th Century List</th>
<th>Late 20th Century Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Ronald Reagan</td>
<td>Which do we associate Vietnam?</td>
</tr>
<tr>
<td>B. Lyndon Johnson</td>
<td>Which individual do we associate with the computer revolution?</td>
</tr>
<tr>
<td>C. Bill Gates</td>
<td>Which individual do we associate with supply side economics?</td>
</tr>
<tr>
<td>D. Bill Clinton</td>
<td></td>
</tr>
</tbody>
</table>

Because we were creating the new assessment program and the new pre-post test during the Fall
Semester of 2008, we started our new assessment process using the old pre-post test included below.

**Old HIST 1700 Pre and Post Test**

Use the SCANTRON form to respond to following statements. If the statement is True, mark A. If false, mark B.

1. Native American peoples begin farming near the end of the Jurassic period.
2. The crop that saved the Virginia colony after 1620 was tobacco.
3. Bacon’s rebellion was an important event that occurred in the colony of New York.
4. In the French and Indian War, the French had initial successes using guerrilla tactics.
5. The Declaration of Independence was produced by the Second Continental Congress.
6. The Constitution established a unitary form of government.
7. The Democratic-Republican societies believed the Washington administration should support the French revolution, that Hamilton's financial policies favored the rich at the expense of everyone else, and that grassroots democracy could maintain the revolutionary spirit of 1776.
8. President Jefferson assertively used the navy when he ordered it to attack the Barbary pirates for disrupting American trade.
9. In 1817, antislavery reformers founded the National Association for the Advancement of Colored People (NAACP).
10. At the beginning of the Civil War in 1861, only 25% of southern white families owned slaves.
11. In the Indian Wars on the great plains, whites often engaged in war while the Indians were pacifists.
12. One reason Stephen Douglas likely wanted a transcontinental railroad was because he felt it would help tie the nation together.
13. Sherman's March in 1864-5 ended in Georgia.
14. President Johnson's Reconstruction plan included the extension of voting rights to all black males, 21 or older, in the South.
15. An example of vertical integration was Gustavus Swift's control of all aspects of meat-packing.
16. The second Treaty of Fort Laramie, between the American government and the Sioux nation, was respected by both sides for nearly three decades.
17. A primary goal of Theodore Roosevelt’s administration was using subsidies to bolster the failing Standard Oil Company.
18. The Russian Revolution occurred during World War I.
19. The term monopoly refers to a situation in which a few large corporations control an industry.
20. By 1931, even though America was sliding into the Great Depression, unemployment had not yet emerged as a major problem.
21. The Atlantic Charter of 1941 emphasized the defeat of imperial Japan as the first priority.
22. Between 1940 and 1998, American suburbs had higher population growth rates than cities or rural areas.
23. The Gulf of Tonkin Resolution: declared that President Kennedy had been killed by a lone gunman
24. Some of Reagan's most articulate support for president came from Anti-Communists from both parties who feared that the United States was losing influence in the world.
25. Between 1992 and 2000 unemployment dropped from 7.2 percent to 4 percent.

Three hundred ten (310) students took the 25 question pre test on the first day of class. The average student in the sample could answer only 13% of the questions correctly. The post test saw a big improvement in the average. Two hundred fifty-four (254) students took the post-test which was administered with the final exam. The average student now answered 15.3% to the questions correctly.

Given the new assessment program, we can report no additional data until we have fully implemented the new agenda. We are excited, however, to institute the new process as a way of improving our teaching techniques and courses.

