

## 1.0 EXECUTIVE SUMMARY

### 1.1 A Brief History of the History Graduate Program at San Francisco State University

The Master said: “For my part, I am not endowed with innate knowledge. I am simply a man who loves the past and who is also diligent in investigating it.”

---Confucius, *Analects* 7.20

The history of the master’s program in history at San Francisco State University largely mirrors the development of the institution as a whole. From its founding in 1899 until the 1920s, San Francisco State Normal School (later San Francisco State Teachers College) did not teach history as a subject in itself, but simply as part of a civics curriculum for teacher candidates. Only in 1923 did San Francisco State form a division of Social Sciences and offer ten independent history courses. These courses included general history, the history of Europe, the sociological history of the United States, the history of California, and the history of the Pacific Orient.

In the 1930s, History became a separate division within the Social Sciences but still operated as an adjunct to the bachelor’s program in Education, the only degree program offered by San Francisco State at that time. To achieve that degree, the students had to pass examinations in arithmetic, English fundamentals, children’s literature, music fundamentals, penmanship, and civics. Theodore Treutlein, who received his Ph.D. in 1934 under the guidance of Herbert Bolton at the University of California, became the founding member of the History Department of San Francisco State when he arrived in 1935 to teach courses on the history of the Americas. Two other faculty members, George Gibson and Gerald White, joined him in 1936 and 1940 respectively. After returning from service in World War II, these same three faculty members continued to form the core of the department for the next decade. They initiated the first master’s level seminars in 1949. In 1953, San Francisco State College moved from its overflowing downtown campus to its present site. This move set the stage for a major expansion of both the college and the Department of History. By mid-decade the history curriculum listed some thirty courses. The founding members of the department set a high standard: at a time when some departments did not uniformly require the doctorate for faculty, the History Department did. In quick succession, four new Ph.D.s were added to the faculty.

In the early 1960s, the State of California eliminated Education as an undergraduate major, relegating all education courses to a fifth graduate year and requiring every undergraduate to enroll in an academic major. The history major benefited in a variety of ways from this reform, especially in the expansion of the department’s course offerings and faculty. In 1962 history was a subfield for an M.A. in Social Science. By 1968, however, the number of tenured and tenure-track faculty had risen from seven to twenty-five, and the curriculum from thirty to more than seventy

undergraduate and graduate courses. San Francisco State College itself had grown to the point that it had more than 15,000 students and close to 1,000 faculty members. Expansion caused some significant stress within the History Department faculty. Among those hired between 1958 and 1968 were several professors with ambitious research and publication agendas who thought that the department should adopt more rigorous publication requirements for tenure and promotion. By contrast, others arrived assuming that they would best serve a state college with a four-course teaching load by continuing the existing career pattern—a concentration on teaching backed by broad general reading and erudition. At this time the then Chair of the department, Ray Kelch, oversaw the creation of our master's program, our first class entering in Fall of 1964. One of our earliest M.A. students, William Issel, went on to pursue a Ph.D. at the University of Pennsylvania, only to come back to us as an Assistant Professor of History. He recently commented that in the 1960s the “department was vibrant and alive with energized students and many young enterprising faculty.” Other grad students from that period also went on for their Ph.D.s and are now teaching in various colleges and universities around the nation, including the University of California, Davis. But the student strike of 1968/69 added tensions to the department, leaving substantial scars on faculty morale. These strains, combined with the expansion of university faculties nationwide, produced an exodus of some of the most notable members of the department. Gerald White and John Diggins joined the faculty of the new University of California campus at Irvine. Vartan Gregorian left for the University of Texas, and eventually became the president of the Carnegie Foundation. Others, like John Shover and Jim Holliday, embarked on new academic and literary careers as well. But the basic core of the department remained, and even as some were leaving, other new faculty were taking their places.

By the early 1970s the major outlines of the department's faculty, courses, and programs were in place. In 1974 the History Department had twenty-six tenured or tenure-track faculty members, offered ninety-seven undergraduate and eighteen graduate courses, and provided both an undergraduate and graduate program. In addition to History 700, History as a Field of Knowledge, our entry level course required of all graduate students, and the Culminating Experience, students divided their remaining units among three different historical fields. They were also expected to demonstrate an auxiliary skill, either a foreign language or statistics and data processing—this is still the case today. In this same academic year we admitted sixty-three new graduate students, of whom thirty-nine enrolled in our program. In Spring 1974 graduate courses enrolled 114 students, a number comparable to Fall 2006. Despite some variation in student enrollment over the years, the success of our program has remained constant from that point on.

One of the biggest contributors to the success of our master's program over the years has been our faculty. On the one hand, we have always had a set of professors who have not only been well trained at the nation's best universities, but also dedicated to excellent teaching and high scholarship. A casual look at the doctoral institutions of our instructors over the years shows places like Harvard, the University of California, Princeton, and the Ohio State University. British and French universities are also on the list. These same faculty members have brought, and continue to bring, a strong

commitment to superior teaching. The department has kept a record of student teaching evaluations since Fall 1987, and the students have consistently scored all members of our department between 1.00 (the highest one can achieve) and 1.47. The department and College of Behavioral and Social Sciences regard scores between 1.00 and 1.50 to be evidence of superior teaching. The scores for graduate level courses are always the highest in these evaluations. With high standards in teaching come high standards in scholarship, as the Appendix containing the faculty's *curricula vitae* show. On the other hand, the retention rate of our faculty is extremely high. Since 1972 only three tenured or tenure-track professors have left our department: one left the professoriate altogether, and the other two were offered prize positions at UCLA and the University of Washington respectively. This long-term stability within the faculty has meant that we have been able to develop a high quality program.

But dramatic changes in the faculty have occurred over time as well, the most noticeable changes having come since 2000. Replicating in some ways the large numbers of hires in the late 1960s and early 1970s, our new hires since 2000 have been instrumental in maintaining the quality of our graduate program as well as transforming and rejuvenating it. In 2000 we had twenty-three faculty members: twelve, more than half, have since retired or left. We have hired ten new faculty members over the past six years—their fields include Late Antiquity and the history of the Early Church, the Middle Ages, Early Modern Europe, Nineteenth-Century Europe (including women's history and European intellectual history), Africa (including European imperialism and modern world history), South and Southeast Asian history, the Middle East and history of Islam, California (including labor and environmental history), United States Ethnic and Race Relations, and the Early American Republic. This year we have hired new faculty in United States diplomatic history and Twentieth-Century Europe. Thus, beginning in fall 2007, more than half of the department will have been hired since 2000. These new faculty members bring with them the necessary new fields, new historical approaches and theoretical concerns, and enthusiasm that keep a graduate program vibrant and stimulating.

Another factor in the success of our program over the years has been our curriculum. In the 1970s the curriculum was fairly amorphous: graduate students took courses, undergraduate and graduate, in three historical fields of their choice. This loose system was changed dramatically in 1984/5 when students were required to do fifteen units (including six graduate units) in a defined primary field, and nine units (including three graduate units) in one of a series of defined secondary fields. The number of units for the thesis was also cut back from six to three units. The primary reason for this shift was pedagogical: we discovered that students could, if they should chose to do so, fulfill all of their graduate units without taking any more than one graduate seminar. Finding this situation to be unsatisfactory, we completely changed the degree program so as to prepare students better for further graduate work or for teaching at the community college or high school level. We had always argued that an M.A. in history was a professional degree, and these changes helped us to implement this idea more fully. Since 1984/5, the greatest changes in graduate curriculum have consisted of developing new primary fields of emphasis, such as Europe before 1500, Gender in History, and Modern World History,

our most recent addition. We think that the basic structure of our graduate degree program, a structure that combines both breadth (our fifteen units of upper division work divided between a primary and secondary field) and depth (the graduate seminars) has served our students extremely well, no matter what their degree objective was. In this Spring 2007, for example, we have had graduate students accepted for Ph.D. work at Princeton, the University of California, Berkeley, Columbia, Johns Hopkins, the University of Pennsylvania, the University of Virginia, the University of Washington, and the University of California, Santa Cruz, among others. Moreover, this pattern is not new, but merely continues a trend of our master's students consistently getting into the best doctoral programs across the nation and in Britain. We have high quality students whom we train in a high quality program.

The history of any master's program in history is also written in its graduate students. The only major documentable change in our student population since the inception of our program has been in numbers. In the late 1970s the number of our graduate students began to decline seriously. By 1980 we had only 45 graduate students, and even that figure had fallen to 27 by the Fall semester 1984. At that point the department debated whether to abolish the M.A. program or not—this was the course followed by other departments in the College of Behavioral and Social Sciences, including Sociology. But in the end we decided to revise our curriculum and attempt to weather the storm of low enrollments. Our efforts paid off very quickly. The changes in our curriculum coupled with renewed student interest in graduate programs produced dramatic results: we had a total of 45 students three years later, and 100 students six years later. In 2005 the American Historical Association, our national professional organization, produced a detailed report on master's programs in the United States, *Retrieving the Master's Degree from the Dustbin of History: A Report to the Members of the American Historical Association*.<sup>1</sup> Philip Katz, the primary author of this report, noted two essential statistical characteristics of our program: (1) we produce more M.A.s than any other stand-alone M.A. program in the nation; and (2) we are the primary supplier of students to Ph.D. programs from universities whose highest degree is the master's. We are proud of both numbers, for we think that they speak to the continued quality of our students and of our graduate program. Students were excited by our vibrant faculty and curriculum in the mid-1960s, and they remain so today.

San Francisco State University is now just a little more than one hundred years old, and our graduate program is just shy of half a century. At this juncture we find ourselves in a particularly high state of morale. Our faculty continues to keep pace with our intellectual and service needs, and our curriculum continues to adapt to the new challenges and trends within our discipline. Similarly the number and quality of our students remains high. We are also fortunate that the physical and financial wellbeing of our graduate students has improved in recent years as a result of benefactions from alums and friends of the department: we have a new seminar room that is equipped with the most advanced technology available; we offer a series of six scholarships, fellowships,

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<sup>1</sup> Philip M. Katz, *Retrieving the Master's Degree from the Dustbin of History* (Washington D.C.: American Historical Association, 2005).

and prizes to outstanding graduate students; and, most recently, we provide monies to graduate students for travel to present papers or do research. The Department of History is proud of its past record and present status, and we look forward to an equally promising future.

## **1.2 Brief Synopsis of the Previous Review Recommendations**

The Department of History completed its Fifth Cycle Program Review and Self Study in Spring 2000. Throughout their own report on our program, the external reviewers touched on several highlights of our department. They carefully remarked not only that our curriculum was well designed to provide a breadth of knowledge as well as to teach analytical and communication skills, but also that our courses were taught by scholar-teachers who have a deep commitment to both undergraduate and graduate education. Furthermore, they observed that a strong part of this commitment to superior teaching is our use of the assessment of student learning outcomes to improve our program on an ongoing basis. In discussing our students, the external reviewers found that the overall profile of our students was similar to other comparable institutions, and that the number of those pursuing a master's degree, while shrinking in many places, remained high at San Francisco State University. In the end they concluded that the Department of History was a "center of excellence," and that everything should be done to maintain that high quality. The Memorandum of Understanding, signed on June 6, 2001, reflects their concerns along those lines. While only part of the "Action Plan" outlined refers directly to the graduate program, other parts have an indirect bearing on what we have done since that previous review.

- "Further develop the curriculum in the area of world history, creating a more comprehensive program in this area." Since 2001 we have hired two more faculty who have specific interests in world history; we have increased the number of courses in areas outside of Europe and the United States; and, most importantly, we created a primary and secondary field of Modern World History as a central feature of our graduate program. We have already graduated students in this specialization, some of whom are teaching in community colleges in California, and others of whom have started in Ph.D. programs across the nation.
- "Maintain the current size of the M.A. program." Since Fall 2000 we have had between 88 and 115 graduate students within the program, with an average of 100 students per term over these fourteen semesters. This part of the MOU is closely related to the next item as well.
- "Continue to explore ways of broadening graduate offerings to attract more students." Our biggest expansion in graduate offerings lies in various aspects of world history. But we offer more than a selection of graduate courses that examine various parts of the world: our program in Modern World History allows graduate students to focus upon this as a primary or secondary field in the degree, with unique theoretical underpinnings as well as topics of study. As a result of new hires and new emphases, the number of graduate students in our

program has been above 100 since Fall of 2004. We estimate that a student population between 100 and 120 is ideal for our program.

- “Identify and post graduate courses in other departments which are appropriate for History M.A. students.” We have not done this in any formal way—there is no campus mechanism for discovering in any simple way the topics of graduate seminars around the university. But various faculty members know of graduate seminars in their own fields in other departments, such as Classics, German, Anthropology, International Relations, and English, and through advising, students are told about these classes. A good project for the Graduate Division would be to create a website of all topics for graduate seminars that are being offered in any one academic year. This would allow both faculty and students easy access to what might be possible in any given semester. We do advertise items of importance, including seminars in other departments, on our graduate listserv.
- “In consultation with the Dean and Provost, increase the number and percentage of tenured/tenure-track faculty.” In 2001, when this MOU was written, we had twenty-three faculty members. Our numbers have actually **decreased**, *not increased* since then, but we should be up to twenty-two in 2007/8—this decrease occurred despite the signature of the then provost. In keeping with this part of our last review and our current high quality program, we hope to increase modestly the number of faculty in the History Department in the near future. No department can maintain quality and excellence in a graduate program without sufficient faculty members. While we do not expect to return to the days of the early 1970s, we do plan to ask for sufficient faculty resources to continue as “a center of excellence.”
- “Focus faculty hiring in areas of United States history, Asian (especially both south and southeast Asian) history, and the Islamic world.” We have hired in all of these areas, periodically taking advantage of “New Wave” hires to add faculty in critical areas like south Asia and the Islamic world. Due to a series of recent retirements, we have also brought in new faculty for European history. We have added as well two critical appointments in United States history.
- “Continued collaboration with Ethnic Studies regarding faculty appointments in areas of shared interest.” While we have not had any joint appointments, we have continued our collaboration with the College of Ethnic Studies in a variety of ways. First, in two of our new hires, Africa and U.S. Race and Ethnic Relations, faculty from Ethnic Studies came to research presentations and offered advice to our Hiring Committee. Second, we are in close contact with various faculty members in each of the Ethnic Studies departments. Some of our colleagues, such as Prof. Dawn Mabalon and Prof. Abdiel Oñate, have very close relations with Asian American Studies and Raza Studies respectively. Likewise, some Ethnic Studies faculty have been important contributors to our program, like Prof. Johnetta Richards and Prof. Amy Sueyoshi. Both colleagues, it might be noted,

earned their Ph.D.s in history. And third, we have recently cross-listed a number of courses between our department and the College of Ethnic Studies. We see collaboration between us as an important aspect of the richness of our graduate program.

- “Survey graduate students as to their needs, wishes, and satisfaction with advising and other aspects of the department.” Periodically we have polled graduating M.A. students in these areas, and we constantly monitor the exit surveys conducted by the university. The level of satisfaction has been high, and we have not had to make any major changes within our program. Furthermore, we have instituted a policy of requiring graduate students to submit a year-end progress report each April. This allows us to keep track of student needs for seminars in the coming year.
- “Continue efforts to improve advising regarding graduate internships and job placements.” Since this MOU we have undertaken a series of initiatives: a new graduate faculty advisor for internships, a series of workshops on how to apply to graduate school, and a new graduate student website and listserv. This new generation of students is far more prone to get advising early and often, a situation which has improved communication between them and us.
- “With Academic Resources personnel, review classroom allocations to the department to ensure that they are properly equipped.” This part of the “Action Plan” has been somewhat mixed in its deployment. On the positive side, shortly after our last review a benefactor gave the department several million dollars, part of which was slated specifically for technology and technological improvements for the faculty and students. We used a sizeable amount of that money to completely rebuild our graduate seminar room, installing in it the most up-to-date technological advances that we could buy. President Corrigan officiated at the opening of our new room. This new facility, paid for by ourselves, without any monies from the college or university, has benefited the students of our graduate program tremendously—the environment is scholarly, and the technology advanced; the entire environment is conducive to learning and intellectual growth. On the negative side, however, the number of rooms allotted to the History Department for teaching has been reduced, even as our student enrollment and number of courses has increased. While we realize that this is a general university problem, its impact on our graduate program has been negative. Graduate study requires both sufficient and properly equipped rooms—we have attempted to provide at least some of this.
- “Assistance from the administration in funding a half-time computer technical assistant.” This assistance has not been forthcoming. Instead, we rely on our own CEL funds to pay for a highly skilled technical assistant. BSS Computing, however, has an extraordinary staff, and they lend their expertise to us when we need their advice and help.

- “An upgrade and time base increase for the Department Office staff.” With so many graduate students we need a full and efficient office staff. We are delighted to report that the provost and dean have provided us with a full-time Assistant Academic Office Coordinator. This has made the running of our office, and our ability to serve students, second to none in the College.

The department has lived up to the items in the “Action Plan” suggested in the previous MOU. The only area that is slightly disappointing is in tenure-track hires, but even here we have largely been able to maintain our program as we would want to do. The department trusts that this will improve in the near future: a full complement of faculty means that the high standards of our program can be sustained.

### 1.3 Summary of How the Program Meets the Standards

In its analysis of master’s degree programs in history in the United States, the American Historical Association attempted to define the distinctive role for the master’s level in history. The panel of historians which conducted the study argued that “the ‘one-size-fits-all’ approach to master's-level training makes very little sense, across disciplines or even within a single field; too little variation between graduate programs is just as bad as too much variation.”<sup>2</sup> The Department of History agrees with this conclusion, and we have conducted our Self-Study with that in mind: usually we conform to the standards summarized below, but that is not always the case. In the presentation of our data and discussion, the department has kept in mind both the university standards as articulated by the Academic Senate and the professional goals and standards of the American Historical Association. On the rare occasions that the university’s standards have veered away from those of our professional organization, we have relied upon those of the A.H.A. The report prepared by Phil Katz states our joint desideratum that “departments should be able to convince administrators to adopt the standard” that was developed with “reference to the needs of our discipline.” Whenever appropriate we have placed our master’s program within the context of other similar history programs nationwide.

