Department of History  
College of Liberal and Creative Arts

Seventh Cycle Program Review – Self Study Report

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on behalf of the Department of History Faculty

The enclosed self-study report was submitted for external review on XXX and sent to reviewers on XXX.
Department of History
San Francisco State University
7th Cycle Review
Self-Study

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1.0 Executive Summary

The History Department at San Francisco State University continues its tradition of excellence and service to students, currently through a holistic, faculty-led, student-focused redesign of our entire curriculum. We plan to comprehensively tackle issues of pedagogy and assessment over the next three years.

Like departments similar to ours across the country and within the College of Liberal and Creative Arts, we have been hit by declining enrollments at the graduate and undergraduate levels over the past several years. However, we have managed to raise MA enrollment slightly from a low in 2015-2016 and increased our overall FTES (full-time equivalent student) by 5% year-on-year between 2016-2017 and 2017-2018. We are working hard to raise our BA and MA enrollments through marketing, scheduling, and curricular redesign (including active pedagogy). We are also introducing two new certificates that we believe will enroll students – an undergraduate Honors Certificate in Historical Research and a graduate Certificate in History Education for in-service teachers. Finally, we are working hard on a waiver program for future social studies teachers to allow them to qualify for a entrance to a credential program by coursework instead of having to take the CSET exam.

We face the ongoing problem of decreasing numbers of tenured and tenure-track faculty, which deeply affect our curricular offerings and, in particular, curricular innovation. However, we are an accomplished, collegial, hard-working group of people – faculty of all sorts and staff. Our faculty, both T/TT and lecturers, are excellent teachers. We continue to offer very high levels of service – including two elected senators in the current year – to the university. Our students are generally happy with our program. Overall, we maintain high levels of excellence in both scholarship and teaching. If we can complete our redesign, continue to get sufficient support for innovative and strong curricula, continue to innovate in pedagogy, receive a few key hires, and successfully restore BA and MA student enrollment, we will play an even more significant role in contributing excellence to our discipline, our university, and our community.
2.0 Overview of the Program

The History Department at San Francisco State strives to guide students on a journey that will help them to understand better their own past and the past of their community and to experience the richness and diversity of human history, providing them with multiple perspectives outside their own. History students develop skills in critical thinking and analytical writing; they graduate from their programs prepared for success in a wide range of careers and for active participation as critically conscious and socially engaged members of their community, state, nation, and world.

In terms of content, our undergraduate program is best characterized by a dual commitment to emphasizing multiple perspectives through geographical and chronological breadth and to providing the historical bases for civic engagement and active citizenship. Our major students receive a strong grounding in the history of the United States, while being challenged to read broadly in history from multiple world regions. At the lower-division level, students must take broad surveys in American History, from the colonial period to the present day, as well as a sequence in either World History or Western Civilization. At the upper-division level, students choose courses that introduce material from at least three different world areas or courses that come together around an intellectually coherent theme while representing voices from different places and times. To supplement the major, we also offer a redesigned, flexible minor program that complements studies in a variety of majors across campus and we have proposed a certificate in historical research that will be open to students both in the history major and in other BA programs.

In terms of skills, our undergraduate program is dedicated to fostering and developing student research and written communication. As students move from the lower-division to the upper-division segments of our program, they take our methods course, HIST 300 GWAR: Seminar in Historical Analysis. In this course, students learn the foundations of historical research and plan and execute their first major research project. These skills are practiced and refined through their upper-division coursework and then mastered in their capstone research seminar. In what our department has traditionally called the “proseminar,” students combine content knowledge with research and writing skills to produce a seminar paper (generally a single 15-20 page paper, but with some variations) that makes an argument from primary sources while situating that argument in the existing secondary literature.

Our department is currently examining our curriculum and we are about to enter a period of great change. With the help of a grant from the Teagle Foundation, we have been studying our program to ensure that it matches the goals and resources of its current faculty and the needs of students in the twenty-first century. We have experienced a generational shift in the makeup of the faculty, with 16 of our 17 tenured/tenure-track faculty appointed in 2001 or later. We have also been facing a downturn in undergraduate majors, part of a nationwide trend, and M.A. candidates, a trend mirrored nationally for History departments and across SF State for all graduate programs.1 These changes, both

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1 The American Historical Association has recorded declines in the number of history majors nationally, with the sharpest declines taking place in large colleges and universities that offer M.A.’s but not Ph.D.’s (Perspectives, February 2018, p. 27).
internal and external, have been motivating the analysis of our curriculum. We seek to ensure that our program matches the needs of our students, the talents of our faculty, and current trends in the field.

We had been making changes to the department even before going through the Teagle-sponsored redesign process. Over the last 5 – 10 years, we have been increasing the number of courses that emphasize thematic connections between historical events, rather than national histories. This matches trends in the field to move away from subfields that have been traditionally associated with the histories of nations and continents in favor of looking at global relationships and connections. Courses like HIST 313: Comparative History of Love and Sexuality and HIST 620: Pirates and Piracy go beyond national and continental boundaries to make connections between different times and places. In 2014, we revised our curriculum to allow students to create thematic concentrations as they design their major, if they so choose. We are also offering an increased number of classes that focus on a variety of methods of historical inquiry, including HIST 303: Oral History in the Bay Area, HIST 304: Teaching History with Comics, and HIST 660: Digital History. These methodological courses will not only be interesting to students, but also will prepare them for a broader range of careers. Through the curricular redesign process, we are considering ways to open up our major and minor programs to include these courses more easily.

As part of the Teagle-sponsored redesign process (see appendix 4), we have been gathering data from current students and alumni. We participated in a survey administered by Alumni Relations to graduates of several B.A. and M.A. programs. The survey included some questions that were asked by all participating departments and some questions that we developed specifically for History alumni. The survey confirmed our guess that, in the past, we have primarily served students headed for education-related careers, with a significant smaller group working in legal or policy-related professions. It also showed that, overall, alumni have been happy with their History programs and appeared to value most highly their individual contacts with professors. This told us that as we examined our program, we needed to continue to foster positive individual connections and to think of ways to extend those types of connections more broadly to include more students.

Many of our department’s choices for survey questions centered on skills. We asked respondents to evaluate on a numeric scale how important a variety of skills were to their current jobs (written communication, research skills, critical thinking, quantitative reasoning, making a logical argument, spoken communication, teamwork, and historical knowledge) and then to evaluate on the same scale how much those skills were emphasized in their lower-division History courses, HIST 300, upper-division History courses, and proseminars. The results suggest that we prepare them well for written communication, research skills, critical thinking, and making a logical argument, skills that they report as being important in their current jobs, but not as well in spoken communication or teamwork, despite the fact that those skills are important in their current jobs. They also identified lower-division classes as preparing them significantly less well in research, critical thinking, making a logical argument, spoken communication, and teamwork than their other classes. We repeated these questions in a Qualtrics survey of current students and found the same results. A survey of students in lower-division History surveys underscored the significance of these findings, because
students identified positive experiences in lower-division courses as a stronger factor in choosing their major than feeling that the major will help them get jobs after graduation.

One result of this data analysis has been the development of new lower-division offerings, including HIST 101: Critical Thinking in History and HIST 102: Introduction to Oral History. Another has been department-wide projects to increase the focus on building skills in existing lower-division courses. One of the curricular issues we are currently working through is whether and how to add these new lower-division classes to the major and minor programs. We have also instituted something we call the “Binder Project,” through which instructors for HIST 121: History of the U.S. Since Reconstruction create digital packets of readings, lesson plans, and assessments that lead students through a particular topic with primary source analysis. The goal is to create a digital binder of units that HIST 121 instructors will be encouraged to use in their classes, to help ensure that students receive a grounding in primary source analysis as a part of the lower-division survey. This will not only introduce students to analytical skills earlier, but will also help students continuing in the History program to be more successful in the transition to upper-division coursework.

At the undergraduate level, these separate revisions come together in a holistic redesign of our program offerings. This includes the new minor pattern, recently approved by the Academic Senate. It also includes the aforementioned proposal for a separate Certificate in Historical Research (Honors), currently being reviewed for approval. Finally, it includes a full redesign of the BA in History, which should be submitted for approval in Fall 2018.

Most of the reexamination of our curriculum has been intentional and student-focused, but we are also faced with limitations created by conditions in the university. Our number of tenured and tenure-track faculty has been shrinking dramatically. Professors who leave the department, for other jobs or for reasons of health or age, are not being replaced at nearly the same rate. In 2010, we were a department of 22 tenured and tenure-track faculty, while in 2018, we are down to 17 non-FERPining tenured and tenure-track faculty members. This makes particularly difficult our mission to provide students with classes representing a wide variety of historical times and places.
We have felt this pinch more severely in our graduate program. Our M.A.
program used to be nationally recognized for its quality and its ability to place students in
Ph.D. programs. We still continue to provide a quality program and we still have a good
record of placing students well, but we have had to adjust our offerings based on smaller
faculty size and the shrinking number of students nationally who are seeking an M.A. in
History. In 2013, our program had 64 M.A. students enrolled; by 2017, that number had
fallen to 24. Through strenuous effort, our numbers have recovered slightly in the last
year, but we are unable to offer the same number of seminars that we could five or ten
years ago, because of the low enrollment numbers. Considering these factors, we have
adjusted the graduate curriculum to reflect the smaller number of courses. Instead of
asking students to specialize in a major and a minor field, determined geographically,
chronologically, or thematically, we have moved to a model where students choose a
number of seminars from any field, based on what is available during their time here. The
resulting degrees are broader in terms of content areas, which has both positive and
negative effects. For some students, especially students who seek to become secondary
school educators, this may be helpful in providing them with a broader content
foundation. It has a negative impact on students who hope to go on to doctoral study,
because of the inability to specialize in the field that they will be studying as Ph.D.
students. We have worked to mitigate these negative consequences through advising and
thoughtful scheduling. We work to schedule seminars in fields that fit the interests and
goals of the students currently enrolled in the program. Our M.A. students are allowed to
take a small number of advanced undergraduate seminars, so we employ active advising
to make up for deficits in our graduate offerings and we collaborate with several other
SFSU graduate programs to enable our students to take more cross-listed courses. We are
also creating a new graduate certificate program that will provide secondary school
teachers with continuing education credits, hoping to expand our utility to teachers.

In addition to looking at the structure of our major, minor, and graduate programs
and our role in the field of History, we have also been reevaluating the role of our
department in the university. In particular, we have been increasing our participation in
the General Education program. Currently, 37% of the classes with a HIST prefix are
certified for one of the GE areas, and several more classes are in the process of being
certified. Many of our courses are becoming certified for the “Social Justice” and “Global
Perspectives” segments of SF State Studies, with strong representation also in “American
Ethnic and Racial Minorities” and a few in “Environmental Sustainability.” In addition,
our courses play a key role in helping students to meet the American Institutions
requirements (US Government, US History, and California History) at both the
undergraduate and graduate levels. We offer courses in upper-division humanities and
social science divisions of General Education, as well as lower-division General
Education certifications in humanities, social science, and critical thinking. Social justice
is one of SF State’s strongest commitments and we strive to make it more of a focus in
the History Department. When we revised our Program Learning Outcomes, we included
as one of our outcomes that “Students will be able to critically assess how power has
operated in the past, developing the keen sense of empathy and appreciation for the
humanity of others afforded by a perspective informed by attention to diversity and
inclusivity.” We see this as a statement about social justice and it reflects our renewed
commitment in this area.
Thanks in part to our greater participation in the GE program, we have already begun to turn around our course enrollment numbers, which are up approximately 5% between Spring 2017 and Spring 2018. In the next five years, we hope to turn around our declining major numbers. We have been working on marketing our classes and the major to students, on increasing the availability and prominence of advising, and on improving the physical presentation of our department in the hall where our offices, seminar room, and lounge are located. Contributing more to the General Education program and offering innovative classes at the lower-division level will help us achieve our goal of attracting more majors. For our graduate program, we are working on improving our marketing, recruitment, funding packages, and retention of our graduate students, as well as creating the proposed graduate certificate program in History Education.

We also hope to make changes, whether structurally to the major, minor, and graduate programs, pedagogically within classes, or in extracurricular offerings, to bolster student success in school and after graduation. We want our students to feel like they are a part of a community of History students, to feel that with work they can succeed in meeting our standards of excellence in writing and analysis, and to leave college feeling empowered, both to succeed in their choice of careers and to be ready to change the world for the better.
3.0 Program Indicators

3.1 Program Planning

Mission Statement

The History Department’s mission statement is as follows:

The History Department guides students to transcend parochialism through an understanding of the richness and diversity of human history, and provides practice in the skills of critical thinking and analytical writing, thereby preparing them to succeed in a wide range of careers and to become active participants in their local, national, and international communities.

The History Department at San Francisco State University prides itself as a center of excellence. We view it as imperative that students be guided into becoming socially conscious and responsible members of their community, country, and world. Our faculty have a diverse range of research and teaching interests that go beyond geographic and chronological coverage of the past. We teach the range of human experiences over time and across the world in order to expose students to the rich diversity of the past and present. Rather than teaching history as fait accompli, we expose students to the complexity of agents, texts, and contexts and promote critical thinking. One of the consistent strengths of our department, especially according to student evaluations, is the quality of our teaching. The faculty is highly engaged in teaching and students react positively to this. When students are engaged in the course material, it is easier for faculty to push them to think critically and analytically about the past. We went through a process of reviewing our mission statement four years ago and we continue to return to it as a part of the curriculum review process. Though the wording might not reflect all the faculty’s preferences, the ideas in it – that we push students to think outside their own experiences and work to develop skills in critical thinking and analytical writing so that students can be successful in their careers and as critically conscious citizens – are certainly still at the center of our mission.

In terms of the larger university mission, the instructors in the History Department are dedicated to following the University’s stated goal to “break down traditional boundaries” and to demonstrate a “commitment to social justice.” The History Department works hard to go beyond and, when needed, to break down, the “tried and true” notion that history is the study of human development over time. The History Department fully supports the University’s stated mission in a variety of ways. In order to engage students more broadly on campus, we have increased the number of faculty pursuing and obtaining GE certification for upper division courses and created lower-division GE courses in areas new to us, such as critical thinking and oral communication.