**Slavery and the American Republic Assessment Narrative**
The History program revised the learning objectives and assessment tools based on the assessment seminar conducted by the college in the pre-school meeting in August 2008. Based on instructions received in that seminar, we have revised the Slavery and the American Republic assessment program by formulating measurable learning objectives and tools for assessing those objectives. The new system is outlined below

<table>
<thead>
<tr>
<th>4. HIST 3670: Slavery and the American Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objective #1</strong></td>
</tr>
<tr>
<td>Students will achieve and understanding of the development, practice, and influence of hereditary, racial slavery in America. More specifically, they will achieve an understanding of the institution’s impact on those enslaved, on those who enslaved them, and on the nation’s overall political, economic, and social structure.</td>
</tr>
<tr>
<td><strong>Methods for Assessing Success of Students in Reaching Learning Objective #1</strong></td>
</tr>
<tr>
<td>Students will be assessed in this course based on their demonstrated ability to read, comprehend, analyze, and discuss the major constructs, ideas, and interpretations advanced in the scholarly literature on slavery.</td>
</tr>
</tbody>
</table>
Evaluating What Students Know and What They Learn
Students will demonstrate that they are meeting the major objective of this course by participating in class and group discussions and through class presentations. They will likewise demonstrate these competencies through written exams and through research projects requiring them to utilize both primary and secondary sources in the writing of a well-organized, well-argued essay that demonstrates a command of basic writing skills and that conforms to the proper citation format of the Historical profession, *The Chicago Manual of Style*. These various assessments will be carried out on an on-going basis and as embedded features of the course.

The American Civil War and Reconstruction Assessment Narrative
The History program revised the learning objectives and assessment tools based on the assessment seminar conducted by the college in the pre-school meeting in August 2008. Based on instructions received in that seminar, we have revised the The American Civil War and Reconstruction assessment program by formulating measurable learning objectives and tools for assessing those objectives. The new system is outlined below

<table>
<thead>
<tr>
<th>5. HIST 3730 The American Civil War and Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective #1</td>
</tr>
<tr>
<td>Students will achieve an understanding of the major causes, contours, and historical consequences of the Civil War and Reconstruction. Students will be assessed in this course based on their ability to read, comprehend, analyze, and discuss the major constructs, ideas, and interpretations advanced in the scholarly literature on the Civil War and Reconstruction.</td>
</tr>
<tr>
<td>Methods for Assessing Success of Students in Reaching Learning Objective #1</td>
</tr>
<tr>
<td>Students will be assessed in this course based on their ability to read, comprehend, analyze, and discuss the major constructs, ideas, and interpretations advanced in the scholarly literature on the Civil War and Reconstruction.</td>
</tr>
</tbody>
</table>

Evaluating What Students Know and What They Learn
Students will demonstrate that they are meeting the major objective of this course by participating in class and group discussions and through class presentations. They will likewise demonstrate these competencies through written exams and through research projects requiring them to utilize both primary and secondary sources in the writing of a well-organized, well-argued essay that demonstrates a command of basic writing skills and conforms to the proper citation format of the Historical profession, *The Chicago Manual of Style*. These various assessments will be carried out on an on-going basis and as embedded features of the course.

The Emergence of Modern American, 1877-1941 Assessment Narrative
The History program revised the learning objectives and assessment tools based on the assessment seminar conducted by the college in the pre-school meeting in August 2008. Based on instructions received in that seminar, we have revised the The Emergence of Modern American
assessment program by formulating measurable learning objectives and tools for assessing those objectives. The new system is outlined below

6. HIST 3740 The Emergence of Modern American, 1877-1941

Learning Objective #1

Students will achieve an understanding of the major economic, political, and social developments in America from the end of Reconstruction until the beginning of WWII through a topical treatment of issues and problems such as, but not limited to, the rise of big business, the challenge of immigration, the Progressive reform movement, the Great War, and the profound changes wrought by the 1920s and the Great Depression and New Deal.

Methods for Assessing Success of Students in Reaching Learning Objective #1

Students will be assessed in this course based on their ability to read, comprehend, analyze, and discuss the major constructs, ideas, and interpretations advanced in the scholarly literature pertinent to the expanded era of American history.

Evaluating What Students Know and What They Learn

Students will demonstrate that they are meeting the major objective of this course by participating in class and group discussions and through class presentations. They will likewise demonstrate this through written exams and through research projects requiring them to utilize both primary and secondary sources in the writing of a well-organized, well-argued essay that demonstrates a command of basic writing skills and that conforms to the proper citation format of the Historical profession, *The Chicago Manual of Style*. These various assessments will be carried out on an on-going basis and as embedded features of the course.

