

**CAÑADA COLLEGE
BI-ANNUAL STATE OF THE DEPARTMENT
DATA COLLECTION DOCUMENT**

Program Name: Canada College History Department

I. Program goals and objectives:

Department Goals:

- 1. To redevelop the History AA so that it reflects current trends in CSU and UC history departments.**
- 2. To develop the history major at Canada (i.e. advising history students, History/Political Science Club, Hist/Polsci meeting space, tutorial system to help students develop skills and succeed in social science classes.**
- 3. To create a high-tech teaching room that will allow instructors to use multiple forms of media simultaneously.**
- 4. To seek out funding for the above mentioned items.**

Program Goals:

- 1. To deepen the students' knowledge of the past.**
- 2. To improve students' understanding of causality while developing college level reading, writing, and research skills.**
- 3. To prepare students for transferring to a four-year college or university.**
- 4. To help students develop an understanding of different areas of the world and different groups within American society.**
- 5. To help students to develop an understanding of the complex relationships between individuals and groups, events, long-term phenomena and short term phenomena, institutions, cultures, and subcultures during specific time periods.**

II. Student Learning Outcomes:

A. List all identified program student learning outcomes:

- * Students will demonstrate proficiency in social science writing.**
- * Students will be able to use appropriate documentation styles (i.e. Chicago, MLA, APA)**
- * Students will be able to make for informed choices from a well-rounded social, Political, psychological, philosophical, anthropological, historical, and/or Economic perspective.**
- * Students will be able to demonstrate the ability of critical and conceptual analysis of the content in various social science courses.**
- * Students will develop an appreciation for both statistical and anecdotal evidence.**

B. Attach correlated assessment tools and relevant data:

*Students will be assessed with a variety of tests, research papers, and homework assignments in their history courses

C. List a sample of course level student learning outcomes:

* Students will demonstrate proficiency in social science writing.

* Students will be able to use appropriate documentation styles (i.e. Chicago, MLA, APA)

*Students will be able to make for informed choices from a well-rounded social, Political, psychological, philosophical, anthropological, historical, and/or Economic perspective.

* Students will be able to demonstrate the ability of critical and conceptual analysis of the content in various social science courses.

*Students will develop an appreciation for both statistical and anecdotal evidence.

D. Attach correlated assessment documents and relevant data:

*Students will be assessed with a variety of tests, research papers, and homework assignments in their history courses.

See attachment.

III. Curricular offerings:

A. New, deleted, “banked” and “unbanked” in the past two years (check all that apply)

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank	General Education	IGETC	AA/AS	Basic Skills	Workforce
Hist	102	History of American Civilization			X						
Hist	205	Religion in America			X						
Hist	315	History of San Mateo County		X							
Hist	421	History of the Americas			X						
Hist	310	California History			X						
Hist	425	Modern Latin America and the Caribbean			X						
Hist	103	The Western Tradition			X						

All current offerings except those previously identified in section A (check all that apply; attach a separate table as necessary)

Course Prefix	Course Number	Course Title	General Education	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision
Hist	100	Western Civilization I	X	X	X			
Hist	101	Western Civilization II	X	X	X			
Hist	201	U.S. History Through 1877	X	X	X			

Hist	202	U.S. History From 1877 to Present	X	X	X			
Hist	242	African-American History	X	X	X			
Hist	245	Race, Ethnicity and Immigration in the U.S.	X	X	X			
Hist	246	History of Latinos in the U.S.	X	X	X			
Hist	247	Women in U.S. History	X	X	X			
Hist	451	Far Eastern Civilization and Heritage I	X	X	X			
Hist	452	Far Eastern Civilization and Heritage II	X	X	X			
Hist	422	Modern Latin America	X	X	X			

C. Recommended areas of curricular need based on current offerings (check all that apply; attach a separate table as necessary)

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
World History I	X	X	X		
World History II	X	X	X		
Middle Eastern History	X	X	X		
African History	X	X	X		

IV. Enrollment data:

A. Weekly Student Contact Hours – WSCH /FTES

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2006
WSCH	1336	1315
FTES	44.53	43.83

B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2006
FTE	3.0	2.8
LOAD	445	470

C. Retention and Success (If applicable) Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.

Year	2005	2006
Retention	84 %	83.9%
Success	70.1%	63.5%

D. Certificate, degree, and transfer status (If applicable) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Year	2005	2006
Certificates	NA	NA
Degrees	1	5
Transfer	Unknown	Unknown

E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.

