Part A
1. Undergraduate Program Learning Outcomes (PLOs)

1. Students analyze critically the thesis and argument/interpretation of the following types of historical literature in western and non-western fields in pre-modern and modern history: Narrative history, Historiography/Intellectual history, Social/Cultural history, Political/Diplomatic history.


3. Using historical literature and primary sources of the types listed above, students write history essays in western and non-western fields in pre-modern and modern history according to the standards of technique, citation, essay composition (writing process), argument/interpretation, and use of evidence which are consistent with college-level writing in the discipline.

4. Students identify and analyze the fundamental problems of historical interpretation and recognize some of the “schools” of historical analysis in western and non-western fields across historical time.

2. Map of PLOs to University Learning Goals (ULGs)

<table>
<thead>
<tr>
<th>ULG</th>
<th>PLO (above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized Knowledge</td>
<td>1</td>
</tr>
<tr>
<td>Broad Integrative Knowledge</td>
<td>2</td>
</tr>
<tr>
<td>Intellectual Skills</td>
<td>3</td>
</tr>
<tr>
<td>Applied Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>Social and Global Responsibilities</td>
<td>4</td>
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This mapping was completed by the current department Assessment Committee representative in 2014 in consultation with members of the College of Social Science’s Assessment Committee.
3. Alignment – Matrix of PLOs to Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>PLOs Assessed</th>
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<tbody>
<tr>
<td>Hist 99—History Fundamentals</td>
<td>1-3</td>
</tr>
<tr>
<td>Hist 100W—History Writers’ Workshop</td>
<td>1-3</td>
</tr>
<tr>
<td>Hist 102—Historiography</td>
<td>1-4</td>
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</table>

Hist 99 is a 3-unit lower-division course that history majors must pass before enrolling in Hist 100W. Students must complete 100W with a C or better before enrolling in Hist 102, a 4-unit capstone course.

4. Planning – Assessment Schedule

The table below indicates the academic year when a PLO will be assessed (A). Typically, we would expect changes to be implemented during the following academic year.

<table>
<thead>
<tr>
<th>PLO</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>PLO 1</td>
<td>2015-2016</td>
<td></td>
<td></td>
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<td>2019-2020</td>
</tr>
<tr>
<td>PLO 2</td>
<td></td>
<td>2016-2017</td>
<td></td>
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<td></td>
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<tr>
<td>PLO 3</td>
<td></td>
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<td>2017-2018</td>
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<td>PLO 4</td>
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<td></td>
<td></td>
<td>2018-2019</td>
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5. Student Experience

a. Students learn about PLOs via the department website. In addition, most are introduced to program planning via the three required courses for history majors at SJSU during Transfer Orientations.

b. We have not asked students for feedback regarding PLOs and/or the assessment process.

Part B

6. Assessment Data and Results

We began a new program review cycle in 2015-2016 so assessed PLO 1 in fall sections of Hist 99, Hist 100W, and Hist 102—the three courses required for all history majors at SJSU.

PLO 1—Students analyze critically the thesis and argument/interpretation of the following types of historical literature in western and non-western fields in pre-modern and modern history: Narrative history, Historiography/Intellectual history, Social/Cultural history, Political/Diplomatic history.

Hist 99—

Professor Guardino focused on having students analyze the weaknesses of subpar thesis statements in a variety of historical works. She gave a mini-lecture that explained the purpose of a thesis and described the characteristics that a solid historical thesis should have: blueprint, argument, addresses the research question, and draws from the evidence. Next, she broke the class into small groups and had students access Globalyceum where they watched a short video on thesis statements.

The PLO was assessed via an exercise during which students received sample thesis sets with two subpar thesis statements in each set. They had to explain where each thesis statement was weak, how it could be made better, and identify which was the strongest of the set. Students received participation credit for completing the assignment.