Society and Culture in the United States, 1780-1860 Assessment Narrative

The History program revised the learning objectives and assessment tools based on the assessment seminar conducted by the college in the pre-school meeting in August 2008. Based on instructions received in that seminar, we have revised the Society and Culture in the United States assessment program by formulating measurable learning objectives and tools for assessing those objectives. The new system is outlined below

7. HIST 4730 Society and Culture in the United States, 1780-1860

Learning Objective #1

Students will achieve an understanding of the major social and cultural developments in America from the end of the Revolution until the Civil War through a topical treatment of issues and problems such as, but not limited to, daily life among ordinary Americans, reform efforts, the growth and expansion of Christianity, the development of a market economy, the rise of popular literature and amusements, and the continuing democratization of the American Republic.

Methods for Assessing Success of Students in Reaching Learning Objective #1

Students will be assessed in this course based on their ability to read, comprehend, analyze, and discuss the major constructs, ideas, and interpretations advanced in the
Evaluating What Students Know and What they Learn
Students will demonstrate that they are meeting the major objective of this course by participating in group and class discussions and through class presentations. They will likewise demonstrate this through written exams and research projects requiring them to utilize both primary and secondary sources in the writing of a well-organized, well-argued essay that demonstrates a command of basic writing skills and that conforms to the proper citation format of the historical profession, *The Chicago Manual of Style*. These various assessments will be carried out on an on-going basis and as embedded features of the course.

Political Science Program Assessment
The Political Science program assessment is build around the student outcomes and goals listed in A3 above. Specific assessment procedures and summaries of data from assessment are described below.

American Government Assessment Narrative
The Political Science program revised the learning objectives and assessment tools based on the assessment seminar conducted by the college in the pre-school meeting in August 2008. Based on instructions received in that seminar, we have revised the American government assessment program by formulating measurable learning objectives and tools for assessing those objectives. The new system is outlined below.

1. POLS 1100: American Government

   Learning Objective #1
   Students will identify and understand the major topical divisions in American Government including the nature of politics and political science, the development and principles of the American Constitution, the Institutions of American Government: the Congress, the Presidency, the Supreme Court, and the meaning of and issues concerning federalism, public opinion, elections, political parties, interest groups, and policy formation.

   Methods for Assessing Success of Students in Reaching Learning Objective #1
   This outcome will be assessed using two methods: 1) annual pre-post tests administered to a statistically valid sample of the students enrolled in the course, and 2) Standardized tests and/or quizzes administered to all students enrolled in the course.

   Learning Objective #2
   Students will effectively analyze governmental and political decisions and processes.

   Methods for Assessing Success of Students in Reaching Learning Objective #2
   This outcome will be assessed using two methods: 1) annual pre-post tests administered to a statistically valid sample of the students enrolled in the course, and 2) written exams and/or formal papers administered during course of the semester.
Learning Objective #3
Students will argue and write analytically and coherently about significant issues and problems in American Government.

Methods for Assessing Success of Students in Reaching Learning Objective #3
This outcome will be assessed using written exams and/or formal papers administered during course of the semester.

Learning Objective #4
Students will learn about American Government and about current political issues that relate to American Government by reading significant authors and authoritative texts.

Methods for Assessing Success of Students in Reaching Learning Objective #4
This outcome will be assessed using two methods: 1) annual pre-post tests administered to a statistically valid sample of the students enrolled in the course, and 2) Standardized tests and/or quizzes administered to all students enrolled in the course.

We formulated this program, using principles learned in the seminar, during the Fall 2008 semester. Spring 2009 is the first semester where we can begin implementing the new assessment program.

We determined that revising the pre and post tests would be the first order of business. The pre and post test is one of two assessment tools we will use to measure our effectiveness at achieving Learning Objectives #1, #2 and #4. The old pre test did not meet criteria explained to us in the pre-school seminar. It was not revealing what the students were picking up and what they were missing in ways that we could easily be used to improve our classes. We needed more useful information on where student weakness and strengths might lie. We have therefore created a new pre-post test instrument for use in POLS 1100. The new test is included below.