Assessment Reports (see Appendix 1)
Over the past ten years, the department has focused attention on assessing our two main, sequential writing courses for majors: HIST 300 GWAR and the proseminar (HIST 640, 642, 644). Through a diachronic internal comparison of student papers over the course of several years and a synchronic comparison with students from the University of North Florida, we have been working to assess student success in achieving our standards for historical writing when they complete our culminating experience and to assess their progress as they work through the program. At the end of each semester, instructors in HIST 300 GWAR and the proseminars fill out an additional assessment form that evaluates the final research papers according to the following criteria: 1. Evidence/Analysis, 2. Historical Sensibility, 3. Historiography, 4. Expression, 5. Form, 6. Overall Rating. These assessments do not factor in to student grades, but provide a basis for us to track progress for students from HIST 300 GWAR through the culminating experience and to notice ongoing trends year over year. The goals of these assessments are to ensure that the proseminar paper demonstrates clear growth from the baseline of the HIST 300 GWAR project. The general trend has been that students improve in all areas from the HIST 300 GWAR to the proseminar and that the most difficult area for students is historiography.

The primary lesson the department has learned about assessment is that we need to assess our curriculum more comprehensively and more frequently. We have assessments from 2004, 2006, and 2008, but none have been done since then. We also need to rethink how we are assessing the curriculum. One of the shortcomings in our current method of assessment is that we are seeing results from students at the end of the two courses in the study, but not results from the beginning of each course, nor results from other sections of the curriculum. The data we have helps us assess whether students are achieving the program learning outcomes by graduation, which is an important piece of knowledge, but does not help us chart their progress through all parts of the major.

This finding came out of discussions held in preparation for and during the curriculum retreat in Spring 2017. Instructors of the proseminar reported that students increasingly were entering the proseminar unprepared for success in the course, an outcome that could not be verified or measured using our current assessment technique. This became an issue for discussion at our faculty retreat, where we used it as a dimension for thinking about skills scaffolding in the major. If students were arriving at the proseminar underprepared, we needed to think about how the skills they need are introduced in the lower-division classes, developed in HIST 300 GWAR and the upper-division coursework, and then mastered in the proseminar. This work continues. Within our Teagle-supported major redesign, we are considering proposals to reorganize the upper-division curriculum around a progression of skills. We are also considering ways in which the upper-division classes need to place a greater emphasis on the development of research, analysis, and writing skills, and we are looking at the lower-division curriculum through the “Binder Project” and new lower-division offerings to introduce these skills more effectively at the lower-division level.

Assessment also comes through the work of faculty committees such as the Graduate Committee, Curriculum Committee, and Long-Range Planning Committee. These committees regularly review curriculum, student and departmental needs, and standards. The findings of each committee are regularly presented at faculty meetings.
Through faculty meetings and retreats, the faculty has the chance to propose and discuss changes that need to be made in the curriculum. We look at quantifiable data like course enrollment, numbers of majors and minors, DFWI rates, and overall time to graduation for majors. Our recent surveys of lower-division survey students; majors, minors, and M.A. students; and alumni also give us the opportunity to assess the program and use those assessments for program planning.

**Previous CAMs (see Appendix 2)**

The History Department 6th-cycle review, which focused on the graduate program, was extremely positive, but the reviewers noted certain areas for improvement. The reviewers commented that the culminating experience for graduate students should be re-evaluated in order to reduce the heavy burden that comprehensive exams place on faculty. This is an area that we continue to discuss, but in which we have made no substantive progress. The reduction in students’ enrollment in the M.A. program has reduced the burden of M.A. exams, so the conversation has turned to looking at the comparative values of different styles of comprehensive assessment. No consensus has yet been reached about the ideal style of culminating experience for the M.A.

A further area that the 6th-cycle reviewers highlighted was the development of a pedagogical component to the graduate curriculum. We take seriously the need to promote pedagogy and teaching experience in the graduate program, especially because of the high numbers of alumni who report working in education-related fields. In response to the recommendations from the external reviewers, we developed HIST 785: College Teaching of History, which focuses on pedagogical training and establishes a mentoring program for graduates in undergraduate classes. We have also approached San Francisco City College as well as community colleges in San Mateo and Contra Costa counties to work toward establishing internship programs with local community colleges. We are now working on extending this pedagogical push to secondary school teaching. Along with the College of Ethnic Studies and the Graduate College of Education, we are actively developing a waiver program for future secondary school teachers. This would allow them to pass out of the CSET testing by taking appropriate courses as an undergraduate. We are also working to develop a certificate program for teachers, to help connect them with new trends in studying and teaching history and to help them get continuing education credit with their home schools.

**Assessment and Planning Practices**

Our department is capable of taking votes when we need to, but we strive to build consensus whenever possible. This means that we work to involve all faculty--tenured, tenure-track, and lecturers--in planning decisions, whenever appropriate. In addition to meeting twice a semester as an entire department and more frequently in smaller committees, we also make extensive use of surveys and ballots as tools for discussing planning decisions and preparing for full faculty discussions and votes. As an example of this process, in March 2018, the chair and Long-Range Planning Committee met to create a ballot to measure opinion about a variety of possible changes to the program, including changing the size of the minor, the shape of the Certificate in History Teaching, the
elimination of the Honors Concentration and creation of a new Certificate in Advanced Research (Honors), and possible new shapes to the undergraduate curriculum. This ballot was circulated among all faculty. Some of the votes created new policies or programs, like the redesigned minor in History and the proposed Certificate in Historical Research (Honors). Some of the votes are guiding discussions in committees and in the department on subjects such as the two certificate programs and possible new pathways for the undergraduate curriculum.

In addition to recognizing the importance of faculty participation in planning, we are also aware of the importance of student perspectives in developing our program. As has been discussed more extensively in the overview section, through the Teagle-sponsored redesign process, we have been conducting surveys of students in lower-division surveys, current majors, minors, and M.A. students, and alumni to understand better their experiences in our program. This data helps us check our perceptions of what students want or need out of our program and to ensure that our planning provides them with the skills and knowledge that will enable them to succeed at SF State and beyond.

One area where we have traditionally focused less effort is in outreach to community stakeholders. This could be an area of growth for us, as we could reach out to Ph.D. programs, local school districts, museums, archives, historical societies, and community colleges to seek input about what skills and knowledge they value in our students and what skills and knowledge they identify as most important for graduates of undergraduate or M.A. History programs. This input could further guide our planning processes.

The department is committed to working within University guidelines as we plan. As SF State and the CSU system create new guidelines for student development, we strive to integrate these into our program and to comply with University needs. We are currently working to come into compliance with Executive Order 1071, which governs concentrations. Originally, we thought that we were in compliance, because we did not have multiple concentrations within the department. Through the process of curriculum review, we discovered that our Honors program qualified as a concentration and did not comply with the executive order. We are in the process of discontinuing the Honors Concentration, to be replaced by the Certificate in Historical Research (Honors) to allow advanced students to receive acknowledgement for achievement beyond the regular degree, while still complying with EO 1071. The certificate will not change the graduation requirements for History majors participating in the program, but will signify that they have completed additional work, above and beyond the major requirements. The structure of our upper-division requirements for the major may also be out of compliance with EO 1071, because we ask students to create their own sequences of elective courses. In consequence, we are also working to change our upper-division structure in order to ensure that 50% of the coursework is shared across all majors, regardless of which electives students choose.

Conclusion

Program review affords us the chance to look comprehensively at the department’s programs and assess whether we are meeting the goals that we set forward in our mission and our Program Learning Outcomes. We are a department with broad participation in
planning at all levels, supported by a strong structure of by-laws and rules as well as a culture of mutual respect. For example, multiple committees came together to create the self-study that you are now reading, and everyone had the opportunity to comment on the draft. But we are also a department that is constantly looking to evolve and better meet the needs of our students, our faculty, and our university, whether we are in a program review cycle or not. Our structure of committee work and faculty meeting provides all faculty with the opportunity to meet the responsibility of program planning. We need to strengthen our quantitative and data-driven assessment of the program, perhaps by a systematic assessment of signature assignments from all courses, linked to the Program Learning Outcomes. We also need to repeat periodically the surveys of students and alumni that we undertook last year as a part of the Teagle-sponsored redesign process. The combination of strong committee participation and data-driven assessment will help us understand more about students’ experiences in our program and how to make improvements that will contribute to student success. This program review provides us with the valuable chance to enact an internal audit and solicit input from external reviewers. We look forward to their findings and understand that this process is only the beginning of our next cycle of program planning.
### 3.2 Student Learning and Achievement

#### Learning Goals for our Program

As a department we have continued to develop our major, minor, and certificate Program Learning Goals (PLOs), which accurately reflect our goals in teaching students. This includes splitting the PLOs into a series of domains: knowing, understanding, ethics, research skills, and communication skills. These areas express what we seek to promote in our classrooms, in order to develop students who can make real impacts on our world.

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<th>MAJOR PLOs</th>
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<td>- Students will be able to express knowledge about a geographic and</td>
<td>- Students will be able to approach complex issues in the past from</td>
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<td>chronological diversity of human experiences, identities, and relationships,</td>
<td>multiple perspectives, understanding causal relationships in a way</td>
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<td>both between people and between humans and the natural world, in order to</td>
<td>that allows them to recognize alternate and resonant ways of being</td>
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<td>understand the world beyond themselves. (Knowing)</td>
<td>in the world across time and space. (Understanding)</td>
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<td>- Students will be able to critically assess how power has operated in the</td>
<td>- Students will be able to conduct their own research using primary</td>
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<td>past, developing the keen sense of empathy and appreciation for the humanity</td>
<td>sources in order to make compelling arguments about the past, situating</td>
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<td>of others afforded by a perspective informed by social justice and an</td>
<td>their conclusions within the debates among historians. (Research</td>
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<td>attention to diversity and inclusivity. (Ethics)</td>
<td>Skills)</td>
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<td>- Students will be able to organize evidence, communicate complex</td>
<td>- Students will be able to approach complex issues in the past from</td>
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<td>information, tell engaging stories, and persuade their audience using both</td>
<td>multiple perspectives, understanding causal relationships in a way</td>
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<td>written and oral forms of communication. (Communication Skills)</td>
<td>that allows them to recognize alternate and resonant ways of being</td>
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<td>in the world across time and space. (Understanding)</td>
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<table>
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<th>MINOR PLOs</th>
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<td>- Students will be able to express knowledge of human experiences,</td>
<td>- Students will be able to approach complex issues in the past from</td>
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<td>identities, and relationships, both between people and between humans and</td>
<td>multiple perspectives, understanding causal relationships in a way</td>
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<td>the natural world, in order to understand the world beyond themselves,</td>
<td>that allows them to recognize alternate and resonant ways of being</td>
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<tr>
<td>within a framework that complements their major area of studies or avocation.</td>
<td>in the world across time and space. (Understanding)</td>
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<tr>
<td>(Knowing)</td>
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- Students will be able to approach complex issues in the past from multiple perspectives, understanding causal relationships in a way that allows them to recognize alternate and resonant ways of being in the world across time and space. (Understanding)
- Students will be able to organize evidence, communicate complex information, tell engaging stories, and persuade their audience using both written and oral forms of communication. (Communication Skills)

CERTIFICATE IN HISTORICAL RESEARCH (HONORS) PLOs
- Students will apply research methodologies to the analysis of primary source evidence to make compelling, original arguments about the past, situating their conclusions within the debates among historians. (Research Skills)

- Students will organize evidence, communicate complex information, tell engaging stories, and persuade their audience in a full-length thesis that communicates original research. (Communication Skills)

- Students will apply knowledge and understanding gained within disciplinary studies in History and, in many cases, allied disciplines within frameworks that mobilize concepts, ethics, methods, and theory relevant to the study of the past. (Understanding)

These learning goals were adopted in Spring 2018 and continue to be highly relevant to the program. They may need to be reviewed, edited, and revised as we move forward, but their basic structure seems sturdy. They frame faculty discussions about curriculum, course design, and hiring, and they are alive in our classrooms. The students are made aware of the objectives, because they are clearly stated in every course syllabus in the program. Students may not be fully aware of the meaning of each of these goals, and some may not even agree with all of them, but they are so intrinsic to what happens in our classrooms that in the main it can be said these objectives are widely shared.

The program also has three learning objectives for its graduate or MA students:

MA PLOs
1. Demonstrate that they have acquired an advanced base of historical knowledge and understanding in one primary field and one secondary field. They will be able to demonstrate that they have become "educated history generalists."
2. Demonstrate an advanced ability to research and write a historical research paper based on primary sources. The project must demonstrate content mastery, a familiarity with primary research, and competent historical analysis. In this context, students must also demonstrate familiarity with the tools of bibliography and new information technologies.
3. Demonstrate that they have acquired the foundations for a professional identity as a historian, including familiarity with the historical development of the discipline, ethical standards and practices, and an awareness of the multiple contexts of professional practices.

Demand for our Major and Minor

Over the past five years, enrollment in the undergraduate program has declined. In the spring of 2013 we had 361 students enrolled in the major; by the spring of 2017 enrollments had declined to 277, although the university did not effectively track double majors, of which we had approximately 70 in spring 2017. The reasons for this decline
are difficult to pinpoint, but it is part of a national phenomenon. The American Historical Association has recorded declines in the number of history majors nationally, with the sharpest declines taking place in large master’s colleges and universities such as ours (Perspectives, February 2018, p. 27).

Most recently, the numbers have started to improve. This may be a response to the department’s proactive efforts to attract student through publicity initiatives, website upgrades, and other measures. The department is also taking active steps to improve faculty advising and mentoring of students.

To attract majors and facilitate retention and graduation, the department has taken steps to make the path to the undergraduate degree more direct and more flexible. This includes simplifying the structure of required fields and adding thematic concentration options. The department has also taken steps to simplify the minor, adopting a fifteen-unit course of study that truly complements a variety of majors across the university.

The department is also taking measures to attract students interested in teaching history/social science in middle and high school. Among other things, we are coordinating with the College of Ethnic Studies and the Graduate College of Education to develop a course of study that will provide students with a certificate of competency for obtaining a single-subject history/social science credential.

To maintain enrollments and to better serve students, the departments also recently added career-focused courses in digital history, new media, and public history. At this point, however, pushing forward in these directions can go only so far without solving the staffing issues that hinge on hiring new faculty.

Meanwhile, the graduate population is in flux. Between 2013 and 2017, our program had a sharp drop in enrollment from 64 to 22 students. Part of this is clearly due to fluctuations in local economic conditions, with soaring rents and a relatively strong job market making an MA degree a difficult choice.

The numbers are starting to rebound (to about 26 in Fall 2018). But the needs of our students seem to be shifting, too. In the past, the department has served and to an extent focused on students seeking professional development on their way to a PhD program. The employment prospects for teaching history in colleges and universities has declined in recent years, with an accompanying decline in students enrolling in our program as a path to such employment. This has led the department to discuss how better to serve our MA students, who are more likely to be K-12 educators or students seeking employment in public history or non-profit organizations or pursuing other careers outside of educational institutions.