From fall 2001 to fall 2006, enrollment in history was generally quite stable with dips in 2003/2004 and a return to 2001 numbers in 2005/2006. Retention rates rose from 66.4% in 2001 to 83.9% in 2006. Success rates were stable (63.7% in 2001; 63.5% in 2006) between 2001 and 2006. WSCH, FTE, LOAD, and FTES rates were, in fact, identical in 2001 and 2006.

Comparisons of enrollment figures between fall 2005 and fall 2006 indicate slight drops in WSCH (-1.6%), FTES (-1.6%), retention (-0.1%), with a bit more of a drop in FTE (-6.7%), and a -- 9.6% drop in success rate. It should be noted that out of six fall semesters the overall success rate hovers around 63%. A comparison between fall 2005/2006 LOAD rates indicates a 5.5% increase.

Stable figures with an increasing retention rate and LOAD rate bode well for the future of the History Department. In general, although the data are unavailable, students in informal class surveys indicate that they are overwhelmingly transfer students. Where the History Department can improve falls into three areas which are:

- 1) Success rates: Here the Social Sciences are pioneering a tutorial program that will teach students how to succeed in our classes. Further, the History Department and Social Sciences in general are developing different forms of support and structure to help students build the skill sets that they will need to succeed at Canada College and at the colleges and universities they transfer to.
- 2) History majors: In spite of the fact that we have a History AA, we really lack a strong connection with our students who are majoring in the social sciences. We are currently planning to create a History/Political Science club to fill this need. The club will act not only to advise students, but also to create a sense of academic community. We are currently seeking funding for resources, technology and a meeting space in the new Learning Center so that students can have a formal place to meet, study, and organize activities such as guest lectures, and trips to cultural events.
- 3) Outreach: The Social Science Department is currently developing a website that will help us to present a more integrated program to our students. It will also help us in our efforts to market our programs to the high schools and community in general.

V. Faculty and staff hiring recommendations:

A. List full-time faculty requests and attach formal justification

Position	Areas of expertise needed
Full-time history instructor	Proposal to be written in fall 07

B. List adjunct faculty requests and attach formal justification

Position	Areas of expertise needed

C. List staff requests and attach formal justification

Position	Areas of expertise needed
Social Studies Coordinator	

D. List professional development needs:

Professional conferences and teaching conferences.

VI. Equipment and facilities recommendations:

A. List equipment, technology, materials needed in the coming year:

Item	Cost per unit
Second screen in bld 13, rm 111	
Second projector in bld 13, rm 111	
Permanent pc/podium in bld 13, rm 111	
Large wide-screen TV for viewing station in new building for Social Studies Rm or Library	
More powerful laptop w/dvd burner and more RAM!!!!!!	

B. List facilities needs:

New	Maintenance
Space in the new building for Hist/Polsci program—viewing station, meeting space for tutors	

Examples of Essay Exam Questions

History 202

Discuss Native American culture and Federal Indian Policy, and the creation of racial segregation in the South. How can the experiences of Native Americans and African Americans be seen as being similar in many ways, even though they are obviously quite distinct? You might want to include “novus ordo seclorum.”

History 101

Compare and contrast the development of absolutism in France and constitutional monarchy in England. Make sure to include France under Louis XIV and England with the ascension of William and Mary.

History 201

Discuss the evolution of America’s national identity from the early colonial period to the Declaration of Independence. Use citations from St. Jean de Crevecoeur, the Declaration of Independence, and other colonial or revolutionary figures to back up your arguments.

Research Paper

The subject of your paper is an analytical biography of a figure in European history, or a subject in European history that interests you such as architecture, medicine, sports and recreation, music, etc. Your paper must be about the time period we are studying (1500—1980s). You should use a minimum of three sources and you should not use your textbook or class notes as sources. Follow a standard introduction (with thesis statement), body, and conclusion format, and focus on the significance or uniqueness of your subject.