**POLIS 1100 Pre and Post Test**

Use the SCANTRON form to respond to following statements. Write the Date and POLS 1100 on your SCANTRON form, but please do NOT write your name. Mark the correct answer to each question in the “Questions” column using the correct letter from the “List” column.

<table>
<thead>
<tr>
<th>The Constitution List</th>
<th>Constitution Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Judicial Branch</td>
<td>1. Article One of the Constitution outlines the structure and power of which branch of American government?</td>
</tr>
<tr>
<td>B. Executive Branch</td>
<td>2. Article Two of the Constitution outlines the structure and power of which branch of American government?</td>
</tr>
<tr>
<td>C. Government Branch</td>
<td>3. Article Three of the Constitution outlines the structure and power of which branch of American government?</td>
</tr>
<tr>
<td>D. Legislative Branch</td>
<td></td>
</tr>
<tr>
<td>The Bill of Rights List</td>
<td>Bill of Rights Questions</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>A. First Amendment</td>
<td>4. Which amendment guarantees security against unreasonable searches and seizures?</td>
</tr>
<tr>
<td>B. Second Amendment</td>
<td>5. Which amendment guarantees the right to due process of law?</td>
</tr>
<tr>
<td>C. Fourth Amendment</td>
<td>6. Which amendment guarantees the right of freedom of religion?</td>
</tr>
<tr>
<td>D. Fifth Amendment</td>
<td></td>
</tr>
<tr>
<td>E. Eighth Amendment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Ideology List</th>
<th>Ideology Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Conservative</td>
<td>7. Which ideology tends to support government regulation of the economy and oppose government regulation of individual behavior?</td>
</tr>
<tr>
<td>B. Liberal</td>
<td>8. Which ideology do we associate with Ronald Reagan and George W. Bush?</td>
</tr>
<tr>
<td>C. Populist</td>
<td>9. Which ideology tends to oppose both government regulation of the economy and government regulation of individual behavior?</td>
</tr>
<tr>
<td>D. Libertarian</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Political Institutions List</th>
<th>Political Institutions Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Presidency</td>
<td>10. Which institution do we associate with gerrymandering?</td>
</tr>
<tr>
<td>B. Congress</td>
<td>11. Which institution do we associate with a writ of certiorari?</td>
</tr>
<tr>
<td>C. Judiciary</td>
<td>12. Which institution do we associate with the iron triangle?</td>
</tr>
<tr>
<td>D. Bureaucracy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Policy Maker List</th>
<th>Policy Maker Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. FED</td>
<td>13. Which agency maintains U.S. embassies in other countries?</td>
</tr>
<tr>
<td>B. Treasury Department</td>
<td>14. Which agency regulated the U.S. banking system.</td>
</tr>
<tr>
<td>C. State Department</td>
<td>15. Which agency prepares the President’s budget for submission to Congress.</td>
</tr>
<tr>
<td>D. OMB</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Informal Actors List</th>
<th>Informal Actors Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Issue Networks</td>
<td>16. Which informal actor do we associate with lobbying.</td>
</tr>
<tr>
<td>B. Interest Groups</td>
<td>17. Which informal actor do we associate with the news?</td>
</tr>
<tr>
<td>C. Political Parties</td>
<td>18. Which informal actor do we associate with primary elections</td>
</tr>
<tr>
<td>D. The Media</td>
<td></td>
</tr>
</tbody>
</table>
Because we were creating the new assessment program and the new pre-post test during the Fall Semester of 2008, we started our new assessment process using the old pre-post test which is included below.

**Old POLS 1100 Pre and Post Test**

Use the SCANTRON form to answer the following questions. If the statement is True, mark A. If false, mark B.