**Table 2 – Thumbnail of standards met**

Indicator	Standard	How standard is met	Page where this is discussed
<b>University-wide standards</b>			
<b>3.0 ADMISSION REQUIREMENTS</b>			
3.1 Evidence of Prior Academic Success	2.75 GPA and Higher	% of applicants meeting this standard: 100%.	21-22
3.2 Evidence of Competent Writing	GRE, GMAT, GET Other:	% of applicants meeting this standard: 100%	22
3.3 English Preparation of Non-Native Speakers	TEOFL, IBT, IELTS	% of applicants meeting	22-23

<sup>2</sup> Ibid., 45. For an on-line copy of this report, see <http://www.historians.org/projects/cmd/2005/Report>.

		this standard: 100%	
<b>4.0 PROGRAM REQUIREMENTS</b>			
4.1 Number of course offerings	2 graduate courses/semester	Average # over 5 yrs/semester: 5.1	26-27
4.2 Frequency of course offerings	At least once /2 yrs	% that meet this requirement: 100%	27
4.3 Path to graduation	Published map leading to graduation in 5 yrs @ ½ time attendance	Yes/No: Yes	27-28
4.4 Course distribution on GAP	Proper distribution of grad, paired and undergrad courses	Currently only 50% of GAP at the graduate level	28-29
4.5 Class size	Enroll 8-30 and 5-15 for seminars	% of classes complying: 100%	29-30
4.6 Number of graduates	5 graduates per year average over 5 yr	Yes/No: Yes: 21.4	30
<b>5.0 FACULTY REQUIREMENTS</b>			
5.1 Number of Faculty in Graduate Program(s)	Minimum of 2	Actual number: 21	32
5.2 Number of Faculty per Concentration	Minimum of 1	Actual number: n/a	32-33
<b>Program-Specific Indicators and Standards</b>			
Indicator		Standard met?	Page where discussed
<b>6.0 PROGRAM PLANNING PROCESS</b>		Yes	34-35
<b>7.0 THE STUDENT EXPERIENCE</b>		Yes	36-55
<b>8.0 THE PROGRAM AND THE COMMUNITY</b>		Yes	55-63
<b>9.0 THE FACULTY EXPERIENCE</b>		Yes	63-80
<b>10.0 RESOURCE SUPPORT FOR THE PROGRAM</b>		Generally, Yes	80-84

#### **1.4 Summary of Present Program Review Recommendations**

Since Fall of 2006 we have begun to transform most of our upper division courses into paired courses, and to alter our graduate requirements to state that “at least 70% of all work on the Graduate Approved Program must be graduate level courses, but no more than 20% of these units may come from paired courses.” Because the History Department has a large number of upper division course offerings, this conversion process is a monumental project, but we hope to have it completed within a year. The new paired courses will maintain our desired goal of keeping the breadth necessary for a high quality master’s program in history. **(4.4)**

The History Department will introduce training in the distinctive pedagogy of history as part of its planned improvements. **(6.0)**

We recommend that the university keep a better and more complete profile of graduate student characteristics, and that this information be shared with graduate programs on a regular basis. This would allow graduate programs to recruit and plan more effectively than they might now be doing. **(7.0)**

The department is developing a set of rubrics with which to assess the Culminating Experience and a final research paper. Students who take a Comprehensive Examination or write a Master's Thesis in their major field of emphasis will be evaluated by at least two qualified members of the San Francisco State faculty based on a set of rubrics developed by the department. All students will submit a copy of a research seminar paper to their Examination or Thesis Committee for assessment. **(7.1 and 7.3)**

Most faculty and students find the Written Examination to be a useful and intellectually stimulating experience, but not all do. The department plans to address the issues and concerns surrounding the structure and content of the Culminating Experience in the very near future. **(7.4)**

Through better contact with our alumni, we hope to raise more funds to allow more students to become more professionally engaged with their field. These same alumni would also serve as professional models for current graduate students. One way to increase this contact would be through the creation of a website, where we could post news about the accomplishments of present and past members of the department. **(8.1)**

Wider community service opportunities: (1) to provide more internship opportunities for our graduate students; (2) to develop a community service program for training students who wish to become community college instructors; and (3) to invite local preservation officers, planners, historians, and museum administrators to talk to our students and conduct behind-the-scenes tours. One of our colleagues, Prof. Cherny, is already the vice president of the Landmarks Preservation Advisory Board for the City and County of San Francisco; this would be an appropriate place to begin this aspect of graduate education in a wider community context. **(8.2)**

We would create a San Francisco Bay Area Civil Rights and Labor History Project on the model of that started by the University of Washington for Seattle. We would engage various labor and civic groups to help in this project—they could provide us with their expertise, their outlooks, and their experiences. Some of these groups, especially in organized labor, may be willing to contribute funds for our project. **(8.3)**

Increased internationalization through the following actions: (1) to request two new positions that deal specifically with international and transnational history, one in the history of the Atlantic world, and the other in the history of recent East Asian international affairs; (2) to ask for greater institutional support for visiting scholars; and (3) to seek out donors to create a fund for students to study abroad and for scholars to

appear on campus. The history of the Atlantic world is a relatively new and important field: “Undoubtedly one of the most studied and fruitful subjects of historical inquiry in recent years has been the field of Atlantic history” (*American Historical Review* 112 [2007]: 710). Scholars in this field have produced “a remarkable body of work that spans everything from the study of migration and the slave trade to the transnational history of revolution and political thought.” This is a complex history that stresses the interconnectedness of overlapping concerns and peoples. Our graduate students should be more fully exposed to this new internationalizing historical field. **(8.4)**

We are in the process of evaluating whether or not the methods of one of the other social sciences should or could be substituted for our current auxiliary skills requirement. Historians draw from many other fields, and expertise in the methodology of another social science could be of great benefit to our students. **(9.5)**

Our recommendations for resources fall into two areas: (1) We need to maintain our current faculty positions, including replacing those who have retired or will retire in the near future. In 2007/8 we will have an FTEF of 21.5, and, if our searches for two Americanists to replace two retired faculty members are successful, we will be at 23.5. In the future, we would want to increase our FTEF by one in order to hire in the new field of the history of the Atlantic World (see our most recent Five-Year Hiring Plan, Appendix H). A high quality graduate program requires a sufficient number of faculty members to deliver its curriculum, stay abreast of the current trends in the profession, and properly serve our students. A mediocre program is easy to staff—a high quality one more difficult; it takes planning on the departmental and university level, and a serious commitment of resources. And (2) We would like a committed and secure source of funding for the expenses that arise out of running any kind of a program. Concurrent enrollment funds are more than adequate for meeting our needs, but they are often on the verge of being seized by administrators for other purposes. At the same time that funds are taken away, no provision is made for how a program should meet its financial obligations. Salaries are one expense that the university plans for quite carefully—non-salary expenses ought to be as carefully planned for so that a program knows what it can expect over time. Leaving concurrent enrollment funds intact would be a solution to this problem. **(10.1)**

We would like to continue to cultivate our alumni so that we can expand our financial support of graduate students while they are in our program. **(10.2)**

## 2.0 PROFILE OF THE MASTER OF ARTS IN HISTORY

### 2.1 Overview of the Master of Arts in History Program

#### *Our Mission, Our Program's Characteristics, and the Challenges*

Human beings have invented many ways to order and to articulate the past—*history* is only *one* of those ways. *History*, from Herodotus on, defines at the same time a *form* of writing, a *subject matter*, and a *method*, namely the systematic inquiry into and explanation of the past. History, in the end, is the study of change and continuity in human societies over time. This study provides a mode of understanding human behavior by examining societies and cultures in light of their origins, the changes they have undergone during their existence, and the process by which they have reached their present state. In the broadest possible sense, our mission is to train graduate students as historians. But, as the American Historical Association points out, “master’s degrees in history serve important social functions” as well, ranging from teacher preparation to public history and to the maintenance of the nation’s historical memory.

Both the mission of our master’s program and our student market, or clientele, are closely intertwined. The California State University System occupies a special niche in higher education at the post-baccalaureate level in California. In northern California, for example, with the exception of an M.A. in economics at the University of San Francisco, no other academic institution offers an independent M.A. in the humanities or social sciences outside of the six campuses of the CSU. As it turns out, of the twenty-three campuses of the CSU, only fourteen have M.A. programs in history. We have one of the largest M.A. programs in the CSU, and the largest one in northern California. Since 1995 we have enrolled an average of ninety-five graduate students per term, with an average annual graduating class of 23.75. For the Fall 2004, we admitted thirty-three new students, and we currently have 115 in the program. Our primary mission is to provide quality graduate training in history to a very broad range of students who come to us from inside and outside of California.

History students at both the undergraduate and graduate level at San Francisco State University are expected to develop a broad knowledge and understanding of political, social, cultural, and economic institutions and values in many times and places. Undergraduate history majors achieve this goal by following a program that accords with the recommendations of the A.H.A. That program requires students to complete foundation courses in the history of the United States and either Western Civilization or World History, a course in historical methods, courses designed to acquaint students with the diversity of the global setting in which they live (the department requires that students take a total of eight upper division courses in the United States, Europe, and either Asia,

Latin America, or Africa), and a capstone research seminar with a writing requirement. In these courses, the San Francisco State Department of History seeks to communicate a broad knowledge and understanding of the past while developing the student's skills of historical analysis and interpretation, including how to compare and contrast, synthesize, and draw conclusions.

Graduate history students continue to build upon the knowledge and skills acquired in the undergraduate major. The Master of Arts program in History is designed to provide professional training for those preparing for Ph.D. level work, for those interested in teaching in secondary schools and the community colleges, and for those planning to complete their education at the master's level. To that end, we expect all history graduate students to do the following: to study advanced historical theory; to acquire substantial historical knowledge in two fields selected from among the United States, Latin America, Modern World History, Europe prior to 1500, Europe since 1500, or Gender and History; to have an auxiliary skill, such as a foreign language or statistical competency, appropriate to their major field of interest; to be able to identify, research, and analyze historical questions and issues; and to be able to communicate their findings in a clear and effective manner. In discussing how a bachelor's degree in history differs from the master's the American Historical Association notes that "master's degrees focus their professional activities on synthesizing and presenting history as opposed to consuming history." This has always been our philosophy as well, and it is a major characteristic of our graduate program.

Our approach over the years has been consistent: we view the Master of Arts in history to be a professional degree, and to that end, we have constructed a curriculum to train "historians." We argue that no matter what the ultimate goal of the student might be, each is best served by a degree program that is as professional as possible. Exit surveys of graduating M.A. students taken by the university show that our students are extremely satisfied with the training that they have received, whether in providing personal enrichment or in preparing them for teaching. Similarly, students who have entered Ph.D. programs feel themselves to be very well prepared to pursue their degree goal. And our sense is that these institutions think the same way about our students.

But the writing and the teaching of history each present different types of difficulties. The challenges surrounding the pedagogy of history at the master's level and of the training of future historians are many. San Francisco State University itself presents many challenges in its own right, none of them, of course, unique to us—we are a large urban, M.A. granting institution in an area of the state that is extraordinarily expensive to live in; our students are commuters and our faculty live in the far-flung corners of the Bay Area and beyond. Building a sense of community with conditions like these is but one of several challenges that confront our program

Three of the major challenges that face us in completing our mission are somewhat intertwined:

1. The size of our program is a challenge—we need to offer a sufficient range of graduate courses both to serve the intellectual needs of our students and to allow them to graduate in a timely fashion;
2. The lack of proper funding of graduate education in the CSU system presents difficulties. At the moment neither graduate programs nor graduate students receive special consideration. On the one hand a graduate seminar is treated no differently than a freshman survey course in how it is funded or counted toward overall student enrollment (our department is funded *in large part* on the basis of overall student enrollments). A “rebenching” of graduate enrollments is now taking place, but the actual practical effect of this shift is as yet unclear. On the other hand, this also means that graduate students need outside work in order to pursue their degrees. While we have a modest departmental endowment to fund some students each year, it is not nearly enough to provide aid to a majority, let alone to all, of our students;
3. Our greatest challenge, however, results from the varied student constituencies that we serve:
  - a. Those students who wish to pursue a Ph.D., usually in History [Some have gone on to other fields, such as Anthropology, Classics, Geography, and International Relations]. We have been very successful in placing our students in Ph.D. programs in institutions like the University of Washington, the entire University of California system, Michigan, Harvard, Princeton, Columbia, New York University, Stanford, Indiana, North Carolina, and Duke. Nationally, we are the fourth largest supplier of students to Ph.D. programs for those who do the PhD at an institution different from where they earned their MA; we are *first* among those institutions who offer an M.A. only;
  - b. Students who wish to go on for another professional degree, such as law, urban planning, or library science;
  - c. Those students who wish to teach on the community college level. In California, students with an M.A. are eligible to teach in the community colleges; we need to make sure that these students are properly prepared to do exactly that. (We have been successful in placing M.A. recipients in teaching positions in U.S., European, and World History);
  - d. Those students who wish to teach or who are currently teaching on the secondary school level in California;
  - e. Students who plan to go into private or public sector jobs, using the skills that they have learned in graduate school for their new careers; these positions range from the FBI to the State Department, from banking and personnel to public relations and advertising and publishing;
  - f. Those entering fields allied to history, such as archives or historical consultancy;

- g. Those students who desire an M.A. simply for personal satisfaction and general interest in history; on occasion, for instance, we have students who return to school after retirement in order to earn their M.A.

Given these three major challenges, we have tried to create a graduate program that serves all of the needs of our varied student clientele; we have largely succeeded in doing so.

We have attempted to meet these challenges in two ways—we think that each contributes to the strength of our program. First, we have a curriculum with quite varied historical content. We have fields of historical inquiry that correspond to the changing interests within the profession, such as gender history and modern world history, while at the same time maintaining the more traditional areas, such as United States history or Latin American history. We have attempted to cover all geographical areas, all time periods—ranging from the Islamic world and Africa to the Far East, and from earliest times to the present. But our greatest strength, that second mechanism for meeting these challenges, lies in two particular courses: History 700, the first course that all entering graduate students must take, and History 896, their last course, the Culminating Experience, (the Written Comprehensive Examination in preference to the Master’s Thesis). These are the two bookends, as it were, to our graduate students’ academic career. As they graduate with a master’s degree in history from San Francisco State University our students are prepared for whatever path they wish to take.

The mission and curriculum of the graduate program in history at San Francisco State are congruent with goals and recommendations put forward by the American Historical Society. We are, however, lacking in one area, and that area will be a central feature of the next phase in our program: our department and the A.H.A. have long argued that history teachers ought to be trained *in* history and *as* historians *by* historians; but the A.H.A. also goes on to recommend that “the distinctive pedagogy of history should be a part of the historian’s training at the master’s level.” This we have not yet done, but it is part of our planning for the very near future (see below).

## **2.2 The Master of Arts in History in the Context of the Academic Unit**

The graduate program has played a prominent role in the History Department ever since its inception. Any master’s program is expensive compared to other parts of an academic unit, but the faculty of the department have always considered the cost to be worthwhile. As stated above, graduate programs play an important part in serving the people of California. In October 2006 the American Historical Association reported that “most of the programs now conferring the largest number of history master’s degrees lack Ph.D. programs. . . . Programs moving to the top of the list include Providence College, Villanova University, *San Francisco State University*, and SUNY Albany.”<sup>3</sup> This same report noted that in master’s programs across the nation the average number of degrees conferred was 7.6, and that 35% of all M.A.s granted were from institutions in the Far

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<sup>3</sup> *Perspectives*, October 2006, 15.

West and the Southeast. Our graduate program in history, an increasingly important national player, continues to justify the resources allocated to it. The office of Academic Affairs asks questions in seven different areas based on Table 3:

**Table 3.**

	<b>Fall 2001</b>			<b>Fall 2002</b>		
	<i>FTEF</i>	<i>FTEF</i>	<i>SFR</i>	<i>FTEF</i>	<i>FTEF</i>	<i>SFR</i>
Lower Div	228.00	4.494	50.73	23.80	4.217	55.44
Upper Div	226.87	10.814	20.98	257.13	11.666	22.04
Undergrad	454.87	15.308	29.71	490.93	15.883	30.91
Graduate	14.07	2.783	5.06	18.13	3.852	4.71
All Div	468.93	18.091	25.92	509.07	19.735	25.80

	<b>Fall 2003</b>			<b>Fall 2004</b>		
	<i>FTEF</i>	<i>FTEF</i>	<i>SFR</i>	<i>FTEF</i>	<i>FTEF</i>	<i>SFR</i>
Lower Div	268.60	4.667	57.55	309.40	5.635	54.91
Upper Div	274.53	12.747	21.54	307.07	13.396	22.92
Undergrad	543.13	17.414	31.19	616.47	19.031	32.39
Graduate	16.20	2.913	5.56	23.73	3.500	6.78
All Div	559.33	20.327	27.52	640.20	22.531	28.41

	<b>Fall 2005</b>		
	<i>FTEF</i>	<i>FTEF</i>	<i>SFR</i>
Lower Div	312.00	5.560	56.12
Upper Div	296.20	12.892	22.98
Undergrad	608.20	18.452	32.96
Graduate	24.53	3.858	6.36
All Div	632.73	22.310	28.36

1. *The Distribution of Academic Resources:*

Since Fall 1972, the History Department has been keeping statistics on the number of graduate courses offered and the number of graduate students enrolled in these courses. While some shifting in these graduate numbers has occurred over time, the biggest changes have been in the number of tenured and tenure-track faculty members in the department and in the reduction of our teaching loads from four to three classes. As a result, we now use a larger portion of our resources for the graduate program than we did in the past. From Fall 2001 to Fall 2005 we have used an average of 16.3% of our faculty resources for the graduate program: this has ranged from a low of 14.3% in 2003 to a high of 19.5% in 2002. Table 3 shows that the amount of faculty resources does not vary much over time, but the amount expended is very high compared to the program as a whole. This total is even higher when considering that only tenured and tenure-track faculty members teach graduate courses. Thus, on average the department offered 66 sections per term in this five-year period, but only 6.5% of these courses were at the

graduate level. Note as well that our overall FTES from 2001 until today has increased by 35%, even as our graduate enrollments have been fairly constant. The cost of educating graduate students can be readily seen in all of these statistics.

The number of lecturers that the department uses has fallen over the past five years. In Fall 2000 54% of our 68 sections were taught by part-time lecturers. In Fall 2005 that number had fallen to 27%. The average number of sections taught by lecturers in the five years covered in this report is 32.55%: our goal is to have no more than 25% of all sections taught by lecturers, but with sabbaticals, leaves, and administrative assignments, that is not always possible. It should be noted that none of our graduate courses are taught by lecturers.

### *2. Lower Division Courses:*

All of our lower division courses (History 110/111, 114/115, 120/121) are service courses of one sort or another. History 120/121 satisfies the history portion of the United States History and Institutions Requirement. Depending on the semester, we offer between eleven and seventeen sections of the United States survey, each of which enrolls the minimum of seventy-five students. History 110/111 and 114/115 serve as other service courses: they are a part of Segment II of the General Education program, as well as a part of Liberal Studies (for primary school teachers) and the Secondary Credential Preparation Program. They are also required for the major and minor in history. Generally speaking these are not “gateway” courses for the major even though all of them are required for majors and minors—an overwhelming majority of our majors are junior transfer students. As we get more and more freshmen, these courses may come to serve as gateway courses to the major. Lower division sections constitute approximately 27-33% of the history course offerings.

### *3. Upper Division Courses:*

All of our upper division courses are designed for the major and minor in history, as well as for students in our graduate program. They also serve undergraduates and graduates in other majors, such as Criminal Justice, Classics, Women Studies, and International Relations. Two courses, History 300 (the seminar in historical methods and analysis) and the History 640/642/644 series (the senior capstone course) are required of all majors. Only one course, History 450 (California history), can be considered as a real service course: it satisfies the California history component to the Statutory Requirement mentioned above. We offer only three or four sections of History 450 out of a total of 65 to 72 sections.

### *4. Paired Courses:*

At the moment the History Department has no “paired” upper division/graduate courses. As a result, only 50% of the Graduate Approved Program consists of graduate level courses (see below). We are, however, in the process of creating paired courses, and when we do, no more than 20% of the GAP will consist of such courses. We expect the

paired courses to be in place within one academic year. Currently all of our upper division courses have more rigorous requirements for graduate students—graduate students are expected to do more and at a higher level than the undergraduates in any course.

##### *5. The Impact of Graduate Student Enrollments:*

As seen in Sections 1-3, graduate enrollments have a significant impact on our department and its undergraduate and graduate programs. In terms of departmental priorities, the Chair has always staffed graduate courses first, upper division courses required for the major second, the remaining upper division courses third, and lower division courses last. But the number of sections staffed at each level is only part of the picture. The impact of graduate enrollments and courses is increased when the various Culminating Experience committees on which faculty serve is taken into consideration. This is especially true for those faculty whose field is the United States.

In recent years we have come to see how few historians of the United States we have—but due to pressing needs in other areas of the curriculum, we have not been able to act on this problem until recently. As of Fall 2001, we had only 5.67 tenured/tenure-track instructors in the field of the United States. This number has increased to 8 by the Fall of 2005. But this figure is very misleading, because three faculty members have reduced teaching loads: Paul Longmore is the Director of the Institute on Disabilities; Barbara Loomis will be the new Chair of the History Department beginning in fall 2007; and Chris Waldrep holds our Endowed Chair. In a normal semester these three professors would teach nine courses—in fact, however, due to these various appointments, they are only teaching five. Robert Cherny has also had administrative duties over these past five years, lowering the number of United States historians even further.

But even if each instructor gave up his or her duties to the university or the department, we would still be short of tenured and tenure-track instructors in this field. Most of our FTES derives from students who take courses in the history of the United States, all the way from the United States survey courses to the graduate seminars. Over the last three semesters, 45% of all course sections concerned the history of the United States: but 51% of our FTES derives from enrollment in U.S. history courses—in fact, 66% of our enrollment in lower division courses comes from the U.S. survey, and 32% of our upper division FTES comes from U.S. courses. However, the burden of a dearth of United States historians is especially felt in our graduate program. Graduate students constitute almost one-fifth of all of our majors: we have around 100 graduate students, most of whom specialize in United States history. Since 2000/1 we had 135 students take their Written Comprehensive Examination—of these 76, or 56%, did so in American history. In some semesters as many as 65% (17 out of 26) of the students taking their Comprehensive Examinations were in American history. This means that a small number of faculty members are requested to serve on a large number of graduate examination and thesis committees. One faculty member alone sat on fourteen separate committees: the amount of time meeting with and instructing these students is enormous, and uncompensated—and it is very difficult to do. The American Historical Association

reported in December 2005 that the number of history majors has *risen by 30%* since 1999 and the number of Master's degrees by 6.3%—we most certainly have experienced that same phenomenon within our own department. The basic problem is not an excess of graduate students but the lack of faculty—even without graduate students in American history we would be short-staffed in this area.

Still, the overall impact of graduate enrollments has not been deleterious to the department. Despite the obvious strain on human resources, we have always been able to mount an effective and superior graduate program. Faculty have always given of their time, their talent, and their energy unstintingly to graduate students and to the graduate program. With new requested hires, the problem of staffing in American history will be resolved. Similarly, we have not felt any strain on classroom resources. Due to the generosity of a former student and his wife we have been able to equip a seminar room that is primarily for the use of graduate courses, and secondarily for undergraduate seminars, depending upon availability. Finally, the deployment of lecturers within our program is generally unrelated to graduate enrollments. Lecturers typically teach lower division survey courses: this is a product of the United States History and Institutions Requirement rather than anything else. Most faculty members teach one lower division survey course annually, with the remainder staffed by part-time lecturers. However, when faculty go on leave or are assigned to administrative duties, we hire lecturers to replace them in upper division courses. In sum, our tenured and tenure-track faculty teach students across all class levels, from freshmen to graduates. The quality of our program has remained constant over the last five years despite a large increase in FTES.

#### 6. *Ideal Number of Graduate Students:*

The Department of History considers our current level of graduate enrollment—100 to 120 graduate students—to be the ideal number. It would be difficult to accommodate more than 120 in our program, and we would not like to see the number drop too far below 100.

