

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES & SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 21, 2019**

To be adopted:

Proposed Changes to History Minor

PRESENT:

Minor

The History Department also offers a minor in History. ~~In order to receive a minor, students must take 28 units (seven courses), including~~

1. At least one World History course and at least one other lower-division course.
2. ~~At least three courses in one of the following areas of concentration:~~

~~Ancient and Medieval~~

~~Europe~~

~~United States~~

~~Latin America~~

~~Asia, Africa, and the Middle East~~

~~History of Science and Technology~~

3. ~~At least two courses from two of the above fields, one in each.~~

~~Students who choose United States as their area of concentration are strongly advised to take HIST 017A, HIST 017B as preparation for upper-division courses in American history.~~

~~Lower-division courses taken elsewhere may be counted toward the lower-division requirement, and advance placement units earned in high school may count toward its fulfillment as well. Please consult with the academic advisors for further details.~~

~~Students undertaking a minor in History are urged to consult with the academic advisors for quarterly advising and meet with the undergraduate advisor at least once a year. Appointments can be made through the academic advisors. See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors.~~

Justification:

See attachments

Approvals:

PROPOSED:

Minor

The History Department also offers a minor in History. The History minor requires satisfactory completion of 28 units as follows.

1. At least one World History course (4 units) and at least one other lower-division course (4 units).
2. At least four upper-division courses (16 units) in History. The department recommends that minors address the diversity of human historical experiences by including courses in at least two historical fields, regions, or eras.

3. One additional History course (4 units).

Lower-division courses taken elsewhere may be counted toward the lower-division requirement; up to four advanced placement units earned in high school may count toward its fulfillment as well. Please consult with the academic advisors for further details.

No change.

No change

Approved by the faculty of the Department of History:
Approved by the Executive Committee of the College of Humanities,
Arts, and Social Sciences:
Approved by the Committee on Educational Policy:

November 14, 2018

March 6, 2019

April 10, 2019

**JUSTIFICATION FOR PROPOSED CHANGE TO THE HISTORY MAJOR and
MINOR
November, 2018**

Motivation for the change

The History department has been engaged in a multi-year process of evaluation and adjustment of requirements for the History B.A. The proposed catalog changes are the culmination of this process.

In 2013, History implemented a new gateway course for majors (HIST 99W, The Historian's Workshop) and a new capstone course (HIST 197, Research for Undergraduates.) Two years later, the department added an alternate capstone course, a two-quarter seminar for students who wish to pursue advanced independent research (HIST 195A/B, Senior Seminar.) Alongside the process of redesigning the gateway and capstone experience, the department revised departmental learning outcomes and established an annual History Undergraduate Research Symposium.

In Spring 2016, History faculty undertook a review of the effectiveness of the HIST 197 capstone course. Two intensive faculty workshops were held to evaluate how the pathway through the major fulfilled the objectives for mastery of our learning outcomes. The History Educational Policy Committee has continued this review annually, as a central part of the departmental learning outcomes report.

In September 2017, History department faculty held a day-long retreat to collectively analyze and evaluate the undergraduate curriculum. Faculty considered strategies to modernize our major requirements and allow for greater flexibility. Faculty concluded that the curriculum should include thematic pathways through the major rather than continuing to rely on the existing regional concentrations, which were both pedagogically problematic and an obstacle to students' progress towards the degree.

Faculty set the following objectives for a reform of the undergraduate major:

- Increase flexibility for our majors, while maintaining the educational quality and outcomes that we expect for a History graduate.
- Ensure that major requirements are clear, straightforward and manageable for students and our Undergraduate Advisor.
- Allow the structure of our major to grow and change in the future, in response to shifts in faculty strengths and student interests.
- Increase resources and student-faculty contact in the Lower Division, to ensure that majors are well prepared to tackle the challenges of Upper Division coursework.
- Formally recognize students with exceptional performance in the major.

To this effect, the Department Chair convened a Pathways Committee in Spring 2018. An initial draft reform of major requirements was reviewed by the History Educational Policy Committee and the History faculty in May 2018. The Pathways Committee was reconstituted in October

2018, and a second draft proposal was reviewed by the Educational Policy Committee and approved by the History faculty at a department meeting in November 2018.

Student feedback was sought at each stage of the drafting process. The History department carried out a survey of History majors in Summer 2018. Focus groups of History majors were convened in early November 2018, to review and provide feedback on the second draft of proposed changes to the major.