The department will continue to refine our offerings and keep them in tune with changing student needs. We may consider a structured pathway of study for future history/social science teachers. Development of graduate courses in public history, digital history, and new media are further options to explore. However, here again, the questions of staffing and hiring weigh heavily on the possibilities.

Progress and Student Success

Student progress is generally excellent, compared to the university as a whole. Average time to a history degree in 2016-2017 was 4.56 years, with 128.36 units earned, compared to a university-wide 4.99 years with 134.45 units earned. [See Table 1 in
Appendix 0] While we will continue to work on student graduate rates, this is a highlight for the department. For graduation, our rate is generally higher than that of the college and university. The six-year rate for the fall 2010 cohort, reflected below, was for some reason unusually low, but this is an anomaly.

High-Impact Teaching Practices

The History 300 seminar and the proseminars represent essential parts of the program’s high-impact teaching. In the main, they are highly successful courses where the theory and practice of doing history are explicitly engaged in relation to each other. At the same time, the high number of students receive “I” (incomplete) grades or withdraw from History 300 remains a concern. In Fall 2017, approximately 9% of students received an “I” (7 of 77) and 7% (5 of 77) formally withdrew. These numbers, for a required class, are higher than we desire, especially when added to a Fail/NC rate of 12% (9 of 77) for a total DFWI rate of 27%. In Spring 2018, these numbers were slightly lower, totaling 23% DFWI. Part of the problem is that this is the first course that really requires a major research project, and that is a hard transition for some students. Additionally, the seminars have twenty students, when twelve or at most fifteen students would be more suitable for the type of close supervision and engagement that a course of this type requires. This is especially a problem for students with weaker preparation, who need more guidance with writing and research. We are exploring a number of strategies for addressing this problem, but increased attention to pedagogy and support from graduate student mentors are most likely strategies.

In our curricular revision, the pathway from History 300 to the proseminar will make a transition. The proseminars represent something of a hybrid, with collective reading on a specific topic of history combined with a major research project chosen by each student. These two elements of the course compete for the students’ time and attention. The result is that engagement with the reading tends to not be as deep as it might be and the focused work on the research papers tends to be disrupted by the reading. A two semester sequence of reading and then research would be one solution under consideration, but a difficult one to realize given staffing and related problems.

The department has recently launched a new course, HIST 101: Critical Thinking in History. Aimed at incoming students, HIST 101 focuses on a variety of topics and involves high-impact teaching about how to think historically and to analyze historical scholarship critically. An important component of retaining first-year students is offering high-impact practices at the lower-division level. GE courses like HIST 101 anticipated the move toward first-year experience seminars that SF State is beginning to introduce.

Elements of high-impact learning are also built into our standard lecture courses. Upper division courses require essays, writing responses, reviews, oral presentations, group work, and other assignments involving analysis and higher level critical thinking. This is generally also the case in the lower division survey courses, yet mainly because of the size of the classes and the limits of staffing, such assignments are not as widely used as would be necessary to meet program objectives properly.

Adherence to Learning Goals
As the department has recently and substantially revised our PLOs, it is too early to evaluate whether we are meeting our learning outcomes overall. However, assessment (along with pedagogy) will be an area of major emphasis once we have completed our curricular revision work.
3.3 Curriculum

3.3.1 Undergraduate Curriculum

General Education

The History Department has always been interested in and committed to the GE curriculum, particularly as it relates to the training of future citizens and educators. For many years, all of our six lower-division survey courses have contributed to the GE curriculum (HIST 110, 111, 114, 115, 120, 121), as has California History (450). As we move forward with our curricular redesign process, there are two areas around which our discussions and efforts relating to the General Education program have been focused: upper-division GE certification for existing courses and new courses that satisfy GE requirements. Currently, 37% of the classes with a HIST prefix are certified for one of the GE areas and several more classes are in the process of being certified (see Appendix 0, Table 2: General Education). We offer both UD-C (Upper Division Humanities) and UD-D (Upper Division Social Science) certified courses. Our offerings are also particularly central to university requirements in the areas of American Institutions (US Government, California Government, and US History) as well SF State Studies (Global Perspectives, American Ethnic and Racial Minorities, and Social Justice). Some classes, like HIST 470 and 471, now meet five different GE and university qualifications. The addition of HIST 451, an online, project based course focused on the Bay Area and certified in four areas, has also been significant. We have also earned certification in other areas where the discipline has not traditionally been as well-recognized or represented, like Environmental Sustainability designations for HIST 315, 327, 405, and 572. We are pioneering new courses that teach foundational skills like A-3 critical thinking (HIST 101), and B-4 quantitative reasoning (course in development). Assessment efforts for GE courses have relied on DFWI data, enrollment data, SETE evaluations, and the recertification process. One of our newest courses, HIST 101, is also the first of our GE courses that has gone up for recertification. Our internal assessment by non-involved faculty assessed random assignments from History 101 as effectively meeting “Competent” or even “Accomplished” levels of key GE Student Learning Outcomes. We await the results of the university-wide assessment. This process has proven to be a useful opportunity for instructors of this course to reexamine how students in the course demonstrate their progress toward the Student Learning Outcomes for their GE areas.

Our eight surveys are long-standing GE courses and reach large numbers of non-majors. In these surveys, we emphasize primary source analysis in order to introduce students to the ways historians analyze documents. HIST 101: Critical Thinking in History is a variable-topics course that introduces first-year students to critical historical thinking by focusing on a particular topic (our first two are zombies and democracy) in a small seminar setting. These classes are very successful in helping students analyze primary sources, especially identifying authorial perspective. Our GWAR and upper-division GE courses additionally require secondary source research, familiarizing students with research methods. Recent department-wide conversations have centered
around the question of how to teach (and whether to teach) historiography and methodology in GE courses.

**Major/Minor Curriculum**

Our major and minor are constructed to expose students to a diversity of human experiences in the past, while allowing them to develop sequences of courses that match their interests and needs (see Appendix 3 for Curriculum Pathways). We have largely been successful at scheduling classes that are required for graduation to meet student need. We do not have courses in our department that are required by other majors (service courses) other than HIST 300, which also serves Jewish Studies and Labor Studies. We do offer some courses that are electives in other programs, such as HIST 313 for the Sexuality Studies minor (See Appendix 0, Table 4: Course Enrollment by Course). We also do not have courses that are required in our program but are offered by other departments, though we currently accept up to six units of elective credit for related courses outside the department.

As we have stated previously, our department is in the process of redesigning our curriculum. One of the exciting aspects of this redesign is the opportunity to introduce students to current and future directions in the discipline. In particular, our history courses are noteworthy for their interdisciplinary focus. In the formal sense, several of our upper-division courses are cross-listed with other programs, such as Cinema, Classics, American Studies, Humanities, Women and Gender Studies, Latinx Studies, Latin American Studies, Labor Studies, and Jewish Studies, providing important opportunities for current majors to broaden their methodological focus and inviting non-majors to learn more about the discipline of History. In general, we have agreements to teach these courses in rotation with other departments, although LTNS 278 is always taught by Latinx Studies faculty. Departments negotiate FTES for these courses each semester. Many of our recently-added courses also incorporate new methodological directions in the field at large, focusing on disability studies (HIST 484), popular culture (HIST 477 and 478), history of science (HIST 315), history of sexuality (HIST 313, 475, and 485), and maritime studies (HIST 405). These courses and others reflect the move away from courses strictly defined by chronology and geography. Like the field at large, the department increasingly promotes global and trans-regional approaches to history. There are several courses that explicitly emphasize transnationalism, such as (HIST 313: Comparative History of Love and Sexuality, HIST 642: Transnational Feminism, HIST 400: European Imperialism, HIST 644: Black Atlantic, HIST 405: Maritime History).

One of the advantages of a flexible and student-centered curriculum is that we have no substantial bottlenecks, something about which we remain vigilant while discussing our curricular redesign. Our main challenge in terms of advancing students toward their degree is ensuring that students pass HIST 300 GWAR, which is a required course for the major, fulfills our GWAR requirement, and is a prerequisite for the proseminar (the culminating experience). We offer several sections of this class each semester, at a variety of times to meet student demand. This course has a high retake rate, compared to our other courses, although it does not have a particularly high failure rate (see Table: High Failure Classes). Nevertheless, as a required course, students who fail or drop do have to retake it. Retaking the course can slow progress toward the degree or encourage students to change their major. The methodology in this class is crucial for
fostering success in the proseminar/culminating experience, so we are currently discussing possible solutions to this high rate of retakes, including:
- adding an additional course to the sequence (HIST 300/301) to allow more time to cultivate mastery of the research and writing methodologies,
- employing graduate student tutors,
- workshopping strategies for success among the faculty.

Transfer students typically enter the curriculum at the upper-division level. We have articulation agreements for all of our required lower-division courses (HIST 110, 111, 114, 115, 120, 121) with California Community Colleges and with other CSU’s (see Appendix 0, Table 7). We offer advising upon arrival, in order to help ease the transition to SF State.

The department does a good job of balancing core requirements with elective courses, although these classes are not distributed evenly among faculty in the program. Lecturers teach a majority of the US, World, and California survey courses (typically, a tenured or tenure-track professor teaches one section of each survey each semester), although recently this has been changing through an intentional strategy to engage T/TT faculty in teaching the surveys. Our world history T/TT faculty members tend to teach surveys more often than our US History T/TT faculty, partially as a result of our lecturer pool and partially as a result of upper-division course enrollment and distribution. Our HIST 300 GWAR is taught by roughly half lecturer and half T/TT faculty, though not every T/TT faculty member teaches HIST 300 GWAR. Nearly all T/TT faculty either teach a section of a lower-division class or a section of HIST 300 GWAR every year. Lecturers can and do teach upper-division courses, though the overwhelming majority of these courses are taught by T/TT faculty. With only rare exceptions, lecturers do not teach proseminar courses. Some T/TT faculty members tend to teach proseminars more often than others, partially as a result of preference and experience and partially as a result of graduate seminar requirements and distribution.

Scheduling is the responsibility of the chair, but curricular planning is undertaken by the entire faculty – the chair, the Curriculum Committee, and the faculty as a whole in department meetings and retreats. The departmental Curriculum Committee is composed of four T/TT faculty members, elected by the department to serve three-year terms. This committee is charged with reviewing all new course proposals and members confer regularly during in-person meetings and via email. Typically, proposals include full syllabi (page-long course descriptions are required instead for iterations of variable topics courses). Each proposal is evaluated by all members and then voted on by the entire committee. The chair of the committee then informs the department chair and the applicant of the committee’s decision. We are currently considering whether the Curriculum Committee will also request and review GE applications that are attached to new course proposals.

As a part of our curricular redesign process, our department has had several meetings in the last year (including an all-day retreat in Spring 2017) to discuss our priorities in terms of curriculum. We have had extensive conversations about the topics, methodologies, and historiographies we believe every student should be exposed to before graduating, discussions that have translated into a new set of major requirements.
3.3.2 Graduate Curriculum

University Standards for Graduate Education

The university maintains high standards for academic excellence across the curriculum, and especially for graduate programs. The history department effectively meets those standards by offering master’s students coherent pathways for advanced achievement in our disciple. Our graduate seminars are rigorous classes that require students to develop sophisticated analytical, research, and writing skills. Graduate students in our program read foundational historical texts and have many opportunities to conduct research on various topics. They also undertake a culminating experience project that allows them to demonstrate mastery of a broad body of scholarship, method, and theory, with the option of producing a major independent research work in preparation for further study.

Graduate Admissions and Enrollment

Applicants to the history MA program must have a strong academic record. Our admissions requirements are more specialized than the general university requirements. In addition to having a significant background in the study of history, we require applicants to have a GPA of at least 3.35 in their final 60-units of undergraduate coursework and a score of at least 4.0 on the writing section of the GRE. Most of our applicants have a bachelor’s degree in history. For those who do not, we require that they have completed at least four upper-division history courses, including a historical methods course (like our department’s HIST 300).

Our department offers admission to the MA program twice a year. The number of students applying to our MA program varies slightly each year, but the applicant pool is generally larger for fall admissions (See Appendix 0, Table 0 and Table 8). During the past several years, we have seen a decline in the number of applicants and among those who matriculate to our MA program. This is part of a broader, national trend within history departments and liberal arts programs. Although our overall numbers are still down from a decade ago, we have seen encouraging signs of growth in the past couple of semesters, when the numbers of applicants and students enrolled have increased slightly.

Many short and long term factors affect graduate admission and enrollment trends. One of the most important issues facing students interested in pursuing a graduate degree is the cost of MA programs and the lack of funding for graduate students. The university offers some scholarship opportunities. When our students apply for these awards they have generally been successful. However, there are only a handful of such scholarships available each year, and many of them have restrictions in terms of applicants’ area of specialization. Our department also provides several small fellowships for incoming and continuing students who have particularly strong academic records. But these awards are not large enough to cover tuition and fees and only partially help offset high costs of living in the region. As a result, most of our MA students have to work either on or off campus while they are enrolled in the graduate program.
The scarcity of financial support for our students is exacerbated by the extremely high cost of living in the Bay Area. With some of the highest rental prices in the country, San Francisco and surrounding areas are prohibitively expensive for many potential students, especially those who would be coming from less costly parts of the state or country. Furthermore, the university has very little housing available for graduate students. In recent years, the Department of Graduate Studies has been investigating various possibilities for more on-campus housing options for graduate students, so hopefully housing will be less of an issue for future MA students.

Another factor behind the trend of declining enrollment is a perception that a graduate degree in history may not be helpful in securing future employment. Although anecdotal evidence—as well as some studies conducted outside of our university—suggest that this is a flawed perception, our faculty has been working diligently to provide MA students with transferrable skills and a clear sense of various career paths they may pursue. Many of our graduates have successfully landed jobs in teaching, library science, public history, and other related fields.

The earliest signs of declining enrollment in our program seemed to coincide with the onset of the recession in 2008-2009. During the past five years, we have seen a continuation of this trend. For example, forty-six students applied for Fall 2012 admission and only seventeen students applied for Fall 2017 admission. Despite the overall dip in applicants, we have not seen a significant decrease in the percentage of students enrolling in the MA program once they have been accepted.

Although these trends are concerning, our department has been working on a number of new initiatives to attract and recruit more graduate students. We have recently produced a new pamphlet about our program, which we can send to colleges and universities throughout the state. Thanks to a generous alumni gift, we have been able to award a fellowship for an entering student over 40 years old. This fellowship has served as a recruiting tool, and the department has especially tried to encourage secondary teachers to apply for the program and that fellowship. Our graduate coordinators hold annual informational workshops for undergraduate students who might be interested in applying and participate in university recruitment fairs and events. Finally, the department urges all faculty members to discuss the benefits of graduate programs in history, and especially our own, with undergraduates who seem particularly promising.