1. Power is the ability of persons or institutions to influence or control others.
2. The Constitution prohibits Congress from creating a national university.
3. James Madison is often called the father of the Constitution.
4. Like all other rights, the right of free expression is spelled out in precise terms in the Bill of Rights.
5. Slander applies to defamation of an individual's reputation through the spoken word.
7. The region of the nation has the highest concentration of citizens who call themselves Democrats is the South.
8. The Democrats and Republicans have always been the two major U.S. political parties.
9. According to James Madison, one of the main dangers to the survival of the new American republic was interest groups or factions.
10. The most powerful agenda setter among newspapers in the United States is *The New York Times*.
11. For a bill to pass in either the U.S. Senate or the U.S. House of Representatives, it must receive the support of two-thirds of its members.
12. A president is likely to be most successful with Congress on foreign policy initiatives rather than domestic policy initiatives.
13. Congress has impeached two Presidents: Richard Nixon and Bill Clinton.
14. Bureaucracy is best characterized in terms of hierarchy, specialization, and rules.
15. The Supreme Court may declare laws passed by Congress unconstitutional, but it may not rule on laws passed by state legislatures.
16. The courts use precedent to maintain legal consistency over time, so the confusion and uncertainty about the law can be avoided.
17. Fiscal policy is a mechanism which the government employs to influence the economy. Fiscal policy is based on regulation of the money supply.
18. The Medicaid program is designed to provide health coverage to all Americans who lack health insurance.
19. In recent years, the United States has had trade surpluses more than deficits.
20. When it comes to foreign trade, most of the protectionist sentiment is usually found in Congress.

Seventy-nine (79) students took the 20 question pre test on the first day of class. The average student in the sample could answer only 11.6% of the questions correctly. The post test saw a big improvement in the average. Sixty-four (64) students took the post-test which was administered with the final exam. The average student now answered 67% to the questions correctly.

Given the new assessment program, we can report no additional data until we have fully implemented the new agenda. We are excited, however, to institute the new process as a way of improving our teaching techniques and courses.

**International Relations Assessment Narrative**

The Political Science program revised the learning objectives and assessment tools based on the assessment seminar conducted by the college in the pre-school meeting in August 2008. Based on instructions received in that seminar, we have revised the International Relations assessment program by formulating measurable learning objectives and tools for assessing those objectives. The new system is outlined below.

### 2. POLS 2100: Introduction to International Relations

**Learning Objective #1**

Students will identify and understand the major topical divisions in International Relations including the nature of politics and political science, realism and idealism, the nature of the state, international law and institutions, and international security, economic, human rights and environmental issues.

**Methods for Assessing Success of Students in Reaching Learning Objective #1**

This outcome will be assessed using two methods: 1) annual pre-post tests administered to a statistically valid sample of the students enrolled in the course. 2) Standardized tests and/or quizzes administered to all students enrolled in the course.

**Learning Objective #2**

Students will effectively analyze decisions and processes that effect International Relations.

**Methods for Assessing Success of Students in Reaching Learning Objective #2**

This outcome will be assessed using two methods: 1) annual pre-post tests administered to a statistically valid sample of the students enrolled in the course, and 2) written exams and/or formal papers administered during course of the semester.

**Learning Objective #3**

Students will argue and write analytically and coherently about significant issues and problems in International Relations.

**Methods for Assessing Success of Students in Reaching Learning Objective #3**

This outcome will be assessed using written exams and/or formal papers administered during course of the semester.
Learning Objective #4
Students will learn about the politics of International Relations by reading significant authors and authoritative texts.

Methods for Assessing Success of Students in Reaching Learning Objective #4
This outcome will be assessed using two methods: 1) annual pre-post tests administered to a statistically valid sample of the students enrolled in the course, and 2) Standardized tests and/or quizzes administered to all students enrolled in the course.

Given the new assessment program, we have not yet fully implemented this new agenda. International Relations will not be taught again until Spring Semester of 2010. We are looking forward, however, to institute the new process at that time.

Comparative Government Assessment Narrative
The Political Science program revised the learning objectives and assessment tools based on the assessment seminar conducted by the college in the pre-school meeting in August 2008. Based on instructions received in that seminar, we have revised the International Relations assessment program by formulating measurable learning objectives and tools for assessing those objectives. The new system is outlined below.