Guidelines:

You must use at least two non-internet sources. Do not use magazines or newspapers unless they are from the time period, or encyclopedias (including online or CD versions). Scholarly journals, online historical databases and books should be your main source of information. Wikipedia should be used only to familiarize yourself with your subject.

All papers must be/include:

- *6-7 pages
- *Typed, double-spaced
- *Stapled at the top left hand corner at a 45 degree angle
- *Proofread and spell checked
- *Title page with your name and a title!
- *Footnotes and a bibliography (Chicago Manual of Style, APA, or MLA format)
- *Times New Roman 12 font
- *1 inch margins
- *Quotations from subject and historians
- *Thesis: something about significance or uniqueness

DO NOT PUT YOUR PAPER IN A FOLDER OF ANY KIND!

Content:

Your content should be a synthesis of your research written in your own words. All quotations and paraphrasing must be cited. The school's policy on plagiarism is very clear, as are the penalties. If you are found guilty of plagiarism you will receive an "F" and possibly face disciplinary action from the college. If you have questions about what constitutes plagiarism, please look at the following website: <http://www.indiana.edu/~wts/pamphlets.shtml>. This source also has information on citation forms. *I will check suspicious papers for plagiarism on a plagiarism search engine*, so please do not gamble!

Due Date: Thursday/Friday, April 26/27.

Late Papers: 10% off per day.

Note: Please turn in a self-addressed stamped manila envelope if you would like your paper back.

History 101: Quiz #2

1. (T/F) In the movie *La Reine Margot*, Henri IV's mother Catherine de Medici plots and schemes to get Henri on the throne.

2. All of the following statements about absolutism in eastern Europe are correct except:
 - a) Absolute monarchs in eastern Europe would wield enormous power up until the early twentieth century.
 - b) Unlike western Europe, the nobility of the East rolled back the gains made by the peasants in the high Middle Ages.
 - c) Unlike western Europe, the nobility restrained the growth in power of the middle classes.
 - d) After the Black Death and economic decline peasants in the East gained more rights.

3. All of the following statements about eastern Europe are correct except:
 - a) Before the 1600s kings were not as strong as those in France, Spain and England.
 - b) Lords in the East undermined the growing power of the towns after the high Middle Ages.
 - c) Eastern European agriculture was based upon medium sized farms owned by the nobility instead of the peasants and nobles as in the West.
 - d) Westerners gradually began to view eastern Europe as somewhat barbaric.

4. (T/F) In an struggle to defend Protestantism and their hereditary privileges, the Czechs fought and defeated the Austrian Habsburgs at the Battle of White Mountain.

5. (T/F) When the Ottoman Turks were routed while laying siege to Vienna, the Austrians gained the territory of Hungary to the east.

6. All of the following statements about Frederick Wilhelm the Great Elector are correct except:

- a) He unified his lands and reduced the power of the Junkers (landowning nobility).
- b) He built up state revenues and created a large standing army.
- c) He rose to power partly because war had weakened the nobles and created crisis.
- d) He was the founder of the Habsburg dynasty.

7. (T/F) During the 18th century Prussia became extraordinarily militaristic under the Hohenzollern dynasty.

8. All of the following statements about the development of Russia are correct except:

- a) The eastern slavs were ruled by the Mongols for more than two hundred years.
- b) Beginning with Alexander Nevsky the Muscovite princes gained power over the other eastern slavs.
- c) The prince of Moscow became the leader of a confederation of nobles who sat in the Russian Duma (Parliament).
- d) Under the reforms of Peter the Great Russia became a European Great Power.

9. (T/F) Over the course of the 18th century the upper classes of Europe increasingly came to see the world in secular or scientific terms.

10. All of the following statements about the scientific revolution of the late 16th and seventeenth centuries are correct except:

- a) The scientific revolution was the real origin of the modern world.
- b) The most important discoveries during the early scientific revolution were in the fields of electromagnetics and optics.
- c) One of Galileo's great accomplishments was the elaboration and consolidation of the "experimental method."
- d) The Renaissance stimulated scientific progress.