We have not made any considerations relative to the national origins of our graduate students. Our graduate program has always had several international students at a time, but most of our students, even if born abroad, are United States citizens. In the very recent past, there has been a slight increase of interest in our program among students who have received Fulbright scholarships to study in the United States; in Fall 2007, for example, two Fulbright scholars will be enrolled in our department (one from Turkey and one from Russia). But students who have come to us from overseas have often experienced difficulties in dealing with the Office of International Programs. Until such time as the Office of International Programs functions effectively we do not plan to make any special efforts to recruit international students.

#### 7. *The Current Number of Graduate Students:*

Our graduate program currently has the right amount of students in it.

**Table 4**

Number of applicants to the program, students accepted to the program, and students who actually enrolled in the program for the last 5 years

	Number of applicants	Number of Students accepted	Number of accepted students that enrolled
Fall 2001	43	31	19
Fall 2002	48	36	27
Fall 2003	49	37	21
Fall 2004	63	53	35
Fall 2005	79	52	37
Fall 2006	65	45	31

Several patterns emerge from the statistics on Table 4. On the one hand, all of our numbers in each category have increased by approximately 50% since Fall 2001. And on the other hand, the percentage of students who enroll over those who have applied has remained fairly constant: 55.8% in Fall 2001 and 52% in Fall 2005. Three reasons might account for the increased number of applicants. First, this increase is a part of a national trend of a higher number of history majors and of history master's students. But this in itself is insufficient. Second, our master's program has gained a national recognition for its quality over this same time period. Our top ranking in numbers across the nation is undoubtedly correlated to our top ranking in reputation. And third, the Chair, when signing undergraduate applications for the bachelor's degree, urges promising students to apply to our master's program.

### **3.0 ADMISSION REQUIREMENTS**

The Department of History has developed a set of admissions standards to help the program faculty determine if a student would be successful at meeting the goals, objectives, and outcomes required for our program. These admissions standards are based on a variety of sources of information, sources which attempt to provide the department with a sense of the academic potential of the prospective student.

#### **3.1 Evidence of Prior Academic Success**

The Department of history uses three basic criteria for evidence of prior academic success and for strong potential for the successful completion of a master's degree: a B.A. in History, a high grade point average, and positive letters of recommendation from instructors.

To be considered for classified admission to the master's program in history, a student must have completed an undergraduate major in history with a minimum grade-point average of 3.5 in the final sixty units of coursework. If the student's undergraduate work meets the department's criteria and shows promise of a successful completion of the graduate program, he or she will generally be admitted to classified standing. If a student has a weak writing sample, however, he or she will be admitted to conditionally classified standing—the conditions imposed will suggest what work needs to be done to increase those skills in writing.

Applicants who were history majors and whose grade-point average fell between 3.35 and 3.5 may still be considered for admission to classified standing on a conditional basis. Similarly, students whose undergraduate major was not history, but who took approximately 24 upper division units in history and who meet the other departmental requirements, may also be considered for conditional admission. Such students may be required to take extra coursework (including History 300 and a proseminar, for example) to make up any deficiencies in their undergraduate record.

If the student's undergraduate record suggests the likelihood of a successful pursuit of graduate work, the Department may recommend that the student be admitted on a conditional basis, specifying the conditions to be met for advancement to classified standing. If the student's undergraduate record shows little promise of satisfactory work at the graduate level or insufficient training in history, the Department will recommend that admission be denied. Students who do not meet the requirements for classified standing or who are denied admission for classified conditional standing may wish to apply to the University through Open University/the College of Extended Learning in order to correct deficiencies in their record.

The department also requires that an applicant provide us with three letters of recommendation, preferably written by former instructors familiar with the student's academic skills and potential. These letters should discuss the student's abilities and likelihood of success in a graduate program in history. Letters from employers and others who know the student are acceptable, but they are not as useful to the department for gauging academic promise.

Fully 100% of all of the students admitted into our master's program met the department's grade point average threshold. The other two criteria are useful aids for gauging academic potential, but in themselves are insufficient for acceptance into the program. Weak letters of recommendation could result in the department asking the student to demonstrate more clearly her or his potential for success in our program. But strong writing skills are also a critical element for admission (see 3.2 below).

We do not plan to alter these requirements for admission into our master's program and, therefore, have no recommendations to make.

### **3.2 Evidence of Competent Writing**

Writing competency is critical for the successful completion of our master's program in history: a student with a high grade point average but poor composition skills will not be admitted into the program. And, if the faculty later discover that the writing skills of the graduate student are inadequate, that student may be asked to leave the program.

The Department of History has two mechanisms for assessing the writing competency of prospective graduate students. First, we ask them to submit a ten to fifteen page research paper done for a history course. This paper must have footnotes and a bibliography, and it should be chosen by the student in such a way as to exhibit his or her analytical and writing skills. And second, applicants must take the Graduate Record Exam. Students must receive a score of 4.0 or higher on the written essay portion of the exam in order to be considered for admission to our program. Rare individual exceptions may be made, on a case-by-case basis, for students who do not score 4.0 on the written essay but who receive a score of at least 550 (out of 800) on the verbal portion of the exam or who can otherwise demonstrate strong writing abilities in their submitted writing sample. As mentioned above (3.1), students who need to improve their skills in writing are assigned classes to help them do so.

We do not plan to alter this admission requirement and, therefore, we have no recommendations to make.

### **3.3 English Preparation of Non-Native Speakers**

The overwhelming majority of our graduate students over the past five years have been native speakers of English. We have not kept comprehensive figures on non-native speakers of English, but the countries they came from include Germany, Sweden, Japan, Italy, Québec, France, Turkey, and various parts of Latin America. These students have

passed the TOEFL, and, like native speakers, were required to submit samples of their writing competence in English. None of these students has had problems in our program: some, in fact, speak and write as well as our best native English-speaking students.

We do not plan to alter our requirements in this regard and, therefore, make no recommendations in this area.

### **3.4 Overview of Program Admissions Policy**

The Department of History developed its admissions policy over the years. These criteria include an undergraduate major (or equivalent) in history, a higher grade point average than the one acceptable to the Division of Graduate Studies (3.35-3.5 for conditional admittance and 3.5 or better for classified admittance), three strong letters of recommendation from previous instructors, and evidence of good analytical writing skills. These criteria have worked very well over this past five-year period. While not everyone admitted into our program has the discipline to succeed in it, for the most part our graduate students are highly motivated and very successful both in our program and afterwards. We are satisfied with the number of students who apply to our program and with the percentage of those who eventually enroll. On the negative side, we have had a hard time attracting out-of-state students: our fees are too high and we offer little financial aid compared to other states. We try to offset this by offering a series of fellowships to entering and continuing graduate students, but the number of fellowships remains very small compared to the total number of students involved. We will also start providing money for graduate students to travel and to give papers—we hope that this too will attract students from out of state. Our program has attracted a wide variety of students in terms of age, gender, sexual orientation, and interests. We have attempted to create a program that serves all of our students well, no matter who they are or what their career goals might be. The cultural diversity of our graduate students is consistent with master's programs across the nation and is discussed in section 7. The content of our program (see below) helps the students whom we do admit to succeed in their own personal and professional lives. One element of this success includes the ability to engage diverse communities in a competent and culturally appropriate way. Some academic fields, because of the nature of their discipline, do not always connect with other cultures or peoples in any meaningful way. But history and its study most certainly do: the subject matter of history is humanity, humanity across time and across space.

## 4.0 PROGRAM REQUIREMENTS

The strength of the History Department’s master’s program can be seen from a number of measurements. We meet or exceed the standards set forth by the university in all areas except one: for the years covered in this report only 50% of the courses on our students’ Graduate Approved Programs were at the graduate level. The reasons behind this decision will be made clear later in this section.

Table 5 summarizes our required and elective course offerings from Fall 2001 to Spring 2006. As noted in Table 5, only History 700 is required of all graduate students. But students are asked to take a specific set of the remaining graduate courses, depending on their primary and secondary fields of emphasis—each field requires certain graduate courses. The remaining upper division courses are all electives, and are chosen by students in consultation with their academic advisors so as to constitute an intellectually sound program at the graduate level.

**Table 5: Course Rotation Schedule**

(Number in cells indicates the number of sections offered in that semester. In parentheses are the census enrollments for each section: since some courses are cross-listed, the enrollments below indicate those who took the course under a history number)

COURSE	F 01	S 02	F 02	S 03	F 03	S 04	F 04	S 05	F 05	S 06
<b>Required*</b>										
Hist. 700	17	17	17	16	16	15	15,13	19	13,13	18
Hist. 701						14				13
Hist.. 710			10					17	17	
Hist. 730				7			12			8
Hist. 740		10	12		16			7	6	
Hist. 780	15	9	14		12	16	11	12	11	15
Hist. 790	13	7	10	7	16	10	10	13	8	15
Hist. 805		7		13						
Hist. 830	7			9		8	10		6	
Hist. 850								12		11
<b>Elective**</b>										
Hist. 313	47		40				36			
Hist. 317		32		29		27	32	30	34	33
Hist. 320	25				33				34	

Hist. 321		21				37				39
Hist. 322			42				42			
Hist. 323				40				51		
Hist. 326						26		31		
Hist. 328		31				33				37
Hist. 329				28				26		
Hist. 330	36		34		40		33			
Hist. 331		37		39		44		33		40
Hist. 334	48		35		29		42		41	
Hist. 336		20		21		35		37		30
Hist. 338									28	
Hist. 342		26		24		29		30		29
Hist. 344		34		37	31		39		35	
Hist. 346	28	18	36	27	30			32		29
Hist. 347		19		16	19		27		30	
Hist. 348				11		25		36		29
Hist. 385			42		45		44		51	
Hist. 386		45		44	43	42	44	41		47
Hist. 389			43		19		42		42	
Hist. 390		39		39		53		42		47
Hist. 400			35			36		37	31	
Hist. 420		13		23	36		26			42
Hist. 422	34		20			21		26		30
Hist. 424	37			41		41		35		35
Hist. 426		38		28		35	46		34	
Hist. 427		28	38		41			38	35	
Hist. 428	40	29		44	41	47	45		37	42
Hist. 448			38		31		36		36	
Hist. 461	25				33		47		46	
Hist. 464		27					31		31	
Hist. 465	21			30				34		39
Hist. 467	27		33		30		32		30	
Hist. 468				24		28		32		24
Hist. 470	18		26		29		26		34	
Hist. 471		28		40		37		47		48
Hist. 473									15	

Hist. 474	32									22
Hist. 476				21		25		16		
Hist. 480	26		27		27		24		20	
Hist. 500		41		35	35		42			47
Hist. 501	42		46		39		28		34	
Hist. 520		48		36		42		45		39
Hist. 524	47		27		40		43		46	
Hist. 528			38					34		
Hist. 535	28		28				28			29
Hist. 550		35		31		37		32		35
Hist. 569	22		14		20		26		37	
Hist. 570		38		41		42		45		40
Hist. 571		34		34		37		46		38
Hist. 575	34		30		30		34		30	
Hist. 578			47		48		45		42	
Hist. 584							19		28	
Hist. 588								24		23
Hist. 604	27		44		43		41		42	
Hist. 605		30		41				36		35
Hist. 606										26
Hist. 610	34		32		30				43	
Hist. 611		29		34				49		45

**\*Required Courses:** These listings represent two types of required courses. Hist. 700 is required of all graduate students, while Hist. 701 to 850 are required only for students who are doing that class as part of a primary or secondary field.

**\*\*Elective Courses:** The History Department permits students to take up to six units outside of the department, three in the primary field and three in the secondary field. These units may be at the graduate level. Since these courses can be drawn from all over the University, none of them are represented on this Table.

#### 4.1 Number of Course Offerings

The Department of History has exceeded the minimum of two graduate-level courses per semester since the inception of our master's program decades ago. For the ten semesters covered in this review we have offered 53 graduate-level courses, or an average of 5.3 graduate-level courses per semester. Relevant in this and the following categories is the subject matter of these seminars: in 2004 the American Historical Association stated that nearly 40% of all graduate course offerings at M.A.-granting institutions were in the

history of the United States: our number was a close 38%. We offered twice as many seminars in Latin American history than customary across the country, and we offered the same percentage of seminars in European history as did other M.A.-granting universities (approximately 21% of all graduate offerings).

## **4.2 Frequency of Course Offerings**

The Department of History has exceeded university guidelines that courses required for graduation be offered at least once every two years. At least one section of History 700, which is the only course required of all graduate students, is offered every semester. The History Department offers other graduate-level courses on a variety of schedules, depending on student demand: some are every semester, some once a year, and others every other year. The department also permits students to use a graduate seminar offered in one area to count as a graduate seminar in another area when the student's research paper is appropriate for that area. Thus, for example, a student who takes a graduate seminar in witchcraft and magic, either as a History 710 (Europe before 1500) or History 730 (Early Modern Europe), can use that seminar to count for a seminar in the primary or secondary field of Gender in History (which would normally be History 805) if the research paper is on a gender topic. The Graduate Coordinator and faculty advisor would have to approve such a substitution. Similarly, if a student were to take a graduate seminar in the Classics Department that dealt with history, with prior approval, the student could then use that seminar in lieu of a History 710 for a primary or secondary field in Europe before 1500. And lastly, we have a consortium arrangement with the University of California, Berkeley: our students may, and have, taken graduate seminars in the History Department at the University of California—and these same students have done very well in them. There is, in sum, a degree of flexibility that is built into our program so that students need not worry about graduating in a timely fashion.

## **4.3 Path to Graduation**

The Department of History publicizes our graduate-level course offerings a year in advance, and has done so over the period of time covered by this self-study. Prospective courses are listed in our on-line schedule in the May prior to the new academic year, and detailed course descriptions for graduate-level classes for the Fall and Spring terms are sent to all new and continuing graduate students; they are also posted on-line (see Appendix A: Sample Graduate Course Descriptions). The department has also included both a "Two-Year" and a "Five-Year Path to Graduation" on the History Department's graduate website (see Appendix B: Paths to Graduation). We were fearful that if we publicized only a five-year plan that prospective students might be discouraged or put-off—the two-year plan presents the shortest amount of time that a student would need to finish our master's program. We also have our complete Graduate Student in History manual on-line (see Appendix C: The Graduate Study of History at San Francisco State University).

Currently we have no curricular bottlenecks in our program. On rare occasions a student may not be able to get into History 700, but that is rectified in the following semester.

Since History 700 is a prerequisite for all other graduate-level seminars, we attempt to provide a sufficient number of History 700s so as to accommodate all entering graduate students: when the demand is high we offer as many as two History 700s in a given semester.

#### **4.4 Course Distribution on the Graduate Approved Program**

In Fall 2005, the penultimate semester covered by this review, the university changed the policy concerning course distribution on the Graduate Approved Program: the new distribution requires at least 50% unpaired graduate-level courses, no more than 20% paired courses, and no more than 30% upper division level courses. The Department of History is not in compliance with this part of the policy, and has strenuously argued against it when it was being discussed in the Graduate Council.

In 1989, when the Dinielli Report made the recommendation that 70% of a GAP should be graduate-level coursework, and the Board of Trustees of the California State University accepted this in principle, the Department of History discussed this possibility for our program in a series of meetings on graduate education. Then, and in subsequent discussions of our M.A. program, we rejected the idea of making this a requirement for a Master of Arts in History. At the end of two review cycles in 1992 and 2000 we noted that the recommendations from Long Beach came with no clear academic rationale, sufficient faculty discussion and consultation, or an increase in funding to support additional graduate-level courses.

Our strong rejection of this principle rested on two bases. First, we see our program as providing excellent training for graduate students no matter what their goal after receiving the degree might be. In its 2005 report on the master's degree in history, the American Historical Association laid out five essential "elements of mastery," the first of which was "a base of historical knowledge, combining both a breadth and a depth. . . . Program graduates should be 'educated generalists.'" [ch.4, p. 3] This is exactly what we do within our master's program. The strength of our program rests in three areas. First, in keeping with the recommendations of our premier professional association, we provide our students with continuing breadth through requiring two fields of history and fifteen units in upper division course work. Since the Middle Ages the master's degree has been considered to be a broad degree, and we follow very much in that tradition. As such, we are certifying that our students, upon completion of our program, can either teach in the community college in their primary field of history or continue successfully in graduate school for a Ph.D. If we were to cut out these fifteen units of upper division work, we would be weakening what is one of our major strengths—a broad base in the study of history. Second, we provide our students depth through their graduate seminars. Thus, students take a minimum of two graduate seminars in their primary historical field, and one in their secondary field. And third, we provide historical professional expertise through two graduate courses, graduate courses that act as the book ends to our program, History 700 (History as a Field of Knowledge), which students typically take in their first semester in graduate school, and the Culminating Experience. We have evaluated our

program over the years, and we have found it to be a successful means of training students in history at the graduate level.

A second reason for rejecting this principle is the cost of implementing it, both in terms of staffing extra seminars and time for students to graduate. It would be quite costly to increase our graduate offerings, and so resources devoted to other parts of the curriculum would have to be diverted to the graduate program. Because we have a nationally recognized program we would do this, but at the cost of sacrificing other parts of the history program, especially in the area of service courses to the entire university, such as the Statutory Requirement courses. Moreover, because graduate seminars are significantly more difficult than upper division courses, the time required for a student to graduate would be lengthened: they simply would not be able to do all that is required of them in the two years that currently constitute the program. At a time when we are trying to maximize student graduation rates, this seems counterproductive. In fact, the Department of History has always required more and better work from graduate students in upper division courses, precisely like these campus-wide paired courses. Graduate students have always been treated differently from undergraduates in the upper division courses.

Until recently we had decided not to implement a series of paired courses. The original document on graduate programs suggested that “[t]hese indicators and criteria [of excellence] are best construed as normative expectations, rather than rigidly prescriptive rules.” This point of view was abandoned in the final document. Realizing this fundamental shift in thinking and policy, the History Department has begun to institute paired courses and change its requirements for graduation to reflect the 70% recommendation of the Dinielli Report and San Francisco State University.

**Recommendation:** Since Fall of 2006 we have begun to transform most of our upper division courses into paired courses, and to alter our graduate requirements to state that “at least 70% of all work on the Graduate Approved Program must be graduate level courses, but no more than 20% of these units may come from paired courses.” Because the History Department has a large number of upper division course offerings, this conversion process is a monumental project, but we hope to have it completed within a year. The new paired courses will maintain our desired goal of keeping the breadth necessary for a high quality master’s program in history.

#### **4.5 Class Size**

In general our graduate-level classes fall comfortably within the range of five to fifteen students. The one anomaly is History 700. Occasionally this course will enroll more than fifteen students: the average, however, was 15.75 students over the five years covered in this review. The reasons for this anomaly are twofold. First, we sometimes wrongly estimate how many newly accepted graduate students will actually enroll in our program. As a result, we periodically have one or two more students than we thought we would in History 700. And second, this is a very difficult course, and some students drop out after a few meetings, intending to enroll in the following semester. This creates a

backlog that is then added to the newly admitted students, posing a minor problem. The Graduate Coordinator and department Chair constantly monitor the situation so as to insure that we continue to achieve this standard for our program.

#### **4.6 Number of Graduates**

The master’s program in history has more than met the university’s policy on the number of students who successfully complete a graduate program: the number of students in history who have successfully received their M.A.s ranges from seventeen to twenty-eight, with a five-year average of 21.4.

**Table 6**  
**Number of Program Graduates**

Academic Year	Number of Graduates
2001-2002	21
2002-2003	22
2003-2004	19
2004-2005	28
2005-2006	17
Five year Average	21.4

We have met the university standard.

#### **4.7 Overview of Program Quality and Sustainability Indicators**

The master’s program of the Department of History has performed on a superior level over the last five years. All of the indicators of quality and sustainability, with one minor exception, have been more than met. We have averaged 98 students a semester for the period covered in this review, and we expect to maintain or slightly exceed this number in the near future. Despite the occasional budgetary crises of the California State University system, we have been able to provide a superior graduate education for our students. First, we provide a very rich set of course offerings on both the graduate and upper division levels. We cover all time periods and all parts of the world in one way or another. The undergraduate and graduate training that our students receive insures that we meet the expectations of the American History Association and ourselves by creating “educated history generalists.” Our program purposefully builds on what graduate students took as undergraduates, and then expands and deepens their knowledge and intellectual skills. Second, we offer all of our courses on a regular basis. Students can complete the primary and secondary field of their choice in a timely fashion. Third, we provide information in various ways to graduate students so that they can plan for their degree. Between advising, the on-line “Path to Graduation,” our graduate student’s manual (also on-line), and regular notices in advance of the graduate-level courses and

their content, our students can construct a program that meets their needs so that there are no curricular impediments to the timely completion of their degree. Fourth, class size of our graduate seminars has also been very healthy. For 2001/2, the American Historical Association reported that nationwide, graduate history seminar sizes in master's programs ranged between 5.49 (for Asia) to 8.99 (for the Middle East). Excluding History 700, our various graduate-level seminars are consistent with those recommended by San Francisco State University and reported by the American Historical Association. History 700 is higher because it is required of all entering graduate students. And fifth, the number of students who successfully complete our program is excellent. For six Fall semesters in a row we admitted an average of 28 students per term; we graduated an average of 21.4 per academic year. Students drop out of graduate programs for any number of reasons, but our retention rate has been high. At the moment our program size is appropriate to our present curricular, faculty, and budgetary circumstances and student demands. Similarly, we have been able to adapt well to the changing trends in the field: our development of a faculty for and program in Modern World History is a prime example. With future hires, especially in the Atlantic World, we hope to continue this ability to move with the important trends of the history profession.