Anticipated impact of the change on student participation in the program

1. Increased flexibility and choice. Students choose one of the department's recommended regional or thematic pathways through the major, or design their own.
2. Students will be required to submit a Student Pathway Plan to the Undergraduate Advisor by the end of Winter Quarter of the junior year.
3. Majors will complete two quarters (8 units) of seminar, in line with capstone requirements across CHASS and other UC History majors.
4. The seminar requirement may be partially fulfilled by completion of a Lower Division Seminar (HIST 1,) a small-scale thematic seminar that is being re-designed for Lower Division majors as part of this proposal.
5. Increased Lower Division elective requirement: In addition to World History and HIST 099W, students will be required to complete three lower division electives. Students may apply no more than 4 units of AP credit to this requirement.
6. Students wishing to pursue more intensive research may fulfill requirements for the History Major with Distinction, requiring HIST 195A/B (two-quarter Senior Seminar, or equivalent) and a minimum 3.5 GPA in the major at graduation.
7. Overall unit requirements will remain the same (52 units.)

Pathways

The most consequential change in this proposal involves the deletion of regional field concentrations and the implementation of a Student Pathway Plan. This change responds to the recognition that enquiry in the field of History is not limited to a geographical and chronological orientation, as was typically assumed two generations ago. The historical profession has long recognized areas such as gender, religion, colonialism and science as distinct fields of study with corresponding professional organizations. The proposed change in the major will reflect this decades-long development.

Several history departments nationwide, including Yale University and UC San Diego, have adopted thematic pathways for their majors. UC Berkeley History majors are required to design their own pathway in consultation with faculty.¹ Our major design adopts best practices from comparable departments, adapted to the particular circumstances of UCR students. The proposed change will offer expert guidance, in the form of recommended pathways and corresponding

¹ <https://history.berkeley.edu/undergraduate/major/requirements>

course lists, made available to majors on the department website and from the Undergraduate Advisor. The recommended pathways include regions (North America, Europe, Asia etc.) and themes (Empires and Colonialism; Race, Gender and Sexuality; Politics and Government; Religion; Culture and Public History, etc.) Students may also petition to design their own pathway through the major, in consultation with faculty and the Undergraduate Advisor.

The proposed change requires students to complete a Student Pathway Plan, outlining a pathway through the major and corresponding courses (see attachment for details.) In Fall and Winter quarters, dedicated faculty advisors for each pathway (who will collectively form a new Undergraduate Advising Committee) will hold workshops to orient students through the pathway. This is an opportunity for students to reflect on and specify a pathway they choose through the major, and to get feedback from faculty in their area of interest. In addition, faculty advisors will recommend courses, languages and Study Abroad opportunities, and discuss career possibilities, graduate and professional schools. Incoming majors would be encouraged to attend a pathways workshop during the sophomore year or soon after transfer admission. The Student Pathway Plan must be approved by the Undergraduate Advisor no later than the end of Winter Quarter of the junior year in order to advance through the major.

Because some pathways will have strong interdisciplinary elements, or would benefit from the expertise of faculty in other departments specializing on themes or world regions overlapping with our pathways (e.g., Asian Studies, Hispanic Studies, Religious Studies), some non-History courses may appear on the recommended course lists for such pathways. Accordingly, we have created the option for majors to include up to two such courses, by petition approved by the Undergraduate Advisor) in their Student Pathway Plans.

Seminar requirement

The second most significant proposed change involves the History major capstone course requirement. Under the current catalog, majors are required to complete three quarters (12 units) of HIST 197 (Research for Undergraduates) or 195A/B (Senior Thesis.) At the Spring 2016 faculty review of the capstone, and at the May 2018 department meeting, proposals were put forward to adjust the requirement. In addition, several faculty members identified a need for stronger preparation in critical reading and small-scale seminar discussion (History learning outcomes #3 and 5, see below,) prior to the Senior year.

In response to this need, the proposed change extends the seminar experience across the span of the History major, engaging both incoming and graduating students. A Lower Division Seminar (HIST 1, Historian as Detective) will allow us to offer a small-scale seminar experience early in the History major's career. The proposed change accounts for the addition of a Lower Division Seminar in addition to the capstone research seminar. For this reason, a Seminar requirement is inserted a separate element in the new catalog copy, in addition to the required Lower and Upper Division course units. The Seminar requirement permits majors, including transfer students, to select from both Lower and Upper Division seminar options. To fulfill the seminar requirement, majors must complete two quarters (8 units) of the following courses: HIST 1 (non-repeatable,) HIST 197 (repeatable) and HIST 195A/B. The proposal also makes accommodations for History majors who are carrying out an Honors program thesis, and the occasional student who may wish

to develop a capstone project by expanding on a HIST 197 seminar paper through HIST 199 (individual study with a faculty member). This change places the UCR History department in line with other CHASS and UC History department requirements. Most UC History departments require one capstone course; UC Merced requires two. Within CHASS, the new History requirement echoes that of Gender and Sexuality Studies (2 quarters,) and the performance-oriented capstone requirements of Music (2 quarters) and Theatre, Film and Digital Production (3 quarters.) Other CHASS departments have a one or zero quarter research capstone requirement. (Please see attached charts of CHASS and UC History department requirements.)