**Graduate Coursework and Academic Expectations**

The history department expects a higher level of academic performance from graduate students than undergraduates. These expectations are reflected in the rigor of the overall graduate program of study as well as in individual courses. The university requires that graduate students must do at least 70% of their coursework at the graduate level. For our, 30-unit MA program, which students typically complete in two years, this means that students take at least seven graduate courses. Two of those classes are required of all graduate students, regardless of their particular interests or field of study. During their first two semesters in the MA program, students take HIST 700 (History as a Field of Knowledge) and HIST 705 (Approaches to History). HIST 700 introduces students to history and historiography as practiced by professional historians as well as the reading and writing skills necessary for historical analysis. HIST 705 presents a
specific approach to history through the analysis of historical monographs from a variety of time periods and places. Its specific focus changes from year to year. These two courses provide a solid foundation upon which students build in their subsequent coursework.

History MA students take at least four additional graduate level courses, plus the culminating experience. These courses fulfill a series of distribution requirements to ensure chronological and geographical breadth in the program of study. Most of our graduate courses are reading or research seminars that focus on a particular topic. Recent examples of seminars offered in our department consider a wide range of subjects and include courses such as “Culture and Society in Early America,” “Gender and Sexuality in the U.S.,” “Imperial Collapse: Rome and Beyond,” “Historical Soundscapes,” and “Modernity and the Islamic World” among many others. Some students participate in a graduate-level course on College Teaching of History. In this course, students are assigned GA (grading assistant) positions in lower- or upper-division courses while also meeting with other teaching assistants and the coordinator of the program to discuss pedagogy and methods in six required workshops.

Students round out their coursework with three elective courses, an auxiliary skill, and the culminating experience. For the electives, students may take upper-division undergraduate courses or senior-level proseminars that satisfy their intellectual interests or contribute to their career goals. The department also expects all graduate students to have an auxiliary skill to aid in his or her history study. In almost all cases, this skill will be a reading knowledge of a foreign language. Upon advisement, a candidate may design a two-semester course of study in another skill that is relevant to his or her research.

The department strives to ensure that course offerings and schedules meet the needs of our students, especially those with work or family demands. All of our graduate seminars meet once a week in the late afternoon, usually 4:10pm-6:55pm. Many of our undergraduate proseminars, which MA students frequently take, also meet later in the day. In order to satisfy the diverse needs and interests of our students, the department offers graduate seminars on a rotating basis, with different topics and specialized fields covered each semester. Prior to each academic year, the graduate coordinators and the department chair discuss graduate course offerings for the next two semesters. The graduate coordinators keep track of students' fields of interest via advising and paper files, which include their declaration of interests on applying to the program and regular updates. In response to declining enrollments as well as general trends within the discipline of history, many of our faculty have broadened the scope of their graduate seminars to include transnational and transcontinental topics, more emphasis on theory, or multidisciplinary approaches. As a result, students have more flexibility in terms of what classes they can take while still pursuing research projects that are related to their particular interests.

The department also aims to balance the needs of our undergraduate and graduate students in its curricular development, planning, and resource allocation. The department chair, in consultation with the graduate coordinators, determines how many graduate seminars the program can support each semester. This decision is based on a number of factors, including student enrollment as well as current students’ interests and areas of emphasis. In deciding which faculty members will teach graduate seminars each
semester, the chair considers faculty members’ teaching requests, as well as the needs of our undergraduate and graduate programs.

**Culminating Experience**

During their final semester in the MA program, students complete a culminating experience. The department is currently revisiting the form and process of these experiences, but we can speak here to the current system. History students have two options for the culminating experience: a comprehensive written examination or a master’s thesis. Both options follow clear and consistent guidelines and represent a significant level of achievement. Also in both cases, faculty members play an active role in supervising students as they work on their culminating experience. Although some faculty serve on more exam or thesis committees than others, the department strives to distribute the workload equitably by having a rotation of instructors teaching graduate seminars. Because students select their culminating experience committees from among faculty with whom they have previously worked, having a robust rotation of instructors teaching graduate seminars ensures that the supervisory workload is distributed as fairly as possible.

For the comprehensive exam, students select a committee of three faculty members with whom they have taken substantial coursework. The committee creates, reads, and evaluates the exam, which is tailored to each student’s particular academic background and interests. Students enrolled in HIST 896EXM (the comprehensive examination option) meet periodically with their examining committee members to discuss readings and preparations for the exam. They then take the four-hour, written examination at the end of the semester.

Students opting to write a master’s thesis also select a three-member committee from the faculty with whom they have worked. They then prepare a well-conceived proposal for the thesis project and meet with their committee to discuss the research agenda. Once students have completed the research and writing, the committee reads and ultimately approves the thesis. In the case of both the comprehensive exams and the thesis, the culminating experience serves as the capstone of a student’s graduate program and hopefully advances his or her personal and career goals.

**Students’ Academic and Professional Goals**

The primary goal of our graduate program is to prepare students for successful careers and lives. To this end, the graduate coordinators meet regularly with MA students to discuss their post-graduation goals. During these meetings, the graduate coordinators offer advice and suggestions that are individually-tailored to each student’s interests and career goals. Many students also seek informal career advising from other faculty members in the department. In addition, the department hosts several workshops each year that provide practical information for students interested in doctoral programs, careers in teaching, and other career opportunities related to history. This workshop series includes sessions on applying to Ph.D. programs, crafting a strong Statement of Purpose, and teaching at the community college and high-school levels.

The majority of history graduate students responding to our 2017 survey report that they achieve their academic and career goals (See appendix 5). Nearly all of our
graduate students complete the program, usually within four or five semesters. After earning their MA degree, most of our students enjoy successful careers in various history-related fields. In recent years, our MA students have been accepted at a high rate to many of the top doctoral programs in the country. Many former students have landed teaching positions at the secondary or post-secondary level in the Bay Area and beyond. Others have pursued careers in public history, museums and historical preservation, library science, law, and business.

**Conclusion and Improving Student Outcomes**

Although the MA program in history is already strong at SFSU, our department continuously strives to improve the learning experience and outcomes for students. One of the primary ways we can help our students succeed in the classroom and beyond is to continue offering relevant and stimulating graduate seminars. To that end, it is critical that the department be able to replace faculty when they retire or leave the department and to hire new tenure-track faculty. Not only will this allow us to meet the demands of our MA students by offering a broad range of courses, it will ensure that we can continue to balance the needs of our undergraduate and graduate programs.

We can also add that, as previously mentioned, the department is pursuing the creation of a graduate certificate for in-service teachers. We believe that this certificate will attract teachers interested in pursuing professional development, and we are proposing a model that would make for an easy transition to an MA, should they choose to do so and prove to be qualified.
Faculty Statistics and Demographics

The Department of History’s ranks of tenured and tenure-track faculty have been severely depleted by retirements in recent years, without adequate replacement. This has not only affected our curriculum as a whole, but also impacted particular areas more dramatically than others. We lost both of our Latin American historians to retirement, while being given only one replacement. We lost one modern Europeanist and a second is FERPing, with no replacements. Our single East Asian historian is retiring at the end of next year. Moreover, several new faculty members were hired on a 2/2 time basis for several initial years, which assisted them in the development of scholarly work, but also reduced the courses the department could offer in their areas of expertise.

These retirements, alongside shifting student needs, have heavily affected both tenure-track and lecturer teaching assignments and employment conditions. On the one hand, significant holes in the curriculum in some areas mean that some faculty must be assigned solely to courses that serve the major (and to a lesser degree the graduate program) rather than a GE/major/graduate spread. On the other hand, we find ourselves with a lecturer pool that is not necessarily trained and qualified in areas we need the most, particularly non-U.S. history.

Though our department in past years has not always focused on diversity in hiring, this has changed more recently. Of our last four hires, three have been women, including the first African American female tenure-track hire in the department’s history. We need to think more comprehensively about how to incorporate diversity into hiring practices beyond simply making sure that we include candidates from underrepresented groups in our interview pool. Looking at the composition of our majors, we attract lower levels of African American and female students than the college as a whole (the History BA is 41% female and only 2% African-American, while the College of Liberal Arts is 58% female and 6% African-American). We generally match the college in terms of overall under-represented minority students (40% in major versus 39% in college). This disparity continues to be a focus of departmental conversation, which informs discussions about both curriculum and hiring. We are still dissatisfied with departmental diversity, and when we are able to hire, we will pay attention to strategies that tend to attract applicants that will increase our overall diversity, and hence our ability to serve a wider range of students.

Because of our shrinking numbers of tenured and tenure-track faculty, the question arises whether the department has adequate faculty to maintain program quality. This is one factor in both our (recently completed) graduate program redesign and our (ongoing) redesign of the major, although it is not the driving element in either case. In the case of the graduate program, we redesigned student pathways to increase cohorting and give greater flexibility so that students can take a wider range of courses, as we can offer fewer graduate seminars. In the case of the undergraduate program, we have already begun to offer courses that span regional areas of emphasis (maritime history, globalization) and to move to a more competency-based model. These curricular
transformations, described elsewhere, are more driven by student need than faculty availability, but the latter does factor into the equation.

At the same time, lecturer faculty specializations present both opportunities and challenges for the curriculum. Recently, we have allowed qualified long-term lecturers to propose courses that serve the major. In addition, long-term lecturers teach upper-division classes on the History of Mexico, Women in US History, the History of Childhood in the US, and, when needed, our U.S. Constitution sequence. These offerings have supplemented our needs well. Historically, the lecturer pool was built around our need for large numbers of U.S. and California history surveys. This need does not exist to the same degree, partly because of changing GE patterns and partly because of falling university enrollments. On the other hand, we are not able to meet curricular demand in Latin American, modern European, and (soon) East Asian History. We are temporarily unable to meet demand in African history due to that faculty member serving as Chair, and similarly we find ourselves in trouble when faculty in single-coverage areas go on leave. This means that our current lecturer pool is not the solution to the problem that is created by retiring and unreplaceable (or reassigned for service obligations) tenured and tenure-track faculty. This problem is difficult to resolve.

Another challenge facing the department in its reduced size is the pipeline of full professors, who must carry the bulk of service. We currently have three assistant professors, six associate professors, and eight professors. Two of the full professors are the Director of the Paul K. Longmore Institute on Disability Studies and the Jamie and Phyllis Pasker Chair, both of whom are available for some but not other types of service. Another is the current Department Chair. Two more are nearing FERPping. Associate professors are able to serve in many capacities and our associate professors are very active in service to the department and university (sometimes to their detriment when it comes to timely promotion), but there are key service obligations, especially around Retention, Tenure, and Promotion processes and chairing the department, that require full professors. Thus while we are currently able to fulfill our service obligations including evaluating and mentoring junior faculty, our ability to do so as a department is decreasing.

**Teaching Assignments and Schedules**

Until 2012, the department generally strove to maintain a policy by which tenured and tenure-track professors taught one service course, one major course, and one research seminar (often a senior proseminar or graduate course). This policy was not actually enforced very effectively, as faculty in some (especially non-U.S.) areas were at times assigned two service courses and adjustments were required to accommodate leaves and other needs. Moreover, not all faculty were happy with this distribution. In the past, lecturers were also seldom assigned upper-division courses, even if they were qualified to teach them.

More recently, we have adopted a more flexible model in which scheduling decisions are influenced by five additional elements beyond traditional considerations:

1. Changing curricular needs, whether as a response to the low number of T/TT faculty in some areas of the curriculum or as a measure to support curricular innovation. Two examples of the latter are the development of the Critical
Thinking-certified course HIST 101 and the online HIST 451, which serves large numbers of students as an Upper Division GE and SF State Studies course.

2. Changing GE patterns. Students’ subscription to many of our courses fell because of our department’s delayed adjustment to the new General Education pattern. Some instructors of courses that used to be GE-certified did not pursue certification in the new system at first, and suffered low enrollment and course cancellations in consequence.

3. Increasing importance of gateway courses. As student demand for upper division courses fell prior to this year (it is now recovering), some T/TT faculty have been redeployed to courses that serve as discovery gateways to the major, including the lower-division GE surveys (110, 111, 114, 115, 120, 121) and HIST 101.

4. Falling number of graduate courses. As demand for graduate classes has shrunk, especially in 2016-2017, we have offered a lower number and have had to schedule strategically to meet the needed fields of the students we have.

5. Faculty preference. Some t/t faculty believe they can make a big difference in the larger lower division survey courses, and prefer to teach significant numbers of this courses, others make their greatest contribution in upper division courses aimed at major students. Where appropriate, the needs and skills of each faculty member are taken in to account.

It should be noted also that several faculty have had reduced teaching loads due to their hiring contracts (Crabtree, Viator, Morrison), while two faculty have reduced teaching loads as Director of the Longmore Institute (Kudlick) and the Pasker Chair (Stein). The Chair does not normally teach (Dreyfus to Spring 2016, Getz since Fall 2016), except voluntarily. Faculty in our department also have been very successful at being awarded grants, sabbatical, and leave, which also affects scheduling.

Significantly, the department faculty are supportive of a curricular redesign, although not entirely sure that we can support the new curriculum we believe our students deserve. In particular, we do not have expertise in digital history and new media, and no longer have sufficient faculty to support the large numbers of SF State students (many of them heritage students) interested in East Asian and Latin American history. These are important components of our envisioned new curriculum and need additional support.

Teaching Effectiveness

The History Department boasts very high levels of teaching effectiveness, according to student evaluations, surveys of current students and alumni, and peer reviews. However, we are dedicated to raising effective teaching as a whole and supporting individual instructors.

Just as the university until recently lacked any office to support faculty teaching, so too the College of Liberal and Creative Arts has not in recent memory supported a pedagogy program. This looks to be changing under new college leadership. Our department has been promoting adoption of a teaching academy such as the one the College of Health and Social Sciences utilizes, and discussions about this are now underway. In the meantime, the department has had to support itself in the area of teaching effectiveness. We do so largely through a series of brown-bag lunches focused
around specific courses such as the lower-division U.S. History survey or, in Fall 2017, teaching social justice in the wake of Charlottesville.

In addition, we are supporting innovation in teaching in a number of ways. First, we are promoting controlled experiments with active learning-centered courses that utilize such innovations as large-scale historical simulations designed by a consortium of faculty across the U.S. Second, through the “Binders Project” we have implemented a pilot for redesign of courses using active learning practices. As a part of this project, we have paid stipends to faculty who teach a particular multi-section gateway course to develop a rubric for engaged learning activities that address our Program Learning Outcomes, to design and implement innovative projects within that rubric, and then to share the results with the department.