Samples Thesis Sets:

a. Galileo’s trial was an important and interesting event in the history of science.
The trial of Galileo and his subsequent house confinement placed a pall over scientists in Italy, and the center of scientific inquiry shifted from southern to northern Europe by the mid-sixteenth century.
b. The Californios, people of Mexican heritage born in California, resented the white Americans who immigrated to Mexican California. As more and more white United States citizens immigrated to California, the native-born Mexicans, or Californios, left.
c. Historians attribute the dramatic increase in Chinese pre-industrial manufactured goods in the 10th and 11th century to the tendency of the Song Dynasty to ignore urban businesses. The Song Dynasty of the 10th and 11th century experienced a dramatic increase in the production of pre-Industrial Revolution manufactured goods.
d. The Declaration of Independence was unique in world history because it was interesting, important, and significant. The Declaration of Independence reflected Jefferson’s and the other Founding Fathers’ classical training, command of Enlightenment philosophy, and study of Biblical literature.
e. Voltaire was a prolific author, writing over 20,000 books, pamphlets, and letters and inspiring the French Enlightenment. More than any other Enlightenment body of work, Voltaire’s 20,000 books, pamphlets, and published letters instigated the dissatisfaction with the monarchy that led to the French Revolution.
f. India is the birthplace of four major religions—Hinduism, Jainism, Buddhism, and Sikhism—and these religions, because of law and custom and India’s lack of national monarchies, have enjoyed mutual tolerance. While Hinduism is the dominant religion of India, it has only been recently that Hindus have ignored India’s long tradition of religious tolerance and attempted to link their religion to nationalism; it seems that intense rivalry with Muslims instigated during Indian Independence is the major cause of the shift.
g. The Enlightenment’s most far-reaching impact on western society was its attack on religion. The Enlightenment had a profound effect on the history of the West.
h. Nelson Mandela was a good leader for South Africa in the late 20th century after the many decades of apartheid, race violence, and world rejection. By the last decade of the 20th century, race relations in South Africa were such that Nelson Mandela may have been the only leader who could help the country make a nonviolent transition to black rule.
i. It is difficult to estimate the most profound event of the 20th century, but most people would choose WWII. WWII’s most important impact on 20th century society was the development of global institutions—the United Nations, the World Bank, and NATO—in the post-war years.
j. Since the late nineteenth century, baseball has been “America’s game,” as Walt Whitman proclaimed it, because of the long history as a national sport and the close association with political leaders. Baseball, according to Walt Whitman, was America’s game, and it remains so until today.

Hist 100W—
Geoffrey of Monmouth’s History of the Kings of Britain was written in the 1160s at the beginning of the chaos that was the 20-year civil war over who had the right to the British throne. Most scholars agree that this book is a fictionalized account of Celtic kings of Britain beginning with the fall of Troy and continuing until just after King Arthur. The question Dr. Wilson asked students to write on was why did Geoffrey write this book in the 1160s? What was his point? At one time, this was one of the most read
books in Europe with over 200 manuscripts. Why? What argument was he making? She asked students to decide whom Geoffrey was backing in the coming war: Empress Matilda, the daughter of Henry I, or King Stephen, the nephew of Henry I?

In order to write the essay, students had to analyze critically the thesis of a pre-modern historian’s work. Afterward, they needed to gather indirect evidence to support theses of their own. The class was split about 50/50 on the question of whom Geoffrey supported. In any case, students were required to take a position, formulate a thesis, and build an argument based on indirect evidence. Dr. Wilson used the outline grade to assess the PLO since it is evaluated primarily on the quality of the thesis, evidence, and analysis (as opposed to writing style/execution).

Hist 102—
Dr. Vasquez assessed PLO 1 via students’ intellectual biographies of individual historians. This assignment serves as a final research paper in what is traditionally the capstone course for history majors throughout the English-speaking world. His assignment is attached (See Appendix A). It requires students to identify and analyze theses in works by and about their subjects and also to formulate their own that evaluate the influence of the historian and the significance of his or her work.

7. Analysis
Hist 99—
When asked at the start of the next class session to write the characteristics of a solid thesis statement, 80% of the students could recall three or more of the thesis characteristics, 20% could recall one characteristic of a good thesis.

Hist 100W—
Outline for Paper 1—1 A, 2 Bs, 14 Cs, 2 Ds, and 3 zeros.
17 of 22 or 77% of students demonstrated mastery of this PLO.

Hist 102—
Research Papers/Intellectual Biographies of Historians—7 As, 7 Bs, 5 Cs, and 5 Ds.
19 of 24 or 79% of students demonstrated mastery of this PLO.