The one area in which we did not meet the letter of the university requirements is the pattern of courses included on the Graduate Approved Program. While some of our graduate students do take more graduate courses than are necessary for the degree, the program itself requires that only 50% of all course work be at the graduate level. We think, however, that the experience that our students get in our upper division courses is at the level expected in a paired course. Nevertheless, we are in the process of transforming our upper division courses into paired courses at the graduate level, and our program requirements will reflect this change.

The evidence for the quality of our graduate program can be found in its conformity to national quality standards and its reputation nationwide. **One primary indicator of quality of a graduate program is how well it adheres to the standards established by its national professional organization:** we have attempted to indicate here and elsewhere in this Self-Study how our graduate program is perfectly aligned with the expectations and standards of the American Historical Association, our national professional organization. This adherence to the highest quality standards of our national professional organization has provided our program with a countrywide reputation that can be seen in various ways. First, our master's students get into the best Ph.D. programs in North America, including the University of California, Berkeley, the University of California at Los Angeles, University of Michigan, Indiana University, New York University, University of Chicago, University of Minnesota, University of Washington, University of Toronto, Columbia University, and Princeton University. Our students compete quite favorably with other applicants across the country. Second, among all M.A.-granting institutions, our department supplies the largest number of students to Ph.D. programs in the United States. If ours were an inferior program with poor students receiving a poor education, we would not be able to get our graduates into these top universities. Third, our program is favorably mentioned by *Perspectives*, the newsmagazine of the American Historical Association—most recently we were

mentioned in the October 2006 issue. And finally, our department was one of four master's programs showcased at the annual meetings of the American Historical Association in 2005. We have a well-deserved national reputation, and much of this reputation rests on the structure and content of our master's program.

## **5.0 FACULTY REQUIREMENTS**

The Department of History more than meets the university-wide standard of a minimum of two faculty members with terminal degrees for a graduate program.

### **5.1 Number of Faculty in Graduate Program**

As of Fall 2006 we had 20.5 tenured and tenure-track faculty members; we lost our FERPer in June 2007, but will gain two new faculty members in Fall 2007. On average we have had 19.5 tenured and tenure-track faculty members over the five years covered by this Review. Due to the number of retirements and new hires over the past five years, Table 5 does not include faculty names—shifts in teaching assignments and faculty personnel have been frequent. Table 12 lists all 20.5 faculty members and their teaching assignments at the current moment. The Appendix includes the *curriculum vitae* of each current faculty member. For a list of faculty members and their fields, see 5.2, below.

Due to the large size of our graduate program, the History Department has two faculty members serve as Graduate Coordinators and primary graduate advisors. For the past seven years the Graduate Coordinator has been Barbara Loomis, and for the last several years the Associate Graduate Coordinator has been Jarbel Rodriguez. The Graduate Coordinator receives one course off each semester and the Associate Graduate Coordinator one course off every Spring term, when the duties that he undertakes are the greatest. Also, we use our Pasker-Pitman Matching Technology Fund to compensate financially the Associate Graduate Coordinator for any changes made to our website or for other web-based technological assistance for our program.

### **5.2 Number of Faculty per Concentration**

The Master of Arts program in History does not contain any formally recognized concentrations. We do, however, have a series of primary fields within the program, and each of these fields has at least two faculty members:

#### *U.S. Historians:*

Cherny, Robert (late 19<sup>th</sup> and early 20<sup>th</sup> centuries; labor; political parties)

Dreyfus, Phil (California; the West; Environmental history)

Elkind, Jessica (US foreign relations; Vietnam)

Issel, William (US political and intellectual history) FERP expired Fall 2006

Longmore, Paul (colonial; early national; disability history)

Loomis, Barbara (mid 19<sup>th</sup> century; women; religion)  
Mabalon, Dawn (US ethnic/race relations)  
Tygiel, Jules (mid-20<sup>th</sup> century; Calif.; computer)  
Waldrep, Christopher (U.S. Legal and Constitutional history)  
Wolf, Eva Sheppard (early national; slavery and emancipation)

*Europe and the Mediterranean before 1500:*

Hoffman, Richard (Ancient World)  
Rodriguez, Jarbel (Medieval History; Renaissance)  
Williams, Megan (Late Antiquity, Early Middle Ages, Early Church)

*Europe since 1500:*

Curtis, Sarah (19<sup>th</sup> Century Europe; European Women; France)  
D'Agostino, Anthony (Russia; Soviet Union; the Cold War; diplomatic)  
Lisy-Wagner, Laura (Early Modern Europe)  
Martin, Ben (Recent Europe, Germany, Holocaust)

*Modern World History:*

Behrooz, Maziar (The Islamic World; World History; Iran)  
Chekuri, Christopher (India; Southeast Asia)  
Getz, Trevor (Modern Africa; West Africa; World History)  
Hsu, Pi-Ching (China, Chinese cultural history; women in East Asia)

*Latin America:*

Onate, Abdiel (Mexico; Caribbean; World History)  
Peard, Julyana (Brazil; Southern Cone; Latin American Women; World History)

*Gender in History:*

Curtis, Sarah  
Hsu, Pi-Ching  
Lisy-Wagner, Laura  
Loomis, Barbara  
Mabalon, Dawn  
Peard, Julyana  
Williams, Megan

Our master's program meets the university standard with our FTEF of 20.5, all of whom participate in the graduate program; also our various fields have at least two tenured or tenure-track members in them.

## **6.0 PROGRAM PLANNING AND QUALITY IMPROVEMENT PROCESS**

The faculty of the Department of History considers program planning to be an important part of maintaining the past and future health and success of the graduate program. The department has a variety of vehicles for planning and quality improvement. First, the Graduate Committee reviews the program's curriculum and standards on a regular basis. When changes need to be made they report them to the Chair and to the department as a whole. Second, the department holds two retreats every year, one at the beginning of the Fall term and one at the beginning of the Spring term. On many occasions part or all of the retreat addresses ideas for improvements in the graduate program, and different faculty members present proposals and lead discussions. Third, both independently and at the behest of the department chair individual faculty members have undertaken studies to assess various aspects of the master's in history. Fourth, students also make suggestions for improving the program in various ways. On one occasion a graduate student suggested that we have Wi-Fi capability in the department, and we made that change. Students have also suggested seminar topics and changes in the auxiliary skills requirement. And finally, the Graduate Coordinators consistently monitor both the substance and particulars of the graduate program. It should be noted that we also solicit comments and feedback from current and recent students to get their sense of what has worked well in the program and what needs improvement. Formal committees coupled with faculty interest and student comments all provide the information that we need for maintaining the excellence of our program. In sum, program improvement is an ongoing process, not simply something that we do every five years.

Over the last five years we have made some important changes in the program as a result of this process, and other changes are still being discussed for future implementation. Some of these changes include the following items:

- Added a new primary field in Modern World History;
- Created a new website for the graduate program; and
- Assessed the content and effectiveness of History 700, the required course that all first semester graduate students take; we concluded that History 700 as now constituted is best suited to the learning objectives of our master's program (see Appendix D: Report on History 700).

Other changes are in the process of being made. Some of these alterations are as yet at the beginning of discussion, but we hope to implement them in a fairly short time. First, we plan to evaluate and possibly modify how we conduct the Written Comprehensive Examination. Our current procedure was established when the program was smaller and

the faculty in agreement as to goals and objectives. With more graduate students and a large number of new faculty members, the department needs to reexamine thoroughly the Culminating Experience in the same manner as we did History 700.

Second, we have discussed the necessity of creating a series of paired courses so as to meet the university standard of 70% graduate-level courses on the student's Graduate Approved Program. We are currently in the process of making these necessary changes so as to conform more fully to university standards (see section 4.4 for a longer discussion of this proposal).

Third, after our previous faculty retreat, which was devoted in its entirety to evaluating and improving the graduate program, we are in the process of instituting a new procedure and set of rubrics for assessing graduate student learning outcomes. Part of these new procedures consists of modifying what we currently do, but much of it will be new. One of the most important features of our new process will be to assess the writing sample of each entering graduate student formally, and then assess that same student's writing at the end of the program (see section 7 for a thorough discussion of this planned improvement).

But we have just begun a fourth critical project as well. In its 2005 study of master's programs in history in the United States, the American Historical Association identified five essential "elements of mastery" that should be a part of any quality program. Our master's program succeeds in four of these elements (see section 7.1 for a complete reference and more details), but not in the fifth. The A.H.A. argues that the distinctive pedagogy of history should be part of every historian's training at the master's level. Thus, the association's fifth "element of mastery" is "a solid introduction to historical pedagogy in the broadest possible terms." Among other pedagogical issues, they suggest that master's programs should include a teaching component which encompasses both classroom teaching and presentations to non-history specialists. The department has started to discuss how we can implement this important element of mastery. We have already been in contact with San Francisco City College and the various community colleges in San Mateo County to arrange for some sort of graduate student internship. We have also discussed the project with the past and current Curriculum Coordinator in the Academic Program Development office to see how this internship could be fit into the current course structure of San Francisco State. We think that this pedagogical emphasis will be an important new part of our master's program: at least 50% of all of our graduate students end up in the teaching profession, and here would be a good place for them to begin that training. At this point we are at the beginning phase of creating such a program, but we hope to implement it as soon as possible.

**Recommendation:** In addition to the improvements specified above, each of which is discussed elsewhere in this document, the History Department plans to introduce training in the distinctive pedagogy of history.

## 7.0 THE STUDENT EXPERIENCE

Student experience is affected by many factors, not the least being gender and ethnicity, and individual motivations for entering our program.

### *Gender and Ethnicity:*

While university officials collect detailed information on various aspects of the ethnicity of all graduate students at San Francisco State University, they are unable to give the History Department these same statistics for our own students as a subset of the whole. Despite this anomaly they have been able to provide us with statistics about gender and ethnicity on a less refined scale for those students who have actually received their master's degree over the past five years. The total number of students in this category is 106, a number very close to how many students we currently have in our graduate program. The Table below compares our student demographics to those in master's programs in History around the nation and to graduate students in general at San Francisco State University:

- Column One: The percentages in each category of all History graduate students who received their M.A. degree between 2001 and 2006 (N=106).
- Column Two: The percentages in each category of all History graduate students across the United States who received their M.A. in 2000/1 (the last year available from the American Historical Association).
- Column Three: The percentages in each category of all History graduate students across the United States who were enrolled in M.A. programs in 2000 (the last year available from the American Historical Association).<sup>4</sup>
- Column Four: The percentages in each category of all master's students at San Francisco State University (N=6,130; year unspecified in university document).

	SFSU Hist. MAs, 01-06	US Hist. MAs, 2000/1	US Hist. MA Enrollment	SFSU Grad Enrollment
Female	40.6%	43%	42%	49%
Male	59.4%	57%	58%	51%
Latino	12%	3.3%	22%	9%
Native Amer.	0%	.7%	0%	.4%
Asian/Pac. Is.	4.7%	2%	3%	16.5%

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<sup>4</sup> The data in columns two and three come from Tables 3 and 4 in Katz, *Retrieving the Master's Degree*, 10-11.

African Amer.	1%	4%	3%	4.5%
White non-Lat.	63%	78.8%	72%	65%
Other	21%	6.75%	0%	4.5%

The office of Academic Planning and Educational Effectiveness supplied Table 7; the statistics in column four above come from this table.

**Table 7**  
**Student Demographics**

History Students Receiving MA Degrees, 2001-2006: N=106

Ethnicity	Program Student Demographics				SF State's Graduate Student Demographics			
	Female		Male		Female		Male	
	Number	%	Number	%	Number	%	Number	%
<b>Native American</b>					<b>14</b>	<b>0.5</b>	<b>9</b>	<b>0.6</b>
<b>African American</b>			<b>2</b>	<b>1.89</b>	<b>201</b>	<b>6.7</b>	<b>73</b>	<b>4.9</b>
<b>Chicano, Mexican American</b>	<b>2</b>	<b>1.89</b>	<b>5</b>	<b>4.7</b>	<b>193</b>	<b>6.4</b>	<b>104</b>	<b>6.9</b>
Other Latino	2		3		58	1.9	30	2.0
Central American					60	2.0	27	1.8
South American					57	1.9	17	1.1
Puerto Rican					11	0.4	7	0.5
Cuban					6	0.2	2	0.1
<b>All Other Latino</b>	<b>2</b>	<b>1.89</b>	<b>3</b>	<b>2.8</b>	<b>192</b>	<b>6.4</b>	<b>83</b>	<b>5.5</b>
Asian Indian					42	1.4	18	1.2
Chinese					285	9.4	163	10.8
Japanese					65	2.2	20	1.3
Korean					54	1.8	25	1.7
Other Asian					24	0.8	16	1.1
Laotian					1	0.0	-	-
Cambodian					5	0.2	3	0.2
Thai					6	0.2	4	0.3
Vietnamese					37	1.2	22	1.5
Other SE Asian					5	0.2	4	0.3
<b>Total Asian</b>	<b>2</b>	<b>1.89</b>	<b>1</b>	<b>.94</b>	<b>524</b>	<b>17.3</b>	<b>275</b>	<b>18.3</b>
<b>Filipino</b>			<b>1</b>	<b>.94</b>	<b>114</b>	<b>3.8</b>	<b>75</b>	<b>5.0</b>
Guamanian					2	0.1	3	0.1
Hawaiian					1	0.0	3	0.1
Samoan					3	0.1	6	0.1
Other Pacific Islander					2	0.1	6	0.1

<b>Total Pacific Islander</b>					<b>8</b>	<b>0.3</b>	<b>18</b>	<b>0.4</b>
<b>White Non-Latino</b>	<b>29</b>	<b>27.4</b>	<b>38</b>	<b>35.85</b>	<b>1,596</b>	<b>52.8</b>	<b>2,378</b>	<b>52.5</b>
<b>All Other</b>	<b>8</b>	<b>7.55</b>	<b>13</b>	<b>12.62</b>	<b>179</b>	<b>5.9</b>	<b>94</b>	<b>6.2</b>

Our student demographics in gender and ethnicity basically resemble those across the nation and the university. In terms of gender ratios we are approximately identical to master’s programs in History across the United States, but our number of female students is 8.4% less than at San Francisco State as a whole. The ethnic mix of our students also resembles M.A. programs across the country, but with some interesting differences: we have graduated more Latino and Asian/Pacific Islander students than is the norm in the United States. We also have fewer African American and White (Non-Latino) students than other universities, though the last statistic may be deceptive (see below). In an attempt to correct this, a generous alumnus is in the process of creating a scholarship program for our graduate students that would target underrepresented groups—we hope that this will encourage more such students to consider a master’s degree in history than we now have. On balance, however, the demographic profile of our master’s program is closely in line with data in the rest of the United States and at San Francisco State: we are as diverse, if not more so in some instances, as any graduate program in History across the country.

Problems, however, do arise with the inadequacy of these figures, as well as with what these data might mean. First, a significant number of our students (21%) listed their ethnic identification as “Other.” Part of this self-identification results from students being offended by the question. Another part derives from the inadequacy of the categories themselves: “White” is not an “ethnic group” in any meaningful sense of the word. Similarly no obvious category exists for students from anywhere in North Africa, especially Egypt, the Middle East, or Turkey—we currently have, or have had in the recent past, students whose immediate ancestry is Arab, Palestinian, and Turkic. How these students fit in is very unclear. And most importantly, these categories ignore completely the often multiethnic character of individual students. Some of our recent graduate students, for instance, have had Native American ancestry, but that is not reflected in our statistics. And second, both the value and meaning in compiling these data are suspect. Perhaps the most damning analysis comes from Walter Benn Michaels in his *The Trouble with Diversity: How We Learn to Love Identity and Ignore Inequality*. As Andrew Delbanco comments in his review of six books on student demographics in higher education, the one very critical component always left out in compiling statistics is class.<sup>5</sup> Socio-economic levels are as important a set of data as gender and ethnicity, yet we are woefully ignorant in this area. Student demographics should also include sexual orientation, a statistic even less likely to be recorded than class. And, finally, age is another important characteristic of graduate students, but only the American Historical Association sees fit to report these particular data. Many of our graduate students are

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<sup>5</sup> Andrew Delbanco, “Scandals of Higher Education,” *New York Review of Books* 54, no. 5 (2005): 42-47.

older than students in comparable programs across the United States. In sum, the demographic profile of our graduate student population, while interesting, is severely limited, only partially accurate, and unclear in value.

**Recommendation:** We recommend that the university keep a better and more complete profile of graduate student characteristics, and that this information be shared with graduate programs on a regular basis. This would allow graduate programs to recruit and plan more effectively than they might now be doing.

#### *Motivations and Degree Goals:*

In its study of master's degree programs in history in the United States, the Committee on the Master's Degree in History mentioned above identified four distinct master's-degree tracks: pre-doctoral, applied history, "enrichment," and teaching. We have identified seven different tracks, or goals: those students who wish to pursue a Ph.D., usually in History (some have gone on to other fields); students who wish to go on for another professional degree; those students who wish to teach on the community college level; those students who wish to teach or who are currently teaching on the secondary school level in California; students who plan to go into private or public sector jobs, using the skills that they have learned in graduate school for their new careers; those entering fields allied to history, such as archives or historical consultancy; those students who desire an M.A. for personal satisfaction. We have attempted to construct a graduate program that serves all of the needs of our varied student clientele, and we have largely succeeded in doing so. But two further points should be made. First, due to weak student interest, we do not have a specific program for Public History, although we do provide internships and courses in archival work, and internships with government agencies like the National Park Service. A number of students pursue Public History as their secondary field, usually in conjunction with a major field in U.S. history. We attempted to create a full program in Public History many years ago, and if student interest were ever to increase, we could easily inaugurate such a program. And second, as noted in section 6 of this Self-Study we are in the process of initiating a community college teacher preparation program.

### **7.1 Assessment of Student Learning and the Structure of the Master's Program in History**

The assessment of student learning has long been controversial among faculty and administrators across the nation. A recent article in the *Chronicle of Higher Education* highlights the range of controversy over assessment practices. In "A Pedagogical Straightjacket," Prof. Laurie Fendrich presents both sides of the critique:

Outcomes-assessment practices in higher education are grotesque, unintentional parodies of both social science and "accountability." No matter how much they purport to be about "standards" or student "need," they are in fact scams run by bloodless bureaucrats who, steeped in jargon like "mapping learning goals" and

“closing the loop,” do not understand the holistic nature of a good college education.<sup>6</sup>

Despite her deep criticism of the process at her institution, she points out the value and importance of assessment:

It [outcomes assessment] did not seem such a bad idea in principle. It seemed to mean simply that we could no longer base our teaching on the assumption that because we are active professionals. . . our students would automatically learn by some sort of osmosis. . . . Outcomes assessment meant that we would have to figure out if our students were actually learning what we assumed they were learning, or, indeed, if they were learning anything at all. And if they weren't, we'd have to fix the problem.<sup>7</sup>

The American Historical Association acknowledges the complicated nature of graduate assessment while at the same time insisting on defining the essential outcomes for a history master's degree.<sup>8</sup> The Department of History agrees with the American Historical Association: we have long taken the approach that the assessment of learning outcomes is only valuable to a program and its students when done in a dual context of the structure and contents of our program, and of the standards set forth by our national professional organization.

*The Basic Structure of the History Master's Program:*

The strength of our graduate program resides in both the content and structure of the master's degree. We have developed a curriculum with quite varied historical content. We have fields of historical inquiry that correspond to the changing interests within the profession, such as gender history and modern world history, while at the same time maintaining the more traditional areas. We have also attempted to cover all geographical areas and all time periods. To insure breadth, we require that students take fifteen units in a primary field, and nine units in a secondary field. And to acquire the necessary depth, we require that they take at least two graduate seminars in their primary field, and one in their secondary field. Among their graduate-level courses, students must take at least one research seminar. But the greatest strength of our program lies in two particular courses: History 700 and the Culminating Experience.

Upon entering our program (or immediately after satisfying the conditions attached to their admission), all new graduate students must take History 700, History as a Field of Knowledge. In this course, students examine the recent developments in the theory, writing, and research of history as practiced by professional historians across all specialties. The course is tough, intense, and demanding, leading some students to liken

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<sup>6</sup> Laurie Fendrich, “A Pedagogical Straightjacket,” *Chronicle of Higher Education*, 8 June 2007, B6.

<sup>7</sup> *Ibid.*, B7.

<sup>8</sup> Katz, *Retrieving the Master's Degree*, 41-43.

it to a kind of boot camp. The course provides the necessary intellectual tools for them to become better historians—this course teaches students how to analyze, how to dissect, and how to critique, in a systematic way, how others and themselves approach and then end up doing that which we call “history.” In the end, this first graduate experience allows them to be able to approach their graduate seminars and lecture courses in a more sophisticated and nuanced manner. It gives them a kind of confidence, if you will, to look at historical materials in more imaginative, innovative, and scholarly ways—nothing is ever quite the same again. The last course that students take, the Culminating Experience course, will be discussed in section 7.4.