Admittedly, this is insufficient, and we plan to turn fully to the issue of pedagogy in Fall 2018, after we complete our new curriculum. The centerpiece of this effort will be a visit by Bob Bain, noted educator and Assoc. Professor of History and Education at the University of Michigan. We plan to hold a retreat with Dr. Bain to identify our needs and develop an in-house program around teaching pedagogy. We hope to then be able to coordinate our efforts with a college-wide program.

**Faculty Advising**

Until recently, decisions about advising were in the hands of the students. For the most part, they could choose when to go, and they could choose which T/TT faculty member to see. This system was set up to give the most flexibility to the students to match their changing schedules. The result was that the advising load was not divided equitably, and many faculty members did relatively little advising in the department. Because the Chair was an effective advisor, easy to locate, and in his office at key times during the week, the Chair has been shouldering much of the advising work. Students also were not seeking advising as often as they needed or as early as they needed. Typically, by the time they chose to seek advising, it was when a problem had already occurred. As a department, we have acknowledged the need to increase the quantity of advising done for major and minor students and to deepen relationships between students and teachers in order to create the kinds of attachments and advising situations that increase student success and graduation rates. We need to be proactive about advising so that we can head off problems before they occur and to foster relationships between students and advisors so that we can increase feelings of belonging in the department and help students to make connections between their interests, their coursework, and their life after college.

As a result, at the beginning of this year we adopted an advising plan that:

- Requires mandatory advising for all majors as part of their GWAR courses
- Assigns all faculty to serve as advisors for a cohort of students, throughout their period as majors in the department.
- Provides periodic advisor training to faculty (first training carried out September 2017)
• Designates two faculty to serve as undergraduate coordinators each semester, giving special attention to career advising and to advising high-risk major students

As of Fall 2017, therefore, all faculty are engaged in advising. They are trained to refer students with particular needs to either the College Advising Resource Center or to the Department Chair, but they are working with students on major and minor advising, on a daily basis in many cases. Because we have recently implemented these changes, we cannot yet track their results through quantitative data.

Though we do not yet have quantitative data to support these new changes, anecdotally more students have been coming to advising, students have been seeing a broader range of advisors, and more students on probation are coming in to receive advising. We also have seen a decrease in high-unit majors, which suggests that we are guiding them to graduation at a higher rate. We plan to revisit and revise this advising plan periodically.

Professional/Scholarly Activities

The History Department provides significant support for scholarly activities, and faculty produce prodigiously. Over the past five years, the 17 tenured and tenure-track faculty in the department have produced 21 monographs or co-authored books (including two that are completed but not yet published) and 4 edited volumes. Almost all have an additional book (or two) in progress, several of which are under contract. In addition, these faculty members have produced 70 peer-reviewed chapters or journal articles. While some faculty have been more productive than others, all faculty no matter their rank have demonstrated the kind of productivity sufficient for promotion and establishing the reputation of the department among our peers. Many have done work with students or former students. Several members of the department – notably Behrooz, Postel, Kudlick, Mabalon, and Stein – have also made significant contributions in the public sphere.

Faculty are generally making progress appropriate for their development as scholars. Junior faculty, several of whom have temporary 2-2 course loads, are all on track to publish for tenure and promotion, meeting departmental retention, tenure, and promotion standards. Senior faculty are all engaged in multiple ongoing publication projects. It is notable that our FERP and lecturer faculty have been productive as well, as their CVs make clear.

One area of concern is the development of the second book for Associate Professors, which in some cases have lagged. Unfortunately, this appears to be due in part to the high level of service and teaching required of these faculty members, but the department needs to redouble its efforts to support their work.

The 7th Cycle Handbook did not request information on prizes, but several books published by members of the department won prizes from prestigious organizations (Getz, Morrison). Department members also won prestigious external grants from the Freie Universität Berlin (Campbell), Library of Congress (Chekuri), National Endowment for the Humanities and American Antiquarian Society (Crabtree), Taiwanese government (Hsu), and Canadian Social Sciences and Humanities Research Council (Stein), to name just a few, as well as internal leave and grants.
In general, faculty rate departmental support for their scholarly projects quite highly. The department has a policy of always supporting applications that will provide useful professional development for faculty, whether or not replacement teaching is guaranteed. We also provide funds that supplement those of the college and university through the Pasker-Pitman Excellence Fund. Recently, we have begun exhibiting recently published books in a prominent display case in the main hallway near our department office.

Service to the University, College, and Department

The history department is governed through a set of standing committees, elected on an annual basis, in some cases for 3-year terms. All tenured/tenure-track faculty are eligible to serve on committees, which are elected by a vote of the department. The departmental by-laws define qualifications in a very few cases where they are appropriate, such as the need for at least three full professors on the Retention, Tenure, and Promotion Committee and provision for the selection of additional faculty with expertise appropriate to specific searches on the Hiring Committee. Although the Chair is charged with carrying out decisions of the committees in most cases, they largely work democratically and autonomously, electing their own chairs and making decisions as defined by the by-laws. This system works well. In addition, the current curricular redesign has led to the development of a number of ad-hoc working groups to help develop learning outcomes, criteria, and proposals for revision of specific parts of the departmental undergraduate curriculum. Lecturers serve on many of these committees and are generally provided a stipend since they have no service obligations in their contracts. There are also two service positions that are occupied by faculty appointed by the chair. The first is the longstanding graduate coordinator position (currently shared by Curtis and Elkind). The second is the newer undergraduate coordinator position (Rodriguez and Lisy-Wagner). A third position that is currently being reinvigorated in order to restart an anticipated internship program is the Internship Director (Mabalon and Crabtree). Finally, student organizations within the department have advisors, including our journal *Ex Post Facto* (Sheppard Wolf) and the History Students Association (Chekuri).

Service on departmental committees is generally widely distributed among tenured/tenure-track, although probationary faculty are usually guided towards appropriately smaller loads (See appendix 0, Department committees. If there is a problem with this system, it is that as a result of the shrinking professoriate some faculty must serve as members of four or five standing committees at the same time. They generally bear the burden stoically, as this is a collegial and hard-working department, but we have recently considered an amendment to the by-laws limiting the number of committees to which an individual faculty member can be elected. Unless we get some hires in the near future, however, we will have to reconsider our committee structure, and there will be significant costs to reducing these committees, including in areas of student success. Already, we have had to cut back on projects because of the high service workload.

In addition, the History Department can proudly state that we excel in service to the university. In AY 2017- 2018, we housed two Academic Senators, one of whom was
an officer, and we have a long history of chairs and officers of the Senate. All tenured faculty are expected to carry out university service.

Retention, Tenure, and Promotion

The departmental guidelines for RTP (retention, tenure, and promotion) are clear, specific, and aligned with university guidelines. They were approved by the central administration three years ago, after some delay due to disagreements over key provisions. The requirements for promotion to Associate Professor and tenure generally call for publication in the form of a monograph, or three articles in appropriate peer-reviewed journals, or three essays or chapters in peer-reviewed books or anthologies, or an equivalent combination of articles, essays, and chapters. The department looks for quality as well as quantity of publications. In addition, the department places a heavy emphasis on teaching and mentorship of students and utilizes both student evaluations (SETE) scores and (at least) annual classroom observations. The RTP committee does work to mentor faculty towards successful professional growth, as does the Chair. We have been extremely successful in this area in recent years, as measured by the success of all faculty who have applied for tenure and promotion over the past five years, several of them receiving early promotion.

Post-tenure faculty are now, for the first time, also evaluated on a cycle of five years. The post-tenure review is aimed at assisting faculty in setting and achieving professional goals. We cannot yet assess the efficacy of this program.

Lecturer faculty

Like many departments across the CSU and the country, ours has come to rely upon lecturer faculty more and more over the past decade. Their integration, inclusion, and professional development are matters of serious consideration for the department. Several years ago, the lecturer faculty gave the department a set of standards that they requested, and we have tried to live up to these where possible. At the same time, the department RTP committee has given the chair a memorandum on lecturer hiring and evaluation which also now governs some of our actions.

There are three identifiable contingents of lecturers in the department. The first are highly qualified, long-term contingent faculty members with long-established entitlements. Three of these lecturers teach large numbers of survey courses, either in world history (Arrieta) or U.S. history (Leikin, Sigmon). The last (Katz) teaches mostly our core History 300 course. We try to provide some outlet for these highly-qualified faculty to teach in their areas as well – history of Mexico, history and the law, history of baseball, and women’s history. These faculty members have been deeply involved in the current curricular revision and in projects such as designing skill-building units in the lower-division survey. They are also eligible for departmental development funds.

The second set of lecturers each teach a smaller number of classes and generally have a lower level of entitlement. Most of these individuals are concentrated in U.S. history, unfortunately, and reduced demand for the U.S. history surveys and some upper division U.S. history courses has affected our ability to employ them. At the same time, we have brought on board one new lecturer to offer a new, specialized course in local
Bay Area history that is in high demand. Faculty in this pool who specialize in non-U.S. history generally are easier to provide with courses as well. These lecturers do participate in decision-making in the department, but are not often involved in curricular projects.

The third set of lecturers are individuals hired to teach a single course, often in under-served areas of expertise. In Spring 2017, this includes Japanese and African history. These lecturers do not participate in departmental decision-making or curricular projects. Unlike the first two sets, they are also generally not able to request schedule times (or at least have a lower priority).

The flexibility of the lecturer pool presents some difficulties in this time of rapidly changing enrollment and curriculum. On the other hand, our long-term contingent faculty have made a deep commitment to our students and the department and we feel in turn that they deserve rights of participation (where permitted by policy and appropriate) and access to resources. Moreover, many contingent faculty have become active in redesigning their own courses to meet the changing departmental curriculum and student needs, which we greatly appreciate.

**Reflection**

In general, the department has five needs/aspirations centered around faculty service, professional development, and support for the curriculum.

The most important is hiring. We need additional tenure-track faculty in order to deliver our curriculum. In particular, we cannot sufficiently support either important, high-demand geographic/chronological/thematic areas sufficiently (especially in the History of Mexico, Modern Europe, and, soon, East Asia) or new areas important to our curricular revision for student achievement (in particular new media and digital history). We have made requests to fill these positions, but the current university budget and an emphasis on hiring to support high-number majors means that we have been denied. As our FTES and major (as well as graduate student) numbers climb and as we innovate in our curriculum, we hope we will be more successful.

We also need to develop ways to support our new curriculum and underserved areas of the curriculum in terms of lecturer expertise. This is not a problem unique to our department, of course, but balancing flexibility with the stability of long-term lecturers is a challenge that we must address.

We also need to provide more support for both new faculty and innovation across the curriculum in terms of pedagogy. We would like to support new, active styles of pedagogy and basic, competency-focused strategies alike. We are addressing this need partly through active support for a college teaching academy and our own projects at this time, but department-wide symposia and experts like Bob Bain will, we hope, help our efforts in the future.

An additional concern for us is addressing the high workload for faculty. We are asking a shrinking group of department members to shoulder not only their own full teaching and mentorship load, but a high level of scholarly production and the service workload of a larger department, as well as expanded advising. This year has been particularly difficult not only because of the curricular redesign but additionally because of this 7th Cycle Review. Fortunately, we have been able to provide stipends for much of
this additional work thanks to grants (Teagle Foundation) and private donations. However, these funds can only go so far and time, as well as money, is a finite resource.

This brings us to the final concern: service and governance. Until recently, the administration did not highly value shared governance service. This is showing some signs of reversing. However, the department relies on the work of faculty for internal cohesion, democratic decision-making, and forging connections across the university. With fewer faculty, we are finding that we may need to shift some service duties to the Chair. This may mean decommissioning standing committees (such as Finance or Long-Term Planning). It is difficult to see another solution.
3.5 Resources

Space and Location

The department is housed on one floor of the Science Building on 19th Avenue, spread across two of the five wings of the building. Most of the space we occupy is dedicated to offices for lecturers and T/TT faculty, all of whom share offices except for two unique situations. In addition, there is a department office, small seminar room, copy room, and computer lab at one end of the space. A final room (Science 270) functions as a “lounge” for the History Students’ Association and Ex Post Facto staff, and also a space for graduate assistants to hold office hours. All spaces are fully utilized.

In general, we do not have complaints about this space, although contractually tenure-track and tenured faculty are supposed to have individual offices. We could not function effectively with less space. During the 2014-2015 academic year, we lost all of our space due to environmental safety concerns in the building. In that period, we experienced great losses of student organization and interest as well as major and graduate student numbers that still have great ramifications. This is one justification for the use of Science 270 as a lounge space. Also, it is true that we are located far across campus from the Humanities building and most allied departments/disciplines in the College of Liberal and Creative Arts. This is unfortunate.

A more significant concern has to do with classrooms. We have no access to very large classrooms (72+) should we want them, which is possible, given plans to redesign our lower division survey course pattern. Centrally-scheduled classrooms are, of course, in high demand, and departments which have long occupied them are loathe to share. This unfortunate fact restricts our ability to grow courses, such as HIST 451, which have enormous unmet demand, and also to hold large workshops, host guest lectures, etc.

Financial Resources

As state support for higher education has shrunk over the past years and SF State has experienced a period of lower enrollment accompanied by a shift away from the Humanities, the financial resources available to the History department have begun to threaten both the ability to put on a major program and our role in General Education. For example, we experienced a budget reduction from $118,000 to $110,000 in one year (Fall 2016-Fall 2017) and an overall reduction of 20% in our lecturer budget over 3 years, while the same period saw two T/TT retirements go unreplaced. Meanwhile, the GA budget for student support in grading has been reduced in each of the last two years and new formulations seem to suggest we will receive a smaller portion of the college GA budget in the future. On the other hand, the college has made significant efforts to support our curriculum and that should be noted.

The department has shored up our overall shortfall using other resources, including finding outside resources to pay for several courses. Overall, we have been excellent stewards of these non-General Fund sources, although we have not until recently returned to a mode of actively pursuing support. Several recent gifts have been put to good use advancing curriculum. A $10,000 grant from the Teagle Foundation
supported our undergraduate curriculum revision. A $5,000 grant from DUEAP (Undergraduate Programs) supported a pilot active pedagogy program for History 121 (and other survey courses). An anonymous $10,000 supported an extra course, while the $250,000 Barnett memorial gift supports a range of activities in addition to both undergraduate and graduate fellowships. Our fundraising for scholarships has also been strong, with an additional $11,000+ raised to support the McLeod undergraduate award for a student studying Latin American history and another $10,000 gift in the works. Due to a positive stock market, our department endowment (Excellence Fund) has allowed us to support significant graduate student study recently, on the level of $14,000/semester in incoming and continuing grants. We are working on closing a deal for an additional $100,000+ gift to support work on pedagogy in the lower-division surveys. This would be a transformative gift.