8. Proposed changes and goals (if any)
Hist 99—
The students did well on this exercise. By the end of the semester, they could recall all the characteristics of a thesis with practice. To improve this assignment Professor Guardino plans to expand it into a two-day activity. She will ask students to bring in a journal article or monograph and have them work with a partner to find the thesis statements in the texts.

Hist 100W—
This assignment worked very well. Dr. Wilson repeated it during the spring semester as a result. The students who did poorly either did not do the assignment at all or did not put forth the effort required to complete the assignment.

Hist 102—
By the time students reach the historiography course, they are usually able to identify, analyze, and evaluate theses of historical works. Subpar performance at this level generally stems from poor time management, failure to do rigorous research, and sloppy writing.
### Part C

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
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<tbody>
<tr>
<td>Hist 99 thesis set assignment to be expanded to a 2-day, in-class exercise.</td>
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</table>
Appendix A

History 102 – Historiography
Instructions/Suggestions re the Oral Presentation and Term Paper

Oral Presentation

1. **Selection of Subject:** Each student will make a fifteen-minute oral presentation on the historian of his/her choice. Although I would prefer your choosing someone from the list I provided you with on the syllabus, you may pick any historian of your choice (so long as you have cleared your selection with the instructor.) *If you have not selected an historian by Sept. 11, the instructor will make the selection for you.*

2. **Content of Presentation:** Students should aim at a balance between biographical information on their particular historian and the overall historiographical contributions made by the historian in question. You should also aim at trying to determine what historians have had an influence on your historian’s interpretations and ideas. For this presentation, you are expected to have read at least one major book-length work of the historian plus several journal articles or book chapters. Also helpful would be consulting any relevant criticisms on your historian made by his/her academic peers.

3. **Information Sheet:** Each student should prepare a one-page fact sheet which summarizes the essence of the presentation. These salient points should be arranged as bullets – that is to say, they should be short and pithy as well as limited in number. Try not to exceed five or six bullets. The importance of these information sheets stems from the fact that there will be a section on the final exam consisting of questions on the historians presented in the classroom by students. Also make sure that you list the references used for the preparation of your presentation. If possible try to include a photograph or illustration of your subject.

4. **Presentation Schedule:** The final schedule for these presentations will be distributed in class on Sept. 11, if not earlier. Failure to attend class on the day your presentation is due is a serious infraction as time does not permit for makeup dates and it will result in a grade of 0. Of course, an exception will be made if you are sick and hospitalized.

Term Paper (or in other words your “intellectual biography”)

5. **Contents:** Your term paper (between 12 to 15 pages) should be an extension of your oral presentation. In other words, you will be digging more deeply into the historian of your choice in order to prepare an intellectual biography of your subject. To do this, I expect that you will have read at least three major works by your historian plus several additional journal articles and/or book chapters. In addition I expect you to read some of the critical literature written by third parties. The bottom line is that you will be examining the historian’s contribution to historiography. What kind of history does he/she write? Who were the principal mentors of your historian? Does he/she belong to any recognizable historiographical school? Has he/she established an historiographical school, or has he/she trained any prominent historians who have written about their mentor professor? Included in your paper should be an examination/analysis of each of the major works you have read.
6. **Mechanics:** Your papers should be typed with one-inch margins on all four sides, double spaced with some type of pagination included. You are to adhere to Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing)* concerning all matters of style, especially dealing with footnotes, bibliographies and the handling of longer quotations.

7. **Grading:** The grade for your critical essay will be computed as follows:

   I. bibliography (first iteration)  
      10%
   II. writing skills (including grammar, syntax, spelling, and punctuation)  
       30%
   III. adherence to Turabian (block quotations, footnotes & final bibliography)  
        10%
   IV. content  
       50%

8. **Due Date:** Your papers are due on Nov. 20th at the beginning of the class hour. If you elect to submit a first draft, make sure you do so three weeks before the final deadline. Please make sure to proofread your work carefully. *Late papers are not accepted and will not be graded. The only exception to this rule is in case of hospitalization when accompanied by a letter signed by the attending physician. Ignoring this policy will only result in anguish and a very low grade in the course.* The critical essay will be worth 20% of the final grade.