11. All of the following statements about absolutism in France are correct except:

- a) Absolute monarchs ruled by "divine right" and were responsible to God alone.
- b) The absolute monarchs of France maintained large standing armies.

- c) The basis of absolutism in France was a large centralized bureaucracy
- d) Henri IV's weakness led to the rise of the absolutist monarch of the Valois dynasty

12. (T/F) Cardinal Richelieu's policies greatly strengthened absolutism in France.

13. (T/F) In France the struggles of the kings to gain more power implied increasing the power of the nobility.

14. The phenomenon that convinced Louis XIV from childhood on that the only alternative to anarchy was "absolute monarchy" was called:

- a) Sanssouci
- b) La Fronde
- c) La Millefeuille
- d) La Canelle

15. To control France Louis XIV did all of the following except:

- a) Moved the court to his fabulous palace at Vincennes.
- b) Forced the nobility to live part of the year at court.
- c) Created a secret police force to spy on the nobility.
- d) Excluded nobles from the royal council.

16. All of the following statements about Jean-Baptiste Colbert are correct except:

- a) He created a mercantilist economy for France
- b) He encouraged foreign craftsmen to immigrate to France
- c) He created a powerful merchant marine and an academy for sailors
- d) He encouraged free-trade with other European nations

17. (T/F) Louis XIV issued the Edict of Nantes thereby granting freedom of worship to Protestants.

18. (T/F) Louis XIV was concerned with the internal affairs of France and accordingly disliked and avoided war.

19. (T/F) Under the reign of Louis XIV France became the center of European culture.

20. (T/F) When Louis XIV died he left France prosperous but militarily weak.

1. All of the following are examples of conspicuous consumption except:
 - a) Buying up the art treasures of Europe.
 - b) Constructing summer mansions at Newport
 - c) Building libraries in towns and cities.
 - d) Having trophy-wives.

2. The new middle class of the late nineteenth century was characterized by all of the following except:
 - a) A strong belief in social Darwinism.
 - b) The desire to seek culture as a means of self-improvement.
 - c) A belief in the “gospel of exercise.”
 - d) The separation of residences from work and men from women.

- 3.(T/F) Middle-class women were responsible for most of their family’s purchases.

4. (T/F) Women who were self-supporting and living on their own were not considered proper women.

5. All of the following statements about young people during the late 19th century are correct except:
 - a) Most young people attended public schools until 16.
 - b) Churches and charities did not provide adequate help to young people living in the cities.
 - c) The YMCA (Young Men’s Christian Association) was created to save young people from being ruined by immoral living in the city.
 - d) Many 12-14 year olds worked long hours for low wages.

6. The Grangers did all of the following except:
 - a) Establish long-term state regulation of railroads.
 - b) Create cooperative enterprises to give farmers more control over their lives.
 - c) Respond to the farmers’ frustration over falling farm prices and high interest rates.
 - d) Sponsor social occasions to allow farmers to improve their lives in a variety of ways.

7. (T/F) The Great Uprising of 1877 was settled by federal troops using deadly force on the workers.

8. Farmers in the late 19th century organized a third party to challenge the existing two-party system. It was called:

- a) The Libertarian Party.
- b) The Evangelical Party.
- c) The Populist Party.
- d) The Peace, Love, and Understanding Party.

9. All of the following were true about the depression of 1893-97 except:

- a) It had its origins in the overexpansion of the railroads.
- b) The unemployed became subject to vagrancy laws and discrimination.
- c) The states had to turn to the federal govt. to feed the unemployed.
- d) People suffered from inadequate diets even though farm prices dropped to new lows.

10. (T/F) Coxey's Army marched on Washington to protest unemployment and poverty.

11. The policy of "free silver" refers to helping the poor in America's industrial cities.

12. In the Election of 1896:

- a) The Republicans went to great effort to label Bryan as a radical.
- b) Bryan won the majority of the popular vote.
- c) McKinley promised to regulated shipping rates on railroads.
- d) The Grangers advocated a communist govt.

13. Progressivism is best described as:

- a) A unified movement focused on well-thought-out list of objectives.
- b) A national program to end segregation.
- c) A plan to nationalize key industries.
- d) A diverse group of individuals working for a variety of causes.