In general, department funds are relatively strong, and carefully managed. We tend to be conservative in their use. For example, funds from the Gertrude Vederoff History Endowment are reinvested, we are aggressively pursuing increasing the funds available in the Kyle McLeod Memorial Scholarship fund in collaboration with donors, and we typically keep a reserve of $20-30,000 in the (Pasker-Pitman) Excellence Fund. At the same time, we are increasing the overall quantity and size of graduate student fellowships, a move which may help us to continue our current increase in graduate student class sizes.

However, unless we are either allowed to hire or given an increased lecturer budget, all of our curricular revision efforts may be for naught and we may not be in any position to grow the program. As our enrollments and number of majors recover from the 2016-2017 dip, we hope we may be rewarded for our efforts and our need may be recognized. If it isn’t, we cannot keep shoring up the shortfall with internal funds.

Moreover, we have been unable to get an additional hire in recent years, and we have significant need for a digital historian if we are to complete our pivot to supporting career-focused and competency-based education.

Staff

The department until recently was staffed by two full-time staffers. We are fortunate to have a skilled and excellent Department AOC (Administrative Office Coordinator), Sheri Kennedy, who is – unfortunately – also desperately underpaid. Sheri manages almost all back-end systems that allow the department to function, including hiring (Etrac) and HR (Campus Solutions) as well as budget and travel. She conducts research, analysis, development, and operation of the budget, candidate searches, and other core administrative features. She runs the website and department newsletter. Students often come to her for advice. Faculty depend on her expertise. She is a partner to the department chair in day-to-day affairs and also participates or leads strategic initiatives in marketing the major, including our sign/advertising strategy on the quad, which has been applauded by many chairs, deans, and students. Sheri’s time is generally fully utilized.

Our second employee position was until recently currently filled by Ty Robinson, although he has recently taken a position as an AOC in the BECA department. Such job
growth is normal and positive. In this position, Ty operated as primary student contact, supported the Chair, and provided faculty with record-keeping and support for their classes. This position is necessary, not least to release the AOC to work on new departmental initiatives like curricular revision, our new advising program, and course and major marketing.

Staffing at this level is sufficient. However, it would be disastrous if we were to lose our AOC, and we fear that is a real possibility. Unfortunately, it has been difficult to communicate with HR about a need for a reassessment and adjustment of her salary. This is a problem many departments face – both in terms of the lack of response from HR and the underpayment of key staff. In our case, it is more significant than in most, because of the many initiatives in which we are engaged and the AOC’s key role in many of them.

Advising

Until recently, most faculty did relatively little advising in the department, and the advising load was not necessarily divided equitably. Previous Chairs have proven to be effective advisors and have taken on much of the load themselves. However, we acknowledged the need to increase the quantity of advising done for major and minor students and to deepen relationships between students and teachers in order to create the kinds of attachments and advising situations that increase student success and graduation rates.

As discussed earlier, at the beginning of this year we adopted an advising plan that:

- Requires mandatory advising for all majors as part of their GWAR courses
- Assigns all faculty to serve as advisors for a cohort of students, throughout their period as majors in the department.
- Provides periodic adviser training to faculty (first training carried out September 2017)
- Designates two faculty members to serve as undergraduate coordinators each semester, giving special attention to career advising and to advising high-risk major students

As of Fall 2017, therefore, all faculty are engaged in advising. They are trained to refer students with particular needs to either the College ARC or the Department, but they are working with students on major and minor advising on a daily basis, in many cases. We plan to revisit and revise this advising plan periodically.

Reflection

The History department has made strong efforts to use its resources very effectively. We have collaboratively designed a new advising system. We support staff excellence and request adequate compensation. We fully utilize our space and maintain our own computer lab. We sustain and grow our endowments and spend our money conservatively to support key departmental goals.

However, we are in dire need of sufficient financial support. Cuts to our budget have made it difficult to support the class schedule we need for our new undergraduate
curriculum, to attract grad students and grow our graduate program, and to support our expanded role in General Education with courses like HIST 101, 451, 470 and 471. Moreover, we are not adequately compensating our AOC and are in danger of losing her.

Some proposed changes somewhat out of our control also threaten to create new problems or opportunities. The development of a new building for BECA and other majors in the colleges creates the possibility for the department to move to the Humanities building or other space closer to our peers. However, this decision may be out of our control and may give us an inferior space that could, once again, threaten our cohesiveness and community. We hope to maintain some control over that process.

4.0 Conclusions, Plans, and Goals

The History Department is working comprehensively and dynamically to transform to meet new challenges and take advantage of new opportunities. Our ongoing comprehensive curricular redesign will allow us to serve our students better, to serve more students, and to contribute to student success and achievement goals for the university. We look forward to also pivoting to work hard to implement sustained assessment and pedagogy strategies in the next few years. Hopefully, we will be assisted with new hires focused on career-oriented and methods-based/competency-developing curriculum and expertise.

Curricular goals and plans

In Fall 2019, we plan to switch over all of our curricula as follows:
1. Revised BA major pattern that promotes intentional, sequential development of competencies, aligned with our PLOs, provides career pathways, and takes advantage of current expertise and developments in the field. Currently under development by the department, in discussion phase at the level of the full department. Will be proposed to Senate by Fall 2018.
2. Revised, more flexible minor that aligns with university “complementary studies” patterns that guide student decisions. Approved at all levels.
3. New Certificate in Historical Research (Honors) that gives students an identifiable, marketable skill and practice in high-impact individual research. Approved by department. Approved by college. Will go to Senate committee Fall 2018.
4. Revised MA pattern that meets our resources and aligns with developments in the discipline. Approved at all levels.
5. New Graduate Certificate in History Education aimed at in-service teachers looking for professional development, and a pathway to the MA. Under development. Will be proposed to Senate by Fall 2018.

With the new curricula in place, we will be able to implement a new, comprehensive assessment plan.

Pedagogy
With the planned assistance of a forthcoming six-figure gift, we propose to pivot to supporting intentional pedagogical design at all levels of the curriculum, but in particular the lower-division surveys. These surveys – US History, World History, and Western Civ – will be redesigned to introduce core competencies aligned with our PLOs and to promote active learning and student “doing”. The preliminary schedule for this project is 2019-2021.

**Student enrollment**

Student enrollment influences all matters across the curriculum and the operation of the department. The recent rebound in overall FTES enrollment of 5% additional students (Fall 2016-Fall 2017 and Spring 2017-Spring 2018) has been a positive sign. Similarly, recent recruitment of MA students is higher (Fall 2016 – 5 students, Fall 2017 – 11 students, Fall 2018 – 10 students). However, the overall number of majors and minors remains down, and graduate student enrollment is just above the minimum needed to sustain a strong program.

We hope the new certificate programs (undergrad and graduate) will help to fill classes, funnel students into the BA and MA, and provide marketable skills while still feeding students’ intellectual curiosity.

In addition, we plan to continue the following strategies:

1. Continued aggressive and explicit marketing of the redesigned BA on campus, based on increased marketable skills, academic rigor, and relative brevity of program, using our signature signs, emails, and guerilla marketing;
2. Additional marketing of the MA and the proposed graduate Certificate in History Education within the region, especially to teachers;
3. Continuing to carefully match and schedule course offerings in alignment to to predictive software and enrollment changes.

**Staffing**

Our department is sufficiently staffed, given the excellence of our department AOC. The individual in that position is currently deeply under-compensated. Losing her would critically damage the department.

**Hiring and Faculty retention**

Based on our curricular & innovation needs, course service to university/GE, and ongoing retirements, we will continue to pursue additional tenure track positions. The most important of these is a digital history and new media position that can serve students’ development of critical methodologies and skills. In addition, we will soon lose both our 20th century European historian (currently FERPing) and our sole East Asia historian (about to retire). We also need to restore our department to a complement of two Latin American historians, given that a plurality or our students are now Latinx.

We are also working hard on retaining T/TT faculty, by ensuring that they have access to research funding and a good work environment as well as opportunities for professional development. Recent budget cuts that have reduced the number of
sabbaticals and presidential leaves have hurt these efforts. In addition, the high cost of housing in SF makes retention more difficult.

We continue to rely on both long-term and intermittent lecturers. We are trying to develop a strategy that gives a core of (mostly US-focused) lecturers long-term stability, but at the same time allows us the flexibility to hire lecturers to offer courses in under-served areas of global history.

The History Department at San Francisco State is at a turning point in its development. As a department, together we have been evaluating our curriculum to measure how it has been meeting student needs and innovating to meet more fully students’ changing needs in a changing world, to engage students more fully in their learning, and to prepare students more fully for their careers and for active participation as global citizens. This review process has come in the middle of these changes, when some of our initiatives are beginning to be implemented, some are in the approval process, and some are still being developed. It is an exciting time for the department, and the challenge will be to sustain this spirit of analysis and innovation beyond the curriculum redesign process and to make them a permanent part of department culture.
## Appendix 0: Supporting Data

### Table 0: Enrollment

**History Enrollment for 2011-2017***

<table>
<thead>
<tr>
<th>Programs (Numbers in formula listed in the order of information in parentheses)</th>
<th>FA 2011</th>
<th>FA 2012</th>
<th>FA 2013</th>
<th>FA 2014</th>
<th>FA 2015</th>
<th>FA 2016</th>
<th>FA 2017***</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST: History BA (History, History Honors Program, Secondary Majors)</td>
<td>418</td>
<td>406</td>
<td>360</td>
<td>335</td>
<td>335</td>
<td>283</td>
<td>347</td>
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<tr>
<td>HIST: History minor</td>
<td>No data</td>
<td>No data</td>
<td>21</td>
<td>24</td>
<td>20</td>
<td>20</td>
<td>24</td>
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<tr>
<td>HIST: History MA</td>
<td>88</td>
<td>72</td>
<td>73</td>
<td>63</td>
<td>45</td>
<td>25</td>
<td>22****</td>
</tr>
</tbody>
</table>

*All data provided by Academic Institutional Research

*** Includes Secondary majors (secondary premajor also included in this figure), which was recently made available for fall 2017; secondary major data not available for prior falls

**** Projected FA 2018 enrollment 26 (nine new students, seventeen continuing)

### Table 1: Graduation Rates

<table>
<thead>
<tr>
<th>Program</th>
<th>Four Year Graduation Rates (Program)</th>
<th>Four Year Graduation Rates (College)</th>
<th>Four Year Graduation Rates (University)</th>
<th>Six Year Graduation Rates (Program)</th>
<th>Six Year Graduation Rates (College)</th>
<th>Six Year Graduation Rates (University)</th>
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</thead>
<tbody>
<tr>
<td>Blank</td>
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<td>Blank</td>
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</tr>
<tr>
<td>BA HIST</td>
<td>29.6%</td>
<td>28.9%</td>
<td>18%</td>
<td>53.7%</td>
<td>59.5%</td>
<td>53.2%</td>
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</tbody>
</table>

### Table 2: General Education

<table>
<thead>
<tr>
<th>What courses does the program offer in the general education curriculum?</th>
<th>Why were these courses chosen for GE by the department?</th>
<th>How does the program assess their effectiveness?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History 110 (Western Civ I)</strong></td>
<td>Survey-level course (may be phased out) that develops basic competencies while developing broad knowledge</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Description</td>
<td>Previous Assessment Status</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>History 111 (Western Civ II)</td>
<td>Survey-level course (may be phased out) that develops basic competencies while developing broad knowledge</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 114 (World History I)</td>
<td>Survey-level course, developed to support teacher-ed requirements as well as develop general knowledge of the global past and early skills development in research and analysis</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 115 (World History II)</td>
<td>Survey-level course, developed to support teacher-ed requirements as well as develop general knowledge of the global past and early skills development in research and analysis</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 120 (US History I)</td>
<td>Survey-level course, developed to support teacher-ed requirements as well as develop general knowledge of the US past (American Institutions) necessary for an informed citizenry and early skills development in research and analysis</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 121 (US History II)</td>
<td>Survey-level course, developed to support teacher-ed requirements as well as develop general knowledge of the US past (American Institutions) necessary for an informed citizenry and early skills development in research and analysis</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 130 (US History for Foreign Students)</td>
<td>Survey-level course, developed to support teacher-ed requirements as well as develop general knowledge of the US past (American Institutions) necessary for informed visitors, and early skills development in research and analysis</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 313 (Comparative Love and Sexuality)</td>
<td>Appropriate course introducing students to higher study in the humanities, interdisciplinary and benefits from a cross-section of students, addresses social justice issues</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 315 (History of Science)</td>
<td>Designed to introduce science majors, especially, to basic research and findings in the humanities</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 320 (Archaic and Classical Greece)</td>
<td>Appropriate course introducing students to higher study in the humanities, interdisciplinary develops significant competencies</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 327 (Medieval Mediterranean)</td>
<td>Appropriate course introducing students to higher study in the humanities, interdisciplinary develops significant competencies</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 336 (Reformation)</td>
<td>Course develops student acquisition of core competencies in the social sciences</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 338 (Europe and the Wider World)</td>
<td>Interdisciplinary course that develops core competencies in social science while addressing relationships among societies</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 347 (Women in Modern EU)</td>
<td>Appropriate course introducing students to higher study in the humanities, interdisciplinary and benefits from a cross-section of students, addresses social justice issues</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>History 387 (Era of Globalization 1968-2008)</td>
<td>Broad survey of important topic for understanding contemporary world that also builds students’ social science competencies</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 400 (Modern EU Imperialism)</td>
<td>Significant theme in contemporary and modern global development that addresses social justice issues while introducing students to social science methods</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 418 (Society and Politics in American History)</td>
<td>Key course for building an informed citizenry that also focuses on social science method acquisition</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 450 (History of California)</td>
<td>Helps students to think about and question the society in which they live while introducing them to key social science methods</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 451 (Bay Area History and Society)</td>
<td>This course is us - the Bay Area - in all of its social justice and race issues. Through project-based learning, students explore their environment utilizing basic social science research and creative methods.</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 455 (Philippines and US)</td>
<td>Appropriate course introducing students to higher study in the humanities, interdisciplinary and benefits from a cross-section of students, addresses social justice issues</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 464 (American and Ethnic Racial Relations to 1890)</td>
<td>Introduces students to the production and operation of race in the US, key to developing citizenship skills, while teaching and engaging them in social science methods.</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 465 (American Ethnic and Racial Relations II)</td>
<td>Introduces students to the production and operation of race in the US, key to developing citizenship skills, while teaching and engaging them in social science methods.</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 468 (Women in the US 1890-Present)</td>
<td>Introduces students to the production and operation of gender in the US, key to developing citizenship skills, while teaching and engaging them in social science methods.</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 470 (Us Constitution I)</td>
<td>Citizen-building class (many AI) as well as developing important social science competencies and addressing social justice issues</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 471 (US Constitution II)</td>
<td>Citizen-building class (many AI) as well as developing important social science competencies and addressing social justice issues</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 477 (American Mass Culture I)</td>
<td>The history of the nation is explored through the frame of culture.</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 478 (American Mass Culture II)</td>
<td>The history of the nation is explored through the frame of culture, while students are exposed to (and practice) core methods in the humanities</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 484 (Disability and Culture in America)</td>
<td>Through the frame of disability, students are introduced to key social science methods for understanding the past and its impact on our society</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 569 (Ancient China)</td>
<td>Through exposure to social science methods, students engage a very different society and gain a sense of historical empathy and alterity</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>History 570 (Imperial China)</td>
<td>Through exposure to social science methods, students engage a very different society and gain a sense of historical empathy and alterity</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 572 (Taiwan)</td>
<td>Through cultural 'texts' and humanities methodologies, students engage a very different society and gain a sense of historical empathy and alterity</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 575 (Women in China and Japan)</td>
<td>Through exposure to social science methods, students engage a very different society and gain a sense of historical empathy and alterity</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 582.9 (Tales from Ancient India)</td>
<td>Through cultural 'texts' and humanities methodologies, students engage a very different society and gain a sense of historical empathy and alterity</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 584 (India and the British Empire)</td>
<td>Through cultural 'texts' and humanities methodologies, students engage a very different society and gain a sense of historical empathy and alterity</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 585 (India since Gandhi)</td>
<td>Through exposure to social science methods, students engage a very different society and gain a sense of historical empathy and alterity</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 609 (Approaches to African Past)</td>
<td>Highly methods-driven course designed specifically to introduce students to a variety of methods for studying the past while exposing them to different perspectives and worldviews</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
<tr>
<td>History 611 (Modern Africa)</td>
<td>Through exposure to social science methods, students engage a very different society and gain a sense of historical empathy and alterity</td>
<td>Was not previously assessed. Assessment process being introduced as part of new curricular design.</td>
</tr>
</tbody>
</table>