Below is Table 8: it summarizes the basic structure of the master’s program in history, and identifies the points at which our learning goals are met.

**Table 8**  
**Curriculum Alignment Matrix/Curriculum Map**

<b>Course</b>	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>
700	I			I, D
701	I			I, D
710	D, M	D, M	D, M	
730	D, M	D, M	D, M	
740	D, M	D, M	D, M	
780	D, M	D, M	D, M	
790	D, M	D, M	D, M	
805	D, M	D, M	D, M	
830	D, M	D, M	D, M	
850	D, M	D, M	D, M	
896/898	M	M (898)		
660/661 or languages			D, M	

I = Introduced, D= Developed and Practiced with Feedback, M= Demonstrated Mastery at the Level Appropriate for Graduate Students.

*Graduate Student Learning Goals, Outcomes, and Assessment:*

The Department of History has always been concerned with graduate student Learning Goals and Learning Outcomes. Most recently we adapted our goals and outcomes to

reflect better the newest standards and wording put forward by the American Historical Association in its 2005 report. The American Historical Association identified five learning goals, which they call "elements of mastery," that they expect from all master's programs in history—we had identified four of these elements as well:

*Student Learning Goals:*

1. History graduate students will acquire a base of historical knowledge and understanding that combines both breadth and depth of various times and places, as well as a familiarity with more than one historiographic tradition. The goal is to produce "educated history generalists."
2. History graduate students will acquire research and presentation skills. These skills include content mastery, familiarity with primary research, and competent historical analysis; in this context they also need to gain familiarity with the tools of bibliography, a foreign language, and new information technologies.
3. History graduate students will acquire the foundations for a professional identity as a historian, including familiarity with the historical development of the discipline, and introduction to ethical standards and practices, and an awareness of the multiple contexts of professional practices.
4. History graduate students will learn to think like a historian, which includes, among other attributes, "historical habits of mind" and "historiographic sensibilities," i.e., a critical and self-conscious approach to the constructed nature of historical knowledge.

*Student Learning Outcomes:*

1. Students must demonstrate advanced knowledge and understanding of key aspects of the history of one primary field (the United States, Latin America, Europe prior to 1500, Europe after 1500, Modern World History, or Gender and History) and one secondary field (the United States, Latin America, Europe prior to 1500, Europe after 1500, Africa, East Asia, the Middle East, Modern World History, and Gender and History or a comparative theme, such as history of religion, revolutions, or labor).
2. Students must demonstrate an advanced ability to research and write a historical research paper based on primary sources. This project must demonstrate content mastery, a familiarity with primary research, and competent historical analysis.
3. Students must demonstrate an auxiliary skill appropriate to their major field of emphasis, such as the ability to read historical documents in a foreign language or the competency to apply statistics to a subject of historical study.
4. Students must demonstrate the acquisition of the foundations for a professional identity as a historian, including familiarity with the historical development of the discipline, ethical standards and practices, an awareness of the multiple contexts of

professional practices, and historical habits of mind.

From 2001 until 2006 the History Department assessed three of these graduate student learning outcomes. The three outcomes assessed, and the results of the assessment are summarized on the table below.

<b>Outcome Assessed</b>	<b>Assessment Method</b>	<b>2001/2</b>	<b>2002/3</b>	<b>2003/4</b>	<b>2005/6</b>
1.  To possess a breadth and depth of knowledge in two areas of history.	Transcript Analysis and Departmental Exam	2 Distinction 17 Pass 2 Fail	3 Distinction 18 Pass 1 Fail	2 Distinction 16 Pass 1 Fail	3 Distinction 13 Pass 1 Fail
2.  To possess a theoretical expertise in the exploration and execution of history as a field of knowledge.	History 700 and a Graduate Seminar  (transcript analysis)	Superior	Superior	Superior	Superior
3.  To be able to do significant research and communicate findings in a coherent and effective fashion.	Graduate Research Seminar  (transcript analysis)	85% Superior 15% Satisfactory	87% Superior 13% Satisfactory	85% Superior 15% Satisfactory	86% Superior 14% Satisfactory

In addition to the above assessments of learning outcomes, the History Department conducted two other methods of assessment. In 2004/5 we conducted a focus group comprised of students in the field of Europe before 1500 to evaluate that culminating experience. The focus group did not lend itself to a numerical tally, but the information gleaned from it was very useful—we were most interested in whether or not the students found the preparation for the exam to be both useful and intellectually stimulating, and whether or not they thought that the exam preparation and the exam provided them with a good sense of their field. The answer to both questions was “yes.” And in 2005/6 we conducted an exit survey of graduate students (see 7.4 for the results of the survey).

The members of the History Department have not been entirely satisfied with our assessment process. As a result we have undertaken an additional method of evaluation of students' progress. We recently began to evaluate students' professional development within the program by comparing their entry level papers to papers that they completed just before exiting the program, using a set of rubrics established by the department. Here is a copy of the assessment rubrics:

## **GRADUATE PAPER AND EXAMINATION ASSESSMENT RUBRICS**

1. Argument	_____	Does the paper/exam propound a thesis? Does the writer support it with a coherent and convincing argument? Is the argument original and creative? Are there new and significant angles and approaches?
2. Evidence/Analysis	_____	Does the writer make accurate use of a wide range of primary and secondary sources to support his or her argument? Does the writer demonstrate analytical and critical skills in using these sources?
3. Historical Sensibility:	_____	Does the writer display a sense of historical process? Does the paper address an historical question? Does it place the topic in historical context? Does it address change over time?
4. Historiography	_____	Does the writer demonstrate a knowledge of the wide range of scholarly interpretations on a given topic? Does the writer use other historians' work appropriately to frame his or her own argument? Does the writer take account of interpretations that diverge from his or her own? Does the writer demonstrate critical skills in the use of secondary sources?
5. Content Mastery	_____	Does the writer demonstrate a command of the topics, the various issues connected with them, and their relationship to the field as a whole?
6. Style	_____	Does the writer use language and grammatical forms skillfully? Is the paragraphing appropriate? Does the writer include a proper introduction and conclusion?
7. Form	_____	Does the writer adhere to the normal rules of citation in footnotes, bibliography, etc.? Are the citations adequate to allow the reader to form a critical opinion of the range and use of sources?

8. Overall Rating

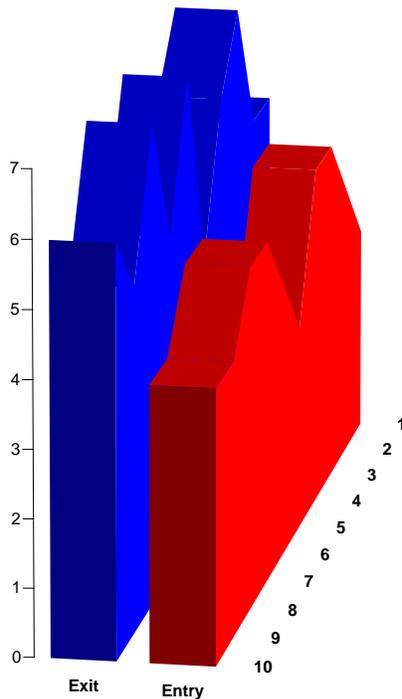


Bear in mind that this is a summary judgment of the paper's quality, and need not reflect an average of the categories above.

*Use the Following Numerical Scale to Assess the Paper or Examination:*

1	F/D-	
2	D/D+	Not Adequate
3	C-/C	
4	C+/B-	
<hr/>		
5	B	Adequate
6	B+	
<hr/>		
7	A-	Superior
8	A	

We recently completed the first trial of this assessment method, with a faculty member evaluating the essays that applicants submitted when they initially applied to the program and then evaluating research that students completed as part of their M.A. coursework. The identity of the authors was concealed from the faculty evaluator. This first sample consisted of ten sets of papers—a small number, but the results are still very interesting. Without exception, the students' papers demonstrated improvement—sometimes dramatic improvement. The following area graph compares the figures assigned to the students' entry and exit papers:



The following line graph lays out the detailed results even more clearly:

The improvement in students' ability to think historically, to engage with historiography, and to craft accurate footnotes and bibliographies is especially striking. However, it appears that we need to do more work in guiding students to craft persuasive, significant thesis statements, and we may need to push students harder to improve their writing style.

This first trial has convinced us of the importance of this type of assessment, and we make the following recommendations:

*Recommendations for Measuring and Assessing Student Learning Outcomes:*

The Department of History considers the process leading up to an outcome as important as the outcome itself. To this end, we are constructing a series of measurements and assessment procedures that accounts for both process and final product:

(1) Students will take a specific set of courses that will lead to the specified Learning Outcomes. Students need to pass these courses with an overall B or better to demonstrate the level of their accomplishment in each course.

(2) Students will take an examination in a foreign language or statistical competency that they present as their auxiliary skill; or they can satisfy the requirement through achieving a passing grade in the approved course work.

(3) A faculty committee will assess each new student's writing sample using a set of rubrics established by the department. This assessment will allow us to evaluate the student's analytical and writing skills so that we can determine if the student might need any particular help; furthermore, the same student will have a final seminar paper assessed in the same manner to see what improvements and changes have taken place over time (see 4 and 5) below.

(4) Students will take a Comprehensive Examination or write a Master's Thesis in their major field of emphasis to be evaluated by at least two qualified members of the San Francisco State history faculty. A set of rubrics will be developed to assess both the preparation and the Exam or Thesis.

(5) Students will submit a copy of a research seminar paper to a committee for assessment. The committee will use the same rubrics for the research paper as those for the Master's Thesis.

## **7.2 Advising**

The Department of History has achieved a high quality of advising, which shapes the success of our master's program. Our graduate students receive advising on two levels and at various times in their career. First, upon entering all students must meet with the Graduate Coordinator. The primary function of the Graduate Coordinator and Associate Graduate Coordinator is to advise new and continuing students on the rules, regulations, and procedures of the university and the program. At this first meeting the Graduate Coordinator also evaluates the content of the undergraduate transcripts of the student and then takes her or him through the complete graduate program, suggesting a recommended path toward the degree. The new student then meets with an academic advisor in his or her field to finalize the coursework that the student will need to take in order to receive a master's degree in history. A copy of the form that the student creates with the Graduate Coordinator and the academic advisor is kept on file for future reference. Second, continuing graduate students are encouraged to meet with their academic advisor at least

once every semester. And third, in the penultimate semester, the student again meets with the Graduate Coordinator to go over her or his pattern of courses while in our department, fill out the Graduate Approved Program, and complete the Culminating Experience form; it is this last form that sets up the faculty committee for the Culminating Experience.

In addition to formal advising, students may utilize informal advising mechanisms. Students receive information through a graduate student listserv, our website, mailings, and graduate student meetings. We also have a bulletin board which posts announcements as well as the achievements of our graduate students past and present.

All of our faculty keep regular office hours; the Graduate Coordinator and the Associate Graduate Coordinator have extended office hours so as to serve the greatest number of students possible. Moreover, since all of our faculty teach late afternoon and evening courses, students who are working during the daytime have ready access to advising as well. Finally in this regard, the Chair of the department was the Graduate Coordinator prior to becoming Chair, and has continued to serve as an advisor to students who could otherwise not meet with the Graduate Coordinator or their regular academic advisor.

In sum, we have successfully met the standards set forth by university policy (see Appendix F: Advising Materials).

### **7.3 Writing Proficiency**

History is unique among academic disciplines in that it is both a subject matter and a form of literature. In ancient Greece, history, like epic poetry and tragedy, had its own Muse, in our case Clio. As can be seen in our previously stated Student Learning Goals and Student Learning Outcomes, being a historian means learning how to write proficiently and effectively: students as historians need to be able to gather and analyze data and other materials, to assess critically other scholarly perspectives on the same or similar issues under investigation, and to communicate their findings in a logical, skilful, and persuasive manner. But there is another more intangible element involved as well: the ability to think and write historically. The purpose of history and historians is different from other forms of writing about the past, and all graduate programs in history are concerned with these differences. To these ends, History 700, all history graduate seminars, and the Culminating Experience are involved, in one way nor another, with the various aspects of how to write history well.

Because of the centrality of writing to the historical enterprise, faculty members evaluate the written work of graduate students in every single course that they take. The usual graduate program consists of ten courses of three units each: the faculty evaluate student writing in each of these courses and on several assignments within each course. Among other things, faculty look for a coherent and convincing argument, the skilful use of evidence and analysis, a knowledge and appropriate use of secondary literature, the skilful use of language, and the adherence to the normal rules of citation for footnotes and

bibliography. However, at the end of a graduate student's career, their writing will be formally evaluated (see Appendix E).

**Recommendation:** The department is developing a set of rubrics with which to assess the Culminating Experience and a final research paper. Students who take a Comprehensive Examination or write a Master's Thesis in their major field of emphasis will be evaluated by at least two qualified members of the San Francisco State faculty based on a set of rubrics developed by the department. All students will submit a copy of a research seminar paper to their Examination or Thesis Committee for assessment.

## 7.4 The Culminating Experience

### *The Comprehensive Written Examination v. the Thesis*

The Culminating Experience is a central feature for all graduate programs at San Francisco State and across the country. For our master's program, this last course taken by graduate students forms the perfect bookend with their first course, History 700. In the Culminating Experience, we have the student synthesize, in a systematic way, the works that they have been analyzing and dissecting for the past several semesters. For this final experience we have for many years deemphasized the thesis while at the same time emphasizing the Written Comprehensive Examination in the student's primary historical field. While the thesis option is open for those who wish to do it, we actively encourage students to take the exam. Both experiences require writing, and both experiences are evaluated on the basis of content and writing proficiency. Over the past five years those students who have done the exam were rated as "Pass with distinction," "Pass," or "Fail." For students who have done a thesis, either the final product is accepted or rejected.

Our reasons for encouraging the exam are two-fold, one being purely practical. Most of our graduate students work, which means that when they have finished their regular coursework, they are often unable to organize their time in such a way as to work on the thesis in a consistent manner. The thesis tends to get lost on their list of tasks to do and the end result is an unfinished thesis. Similarly, because students are no longer taking coursework, the thesis is often done in isolation until the very end, with very little contact with the thesis committee. The end result is often unhappy for both the student and the committee. Moreover, some want to do a thesis simply because they do not want to take an exam. This is an inappropriate reason for writing a thesis. In the end, the largest number of students who do not complete their master's degree are those who opted to do a thesis. Moreover, the Chair of the department has been involved in grievances that students have had over theses that have been found unacceptable by the faculty committee: some students are reluctant to take constructive criticism so that they might be able to transform a failed piece of writing into a successful one. Thus, in order to secure as perfect a completion rate as possible, the department now requires that those students who wish to do a thesis must have earned an A or A- in their graduate research seminar. They need to demonstrate a high level of achievement in research and writing before they tackle the even more challenging task of writing a thesis. But in contrast, the

Comprehensive Exam is more straightforward and finite: students generally choose a committee of three faculty members in their primary field and sign up for a three-unit class; some fields, like Europe before 1500 and Latin America have committees of two faculty members. In the semester that they sign up for the class, the students take the exam. The class, their meetings with the members of their committee, and the exam fit within the structured environment of their last semester of the program.

The second, and more important, reason for favoring the exam over the thesis is pedagogical and philosophical in nature. Since the Middle Ages, the M.A. has been viewed as a broad degree—not as broad as the B.A., but broader than the Ph.D. The thesis, however, is always on a somewhat narrow topic, defeating the broader scope of our conception of the M.A. With the Comprehensive Exam, students get three units to fill in the gaps in their reading and knowledge, to reread the major works in their primary field, and to synthesize this extensive body of material in a coherent and rational manner. In this way students get a more complete sense of their field than they would if they had written a thesis: the field's controversies, its evidence and sources, and its major historiographic trends are all brought together at the very end of their graduate training. We start students in the summer or semester prior to their last semester by having them identify the major themes in their field and compiling a bibliography around these themes. In some of the fields faculty members provide a partial bibliography of shared reading to which students add more works. During the semester of their exam, students often write a series of essays based on these readings, and then meet regularly with the members of their committee to discuss the results of their study and preparation. Students find this close, one-on-one, interaction with the faculty members in their field, and with other students who might be preparing in the same field, to be especially rewarding and intellectually stimulating. Functioning like a cross between a tutorial or miniature seminar, the student gets to discuss and explore aspects of the field on a regular basis throughout the semester.

Faculty members also find this a rewarding experience. But it is a lot of work, especially for those who are on a series of exam committees, as colleagues in United States history sometimes are. But by the time the exam arrives, one has come to know the student very well, and one has a very good sense of the depth of their preparation and of their intellectual acuity. A faculty member might even suggest postponing the exam for a semester as a result of these frequent meetings. Faculty members enjoy the discussions and interchange, and find their papers interesting and useful to read—sometimes, for instance, one catches misconceptions or misreading of the works in question. More importantly the students and faculty members were able to probe into the intellectual concerns of that week's topic in a way that would otherwise not be possible. But no system is perfect—not every student will take advantage of this learning experience, or even take it seriously; this challenge of getting the student more involved is not always overcome. Students who do not participate fully in the exercise either just squeak by on the exam or fail it. The same results, of course, can occur for students doing the thesis—some individuals do not like to take instruction or direction from others, no matter how well intended.

Finally, from a pedagogical point of view, we think that the exam is truly a culminating experience, an experience that is the most appropriate for the training of graduate students up to this point in their career. Students are asked to do the *opposite* of what they did at the beginning of the program: they are now being asked to *synthesize* the field and to provide some sort of sense of where they and the field are. This synthetic look at a field gives the faculty member—and the student—a sense of how well they have grasped what they have learned as well as the key issues and concerns of their specialty. Just as the first course that they took in graduate school is a close look at the method, technique, and practice in a general sense to history as a whole, the last course focuses on this synthetic look of their primary field of history, whether it be, say, Modern European history or Latin American history. Lastly in this regard, the department attempts to insure comparability among examination committees through faculty conversations and meetings.

In the end, we think that reading for the exam provides an excellent and rigorous transition for students moving on to a Ph.D. program—after a career of critiquing, analyzing, and tearing works apart, they now synthesize and put their field back together again; but, of course, this synthesizing is part of a nuanced approach that was made possible by that first course, History 700. This study of the major works in their field is done with a critical and analytical eye. Students end up creating a synthesis that takes into account the strengths and weakness of various scholars and approaches, while at the same time coming to a more comprehensive understanding of the field as a whole. Similarly, this way of thinking feeds into a Ph.D. program by providing the students with a broad look at historiography, giving them good training for future work on a dissertation. And this works equally well for those going on to teach in California’s high schools and community colleges—this broad comprehension of their field is invaluable for teachers at every level. Likewise those with other rationales for having pursued a master’s degree in history also gain from this approach: they too have developed as historians, and they find a rewarding sense of accomplishment in having mastered both a discipline and a field. All of our students receive experience in doing research and in writing up the results of that research. But their *final experience* is a more comprehensive, synthetic overview of their field, and, as a result, of history as a discipline.

*Miscellanea concerning the Culminating Experience:*

The Office of Academic Affairs and the Academic Senate have raised a separate set of issues that are only tangentially covered by the above narrative. First, the Culminating Experience requirement, like other requirements in the graduate program has been the subject of several discussions at a series of department meetings. Some of the faculty are not happy with aspects of this requirement, and think that the Comprehensive examination needs to be redesigned. The basic format of the exam has not changed since our last review, and it is time to reconsider it in as thorough a way as we recently analyzed the History 700 course. These two experiences are at the crux of our program, and continuous monitoring and changes, if necessary, are important.

Second, in 2004/5 the Graduate Coordinator sent out a questionnaire to the twenty-seven students who completed their master's degree for that year. Unfortunately only eight students returned their exit survey, making it difficult to generalize about the program. Most of the respondents scored their experiences in the master's program very highly: six out of eight, for example, found their graduate experiences "strongly" satisfying, all eight "strongly agreed" that the program helped them to develop their analytical skills, and seven "strongly agreed" that it helped them develop their writing and research skills (see Appendix for all results). From the student perspective we had accomplished our learning outcomes. Several areas of mild discontent, however, could be seen in the survey: some students felt that the opportunity to meet with advisers was too limited, others thought that the auxiliary skills requirement was unnecessary, and still others wanted career-related courses. As a result of this survey we have expanded our outreach to graduate students; we are in the process of reevaluating the auxiliary skills requirement; and we are developing a program specifically for those interested in becoming community college instructors (see section 6 of the Self-Study). Unfortunately student interest in areas like Public History, which can lead to certain careers, has been negligible. We have recently instituted another exit survey with the hope of getting a better response rate (see Appendix G: Graduate Exit Survey and Appendix H for unsolicited student letters).

**Recommendation:** Most faculty and students find the Written Examination to be a useful and intellectually stimulating experience, but not all do. The department plans to address the issues and concerns surrounding the structure and content of the Culminating Experience in the very near future.

## 7.5 Overview of Student Quality Indicators

To supplement sections 7.0 through 7.4, the "Handbook for the Sixth Cycle of Academic Program Review" asks for a narrative on a variety of unrelated issues.