14. All of the following statements about the South are correct except:

- a) The South disenfranchised African-Ams by using literacy tests.
- b) The South disenfranchised African-Ams by using poll taxes.
- c) The South disenfranchised African-Ams by using all white primaries.
- d) The South disenfranchised African-Ams by creating state constitutions that only allowed whites to vote.

15. The Supreme Court ruling that declared segregation constitutional was called:

- a) Marbury v. Madison.
- b) Conneticut v. Griswald.
- c) Plessy v. Ferguson
- d) Brown v. The Board of Education

16. (T/F) Lynching in the South was used to terrorize African-Americans so that they would accept white supremacy.

17. (T/F) The federal govt did not annihilate Native-Ams but instead pursued a policy of segregation.

18. All of the following statements about the reservation system are correct except:

- a) The federal govt put Native Americans on lands away from white Ams so that they could follow their own forms of social organization and land use.
- b) The Native Americans became dependent on the govt for food and supplies.
- c) Govt supplies were inconsistent and inadequate.
- d) The results of the reservation system were disasterous.

19. All of the following statements about the Dawes Act are correct except:

- a) It was designed to destroy communal traditions.
- b) It demanded Native Ams speak only English in schools.
- c) It divided up communal land and gave it to individual Native Ams.
- d) It gave govt jobs to Native Ams who were willing to reject their culture.

20. (T/F) Franklin Roosevelt ended the allotment system and created plans to help the Native Ams revive their culture.

21. (T/F) "Liberalism" and the "Dual Revolutions" refer to the rise of market capitalism and republican govt around the time of the American Revolution.

22. All of the following were preconditions that helped the US to become an economic giant except:

- a) An abundance of natural resources.
- b) The accumulation of capital during the preindustrial era.
- c) American culture.
- d) The labor of poor African-Americans in the South.

23. (T/F) The Great Merger Movement resulted in the nationalization of the railroads and steel.

24. (T/F) American life patterns changed dramatically during the late nineteenth and early twentieth centuries.

25. All of the following statements about early industrial cities are correct except:

- a) They grew partly as a result of improvements in architecture.
- b) They grew partly as a result of new forms of transportation.
- c) They resulted in new life patterns for millions of people.
- d) They offered no improvement in lives of the workers.

26. (T/F) The labor movement in the US was largely the result of workers trying to gain some sort of control over their lives.

27. (T/F) The federal govt assisted industrialist in their effort to squash strikes during the late 19th century.

28. (T/F) The late 19th century was a period of decline for the American middle-class.

29. (T/F) Education expanded phenomenally during the late 19th century.

30. (T/F) Suburban life was an improvement for the American middle-class.

31. (T/F) During the late 19th century the upper-class engaged in conspicuous consumption.

32.(T/F) During the late 19th century industrialists like Andrew Carnegie and John D. Rockefeller were called “captains of industry” because they were responsible for progress and economic development.

33. "Novus Ordo Seclorum" means which of the following:

- a) "The Future Belongs to Us"
- b) "We Shall Be As a City Upon a Hill"
- c) "A New Order of the Ages"
- d) "America the Beautiful"

34. (T/F) During the late 19th century many Americans began to fear the growing power of the leading industrialists.

35. Which of the following terms was used by critics to describe leading industrialists and corporations as they gained more and more economic and political power:

- a) Machine bosses
- b) Robber Barons
- c) Industrial Thieves
- d) Pirate Tycoons

36.(T/F) Before the 1870s most Americans lived in rural areas and were connected to farming.

37.(T/F) During the late 19th century the agricultural population in America declined rapidly.

38. Industrial capitalism gave Americans all of the following except:

- a) Factory jobs that were viewed as an improvement in life for many poor farm laborers and new immigrants.
- b) Cheaper consumer goods
- c) New products
- d) An increase in upward social mobility for the poor and working class
- e) Better transportation and communication

39. All of the following statements describe the new industrial cities except:

- a) They grew taller
- b) They grew larger because of streetcars and subways
- c) They offered entertainment and excitement
- d) They led to industrialization

40.(T/F) As a result of streetcars, subways, and bridges hundreds of thousands of Americans commuted to work from the suburbs.