3. POLS 2200: Introduction to Comparative Government

Learning Objective #1
Students will compare and understand the politics and governmental structures of a variety of nations including democratic and authoritarian regimes in the developed and less developed world.

Methods for Assessing Success of Students in Reaching Learning Objective #1
This outcome will be assessed using two methods: 1) annual pre-post tests administered to a statistically valid sample of the students enrolled in the course, and 2) Standardized tests and/or quizzes administered to all students enrolled in the course.

Learning Objective #2
Students will effectively analyze governmental and political decisions and processes in a variety of nations.

Methods for Assessing Success of Students in Reaching Learning Objective #2
This outcome will be assessed using two methods: 1) annual pre-post tests administered to a statistically valid sample of the students enrolled in the course, and 2) written exams and/or formal papers administered during course of the semester.

Learning Objective #3
Students will argue and write analytically and coherently about significant issues and problems in Comparative Government.

Methods for Assessing Success of Students in Reaching Learning Objective #3
This outcome will be assessed using written exams and/or formal papers administered during course of the semester.

Learning Objective #4
Students will learn about Comparative Government and about current political issues that relate to Comparative Government by reading significant authors and authoritative texts.

Methods for Assessing Success of Students in Reaching Learning Objective #4
This outcome will be assessed using two methods: 1) annual pre-post tests administered to a statistically valid sample of the students enrolled in the course, and 2) Standardized tests and/or quizzes administered to all students enrolled in the course.

We formulated this program, using principles learned in the seminar, during the Fall 2008 semester. Spring 2009 is the first semester where we can begin implementing the new assessment program.

Accordingly we have prepared our pre and post test for Comparative Government to help us measure our effectiveness at achieving Learning Objectives #1, #2 and #4. The test is included below

**POLLS 2200 Pre and Post Test**

Use the SCANTRON form to respond to following statements. Write the Date and POLS 2200 on your SCANTRON form, but please do NOT write your name. Mark the correct answer to each question in the “Questions” column using the correct letter from the “List” column.

<table>
<thead>
<tr>
<th>The Methods List</th>
<th>Methods Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Socialism</td>
<td>4. Which is a political system?</td>
</tr>
<tr>
<td>B. Democracy</td>
<td>5. Which is an economic system?</td>
</tr>
<tr>
<td>C. Government</td>
<td>6. Which is part of a cultural system?</td>
</tr>
<tr>
<td>D. Ideology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Authoritarian List</th>
<th>Authoritarian Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Marx</td>
<td>22. Which do we associate with the idea of with racism?</td>
</tr>
<tr>
<td>B. Hitler</td>
<td>23. Which do we associate with the idea of imperialism?</td>
</tr>
</tbody>
</table>
Because we were creating the new assessment program and the new pre-post test during the Fall Semester of 2008, we started our new assessment process for Comparative Government in Spring Semester 2009. Since it is a new program, we can report no data until we have fully implemented the new agenda. We are excited, however, to institute the new process as a way of improving our teaching techniques and courses.

**Political Theory Assessment Narrative**

The Political Science program revised the learning objectives and assessment tools based on the assessment seminar conducted by the college in the pre-school meeting in August 2008. Based on instructions received in that seminar, we have revised the International Relations assessment program by formulating measurable learning objectives and tools for assessing those objectives. The new system is outlined below.

### 4. POLS 2300: Introduction to Political Theory

**Learning Objective #1**

Students will identify and understand the basic ideas of the major political philosophers in the western tradition including Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Bentham, Marx, and Mill.

**Methods for Assessing Success of Students in Reaching Learning Objective #1**

This outcome will be assessed using two methods: 1) annual pre-post tests administered to a statistically valid sample of the students enrolled in the course, and 2) Standardized tests and/or quizzes administered to all students enrolled in the course.

**Learning Objective #2**

Students will effectively analyze the ideas of selected political philosophers.

**Methods for Assessing Success of Students in Reaching Learning Objective #2**
This outcome will be assessed using two methods: 1) annual pre-post tests administered to a statistically valid sample of the students enrolled in the course, and 2) written exams and/or formal papers administered during course of the semester.