Table 3: Required courses

<table>
<thead>
<tr>
<th>How often?</th>
<th>When (Semester)?</th>
<th>When (Weekly)</th>
<th>Where?</th>
<th>Enrollments for the last 3 years (SP14 to SP17)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GWAR (History 300) Every Semester</strong></td>
<td>Every Semester 4+ sections of 20 students each</td>
<td>weekly</td>
<td>Main Campus</td>
<td>461</td>
</tr>
<tr>
<td><strong>Proseminar (History 640/642/644 variable topic)</strong></td>
<td>Every Semester 4+ sections of 20 students each</td>
<td>weekly</td>
<td>Main Campus</td>
<td>384</td>
</tr>
<tr>
<td><strong>History 120</strong></td>
<td>Every Semester 4+ sections of 70 students each</td>
<td>weekly</td>
<td>Main Campus</td>
<td>1751</td>
</tr>
<tr>
<td><strong>History 121</strong></td>
<td>Every Semester 4+ sections of 70 students each</td>
<td>weekly</td>
<td>Main Campus</td>
<td>2311</td>
</tr>
</tbody>
</table>
Table 4: Courses required by other programs

<table>
<thead>
<tr>
<th>Identify courses that your program regularly offers that are required by other majors (service courses)</th>
<th>Who teaches these?</th>
<th>How often are these taught?</th>
<th>What is their enrollment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 300 GWAR</td>
<td>rotation of tenure track and lecturer</td>
<td>4+ sections every semester</td>
<td>20 per course section enrollment cap</td>
</tr>
</tbody>
</table>

Table 5: Outside required courses
None

Table 6: Bottleneck courses
None

High Failure Classes

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Semester</th>
<th>F</th>
<th>I</th>
<th>R</th>
<th>D</th>
<th>RP</th>
<th>W</th>
<th>U</th>
<th>Total Enroll (w/o I, RD, RP)</th>
<th>Total</th>
<th>% DFW</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 0121 03</td>
<td>Spring 2017</td>
<td>9</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>62</td>
<td>60</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 0421 01</td>
<td>Spring 2017</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 0121 01</td>
<td>Spring 2017</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>66</td>
<td>64</td>
<td>31%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 0426 01</td>
<td>Fall 2016</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>16</td>
<td>31%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 0111 01</td>
<td>Spring 2017</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>44</td>
<td>43</td>
<td>30%</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>HIST 0120 02</td>
<td>Spring 2017</td>
<td>5</td>
<td>3</td>
<td>31</td>
<td>31</td>
<td>29%</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>HIST 0449 01</td>
<td>Fall 2016</td>
<td>3</td>
<td>13</td>
<td>13</td>
<td>23%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>HIST 0420 01</td>
<td>Fall 2016</td>
<td>3</td>
<td>35</td>
<td>35</td>
<td>23%</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>HIST 0110 01</td>
<td>Fall 2016</td>
<td>2</td>
<td>62</td>
<td>62</td>
<td>23%</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>HIST 0121 06</td>
<td>Fall 2016</td>
<td>4</td>
<td>2</td>
<td>62</td>
<td>58</td>
<td>22%</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 0584 01</td>
<td>Spring 2017</td>
<td>2</td>
<td>1</td>
<td>16</td>
<td>14</td>
<td>21%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Semester</td>
<td>Section</td>
<td>Credits</td>
<td>Grade</td>
<td>GPA</td>
<td>Score</td>
<td>Percentage</td>
<td></td>
<td></td>
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<td>--------------</td>
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</tr>
<tr>
<td>HIST 0120 04</td>
<td>Spring 2017</td>
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<td>1</td>
<td>1</td>
<td>3</td>
<td>59</td>
<td>21%</td>
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<tr>
<td>HIST 0121 04</td>
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<td>2</td>
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<td>2</td>
<td>3</td>
<td>68</td>
<td>21%</td>
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<tr>
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<td>5</td>
<td></td>
<td>1</td>
<td></td>
<td>39</td>
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</tr>
<tr>
<td>HIST 0278 01</td>
<td>Fall 2016</td>
<td>1</td>
<td></td>
<td>5</td>
<td>5</td>
<td>63</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 0346 01</td>
<td>Fall 2016</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
<td>20</td>
<td>20%</td>
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</tr>
<tr>
<td>HIST 0582 01</td>
<td>Fall 2016</td>
<td>2</td>
<td></td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>20%</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>HIST 0632 01</td>
<td>Spring 2017</td>
<td></td>
<td>1</td>
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<td></td>
<td>5</td>
<td>20%</td>
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</tr>
<tr>
<td>HIST 0780 01</td>
<td>Fall 2016</td>
<td>1</td>
<td>1</td>
<td></td>
<td>6</td>
<td>5</td>
<td>20%</td>
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<tr>
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<td></td>
<td>11</td>
<td>11</td>
<td>18%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 0121 07</td>
<td>Fall 2016</td>
<td>1</td>
<td>2</td>
<td></td>
<td>28</td>
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<td>18%</td>
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</tr>
<tr>
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<td>8</td>
<td></td>
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<td>67</td>
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</tr>
<tr>
<td>HIST 0400 01</td>
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<td></td>
<td></td>
<td>7</td>
<td>6</td>
<td>17%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 0111 01</td>
<td>Fall 2016</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>19</td>
<td>19</td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Appendix 0 continued next page)
## Table 7: Articulation

<table>
<thead>
<tr>
<th>Department of History</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Articulation Agreements</strong></td>
<td></td>
</tr>
<tr>
<td>California Community Colleges</td>
<td></td>
</tr>
<tr>
<td>HIST 110</td>
<td>107</td>
</tr>
<tr>
<td>HIST 111</td>
<td>108</td>
</tr>
<tr>
<td>HIST 114</td>
<td>113</td>
</tr>
<tr>
<td>HIST 115</td>
<td>105</td>
</tr>
<tr>
<td>HIST 120</td>
<td>144</td>
</tr>
<tr>
<td>HIST 121</td>
<td>148</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>725</strong></td>
</tr>
<tr>
<td>California State University campuses</td>
<td></td>
</tr>
<tr>
<td>HIST 110</td>
<td>7</td>
</tr>
<tr>
<td>HIST 111</td>
<td>7</td>
</tr>
<tr>
<td>HIST 114</td>
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<tr>
<td>HIST 115</td>
<td>10</td>
</tr>
<tr>
<td>HIST 120</td>
<td>14</td>
</tr>
<tr>
<td>HIST 121</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
</tr>
<tr>
<td><strong>Total number of course agreements</strong></td>
<td><strong>787</strong></td>
</tr>
</tbody>
</table>

| Associate Degree for Transfer Pathways |                      |
| AA-T History |                      |
| No. of CCCs awarding | 97 |
| No. of receiving programs in HIST | 2 |
| **Total number of pathways** | **194** |

| ADT students entering major |                      |
| Fall 2017 | 12 |
| Spring 2017 | 4 |
| Fall 2016 | 4 |
| Spring 2016 | 3 |
| Fall 2015 | 13 |
| Spring 2015 | 1 |
| Fall 2014 | 6 |
| **Total number of students (approximate)** | **43** |
Table 8: Graduate program (updated to 2018)

<table>
<thead>
<tr>
<th>Program</th>
<th>Applicants</th>
<th>Admitted Students</th>
<th>Enrolled students</th>
<th>% of students admitted</th>
<th>% of students who actually enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>20</td>
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| FA16 HIST 474 01 | HISTORY OF LABOR IN THE U.S. | Leikin Steven | 31 | 0 |
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| FA16 HIST 500 01 | COLONIAL LATIN AMERICA | Morrison Karen | 22 | 2 |
| FA16 HIST 520 01 | CENTRAL AMER+CARIBBEAN | Morrison Karen | 23 | 0 |
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| FA16 HIST 582 01 | TALES FROM ANCIENT INDIA | Chekuri Christopher | 6 | 4 |
| FA16 HIST 585 01 | INDIA SINCE GANDHI | Chekuri Christopher | 9 | 1 |
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| FA16 HIST 606 01 | IRAN&amp;AFGHANISTAN 1500-PRE | Behrooz Maziar | 20 | 1 |
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| FA16 HIST 640 01 | PROSEMINAR: EUROPEAN HISTORY | Rodriguez Jarbel | 17 | 1 |
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| FA16 HIST 741 01 | HOLOCAUST &amp; GERMANY IN ENGL | Langbehn Volker | 0 | 2 |
| FA16 HIST 780 01 | SEM IN AMERICAN HIST TO 1877 | Crabtree Sarah | 0 | 6 |
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### Department committees

**Retention, Tenure, Promotion**

**Curriculum**
Social
Continuing: Viator, Postel, Kudlick

Graduate

Hiring:
Not elected yet as we do not yet know if we will have a hire

Finance

Long-Range Planning

Space audit

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| The Lounge   | Science 270| This is a multi-use space. Each semester 2-4 classes are taught here. It is also casual space for our majors to study, the meeting space for the History Students Association and Ex Post Facto, the history journal, as well as the only space we have for our graduate assistants to hold office hours. Additionally we utilize this space for events such as conferences and lectures. |
| Computer Lab | Science 269| This is endowed space. Not only does it house the department computer lab, but it is where our Masters students take their exams. We also teach 2-3 classes in this space each semester. |
| Seminar Room | Science 268| This is department managed teaching space for our GWAR, Proseminars, and Graduate seminars. This is a special place for our majors as it is not only unique, but intimate for our smaller and more intense courses, fostering intellectual debate and conversation. |
| Copy Room    | Science 274| Copy Machine and office supply storage |
| Main Office  | Science 276| Department main office.                |

**Financial Resources**

**Current funds**

TC459 CEL 22,360

47520 Hist Dept Fund 24,832
47683 Excellence 55,240
47991 Barnett Spend account 28,188.54
Fund payouts

Endowment Fund 60069 Pasker/Pitman Academic Excellence Endow payout: $56,502.20
Endowment Fund 60114 Kyle McLeod Memorial Scholarship Endow payout: $2,631.43
Endowment Fund 60169 Herodotus Fund for History Grad Travel Endow payout: $547.864
Endowment Fund 55010 Gertrude Vederoff History Endow payout: $1028.08

GAs
$34,300.00  total budget for AY 17/18
$2,291.75   1.0 time base for GA
$297.93     .13 time base = 2 classes
$1,489.64   5 month total for 2 classes
$14,896.38  Total spend for FA 17 (20 sections)

$19,403.63 Balance for SP17
$297.93     .13 time base = 2 classes
$1,489.65   5 month total for 2 classes
$19,365.45  Total spend for SP18 (assuming 26 sections, scheduled + add second 451)

$38.17      balance
Appendix 1: Assessment Reports
I. PROGRAM: The Department of History

II. PROGRAM MISSION:

History is the study of change and continuity in human societies over time. It 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. From Herodotus on, history has defined a method of inquiry, a particular subject matter, and a form of explanation to help people investigate and make sense of our past and present world.

History students 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 American Historical Association, our principal professional organization. That program requires students to complete foundational courses in the history of the United States and either Western Civilization or World History, a course in historical methods, which also serves as the department's GWAR course, 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 Africa, Asia, or Latin America), and a capstone research seminar with a writing requirement. In these courses, the S.F. State Department of History seeks to communicate a broad knowledge and understanding of the past while developing student skills of historical analysis and interpretation, including how to compare and contrast, synthesize, and draw conclusions.

III. PROGRAM OBJECTIVES AND STUDENT LEARNING OUTCOMES.

The History Department has identified six primary learning goals and outcomes for the undergraduate major.

1. Students must demonstrate knowledge of cultural and expressive traditions, institutions, economies, and societies across diverse historical contexts, including the history of the United States, Europe, and at least one other world region (Asia, Africa, or Latin America);
2. Students must demonstrate the ability to analyze and interpret primary and secondary sources about historical issues;
3. Students must demonstrate the ability to do historical research and to communicate the results within the context of major historiographical debates, using the conventions of historical writing;
4. Students must be able to identify ethical issues in academic historical research and the uses of history outside the discipline, including the implications for social justice and the well-being of local and/or global communities;
5. Students must demonstrate the ability to situate historical evidence and problems in both local and global contexts; and
6. Students should be able to articulate the relevance of historical research and the knowledge it produces to their lives.