### *Mentoring:*

Mentoring is an essential element in all quality master's degrees programs: we attempt to produce graduates who are scholars and experts in their chosen fields, and mentoring is part of this process. One aspect of mentoring is identifying graduate students who do not seem up to doing graduate work in history. No matter how carefully a program screens its applicants, some students may not be able to make the grade. Faculty members identify floundering students in their graduate seminars, and then those students are counseled by the Graduate Coordinator and their academic advisers. On some occasions problems are identified and corrected: a good student who is working too many hours for example. On other occasions, the problems lie more deeply—the students in question cannot do the work required of them in the graduate program. Upon advisement, some students leave academics completely; still other students shift to academic programs for which they are more suited. On very rare occasions, we have had to disqualify a graduate student from our program. Problematic students, however, are rare. An even more critical aspect of mentoring are those graduate students who work closely with the faculty

in the classroom as Graduate Assistants and Student Assistants, and on research projects as Research Assistants.

*The Culminating Experience Miscellany:*

The Handbook poses a variety of questions about the Culminating Experience and its assessment. Section 7.4 examines this requirement in detail. Some students, however, do not pass their written comprehensive examination. On every occasion when this has happened the student has met with the Graduate Coordinator and the members of the examination committee to find out what went wrong: in every case the problem is identified, and the student invariably passes the exam in a subsequent semester. What is critical in this regard is the mentoring that takes place before and during the preparation for the exam: the faculty always advise a student whose preparation is weak to postpone taking the examination. Some students also fail to finish their thesis, or finish it unsatisfactorily. In these cases we find that some students are strongly resistant to taking faculty advice, and others simply lose interest in their project. But this too is rare, and most students who undertake to write a thesis complete the project successfully. Of the 107 students who received their M.A.s from Fall 2001 to Spring 2006, only 13 (or 12%) did a thesis. Faculty are sufficiently compensated for this work, but not for the Comprehensive Examination: as discussed elsewhere in the Self-Study the department is in the process of rectifying this situation. Despite this lack of direct compensation, the members of the faculty give unstintingly of their time and expertise to their graduate students.

*Graduate Statistics:*

The Self-Study also asks for five different sets of statistics, some of which we do not have, and the others of which are only approximate. But what we do have speaks to the quality and success of our master's program. Of our 107 graduates covered in this self-Study, approximately 28 (26%) went on to Ph.D. programs. At least another 25 (23%) went into secondary and community college teaching, and 6 (5.6%) went into other degree programs, such as law or library science. Still other students have successfully gone into archival work, public history, and administration. All of these statistics speak to the quality and richness of our program. We do not, however, keep statistics on the number of students who are listed as co-authors (see 9 for a further discussion of this topic), nor on those who participated in professional conferences. (But see Appendix for a select list of student participation in such activities in 2006-7.) Equally, we do not know the number of alumni in leadership positions in or out of the field. Anecdotally, however, we know that some of our former students are instrumental in important curricular developments at both the high school and university levels, others have made significant contributions to the scholarship of history, and still others are leaders in the business world, both as senior administrators in important firms and as owners of minority enterprises.

The final statistic asked for concerns financial assistance to graduate students, another topic discussed elsewhere in our Self-Study. We distribute thousands of dollars to

graduate students on a yearly basis, although not nearly enough to cover any but a small portion of our students at any one point. To summarize briefly, we have a series of fellowships, prizes, and reimbursements that we give to graduate students through our various endowments and funds housed with the San Francisco State University Foundation: two History Department Fellowships for Continuing Graduate Students (\$3,000 each), the Pasker-Pitman Fellowship for an Entering Graduate Student (\$3,000), the Jacques Hymans Graduate Fellowship (\$4,000), the Paul O'Meara Memorial Scholarship (\$500), and the Joseph R. Mullin Prize in History (\$300 each). The family of a former student, Paul Lorence, with departmental augmentation, provides a \$2,000 scholarship to a graduating senior who plans to go on to graduate school: over the past five years most of these students have entered our master's program. A newly organized fund will award \$350 to a graduate student, specializing in American history, who is active in the African American or Caribbean American community. Our graduate students also qualify for the Kiana Dressendorfer Scholarship for Archaeology, and one has been awarded it, and the Glen S. Dumke Scholarship. And finally, we have the Herodotus Travel Fund for Graduate Students that provides up to \$1,500 a year for any graduate student to defray costs incurred to deliver a paper or do archival research; at a future date, a fund established by alumnus Gregory Kendrick will also assist with travel and entertainment expenses. In sum, we have more money for graduate students than most graduate programs at San Francisco State, but not nearly as much as Ph.D. programs within the University of California system have—and none of these monies are provided by the State of California. We also provide for approximately five Graduate Assistantships and ten Student Assistantships (or Readers) each semester. The experience of working with other students and faculty, along with the money itself, are beneficial to the student in question. The money that we have for distribution to our graduate students suggests several things about the quality of our graduate program: (1) donors feel that they are contributing to a deserving program and a deserving set of students; and (2) the money allows our students to have a richer experience than they otherwise might have had. Financially, we are far more able to provide for our students than we have ever been in the past.

*Collegiality and Intellectual Engagement:*

Finally in this section, various faculty members arrange for distinguished scholars to address our students each semester, and our monthly faculty colloquium series attracts a wide range of graduate students—here students can see faculty work in progress, as well as participate in the kind of exchanges that are a part of the scholarly enterprise. The faculty colloquia have had a positive effect on graduate students in their interactions among themselves. For example, they organize a series of events under the aegis of the History Students Association. Similarly, they have organized unofficial support groups like “PHISH,” “Ph.D. Hopefuls in need of Serious Handholding.” One of the strengths of our graduate program is this air of collegiality fostered among the graduate students: much of this collegiality comes from the students themselves, but we have encouraged it by making money available to them for their events and by trying to establish a model of collegiality among ourselves.

*Conclusion:*

The Department of History has attempted to create a program that provides a set of experiences that complement one another. Our structured program establishes a variety of intellectual experiences in order to achieve our student learning outcomes. We consistently supplement and complement those experiences through mentoring and guest speakers. And we attempt as well as we can to provide financial aid to them, financial aid that frees up their time and covers some of their expenses for their own research and scholarly activities. By the time they finish our program, we think that our students are well prepared for whatever path they wish to take beyond the master's degree at San Francisco State University. Exit surveys, letters, e-mails, and conversations with former graduate students at different scholarly meetings confirm our sense that our students have both enjoyed and benefited from our master's program. We have included in Appendix H several unsolicited letters and e-mails from our graduate students, an academic from the University of Michigan, and one undergraduate, with a note appended by President Corrigan. The message of all of these missives is the same: we have made as great an impact on their lives as they have on ours. This is our greatest accolade.

## **8.0 THE PROGRAM AND THE COMMUNITY**

## 8.1 Professional Engagement of Students and Alumni

### *Student Professional Activities:*

The Department of History has always encouraged students to engage in professional activities within the field, especially going to conferences, giving papers at meetings, and publishing. While students have been eager to participate in these activities, they have not had the financial resources available to do so on a consistent basis. Our graduate students have, however, attended scholarly conferences when held on the West Coast, although they have rarely been able to attend these same gatherings when they meet in other parts of the country. It is unusual for students at the M.A. level to gain the opportunity to present papers at professional conferences. Still, a number of our students consistently succeed in having their proposals accepted by regional conferences, most notably the Western Association of Women Historians and the Pacific Coast Branch of the American Historical Association. Some present their work while they are still enrolled in the program; more often, they have just completed their M.A. when they attend the conference, where they present the results of a significant research project that they undertook at the Master's level. For the past several years, winners of the Phi Alpha Theta research contest have come from San Francisco State University, and they find an audience for their work at a panel at the Pacific Coast Branch of the American Historical Association.

Our graduate students have been regular participants in a variety of other venues when it comes to scholarly presentations. First, every year the students organize a daylong forum, usually around a given theme, where they present papers to their peers and their professors. On some of these occasions faculty members serve as commentators on the student papers. In order to encourage a larger student audience, the department regularly supplies breakfast and lunch to participants and attendees. Second, students also participate in a variety of conferences that are held in California: the Bay Area Labor Studies Workshop, Phi Alpha Theta (the national history student honor society), and the California State University system all hold conferences in which our students have regularly given papers. Recently, for instance, three of our master's students gave papers at the graduate student conference organized by the California State University system at California State University, Fresno. The department has periodically underwritten the costs that students incur when participating in these conferences. And third, our students have submitted papers to be delivered in national and international venues: their papers are usually accepted. Since the costs of such conferences are usually beyond the means of our students, they have regularly applied to the Provost for travel expenses from the Instructionally Related Activities fund. Our students have received monies to go to these conferences, even in places as far away as London. Fortunately we are now in a position to underwrite more of these activities than before: through a generous donation by Ms. Laurie Pitman, we have established the Herodotus Travel Fund for Graduate Students. This, we hope, will encourage even more students to undertake activities like this. Finally, the Labor Archives and Research Center sponsors an annual writing contest, focused on the theme "Worlds of Work." Winners of the contest, who receive a cash

prize and present their paper at the awards banquet, consistently come from the history department.

In addition to conferences and papers, we encourage students to submit their work for publication. The most frequent venue at this point is *Ex Post Facto*, the journal of our history students. Graduate students and undergraduates submit manuscripts to a student editorial board—that board selects which manuscripts to publish and then edits them accordingly. That same board also finds a publisher to print the journal. This journal has a wide circulation, reaching readers from the Chancellor of the California State University System to various chairs and students at San Francisco State University. Indeed, Professor Walter Johnson has used several articles from *Ex Post Facto*—by Mary Ann Irwin, John Rosen, and Ann Wilson—in teaching his classes at Harvard. *Ex Post Facto* is a useful learning tool and professional vehicle for those who submit manuscripts and for those who sit on the editorial board. Expenses for *Ex Post Facto* have been generously underwritten through the Instructionally Related Activities fund. The board that oversees allocating money to various campus projects always praises the efforts of our students, most of whom are at the graduate level: “Once again, Board members commented that this Journal is a model for all others. Excellent format, content, and efficient use of funds.” In order to reward the best manuscripts submitted, the history department has established the Joseph R. Mullin Prize in History. The best graduate manuscripts in United States history and in one other field of history receive \$300 each.

Some students have been successful at getting their work accepted at journals within the profession. Colleagues who serve on the editorial boards of journals have been particularly helpful in guiding students toward the appropriate outlets for their research.

Another aspect of professional engagement includes acting as a research assistant for various faculty members. Students, for instance, have accompanied Prof. Waldrep to Washington D.C. to assist him in working in the National Archives, while Prof. Mabalon has taken a student to Seattle to work on the archives of the Filipino American National Historical Society, and Prof. Oñate has taken students to Mexico City. The Department of History defrays some of the expenses of students through the Pasker-Pitman Endowment for Excellence in History, and Prof. Waldrep has been able to support his research assistants with funds from his endowed chair account.

And finally in this regard, graduate students also do internships, all of which help to promote their professional engagement. These internships are often at local museums, archives, the National Park Service, historical associations, and news organizations. Students write a paper based on their activities—as with *Ex Post Facto*, the internship is a part of doing what professional historians do.

In all of these cases, if we had more money more students could participate. But at the moment the number of students seriously engaged in these activities has risen over the years—we hope to see it continue to increase over time.

*Alumni and Alumni Records:*

The History Department does not maintain consistent contact with all of the many alumni of our master's program. However, we have informal records of the career paths of alumni since 1990. Alumni periodically do contact us, and Senem Özer in University Development has begun a program for us to reestablish contact with more alumni. When the department does find out what our alumni are doing, we post it on the bulletin board outside the Graduate Coordinator's office. These notices help graduate students see what those who came before them are doing. Many of our alumni are also frequent financial contributors to our department, some on a monthly or bimonthly basis.

We have begun hosting parties at professional conferences when those conferences are held locally, in order to maintain contact with alumni who have gone on to Ph.D. programs and subsequent academic careers. We hope to start inviting local alumni to attend events, such as speeches by well-known historians, which might be sponsored by the department.

**Recommendation:** Through better contact with our alumni, we hope to raise more funds to allow more students to become more professionally engaged with their field. These same alumni would also serve as professional models for current graduate students. One way to increase this contact would be through the creation of a website, where we could post news about the accomplishments of present and past members of the department.

## 8.2 Civic Engagement

The American Historical Association and the Department of History recognize the importance of reaching out to wider communities. For those master's programs around the nation that have a field of emphasis in Public History, such an outreach is automatic. We, however, do not have such a field. Moreover we have never required a service learning component for all of our master's students because of the demographic nature of our students. Our graduate students have many existing obligations that students at other institutions do not have. One of the most important obligations is work. In the most recent survey undertaken by San Francisco State University, 33% of our students work mostly full-time, 43% work mostly part-time, and 14.5% work intermittently. In other words, 76% of our students have heavy job commitments—our students work because they have to, not because they want to. Second, many of our students, even many of the younger ones, already have families. Obligations and duty to the family always trump any other concerns that students have. Work, family, and school occupy most of the time of our graduate students: it would be an unreasonable burden for working family students to take on yet more in order to get their master's degree. If the State of California were to fund graduate education properly, then it would be quite reasonable to require service learning activities of all graduate students.

Nevertheless, the History Department does promote service learning activities, some formal and others informal. Formally, all graduate students who wish to pursue a Secondary Teaching Credential must do at forty-five hours of service learning in a high school social studies classroom. They can get three units of credit for this experience

(History 681), or not, depending on if the student wants it. We are currently in the process of creating a similar experience for those students who wish to go into Community College teaching.

Informally, our students have also engaged in various civic activities. Students, for instance, take a variety of internships. These internships range from volunteer work for the National Park Service to organizing archival materials for local and statewide historical societies. Internships in local museums also greatly benefit both the student and the museum—and the museum, of course, serves the public at large. Students get unit credit for undertaking an internship, and they have almost always found the experience rewarding. Some students actually end up being employed by the organization, business, or institution in which they served during their internship. Also, our graduate students have been regular observers and participants in the Constitution Day activities authorized by the Congress of the United States and organized by San Francisco State University on our campus. And finally, some of our graduate students have worked with Morris Head in the Community Access and Retention Programs; this unit, a part of the Division of Undergraduate Studies, provides important services for minority students at San Francisco State University, especially tutoring. This activity also relates directly to equity and social justice.

The History Department, however, has the intention of doing more. We are in the beginning phase of creating something similar to the Seattle Civil Rights and Labor History Project (<http://depts.washington.edu/civilr>). This would involve close collaboration between graduate students, the San Francisco State University faculty, labor organizations, and other community groups. We have included this as a recommendation in section 8.3, Equity and Social Justice. This is precisely the kind of project that San Francisco, our faculty, and our students could be come involved with.

On a grand scale, the American Historical Association asks if our master's degree program "prepares teachers, trains civil servants, and provides better-educated workers for local businesses," while at the same time enriching the community in other ways. Our answer is a resounding "yes." Some of our master's students from the years covered by this self-study are now teaching in high schools and community colleges in the Bay Area and California; others are actively engaged in pursuing Ph.D.s; still others have gone on to law school, while others have joined the ranks of government service from the Federal Bureau of Investigation to the civilian side of the Defense Department; and others are productive women and men in their chosen careers and communities.

**Recommendations:** (1) to provide more internship opportunities for our graduate students; (2) to develop a community service program for training students who wish to become community college instructors; and (3) to invite local preservation officers, planners, historians, and museum administrators to talk to our students and conduct behind-the-scenes tours.

### **8.3 Equity and Social Justice**

The Department of History is committed to equity and social justice. Some departments on campus are very closely involved with these issues on a day-to-day basis, like Social Work, Criminal Justice, or Health Education. Other departments, like ours, approach these issues more obliquely. Some might say, for example, that courses on ancient Sumer or Rome are irrelevant to today's problems: but our nation would not be in Iraq today had policy makers taken courses in ancient history and learned the lessons from those courses. History graduate students make good citizens. In the end, our program is responsive to this goal in a variety of ways. First, our graduate students and faculty are drawn from not one ethnic group but many; they come from not one socio-economic group but several; and the gender and sexual orientation of our students is also diverse. Second, one of the main goal of education, including graduate education in history, is to teach students how to think and analyze. Thoughtful and analytical students make for thoughtful and analytical citizens. Graduate education is more than just an accumulation of knowledge—it involves a process of appreciation and of heightened awareness and understanding. And third, the content and conduct of our graduate curriculum promotes the goal of equity and justice. Protagoras, the founder of the teaching profession in the West, commented to a skeptical Plato that the civic community could not survive if citizens lacked a sense of justice and respect for one another: Protagoras' fundamental goal was to instill these things in his students. We follow in his footsteps. Our various graduate seminars often center on issues of current concerns, like Middle Eastern affairs, ethnic relations in the United States, or the law as it applies to different groups in the nation. Still other seminars revolve around issues of continuing relevance, such as gender roles or the development of political and cultural institutions, either of the distant or recent past. And History 700 provides students with a theoretical framework for understanding the wide variety of actions that students will confront across time and space. Equally important, graduate seminars and lecture courses provide a civilized and rational environment where issues can be explored and respect for other individuals is critical. A discussion, say, of homosexual behavior in ancient Rome or lynchings in the South provides a background and context for discussing today's sexual behavior or justice system, and does so in a manner that is thoughtful and respectful to the members of the seminar. Finally, students and faculty have engaged in research on everything from disability rights to reconciliation in South Africa.

The History Department provides a variety of ways for meaningful discourse around all issues that concern today's students and society. First, there is the coursework that the department provides. All of our courses deal with human beings in a variety of situations—understanding the past is a key to understanding similar phenomena of the present. Second, various faculty members have organized panels and public meetings around critical events, such as 9/11 and the recent presidential and gubernatorial elections. And third, the students have provided various occasions for faculty and students to get together informally for discussion. One such event is the annual student forum. Another event is the popular “movie night”—for example, a showing of the movie *Amistad* elicited a long discussion on slavery in America.

In order to increase graduate student involvement in civic engagement and in issues of equity and social justice, the Department of History is in the initial stages of creating

something similar to the Seattle Civil Rights and Labor History Project. Our project, like theirs, would involve close collaboration among graduate students, faculty from a variety of disciplines, community groups, labor organizations, and the public schools. We too would create a multi-media web site that would bring to life the extraordinary history of the civil rights, social justice, and labor movements in San Francisco and the Bay Area. Many of the resources that we would need for this project—such as faculty expertise and archival materials—already exist. This project would serve a number of functions, including providing materials for teachers at all levels and educating the citizens of the Bay Area and California on the history of the civil rights and labor struggles in northern California. It would, in the end, provide a unique opportunity for our graduate students to learn about and become involved with a vast array of community and civic groups, from organized labor to the Congress for Racial Equality and the Lesbian and Gay Historical Society. The University of Washington has provided an excellent model that we could build on in a variety of ways, all for the benefit of our students and the people of the Bay Area. In fact, one area noticeably missing from the University of Washington project concerns gay rights.

**Recommendation:** We would create a San Francisco Civil Rights and Labor History Project on the model of that started by the University of Washington for Seattle. We would engage various labor and civic groups to help in this project—they could provide us with their expertise, their outlooks, and their experiences. Some of these groups, especially in organized labor, may be willing to contribute funds for our project.

#### **8.4 Internationalization**

The American Historical Association and the Department of History have long advocated a curriculum with international experiences, perspectives, and competencies. Most of our program, undergraduate and graduate, is deeply influenced by international perspectives. In terms of specific courses, excluding some classes in American history, all of our courses concern other peoples in different time periods. Furthermore, almost all of the courses in the History Department have moved away from strictly national narratives in order to treat historical phenomena in a more transnational way. Thus, some courses cover time periods, like Reformation and Early Modern Europe, while others are thematic across nations and cultures, such as History 550 (Social Change in Latin America) and History 575 (Women in China and Japan); other courses have been identified as “international,” like History 389 and 390 (European International History, 1848 to the present). Even courses in American history include a large component of the international: one cannot understand late nineteenth and early twentieth century America without looking at a larger global perspective, either in terms of immigration or of foreign policy. Likewise, understanding the significance of figures like Andrew Jackson (History 424) can only take place when we study him as an individual who belonged to several communities simultaneously, communities that spanned national boundaries. And, of course, History 464 and 465 (the history of American ethnic and race relations) and History 461 (the history of American foreign relations) examine United States history within a global framework. Similarly, History 700 covers transnational history, as does History 701, and our primary field of Modern World History is perforce international in

character. Finally, some of our courses are cross-listed with the Department of International Relations, and many of our faculty work closely with their faculty.

The American Historical Association argues that a good master's program should "incorporate a comparative, if not global, perspective on history." Our graduate program is structured to do so in a variety of ways. First, History 700, which is required of all graduate students, examines methods and theories from all fields and periods of history—special consideration is given to transnational and other contemporary approaches, including post-colonial theory. Second, we offer a primary field in a whole series of non-American areas, from Modern World History to Latin American history. And third, all students are required to do a secondary field: in this way those students who have focused primarily on the history of the United States get the perspective from some other part of the world. No graduate student can leave our department without some significant exposure to the international. It should also be noted that a foreign language is required for students whose primary field is not the United States.