Learning Objective #3
Students will argue and write analytically and coherently about significant issues and problems in Political Philosophy.

Methods for Assessing Success of Students in Reaching Learning Objective #3
This outcome will be assessed using written exams and/or formal papers administered during course of the semester.

Learning Objective #4
Students will learn about Political Philosophy by reading significant authors and authoritative texts.

Methods for Assessing Success of Students in Reaching Learning Objective #4
This outcome will be assessed using two methods: 1) annual pre-post tests administered to a statistically valid sample of the students enrolled in the course, and 2) Standardized tests and/or quizzes administered to all students enrolled in the course.

Given the new assessment program, we have not yet fully implemented this new agenda. Political Theory will not be taught again until Fall Semester of 2009. We are looking forward, however, to institute the new process at that time.

Physical Facilities

History and Political Science are not separate departments; instead, they are programs within the department of Humanities and Social Science. Physical Facilities are the responsibility the Humanities and Social Science Division rather than the individual programs.

Some general comments, however, are appropriate. The History and Political Science programs are located in the McDonald Building. This building is shared with faculty in the English, composition, philosophy, humanities, psychology, sociology, and foreign language departments. Because many of the program faculty choose to integrate the use of technology into their classes, all of the classrooms in the McDonald Building are equipped as smart rooms with Destination Systems and VCRs. Also, all full-time faculty offices are equipped with computer systems that have Internet, email capabilities, and printers. Adjunct offices are also equipped with computer systems that have Internet and email capabilities.

In addition to the technological equipment, all faculty offices contain adequate furniture and an office phone with voicemail capability.
Recommendations, Plans, and Improvements

History

The following recommendations, plans, and improvements are offered for History:

1. Continue to expand the offerings in upper division History courses.
2. Tie the expanded offerings in upper division History courses to DSC’s programs offering at least a minor concentration in History.
3. Seriously consider hiring more terminally degreed faculty in History with a view to expanding course offerings, continuing to work on a baccalaureate degree program, and enhancing the college’s ability to strengthen the academic core of the institution.
4. More effectively communicate to students the importance of historical study and inquiry.
5. More effectively communicate to students the importance of keeping abreast of world affairs and events.
6. Work more diligently in helping students understand America’s rich and diverse past.

Political Science

1. Improve the course offerings to strengthen the college’s academic core.
2. More effectively communicate to students the importance of politics as a field of study and inquiry.
3. More effectively communicate to students the importance of keeping abreast of world affairs and events.
4. Work more diligently in helping students understand America’s democratic institutions.

Strengths and Challenges

Program Strengths include

1. Faculty who understand the importance of historical political issues and their relevance to the current world.
2. Faculty who share an enthusiasm for history and politics and who have a genuine interest in learning and sharing new ideas.
3. Faculty collaboration to improve the library’s holdings on books, journals, videos, and other items pertinent to student learning.
4. Faculty involvement in developing and teaching new courses to expand offerings to students.
5. Faculty commitment to a life of the mind. Instructors actively remain current in their respective fields by attending conferences and other scholarly symposia.
6. Faculty commitment to the college evidenced by workshops and committees they attend/serve on and activities such as campus presentations, debates, and other areas of service.

7. Faculty involvement in scholarly activities away from the college (writing exams/copy editing for a publishing company, writing book reviews, and publishing essays and articles in a variety of publications.

8. Faculty willingness to use a variety of teaching methods in the classroom (art, music, maps, videos, debates, class discussions, debates, etc.).

9. Faculty diversity in academic preparation (instructors trained in various aspects of American History, Political Science, and Western Civilization).

Program Challenges include

1. Teaching a survey (HIST 1700) of American History in one semester.
2. Teaching in rooms not always equipped with reliable, up-to-date multi-media technology.
3. Teaching students ill equipped and poorly prepared for serious academics, a problem particularly prevalent in HIST 1100, HIST 1110, HIST 1700 and POLS 1100 but often present beyond this basic survey.
4. Teaching the full History offering with only one full-time, terminally-degreed historian.