The Lower Division Seminar is intended address the need to train majors in seminar-style discussion and critical reading of historical sources (including secondary sources) early in their career at UCR. Those two History learning outcomes were both flagged in the 2016 History faculty workshop discussions as shortcomings in our majors coming into HIST 197. The Lower Division seminar would center on critical reading, covering historical debates around a focused topic (e.g., the Iranian Revolution, the atomic bomb, Alexander the Great etc.) The seminar is intended to be complementary to HIST 99W: whereas HIST 99W offers intensive TA support and concentrates on research methods and writing, the LD Seminar would focus on close, critical reading and discussion guided by a faculty member.

This responds to a sense among faculty and the Undergraduate Advisor that students need more attention and more focused pedagogy at the Lower Division, to prepare for Upper Division coursework. We anticipate using HIST 1 as the core course offered to incoming freshmen in the History learning community, thus exposing incoming majors to close contact with faculty instructors during their first quarter on campus.

Anticipated impact on student learning outcomes

We anticipate that an increased investment in Lower Division preparation will improve student readiness for Upper Division coursework and the capstone course. Please see the History learning outcomes attached below. In particular, the seminar requirement will encourage incoming freshmen to gain close instruction in historical knowledge (#1,) treatment of sources (learning outcome #3) and historical discussion and debate (#5.) These outcomes should complement the emphasis of the History gateway lecture/discussion course, HIST 99W, which emphasizes historical analysis (#2) and writing proficiency (#4.) Our objective is for students to have gained proficiency in all learning outcomes prior to entering the capstone seminar (197 or 195A/B.) At the capstone stage, we expect that students will be able to demonstrate achievement of all learning outcomes.

Resources required by the change

The proposed change does not affect the overall teaching load required of History faculty. Unit requirements remain consistent. The Seminar requirement will replace the existing requirement for three (12 units) of HIST 197. However, there will be increased need for faculty and staff advising. The proposed change requires clear and effective communication to History majors of the possible pathways through the major and how to navigate them. For this reason, the History faculty has approved the constitution of a new departmental committee for Undergraduate

Advising. In addition, the department is implementing an update to its website. Effective web design will be essential to communicate recommended pathways through the major and to provide guidance on how to complete and submit the Student Pathway Plan.

Undergraduate Advising Committee

Each recommended pathway will be assigned a faculty advisor. Faculty advisors will hold group workshops with majors interested in that pathway. Advisors will recommend relevant courses and languages, and discuss career paths and graduate programs in the field. Advisors will be available generally during regular office hours to talk to students interested in pursuing that area of research (thematic or regional.) These advisors will constitute an Undergraduate Advising Committee (chaired by the Undergraduate Advisor,) which will fulfill department committee service.

Website

This reform will be accompanied by an overhaul of presentation of the History major in the catalog and on the department website. The website will list the recommended pathways and give details on applicable courses. In the catalog and on the website, we would emphasize that the History major offers global breadth and regional, thematic depth. We would point to opportunities for EAP study abroad with History professors.

Implementation with respect to students already in the program

Students already in the program will have the option to fulfill the updated requirements for the History major.

Current majors choosing to adopt the new requirements must:

1. Submit a Student Pathway Plan for approval by the Undergraduate Advisor, in lieu of the (now deleted) field concentration;
2. Complete two quarters (8 units) of seminar;
3. Complete, additionally, 20 units of Lower Division electives and 28 units of Upper Division electives in History.
4. Students may petition to apply up to two relevant upper-division courses (8 units) from other UCR departments towards the upper-division elective requirement.

Changes to the minor

At this time, the History faculty to make no substantive changes to the History minor except for removing the regional distribution requirement, as for the major. Once we have gained experience with the major in its new form, revisions to the minor may be considered, including a HIST 99W or seminar element, and a Student Minor Pathway Plan to ensure intellectual diversity for minors in the same way that we require it for majors.

Other changes in the current minor are simply clerical to clarify the hours requirements at the upper and lower division.

History Department Learning Outcomes

Preamble: The History Department understands the possible learning outcomes that our majors achieve to be heterogeneous and evolving. History faculty support these diverse outcomes through their professional practice, based on their own formation and credentialed through their own higher degrees. The learning outcomes described below express a general consensus about desirable outcomes resulting from such professional practice, but are not intended to be either mandatory or exclusive.

1. **Historical knowledge:** Develop a body of historical knowledge with range and depth. Read and contextualize materials from the past with appropriate precision and detail.

I: Survey or introduction. Identify key terms and events and understand the dynamics of change over time.