In addition to offering a wide range of courses with an international and transnational perspective, our program also facilitates the exchange of students and faculty members abroad. Students have more access to an international experience than instructors do. But our department has been in contact with programs in China, Europe, and Australia. The major impediment to more professorial involvement has been institutional, and for students, financial. There is also a fear by students that they will not get their master's degree in a timely fashion. Nevertheless, we have had recent graduate students in Italy, the Netherlands, Germany, South Africa, and Great Britain. And finally in this regard, several of our faculty work very closely with the Office of International Programs, especially Profs. Curtis, Getz, and Lisy-Wagner. Furthermore the Academic Senate of San Francisco State University chose Prof. Getz to represent our campus in Long Beach for the Study Abroad Program: he and others in our department have actively encouraged our students to participate in this program.

A number of our students have completed intensive summer language programs at other institutions, largely because of the assistance of Profs. Chekuri and Getz. Their newfound language skills include Xhosa, Tagalog, Arabic, and Punjabi. This is another aspect of internationalization that we should continue to foster.

And finally, the department does seek out opportunities to sponsor talks given by international scholars, and by American scholars working on international issues. Usually we have at least one such scholar address our department and college every year. Prof. Juan Cole, for example, was sponsored by both the History Department and the College of Behavioral and Social Sciences. Profs. Behrooz and Curtis have been particularly active in recruiting renowned speakers for our students and campus. The department has also sponsored international conferences on campus, such as the Society for Late Antiquity, the Medieval Association of the Pacific, and the upcoming conference co-sponsored with the German program on German colonialism. The one major drawback that we have found is that we often do not have the funds available to pay the honorarium asked by some prominent scholars. It is sometimes difficult for these

scholars to understand that we are not the University of California, and that we do not have a large pool of money to sponsor their appearance on campus. And finally, various faculty members have invited important international scholars to speak to their class and to other members of the campus. This is a frequent occurrence in courses on Latin America and in History 317, the Holocaust and Genocide. Internationally famous Adam Hochschild has graciously appeared on numerous occasions to discuss Africa, Belgium, and nineteenth and twentieth century European colonialism in general. He has asked for very little in return.

**Recommendations:** (1) to request two new positions that deal specifically with international and transnational history, one in the history of the Atlantic world, and the other in the history of recent East Asian international affairs; (2) to ask for greater institutional support for visiting scholars; and (3) to seek out donors to create a fund for students to study abroad and for scholars to appear on campus.

## **9.0 THE FACULTY EXPERIENCE**

## 9.1 Faculty Statistics

Tables 9 to 13 summarize information about the faculty members who teach in our graduate program.

**Table 9**  
**Faculty distribution by Rank and Gender**  
(As of Fall 2006)

Rank	Number of Faculty
Professor	0 Female, 8 Male
Associate Professor	4 Female, 0 Male
Assistant Professor	4 Female, 5 Male
Lecturers	3 Female, 8 Male

**Table 10**  
**Faculty Distribution by Age**  
(Tenured and Tenure-Track Only, Fall 2006)

Age	Number of Faculty
30-34	3
35-39	3
40-44	1
45-49	3
50-54	1
55-59	5
60-64	3
65+	2

**Table 11**  
**Faculty Distribution by Ethnicity**  
(Tenured and Tenure-Track Only, Fall 2006)

Ethnicity	Number of Faculty
Native American	0
African American	0

<b>Chicano, Mexican American</b>	1
<b>All Other Latino</b>	1
<b>Asian</b>	2
<b>Filipino</b>	1
<b>Pacific Islander</b>	0
<b>White Non-Latino</b>	16
<b>All Other</b>	0

**Table 12**  
**Faculty Workload Matrix**  
(As of Fall 2006)

<b>Faculty Member</b>	<b>Courses Offered</b>	<b>When Offered</b>
Behrooz, Maziar	111 114 115 604 605 606 640 850	Periodically Periodically Periodically Fall Spring Spring Periodically Periodically
Chekuri, Christopher	114 115 644 684 688 701 850	Periodically Periodically Periodically Fall Spring Periodically Periodically
Cherny, Robert	121 300 426 450 642 790	Periodically Periodically Periodically Periodically Periodically Periodically
Curtis, Sarah	111 300 342 344 347 348 400 640	Periodically Once a year Fall Spring Fall Spring Periodically Periodically

	740 805	Periodically Periodically
D'Agostino, Anthony	385 386 389 390 640 701 740	Fall Spring Fall Spring Every other term Periodically Every other term
Dreyfus, Phillip	121 450 474 476 642 790	Periodically Every term Fall Spring Every other term Every other term
Getz, Trevor	114 115 610 611 400 644 700 850	Periodically Periodically Fall Spring Every other term Periodically Periodically Periodically
Hoffman, Richard	114 300 320 321 322 323 600 640 710 Chair	Periodically Periodically Every other fall Every other spring Every other fall Every other spring Periodically Periodically Periodically
Hsu, Pi-Ching	300 569 570 571 575 578 644	Spring Fall Spring Spring Fall Fall Periodically
Issel, William	121 428 480 700	Periodically Fall Fall Fall
Lisy-Wagner, Laura	111 300	Periodically Periodically

	313 336 340 640 730	Periodically Fall Spring Periodically Periodically
Longmore, Paul	420 482 642 780 Disabilities Institute Direct.	Fall Periodically Every other term Every other term Every term
Loomis, Barbara	120 300 424 467 468 642 780 805 Graduate Coordinator	Periodically Fall or Spring Fall Fall Spring Periodically Periodically Periodically Every term
Mabalon, Dawn	121 300 428 464 465 642 790	Periodically Periodically Periodically Fall Spring Periodically Periodically
Oñate, Abdiel	115 501 520 524 550 644 830	Fall Fall Spring Fall Spring Periodically Every other year
Peard, Julyana	114 500 528 535 644 830	Every term Fall Spring Spring Periodically Every other year
Rodriguez, Jarbel	110 300 331 334 640 710 Graduate Coordinator	Periodically Periodically Spring Fall Periodically Periodically Every term

Tygiel, Jules	450 427 642 490 660 661 790	Every term Fall Periodically Periodically Fall Spring Periodically
Waldrep, Christopher	300 470 471 642 790 Endowed Chair	Fall Fall Spring Periodically Periodically Every term
Williams, Megan	110 325 328 329 330 640 710	Periodically Fall Fall Spring Spring Periodically Periodically
Wolf, Eva Sheppard	120 300 422 473 642 700 780	Periodically Spring Spring Fall Periodically Periodically Periodically

**Table 13**  
**Faculty Honors, Grants and Awards**  
(Tenured and Tenure-Track Only, Fall 2006)

2001-2002		Grants	Fellowships	Awards	Total
	Local/Regional	3	2	1	6
	Statewide	4	1		1
	National/International		2	1	7
2002-2003	Local/Regional			4	4
	Statewide				
	National/International	1	3	1	5
2003-2004	Local	3	1	4	8
	Statewide				
	National/International	2			2

2004-2205	Local		1	2	3
	Statewide			1	1
	National/International	1	1	3	5
2005-2006	Local	2	1	4	7
	Statewide			2	2
	National/International	3	1		4

## 9.2 Research and Professional Engagement of the Faculty

### *Faculty Research and Professional Achievements:*

The Department of History thinks that there is an inherent connection between research and professional development, and graduate education. Faculty members routinely use their research findings and their methods to enhance the educational experiences of our graduate students. Whether in graduate seminars or in upper division lecture courses, faculty research efforts play an important part in the classroom.

The professional engagement of the faculty members of the Department of History is impressive. All of the history faculty are actively engaged in scholarly endeavors: of the 264 pages of *curricula vitae* in the appendix, over half of the pages, 147 in all, are devoted to scholarly activities of one sort or another. Since our last review, the faculty have produced a substantial 130 scholarly publications. These publications include books, articles, and book chapters. Furthermore, these works occur not only in English but also in Spanish, French, Turkish, and Farsi—ours is an international faculty with an audience that spans all of the continents. Ongoing research activities of the faculty promise a substantial number of published works in the near future; some manuscripts are already in press, and others are under consideration. In addition to scholarly publications, our faculty members have presented papers to a wide variety of professional organizations on some 260 occasions. These professional organizations include regional groups, like the Pacific Coast Branch of the American Historical Association, the Western Society for French History, and the California Classics Association, and national and international groups, like the Middle Eastern Studies Association and the American Historical Association. Some of the organizations represented on the various *curricula vitae* are interdisciplinary in nature, like the Society for Latin American Studies and the African Studies Association. It should also be noted that some of the papers were delivered at specialized conferences in the faculty member's area of expertise—some in the United States, others abroad, with venues for these conferences including London, Lyon, Avignon, Mexico City, and Washington D.C. Equally as impressive as the number of publications and presentations is their scope—topics range from social history or religion to legal, political, and intellectual history; similarly they cover all time periods and all geographical areas. Not included in the list of academic accomplishments are scholarly activities in other areas, including edited and translated works, book reviews in

scholarly historical journals, internet contributions, and senior editorship of important scholarly journals in history, like the *Journal of the History of Sexuality*.

In other categories of professional engagement, our faculty have received fifty-six grants, fellowships, and awards during the time period covered by this review. Also, participation in professional societies has extended beyond paper presentations to include organizing conferences and serving in various capacities as officers within an organization.

#### *Student-Faculty Collaboration:*

Unlike scholarship in the sciences, it is fairly rare for history publications to be co-authored with students. But such collaboration does happen. Perhaps the most impressive example of co-authorship is the anthology that Prof. Cherny, Ann Wilson, and Sue Englander have put together on women in California politics. They have a book contract, and they have made extensive use of articles from various students from our department. Students and faculty collaborate in a wide range of other professional activities as well. Some students have served as research assistants for faculty members, often accompanying them to distant archives. Similarly, a number of faculty members have worked at helping students become more involved in our professional organizations. Prof. Rodriguez took a graduate student to the Medieval Academy in America conference in Seattle. Profs. Waldrep and Loomis both got a large number of students involved in the Organization of American Historians conference when they were named to the Local Arrangements Committee—likewise, when emeritus Prof. Bonds served on Local Arrangements for the American Historical Association, he recruited many of our students to work at and attend the convention. And when Prof. Loomis was chair of the Program committee for the Western Association of Women Historians, she had two students serve on the committee, service that the Coordinating Committee of Women Historians noted when they recently gave one of the students the Catherine Prelinger Prize. Profs. Getz and Tygiel have recruited graduate students to help them in their various scholarly projects, and one graduate student worked closely with Profs. Loomis and Bonds in editing the *Journal of the History of Sexuality*. In another area, Prof. Longmore's website and history of disabilities bibliography provides employment and training for a number of students. Faculty members have also provided assistance to the annual student forum, and they act as advisers for Phi Alpha Theta, Phi Beta Kappa, the History Student Association, and *Ex Post Facto*, the student journal. The faculty have also invited graduate students to participate in local scholarly groups, like the Bay Area Labor Workshop and the Bay Area Early Americanists. In fact, faculty-student collaboration, beyond the student's enrollment in our program, is very common. Of faculty members who attend conferences frequently, they often serve on panels with former students from our program. Profs. Issel and Cherny are particularly active in this regard.

### **9.3 Supervision of Culminating Experiences**

The Department of History recognizes that supervising the culminating experience, whether it be the thesis or the comprehensive written examination, entails a great deal of time and effort on the part of faculty members. We have not been very good, however, about adjusting the teaching load accordingly. Several problems arise here. First, students sign up for the culminating experience after the semester's teaching schedule has been set. Moreover they are not even permitted to enroll for the course until the first day of instruction. By the time that students make their decisions, it is impossible to adjust the teaching load for that semester. Second, it is difficult to decide if all members of the committee should be treated the same, or if the chair of the committee should be given more time off than the others. On the various reports generated for the Chancellor's office, only the committee chair is mentioned: WTUs are generated for committee chairs, but not for the other committee members. And third, it is sometimes difficult for the Chair of the department to give release time for those who served on past culminating experience committees because of a shortage of faculty members: the lack of financial resources from the university severely restricts the degree to which the department can provide faculty members release time under circumstances like this. Every time a faculty member is given release time, for whatever reason, a course is not taught, thus having a negative impact on the program as a whole. Striking the appropriate balance is difficult.

Despite the three problems mentioned above, the History Department is in the process of creating a policy to give faculty members a course release time after they have served on a given number of committees, either as chairs or as regular members. We are currently keeping a record of who serves on these committees, and a consensus has to be reached about how much culminating experience work is necessary to receive a course off. This situation is especially critical for United States historians—this area has by far the most number of students in it and faculty teaching in this area often serve on a large number of committees. Our plan is to have this issue resolved within a semester or two.

#### **9.4 Discipline-Specific Standards for Teaching Graduate Courses**

All of our graduate-level courses are taught by tenured or tenure-track faculty members. Each faculty member who teaches within the graduate program has a Ph.D. in history or a related field. On very rare occasions we have permitted a temporary faculty member to serve as the third member of a culminating experience committee. Several conditions must be met, however, before this is permitted: (1) the student must have worked with that faculty member before; (2) no other faculty member is available who could serve as the third member; and (3) the temporary faculty member in question must have a Ph.D. in the field in which the student is working. Since this involvement is beyond what is expected of temporary faculty, the lecturer must also be willing to undertake this added task.

Since we do not utilize temporary faculty within our master's program we have no recommendations in this area.

#### **9.5 Interdisciplinarity**

Interdisciplinary and cross-disciplinary concerns have long been at the core of the historical enterprise. At the end of the nineteenth century historians rather hyperbolically asserted that “history is the unifying force of all human knowledge.” In the course of the twentieth century, the so-called *Annales* school introduced social science questions and concerns in a way that had never been done before—geography, sociology, anthropology, and economics became an integral part of the writing of history. In recognition of the complementarity of other academic disciplines to history, the department permits up to three units of work from outside the department in both the primary and secondary fields. These units must be approved by the Graduate Coordinator. Departments in which our graduate students have taken courses toward the master’s degree, including those at the graduate-level, are International Relations, Museum Studies, German, Italian, Classics, English, and Political Science. Many history faculty members are also involved in other departments and programs on campus: Women Studies, Raza Studies, Humanities, Asian American Studies, Ethnic Studies, International Relations, and Middle Eastern Studies are a few of the areas outside our department with whom we work closely.

**Recommendation:** We are in the process of evaluating whether or not the methods of one of the other social sciences should or could be substituted for our current auxiliary skills requirement of mastering SPSS. Historians draw from many other fields, and expertise in the methodology of another social science could be of great benefit to our students.

## 9.6 Overview of Faculty Quality Indicators

The various faculty members of the Department of History serve the mission of the program and ensure its continued academic excellence. The “Handbook for the Sixth Cycle of Academic Program Review” lists fifteen separate items as indicators of the quality of the faculty’s contribution to the program. The following narrative is based on the order in the Handbook itself.

### *The Graduate Coordinator, the Associate Graduate Coordinator, and Leadership:*

No graduate program can be effective without the strong leadership and expert involvement of the Graduate Coordinator and, in our case, the Associate Graduate Coordinator—these two individuals can make or break a department’s master’s program. When students cannot get guidance and help at this fundamental level, they will leave a program. The Department of History has had excellent leadership at this level for many years. Our Graduate Coordinator and Associate Coordinator have been superior in every way possible, devoting long hours to our students and our program. Since the last program review our Graduate Coordinator has been Prof. Loomis. She has a Ph.D. in history from the University of California, Berkeley, and had already been involved with the graduate program for a decade; before becoming the Graduate Coordinator, she served as the Associate Graduate Coordinator. Prof. Loomis has been extraordinarily competent, imaginative, and hard working as the head of our graduate program. Her diligence and involvement in graduate education has contributed a great deal to the success of our master’s program as a whole. The duties of the Graduate Coordinator are

extensive and time consuming, but Prof. Loomis has never stinted in giving her time and expertise to the program and our students. We give the Graduate Coordinator one course release time each semester so that she can perform her duties effectively—we plan to continue this practice in the future. Since our last program review we have had two different Associate Graduate Coordinators, first Prof. Peard, and then, more recently, Prof. Rodriguez, a Ph.D. in history from Princeton University. Prof. Rodriguez's primary duties included admitting new graduate students, helping to organize the master's comprehensive written examination each semester, advising graduate students, and serving on the Graduate Committee. He has also just finished the complete revision of the website for our graduate program. Prof. Rodriguez has received one course release time for the Spring term—this is his busiest time of year. Both Prof. Loomis and Prof. Rodriguez are extremely effective in administering our graduate program, and keeping it running smoothly and successfully. Graduate students require a great deal of attention, and these two individuals have provided this attention—both faculty members are regarded very highly by our graduate students. A third faculty member should also be mentioned in this regard: Prof. Dreyfus. Prof. Dreyfus has been in charge of selecting and assigning Graduate Assistants and readers to our many sections of survey courses; his work in this area has been invaluable to our graduate students, faculty, and department chair.

*The Faculty: Degree of Participation and Qualifications*

Another aspect of the excellence of our graduate program concerns the number of full-time faculty members who participate in it: 100%. All faculty members have taught graduate seminars since the last program review, and all have taught upper division courses that have been used to fulfill both the primary and secondary field requirements. This total involvement of the faculty in graduate education leads to a strong commitment to the program, consistency in academic quality, and knowledge of the students and their needs and goals. As opposed to faculty members in many doctoral programs across the nation, we do not take the "swim-or-sink" approach to graduate education. When we admit students into our master's program we make a commitment to them for their success, and we do everything within our power to try to make sure that they succeed. The end result is that according to a recent survey conducted by the American Historical Association we supply more students to Ph.D. programs than any other M.A. only granting institution in the country.

But a faculty is only as good as its training—all of our faculty members have doctorates in History or related disciplines, from the best institutions in the United States, Britain, and Mexico. Our faculty provide expert instruction and education to their students on a wide range of historical topics, periods, and areas. While we do not have part-time instructors who teach in our graduate program, in a very few cases in American history and Europe since 1500 we have permitted an instructor to sit as the third person on a culminating experience committee. In those cases, the individual has had a Ph.D. in history, and always from excellent institutions such as the University of California, Berkeley, the University of California at Los Angeles, and the City University of New York.

### *Faculty Response to Student Needs:*

Our program also succeeds because we have a faculty with a capacity to respond to student needs. While research is an important element in the academic lives of our faculty, our primary focus has always been teaching. Faculty-student relations have consistently been a main concern for our department—we see students as our first priority, not as an afterthought. Our students have a variety of goals when they enter our graduate program, and our faculty are able to respond to those goals well: our faculty feel responsible for student success and, as a result, they are consistently responsive to student needs. Several elements have contributed to this capacity to respond to student needs and concerns. On the one hand, many of our faculty are relatively young and are flexible in their approach to the subject matter, to teaching, and to student needs. They are closer to the age group of our graduate students, and are able to relate to them well. On the other hand, our more seasoned faculty members have had a great deal of experience in working with many kinds of graduate students over the years. This long-term experience has enabled these faculty members to respond well to the needs of our students. As a result, all members of the faculty have frequent contact with our graduate students. While some big universities have faculty who discourage teacher-student contacts, we do not. Our students have regular and direct access to the faculty through office hours, courses, student-faculty receptions, and e-mail. Our faculty rarely leave our university, and a primary reason for their satisfaction with their position is the quality of our students; the faculty appreciate the diversity of our students, and they enjoy teaching them. Their genuine enjoyment of our students has meant that the faculty and the students gain from their mutual interaction. Most faculty members get very high teaching scores, especially in graduate seminars. Our students have a very high satisfaction rate with our program, and this high rate stems from the care and concern provided by our faculty.

### *Faculty Diversity:*

Another strength of our department and its graduate program is the wide diversity of the faculty, especially when compared to history departments across the nation as a whole. The gender balance of our faculty over the period covered is representative: 38% of the faculty are female, and 62% male. Since our last program review, 40% of all new hires have been females. In fact we are at or better than the national average. According to the American Historical Association, 38% of all new doctorates are female, and as of 1998, only 28% of all history faculty members were female; the American Historical Society also reported that women accounted for “38% of the teachers from the 1990s cohort who had already advanced to tenure.”<sup>9</sup> When it comes to age, we cover a wide range from the early thirties to sixty-five and above. Ethnically and culturally our faculty is also diverse, with faculty members representing the Middle East, India, Taiwan, South America, the Caribbean, Africa, Mexico, and the Philippines. Our African American colleague was

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<sup>9</sup> For the most recent statistics reported, see *Perspectives* January 2002, 16-17, and *Perspectives* December 2005, 9-10.

lured away by UCLA during the period covered by this review, but with new hires coming in the history of the United States we are hopeful of correcting this lack in the near future. For comparative purposes, the American Historical Association notes that only about 15% of all new Ph.D.s are Hispanic, African Americans, Asian/Pacific Islanders, or American Indians: our department exceeds the national number. The wide diversity of our faculty adds to the richness of perspective and course offerings.

*A Teaching Faculty:*

Three other areas are closely related to one another: The FTE and SFR of the program; the faculty teaching load; and culminating experience supervision, advising, and committee work. In order to have a successful master's program, each of these areas must be carefully aligned with one another. As a result of university policies, the departments and programs in the College of Behavioral and Social Sciences have a higher SFR than other colleges at San Francisco State University. In the period covered by this study, our departmental SFR has ranged from a high 25.92 to an even higher 28.41. The upper division SFR has been between 20.98 and 22.98, and at the graduate level, 4.71-6.78. A high SFR means that not all students get the same attention: graduate students and upper division majors receive most of the faculty's attention since an overwhelming majority of lower division courses are taught by part-time lecturers. The overall number of FTES, majors, and graduate students has risen since our last program review, but not so much that it has adversely affected graduate student-faculty contacts. In fact, having a larger FTES, especially at the lower division level, has meant that we have been able to use more of our students as Graduate Assistants and readers than we did in the past. Similarly, having more majors than before has meant that we have had a larger entering graduate cohort than in the past: the major is the primary feeder into our graduate program. We have also increased our FTEF slightly over this same time period—this too has allowed us to maintain the high quality of our program, both in terms of course offering and student-teacher contacts.

With the FTE and SFR comes the faculty teaching load. For many years the Department of History has had a 3-3 teaching load. This enviable position has meant that faculty members have had more time to spend on individual classes and on their research. Most faculty members teach at least one graduate seminar or undergraduate proseminar each academic year; it is not unusual for graduate students to sign up for the proseminar. The department Chair assigns a graduate seminar to all faculty members on a regular basis: this insures regular and close contact between graduate students and the faculty, and allows the graduate students the opportunity to study with the faculty of their choice. It is customary for graduate students to ask faculty members from whom they take graduate seminars to serve on their culminating experience committee. The history faculty also teach their regular upper division offerings so that the majors and the graduate students have a full selection of courses to choose from. As a result graduate students get exposure not only to a wide number of intellectual concerns, but also to all faculty members in their fields on a regular basis. Almost all of the courses listed in the *University Bulletin* are offered on a consistent basis so that students can reasonably construct a program, with the help of their advisors, that suits their individual

professional and intellectual needs. With a 3-3 teaching load, we have been able to construct teaching schedules that reflect both traditional and new historical concerns, and a good mix of graduate and undergraduate courses. Graduate courses have always been given the highest priority by the department Chair. Finally in this regard, the 3-3 teaching load has boosted the scholarly activity of faculty members as mentioned above. Teaching and scholarship have both improved because of this teaching load.

The faculty are also involved in various other academic duties: culminating experience supervision, student advising, and committee work. The members of the History Department participate in all of these activities, giving unstintingly of their time and energies. When it comes to the culminating experience committee, whether for the thesis or the written comprehensive examination, little distinction is made between the chair and the other members of the committee: the entire committee plays an active role in guiding and meeting with the student in question. On some occasions a faculty member may be on as many as ten separate committees, and this provides a real challenge and heavy workload for that faculty member in that semester. This is an admittedly rare occurrence, but it happens often enough that the History Department is reevaluating its policies regarding the culminating experience. It is critical that this final experience be intellectually rewarding for the student and faculty member alike, and to that end we are attempting to perfect the system. In the past five years no member of the department has declined to serve on a committee because of overwork or disinterest—on the contrary, faculty members willingly continue to serve even when they are on leave. The sense of faculty responsibility toward the graduate program and its students is extremely high. In addition to the culminating experience, faculty members also advise graduate students. The Graduate Coordinator and Associate Graduate Coordinator are primarily responsible for advising about departmental and university regulations, but they also advise students on programmatic issues and future professional prospects, especially continuing in graduate school at the doctoral level. Individual faculty members also advise graduate students in their own area of scholarly expertise, as well as on future professional matters. The Chair of the department has heard no complaints from graduate students about the availability of faculty members or the quality of the advice given. Each student has special needs, and the faculty of the department attempts to meet those needs as carefully as possible. And lastly, each member of the faculty participates in a wide range of committee work at the departmental, college, and university level. No department can function properly without a wide level of faculty participation, and this is especially true for a department as large as ours. Many committees depend on the presence of tenured faculty, and, with recent hires or new promotions and tenures, we have been able to staff our committees. It should also be mentioned that some faculty members have served in other university capacities, such as the Acting Dean of Undergraduate Studies and the Director of the Disabilities Institute. In fact one of the hallmarks of the history faculty is engagement in department, college, and university affairs. In the end, the faculty of the History Department is extremely multifaceted, and this has produced a professoriate that is committed on many levels to quality education, and offers a model for students to follow. This faculty commitment and dedication helps to make the department and its master's program strong.

### *A Professionally Engaged Faculty:*

While teaching is the highest priority for the Department of History, professional development is also very important. The History Department moved from a four-course, twelve unit, load to a three-course, nine unit, load in 1990/91. Consequently, the department increased its emphasis on scholarship, research, and publication. All of the faculty have active research agendas. The department as a whole has encouraged professional development and has supported individual faculty members in searching out and accepting development opportunities, with excellent results. The scope of faculty research has been phenomenal: manumission in early Federal Virginia, singular French women who went out as missionaries, slavery and reform in West Africa, Christian captives in the Later Middle Ages, extralegal violence in the United States, social history in Ming China, twentieth-century Iranian political movements, the environment and the making of San Francisco—the list could go on and on. Funding for this faculty research has come from various sources. First, some colleagues have won awards from San Francisco State for release time or money. Second, others have received extramural grants, fellowships, or prizes, such as the Spencer Foundation Research Fellowship. Third, all members of the history faculty receive financial support from the Pasker-Pitman Endowment for Excellence in History. We use the money from this endowment to support travel to professional meetings and archives, to help in defraying ancillary expenses like photocopying or book indexing, and to hire graduate research assistants. Our endowment has been a good recruiting device for new faculty members, especially in this age of diminishing resources. The end result has been an outpouring of scholarly publications: 130 books and articles (in the previous review cycle we had some 55 books and articles) as well as 254 scholarly presentations. To this number we also need to add book reviews and edited volumes. Our faculty have contributed a great deal to the history profession in their scholarship and publication. And, of course, this same scholarship makes a significant impact on the teaching of our faculty. Our faculty teach our graduate students the methods that they use in the course of their research, and they include the findings of the scholarly activities in the courses themselves. In sum, graduate education in the History Department at San Francisco State is deeply informed by the scholarly activities of our faculty members.

### *A Faculty Committed to Community Service:*

The Department of History has a strong commitment to community service in a variety of forms. For historians, many of their opportunities for applying professional expertise to community endeavors takes place in the form of contributions to professional societies and organizations. Over the period covered by this review, faculty members have chaired and commented at sessions of professional organizations, organized conferences, helped with local arrangements for various professional meetings, and served on committees and as elected officials in professional societies. Another venue for contributions to the community has been the museums in the Bay Area. For example, Profs. Getz and

Hoffman gave presentations to groups like the Docent Council of the Fine Arts Museums of San Francisco on topics related to their field (the presentations were open to the wider public), Prof. Tygiel has spoken on baseball and race at the San Francisco Public Library and elsewhere, and Prof. Curtis has worked with the Women's Museum of San Francisco.

The faculty have also provided service by applying their historical expertise in the community at large in other critical ways. Prof. Cherny serves on the Landmarks Preservation Advisory Board for the City and County of San Francisco. Another way is by giving lectures to non-professional audiences, such as retirement homes and synagogue or church groups. They have also supplied background information to the media: Prof. Behrooz has been interviewed on radio and television on Middle Eastern affairs, Prof. d'Agostino on Russian and Eastern European matters, and Prof. Longmore on disability issues. Our colleagues have provided information for documentaries and op-ed pieces, and they have consulted with governmental agencies and NPOs; they have also participated in local historical societies. Prof. Mabalon has long been actively involved with the Little Manila Project in Stockton, California, as well as with the Filipino American National Historical Society. Another critical area of community service involves high school teaching. Prof. Waldrep headed the successful writing of the *Teaching American History* Federal grant in collaboration with other colleagues and the San Francisco Unified High School District. This important program aims to improve the teaching of American history in our high schools: With the successful awarding of this grant, Prof. Waldrep and a large number of other colleagues have contributed time and knowledge for the improvement of high school teaching in the city. A similar effort was begun for San Mateo County. Similarly, colleagues have conducted summer institutes, one focusing on the teaching of world history in high schools. Other community efforts are international in scope. Prof. Getz has been involved in an important project with St. Mark's School in Marin County and schools in Maputoland, South Africa. His role here concerns an oral history exchange, the material from which is currently being made available to schools across this country through the National Association of Independent Schools, and fundraising to support schools and to assist AIDS orphans in South Africa. He has expanded his work here to include two schools in Marin and the Kwa Tembe high school in South Africa. Also one of the projects with South African and American students has developed into a documentary film, *Journeys of Reconciliation*. The importance of a community activity like this cannot be emphasized enough: the work that Prof. Getz has sparked will affect school children in two countries and on two continents for many, many years to come.

It is rare for our colleagues to get public recognition for their community service, but it does happen. In 2004, for example, Prof. Longmore received the prestigious Henry B. Betts Award. This award is given annually by the American Association of Persons with Disabilities, the Rehabilitation Institute of Chicago, and the Prince Charitable Trusts. This award is made "to honor an individual whose work and scope of influence have *significantly* improved the quality of life for people with disabilities in the past, and will be a force for change in the future." But his public recognition did not stop there: later, the Board of Trustees of the California State University System voted to give Prof. Longmore the Wang Family Excellence Award—only one other faculty member at San

Francisco State has ever received this honor. Prof. Longmore is symbolic and representative of all of the faculty members within our department who have given of their time, energy, and expertise to the community at large.

*Academic Collaboration and Outreach:*

In addition to community service, the faculty of the History Department have been very active in academic collaboration and outreach. Profs. Hsu, Peard, Oñate, Curtis, and Loomis, for example, have been closely involved with colleagues and programs focusing on Asia, Latin America, Europe, and Women Studies. Prof. Hoffman has worked in a number of ways with the Classics Department. Likewise, Prof. Chekuri was one of the principal authors of the Undergraduate International Studies and Foreign Language grant that has been funded by the United States Department of Education. Prof. Chekuri has been heading an interdisciplinary group of colleagues from the Colleges of Humanities, Ethnic Studies, Business, and Behavioral and Social Sciences to develop six different programs in the area of South Asian Studies. Many colleagues have also been involved in the recent past in the creation of a series of interdisciplinary minors—these efforts involve faculty members from all over campus, and are very time consuming. These efforts, however, have always been successful. Two colleagues, Profs. Getz and Curtis, have also been an important part of the campus and system-wide International Programs. Another area of collaboration and outreach can be seen in our faculty colloquium series. Prof. Sheppard Wolf started and organized this very important continuing event in the life of the department. Approximately every month a colleague presents a portion of his or her current scholarly work—a book chapter, a paper to be delivered, an article—to the department for comment and discussion. The colloquium, held on Friday afternoons, is well attended; on many occasions graduate students are invited as well. Each session not only helps the presenter in the course of a very critical scholarly enterprise, but also affords the rest of the faculty the opportunity to hear what others are doing and to talk about the various scholarly issues that that colleague has raised. Furthermore, these colloquia allow graduate students to see scholarly work in progress and faculty collaboration. In yet another area, various colleagues have been involved in academic collaboration in scholarly projects. For instance, Profs. Getz, Rodriguez, and Hoffman have been co-authoring a textbook with a new approach to the teaching of world history; the book is due to come out shortly. And finally in this regard, faculty members have brought in and collaborated with graduate students in various capacities: internships, formal mentoring, research assistantships, graduate assistantships, and readerships are some of the ways in which faculty and graduate students interact and collaborate with one another. A final example is the mentoring and training that goes on in the student journal, *Ex Post Facto*. This is primarily a graduate student effort at publishing a professional historical journal: they solicit manuscripts; they select the best for publication; they edit them; and they find a publisher to print them. All of this is done under the expert guidance of Prof. Waldrep. In sum, academic collaboration, with both graduate students and other faculty members, on and off campus, has a long tradition with the History Department.

*Causa Honoris:*

The final issue raised in this section concerns how the program recognizes and honors faculty contributions to the master's program. Here, perhaps, we are a little weak, but with some justification: all of our faculty members, not just a select few, contribute a great deal to its success. Without the consistent involvement of each tenured or tenure-track colleague, our program would not be nearly so successful. Ours is both an individual and a group effort—our department functions very well, and all of the members of the faculty are deeply committed to a superior graduate program. We do, however, recognize the achievements of individual colleagues with e-mails and postings on our website, and occasionally at our annual History Honors Banquet. But this latter occasion is primarily to reward and honor students, not faculty members, and so faculty recognition is kept to a minimum. We do recognize tenure and promotion with a faculty dinner funded by the department, but we have always eschewed something like an MVP award: the quality of our faculty is universally high and their individual contributions to our department and its programs extraordinary—we are loathe to create artificial distinctions and unnecessary false competitions.

## **10.0 RESOURCE SUPPORT FOR THE MASTER'S IN HISTORY**

High quality graduate education, whether at the University of California or the California State University system, requires a high level of support of many types. Without adequate resources, superior programs decline, and potentially excellent programs never get the chance to flourish. In order to sustain the strength of our graduate program, we need at the very minimum our current level of support in all areas. Some areas we need a slight increase in support.

### **10.1 Internal Support**

The internal support that the Department of History receives from the university and college in order to carry out its mission falls into several categories. First, the department needs a sufficient number of faculty in order to mount an effective program. In the 1990s budget difficulties and poor leadership at the top meant that we were not able to replace faculty members as they retired. The basic attitude was that a program could be organized around the model of the community college, with its reliance on lecturers. But no matter how good lecturers are, they cannot adequately advise graduate students or staff graduate courses, including the culminating experience. Our program was smaller then, and we were able to maintain a high level of excellence until times got better. Fortunately that earlier point of view has shifted radically since our last program review, and we have been able to increase the number of faculty members within our program. The end result has been a nearly full complement of American historians and full complement of non-Americanists, especially in world history. We have recently requested two new hires in United States history in order to replace retiring faculty, and

in the coming years we will ask for a historian of the Atlantic world. In sum, we wish to preserve what we currently have while at the same time bringing in fields that are new to the profession: if we are unable to do so the quality of the program will slip. Parenthetically we might add that hiring new faculty is only part of the challenge of the department and the university—retaining these faculty is the other side of this issue, and that too has resource implications. The university needs to expand its support for junior faculty if it hopes to keep them. In this regard the History Department is fortunate because of our various Endowments which allow us to support the scholarly activity of our faculty (see 10.2, below).

Second, clerical staff is critical to the running of any department and its programs. As a result of our last Five-Year Review we received an increase of .5 position for an Assistant Academic Office Coordinator. With two full time positions, an Academic Office Coordinator and an Assistant Academic Office Coordinator, and a work-study student we are able to perform all of the necessary tasks that need to be done.

Third, actual financial resources are as necessary for any program as faculty and staff. But these funds are always in peril. We receive monies from two basic sources, the College of Behavioral and Social Sciences and concurrent enrollment and Special Sessions money from the College of Extended Learning. Funds from the College for readers and graduate assistants have been generous over this five-year period, but still insufficient to cover all of the costs for the graduate students whom we employ. Less generously, College money for supplies and services (\$8,000 a year at the moment) is almost negligible and will be decreased substantially for the next academic year. Over the five years covered by this report College support has continued to dwindle. Luckily for the History Department and its programs we receive a large sum of money from concurrent enrollment funds. It is not unusual to get at least \$21,000 a year from this source. Out of this money we pay salaries to readers, graduate assistants, computer room staff, and a work-study student (\$13,350); additionally there are supplies (\$2,900), services (\$2,600), duplication/photocopy services (\$5,000), and equipment (\$7,000), including computers not covered by the College. Plus we have a variety of miscellaneous expenses, from honoraria for various speakers to hospitality costs—these can run into several thousands of dollars as well (\$3,500 for speakers, honoraria, and contributions to conferences co-sponsored by our department). In the end, our total outlay of money exceeds what the College provides us by fourfold. The basic problem we have is that the University and the College continually reduce the amount of concurrent funds that we receive, and periodically they take back over half of what we have tried to conserve. The message from the top of the administration has been to spend everything in a given year rather than conserve anything for future needs. This message has always struck the History Department as imprudent, but from a practical point of view, anything not spent is liable to be taken from us. The threat also exists that *all* of this money will be taken by the administration at a moment's notice. We have always had enough money to run our program efficiently and well, and even to save for lean years. But this money is frequently in jeopardy as each new fiscal crisis hits the University, and we are subsequently penalized for our prudent spending and savings policy. Should we lose the money that comes to us from concurrent enrollment our graduate program would be in

dire straits. The University ought to make a commitment on how it funds programs beyond faculty and staff salaries. If administrators take away what meager sources of income we do have, then serious deficiencies will arise in both the undergraduate and graduate programs.

Fourth, we have a computer lab that is open to our and other majors. We pay for the staffing of the room, as well as for some of the technical upgrading of the equipment. The College has been very generous in servicing our computers and in refreshing them when it is possible to do so. This computer lab is an important resource for our undergraduate majors and our graduate students.

And fifth, the library is a critical resource for any graduate program. Here our assessment is quite mixed. On the negative side, the library has not been able to keep up with monographs in history and related disciplines. The end result is that the J. Paul Leonard Library is a poor research facility for history students and faculty. Faculty and students find themselves getting books that we do not possess from other CSU campuses, including small institutions like Fresno and East Bay. Faculty and students also report that they use this CSU link almost as often as our own library. Borrowing books in this fashion inevitably slows down the research process. Luckily there are other research libraries in the area, like Stanford, the University of California, and even the University of San Francisco, but these libraries charge fees and place restrictions on our students. On the more positive side, however, the University Archives and the Labor Archives provide primary research materials for advanced graduate training in some areas. Similarly the library has been very aggressive in acquiring and subscribing to a variety of on-line resources that are invaluable to our graduate students: archived scholarly journals and articles, especially through JSTOR, a large number of electronic bibliographic sources, including the *Année Philologique*, and extensive databases of primary sources in a wide variety of historical fields. Our liaison with the library, Kendra Van Cleave, has been very active in working with the faculty of the department and in securing a wide range of electronic resources for our students and instructors.

### **Recommendations:**

1. We need to maintain our current faculty positions, including replacing those who have retired and will retire in the near future. In 2007/8 we will have an FTEF of 21.5, and, if our searches for two Americanists to replace two retired faculty members are successful, we will be at 23.5. In the future, we would want to increase our FTEF by one in order to hire in the new field of the history of the Atlantic World (see our most recent Five-Year Hiring Plan, Appendix I). A high quality graduate program requires a sufficient number of faculty members to deliver its curriculum, stay abreast of the current trends in the profession, and properly serve our students. A mediocre program is easy to staff—a high quality one more difficult; it takes planning on the departmental and university level, and a serious commitment of resources.

2. We would like a committed and secure source of funding for the expenses that arise out of running any kind of a program. Concurrent enrollment funds are more than adequate for meeting our needs, but they are often on the verge of being seized by administrators for other purposes. At the same time that funds are taken away, no provision is made for how a program should meet its financial obligations. Leaving concurrent enrollment funds intact would be a solution to this problem.

## **10.2 External Support**

Over the past five years the Department of History has received donations from a variety of often very generous alumni. These donations have enhanced our graduate program tremendously. By far the most generous set of donations was made by Robert Pasker, a former student, and his wife, Laurie Pitman. Mr. Pasker made his donation to the department because of the quality teaching that he received at San Francisco State in the Department of History as an undergraduate; he felt that he did not receive that same quality at Brown University, where he went to pursue his Ph.D. He and his wife donated nearly \$3,000,000.00 to the Department of History. This money was divided into three separate funds: the creation of the Jaime and Phyllis Pasker Chair in History (\$1,000,000), the Excellence in History Fund (\$1,365,000) and the Matching Technology Fund (\$309,000). The Pasker Chair in History is currently held by Prof. Christopher Waldrep. Prof. Waldrep uses part of this money to hire graduate students as research assistants. The Technology Fund allowed us to build and equip a state-of-the-art seminar room for graduate students, and to install Wi-Fi in our building. But the Excellence in History fund has had the greatest impact on our graduate students. Every year we provide a series of fellowships out of this fund:

- The Pasker-Pitman Fellowship for Entering Graduate Students (\$3,000)
- The Jacques Hymans Graduate Fellowship (\$4,000)
- Two History Department Graduate Fellowships (\$3,000 each)

We also use this fund to pay for the Annual History Students Honors Banquet, which many graduate students and their guests attend. In 2007 we hosted 150 individuals. Laurie Pitman in her own right also donated a separate amount of money to the department to create the Herodotus Fund for Graduate Travel in History. We will provide graduate students up to \$1,500 for travel to give papers or do research outside of the Bay Area. In the future, the M. Gregory Kendrick Graduate Fund will also assist graduate students on research trips or who are traveling to present papers at conferences. Other donors have also created a series of prizes and scholarships for the benefit of our graduate students, including the Paul O'Meara Memorial Fellowship, the Davillier-Sloan Graduate Scholarship, and the Joseph R. Mullin Prize in History. Moreover some money from donors is used by the department to help the students put on their annual forum, where they present scholarly papers to their peers and instructors. Through these many donations we have been able to carry out our mission of educating our history graduate students in the best way possible.

**Recommendation:** We would like to continue to cultivate our alumni so that we can expand our financial support of graduate students while they are in our program.