P: Specialized study of a field, issue or theme. Place specific events, developments and sources in a broader context.

D: Focused study of a particular topic or question. Engage with a complex historical record. Evaluate the significance of materials documenting particular events; compare and contrast with other sources and contexts.

2. **Historical analysis:** Generate a historical interpretation that is reasoned and based on historical evidence selected, arranged, evaluated and analyzed.

I: Formulate an interpretation in response to a focused prompt (often yes/no.)

P: Formulate an original argument in response to an open-ended prompt.

D: Formulate an independent research question and answer it with a coherent and original argument and analysis.

3. **Treatment of sources:** Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence.

I: Recognize primary and secondary sources, how to use them, and proper citation practices. Evaluate the relevance of online sources.

P: Evaluate the historiographical value of a source (context, authorship, reception, motives and assumptions, limitations on source reliability) and analyze its relationship to other sources. Identify and evaluate relevant sources in the library, online etc.

D: Independently search and build a coherent source base around a particular topic or question; evaluate sources' historiographical value and place them in relation to one another.

4. **Writing proficiency.** Communicate a historical analysis clearly and coherently using proper mechanics and citation practices.

I: Compose short papers in response to tightly defined prompt.

P: Compose mid-length paper on open prompt.

D: Compose a full research or historiographical essay.

5. **Historical discussion and debate:** Present a historical interpretation in spoken form, support it with evidence and revise it in conversation with others. Engage a diversity of viewpoints in a civil and constructive fashion.

I: Communicate historical ideas and respond to others. Participation in class discussion is required and/or discussion sections are held.

P: Engage other students in civil, constructive conversation around historical questions. Participation in class discussion is a significant portion of course work.

D: Offer original ideas and interpretations; support them with evidence and revise them in conversation with others. Give a presentation or participate in a debate.

I = Introduce

P = Practice

D = Demonstrate

UC HISTORY MAJOR REQUIREMENT COMPARISON

	<u>RIVERSIDE</u>	<u>LOS ANGELES</u>	<u>IRVINE</u>	<u>DAVIS</u>	<u>SANTA BARBARA</u>	<u>BERKELEY</u>	<u>SAN FRANCISCO</u>	<u>MERCED</u>	<u>SANTA CRUZ</u>	<u>SAN DIEGO</u>
Total # of Courses	13	16	12	15	15	12	11	14	12	15
Lower Division	3	6	4	5	5	4	4	6	4	3
Upper Division	10	10	8	10	10	8	7	8	8	12
Intensive Writing and/or Historical Practice Requirement	HIST 099W	HIST96W or HIST97A-O	HIST 100W	N/A	N/A	HIST103A-U	N/A	HIST 100	HIST 100	N/A
Number of Research, Capstone, Colloquia Course Requirements (included in upper division course requirements)	3	1	1	1	1	1	1	2	1	1
Honors & Additional Program Options	None	Honors Program which requires year-long research project.	Offers separate B.A. in History with a specialization in History for Future Teachers.	Honors at graduation and Honors Program.	Phi Alpha Theta National History Honorary Society	History Honors Distinction	History Honors Distinction	History Honors Program	Offers a separate "Intensive History Major". Includes additional 3 upper division research courses. Also offers honor designation within the major (applicable to all majors).	History Honors Program
2018-19 General Catalog	<u>UCR</u>	<u>UCLA</u>	<u>UCI</u>	<u>UCD</u>	<u>UCSB</u>	<u>UCB</u>	<u>UCSF</u>	<u>UCM</u>	<u>UCSC</u>	<u>UCSD</u>
Department Website	https://history.ucr.edu/	http://www.history.ucla.edu/	https://www.humanities.uci.edu/history/	http://history.ucdavis.edu/	http://www.history.ucsb.edu/	https://history.berkeley.edu/	https://www.usfca.edu/art-science/und	http://history.ucmerced.edu/	https://history.ucsc.edu/	http://history.ucsd.edu/

Theatre, Film and Digital Pdxn	53	44	9	3
Sociology BA	56	36	20	0
Religious Studies	52	40	12	1
Public Policy	68	48	20	1
Psychology BA	76	37	39	0
Political Science	56	36	20	0
Philosophy	56	36	20	0
Music	70	39	31	2
Media and Cultural Studies	56	36	20	1
Liberal Studies	88	40	48	1
History	52	40	12	3
Global Studies	73	49	24	1
Gender and Sexuality Studies	52	40	12	2
Ethnic Studies	52	40	12	1
English	43	28	15	1
Economics	72	54	18	0
Creative Writing	56	36	20	1
Comparative Literature	68	48	20	0
Art History	52	40	12	1
UCR CHASS Dept.	Total Units	UD Units	LD Units	Research Courses