**Links between Educational Goals and Outcomes**
The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for the undergraduate History major. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

1. Competencies for Lifelong Intellectual Endeavor 2, 3
2. Intellectual Attainments 1
3. Appreciation of Diversity 1
4. Ethical Engagement 4
5. Integration and Application of Knowledge 5, 6

**IV. THE ASSESSMENT PROCESS.**

The assessment regimen that we undertook for 2008-09 looks most closely at numbers 2 and 3 of the department’s objectives. After all, the abilities to think historically and to communicate the results of historical research effectively are two of the central tasks of our profession. Within the history major, two classes have particularly significant writing assignments: History 300, which is now our GWAR class, and the pro-seminar (numbered Hist. 640, 642, or 644), which is the capstone course of the major. Beginning in spring 2008, we began collecting ratings of the papers submitted in each section of Hist. 300; in fall 2008, we added ratings for the pro-seminar papers to our data bank. (For a copy of the rating form, see Appendix A.). We hoped that a comparison of the ratings in the two classes generally would reveal the “value added” by a rigorous training in historical methods. This component of assessment parallels the procedures that we have utilized in the past.

However, because of the usefulness of the information we collected during our pilot survey of graduate papers, in which we compared ratings of the writing samples that students submitted with their applications to work that they had done toward the end of their M.A. degree, we decided to institute a similar assessment process with our undergraduates. We wanted to be able to evaluate changes in individual students’ work over time. Therefore, to provide information that resembles our graduate records, we
moved beyond an aggregate comparison of Hist. 300 and proseminar data, keeping track
of individuals' work in the two courses, to get a closer focus on the progress that students
were making within the major. In a way, this second component of our assessment
process has much in common with collecting and evaluating a portfolio of student
writing.

In past attempts at assessment, we have had the resources to hire instructors solely
for the purpose of evaluating papers. In this era of scarcity, we can no longer afford to do
so. Instead, we have asked each instructor of Hist. 300 or the proseminar to rate her or his
own students. This change in procedure has undoubtedly inflated the ratings (in 2002-03,
when we shifted from using outside evaluators to appraising our own students, the
rankings jumped upward dramatically). So, while the numbers we have gathered this time
are not usefully contrasted to numbers from 1998-1999, because of the change in data
collection, the possible bias in the statistics is likely to be fairly consistent among faculty,
tending upwards.

We collected ratings from thirteen sections of History 300, numbering 199
students in all. Four classes collected data for spring 2008, four in fall 2008, and five in
spring 2009.

Assessment of Hist. 300 Papers, by Instructor

Sherry Katz 1 Spring 2008

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Laura Lisy-Wagner Spring 2008

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One finding is worth stressing immediately. In an earlier assessment, the department was uniformly unhappy about the historiographic component of student papers, and we made improvement in that area a high priority. Professor Sherry Katz had been more successful than many of us in developing historiographic skills in her Hist. 300 students, and a number of us adopted her assignments for our own sections of the course. These efforts appear to have paid off, and the ratings no longer reveal a dramatic drop-off on question #4, regarding historiography. Only nineteen, or 10 percent, of students were judged to have presented an inadequate historiography or command of the secondary literature in their topic. (In 1998-99, fully 66 percent of Hist. 300 papers were deemed inadequate in this matter.) This is a very significant improvement. Still, historiographical thinking and writing is a hard genre to master, and a scattering of student essays with stronger rankings overall had low numbers for question #4. We need
to continue to train students to think historiographically, to identify and analyze authors’ varying interpretations. However, we have progressed considerably in making up for early gaps in the training we provided.

The ratings also reveal that students in these courses are performing quite well and their instructors are evaluating them favorably. By far the predominant scores fell into the “highly satisfactory” (7-9) or “satisfactory” (4-6) range. Only a mere handful of students turned in papers that were deemed “inadequate.”

Starting in fall 2008, we collected assessment sheets for students in the proseminars, using the same rubrics that we utilized for the Hist. 300 papers. We have results from eight classes.

<table>
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Histo. 9 5.5 7.3
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Here, one discovery is especially important to note, since it does not stand out from the pattern revealed in these tables. A number of students in the proseminars (seventeen in all) were graduate students. Some of these students had been asked to take a proseminar as part of their conditions for acceptance into the graduate program; the graduate advisors believed that a remedial round of skill-building in writing and research would be helpful. Other graduate students enrolled in the proseminars because they were particularly interested in the topic or the approach of the class. These varying motives help to explain the range of graduate student rankings; graduates did not monopolize the highest rankings in the classes but instead occupied an expansive area in the upper third of the scale.

Two conclusions emerge from this evidence: graduate students do not necessarily stand out from the rest of the undergraduates, intimidating them with their greater skill; and our graduate advising has been quite successful in identifying students who will benefit from additional development of writing skills before they undertake work in graduate seminars. At the same time, it is worth noting that many of the undergraduate students who receive the highest ratings in their assessment—a solid series of “nines”—are often students who are opting to continue in our M.A. program. The evidence suggests that a strong rating on the proseminar paper is an excellent indicator of future success in a graduate history program.

In general, the final essays in the proseminars received better scores than the final papers in Hist. 300, and we are hopeful that this is evidence of genuine improvement in students’ work as they advance through the history major. Furthermore, the range of scores had narrowed in the proseminar samples. This statistic probably indicates a degree of improvement and development of skills over time, although other factors may be influencing the scores as well. An element of weeding out may be involved. The rankings might indicate the “survival of the fittest,” with students who found that they lacked the necessary writing skills changing majors or dropping out after completing Hist. 300. We need to find a way to analyze our retention patterns: who completes the major, and why? What factors increase students’ chances for success in the major? The rankings might also reflect the different personalities and priorities of the instructors—an artifact of allowing instructors, rather than a neutral evaluator, to do the assessments. However, in a resource-scarce environment, the plan to have instructors evaluate their own students seems to be the only feasible option. And the basic trend shows significantly higher scores for the proseminar papers.
Average ratings in each category, by instructor
Hist. 300

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<th>2Katz 08</th>
<th>Hoffmann 08</th>
<th>Peard 08</th>
<th>1Katz F08</th>
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Average ratings in each category, by instructor
Proseminars

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<th>Longmore</th>
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As a comparison of the two tables shows, the ratings tend to form a continuum, with the scores for Hist. 300 at the lower end of the spectrum and the proseminar scores overlapping slightly with the high end of the Hist. 300 ratings and then rising considerably above that point. So, for example, in the use of evidence and analysis, Hist. 300 students’ scores ranged from 4.9 to 7.1; proseminar students’ rating for this category began at 6.9 and topped out at 8.1. In the category “expression,” (indicating the skillful use of language), the sections of Hist. 300 ranged from 5.7 to 7.5, while the proseminar sections ranged from 7.3 to 8.0.

The trends suggested in the general comparison of Hist. 300 papers to proseminar papers become even clearer when individual students’ work is evaluated. The comparison of a student’s work in the two courses is probably a better marker of improvement and enhanced skills than looking at the course output more generally. Since we began collecting these assessment sheets in fall 2008, we have acquired completed records for forty-four students. (This number will undoubtedly increase when we add in the papers collected in fall 2009, a semester with six fully enrolled proseminars.)
One surprising pattern immediately stands out from comparing the dates of enrollment on these student records. Our vision of Hist. 300 places the course as the gateway to the major, and we imagine students taking it in the fall of their junior year. We think of the proseminar as the culmination of the history undergraduate major, and we envision students completing it in their final semester. But the students in our data set who completed both courses did not fit this pattern even half of the time. Twenty-five of the forty-four (59 percent) took the two classes in quick succession, without an interval between them. Only fifteen allowed time to pass between the completion of Hist. 300 and their enrollment in a proseminar. And four students slipped through our advising process and took both classes at the same time. All four of these cases were disasters, and they reveal the importance of insisting on the successful completion of Hist. 300 as a prerequisite for enrollment in a proseminar. Their work was extremely uneven, because they concentrated on one class (usually the proseminar) at the expense of Hist. 300. And, in one case, the assessment forms reveal what the instructors did not know at the time: one of the students turned in the same paper in both classes.

The following table compares the work of students in their Hist. 300 class and their proseminar; the ratings from Hist. 300 appear first, followed by the ratings for the proseminar papers. The third column demonstrates the improvement in ratings (provided as a positive number, except in the few cases where the ratings went down for the second paper).

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The comparison of student essay scores reveals, in an overwhelming number of cases, that students' historical abilities—researching, arguing, writing, putting their findings into historiographical context, and crafting appropriate citations, all improved over time. This evidence confirms the history department is successful in teaching the central skills of our discipline, and we are achieving our desired student learning outcomes.

Appendix A.

**ESSAY ASSESSMENT RATING FORM:**
*Undergraduate*

1. **Argument**
   
   Does the essay propound a thesis? Does the writer support it with an adequate argument? Is the argument coherent? Convincing?

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? Does the writer take proper note of their biases? Does the writer demonstrate a command of the topic and its historical context?

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 use other historians' work appropriately to frame his or her 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. **Expression**
   
   Does the writer use language skillfully?
6. 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?

7. 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. Such factors as creativity and originality should be considered in this category.

Use the Following Numerical Scale to Rate the Final Seminar Paper:

1  F/D-
2  D
3  D+/C-

4  C
5  C+

(Satisfactory)

6  B-

7  B
8  B+

(Highly Satisfactory)

9  A/A-

Instructor:                        Date:
Appendix 2: Previous CAMS
CONCLUDING ACTION MEMORANDUM
SAN FRANCISCO STATE UNIVERSITY
DEPARTMENT OF HISTORY
Spring 2010

Introduction

The San Francisco State University Department of History is housed in the College of Behavioral and Social Sciences and offers a BA and an MA in History. The program currently enrolls approximately 350 undergraduate majors and between 80 and 125 graduate students, making it one of the largest graduate programs in the university. The graduate program comprises approximately 5% of the total FTES while 20% of the total FTEF is dedicated to the MA, so it appears that the program is well-resourced in that respect. The curriculum for the MA requires five graduate courses and five undergraduate courses and either a thesis or a comprehensive examine as the culminating experience.

The Department undertook a self-study of its graduate program in 2008/09, which was followed by an external review by two consultants: Nancy Fitch, California State University, Fullerton and James N. Gregory, University of Washington, Seattle. The external review was, in turn, followed by an internal review from the Academic Program Review Committee (APRC) of the Academic Senate, which examined all documentation from the Department and the external review.

As noted in the APRC report and the external consultants’ report, the Department of History at San Francisco State University has been and remains a Center of Excellence. The high quality of teaching and the national and international recognition of the scholarship that the faculty brings into the classroom provide SFSU students with an impressive educational experience.

The Department has been questioned for the unusually large number of undergraduate courses required in its curricular structure. Typically, such a curricular offering signals a program that lacks rigor and commitment from the faculty. However, this is not the case with the Department of History. The external consultants noted that the curriculum requires substantial papers and essay examinations with close reading of major texts and an emphasis on critical thinking. The program works well because the Department has nationally and internationally ranked scholars in the classroom working closely with students.
Commendations

The Department of History is commended for:

1. The quality of scholarship and teaching produced by the faculty.
2. Its commitment to extensive advising and mentoring students outside the classroom.
3. The substance and rigor of the work required of students.
4. Its thorough assessment process.
5. Its efforts to engage alumni.

Action Plan

Based on the outcome of the academic program review and on the discussions resulting from this review, the Department of History will take the following actions:

Curriculum

1. The Department should re-evaluate the culminating experience in an effort to relieve the faculty of the heavy burden that the comprehensive exam places on faculty.
2. The Department should move forward in developing a pedagogical component to the curriculum.

Students

1. The Department should implement a plan to increase the ethnic diversity of its student population.

Faculty

1. When resources become available, the Department should work with the Dean to implement a hiring plan for two or three new faculty hires in order to maintain the current high quality of the program.
2. The faculty should move forward to create a Bay Area Civil Rights and Labor History Project, which could serve as a vehicle for community service opportunities.

Resources
1. The Department should work with the College to secure more large classroom space. It should also work with Academic Technology on the use of lecture capture and Hyflex course design to accommodate more students in the current classrooms.

**Provost's Statement**

The following statement from Provost Sue Rosser is intended to provide a context for addressing resource-related issues in all Concluding Action Memoranda: “Student demand is growing in many areas of the curriculum. Furthermore, given the current fiscal setting, we do not expect that overall funding for programs will increase at all beyond current levels. In fact, in the current financial environment, we expect that funding will likely be further diminished. Therefore, all academic units are being asked to examine the depth and breadth of offerings in their programs and to assess the extent to which they can be sustained. Accordingly, as with all academic units in the University, the College of Behavioral and Social Sciences and the Department of History must look at their ability to continue to offer the full array of current programs over the next several years.”

**Authorization**

We hereby approve this Memorandum of Understanding:

Sue V. Rosser, Provost

Jose Kassiola, Dean

Barbara Loomis, Chair

Date: 6/9/10

Date: 6/9/10

Date: 6/9/10
Appendix 3: Curriculum pathways

**Bachelor of Arts in History Roadmap**
120 Total Units Required
Minimum number of units in the Major: 39

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Bachelor of Arts in History – HIST Associate Degree for Transfer Roadmap

This is a sample pathway for students who transfer to San Francisco State University in the current Bulletin year with an AA-T in History. Twelve units in the major (HIST 110/HIST 111 or HIST 114/HIST 115, HIST 120, HIST 121) and all lower division GE requirements have been satisfied. Check with a major advisor about the most appropriate course sequence. Degree completion guaranteed in 60 units; see the Associate Degree for Transfer (ADT) section for more information.

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</tr>
</thead>
<tbody>
<tr>
<td>HIST 644</td>
<td>Proseminar in World History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Major Field of Study</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Upper Division GE: UD-B, UD-C, or UD-D</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>University Elective – Take Two</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Units</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Units</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>
History (M.A.) — Minimum 30 Units

All students are required to take HIST 700 and HIST 705, preferably within the first year, for a total of six units.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 700</td>
<td>History as a Field of Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>HIST 705</td>
<td>Approaches to History</td>
<td>3</td>
</tr>
</tbody>
</table>

Course List

Electives (21 units)
Students are required to take four additional graduate seminars (12 units) distributed as follows:

- At least one reading seminar
- At least one research seminar
- At least one seminar covering topics before 1800
- At least one seminar covering topics after 1800
- Seminars must cover at least two geographical fields selected among Latin America, Asia, Africa, the Middle East, Europe, and the US

The additional nine units (three courses) may be drawn from upper division courses, proseminars, or graduate seminars. Under advisement, students are encouraged to design a program that best meets their academic and career goals.

Seminars (HIST 701–HIST 850) may be offered as reading or research variants Students should regularly consult with their advisor to determine which seminars are being offered.

Students may count a single course for both chronological and geographical distribution. Students may substitute HIST 899 Independent Study for one of these requirements. Students may substitute HIST 785 College Teaching of History for one graduate seminar. Courses may be repeated for credit provided the topic is not repeated.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 701</td>
<td>The Historiography of World History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 702</td>
<td>Sexuality in Historical Perspective</td>
<td>3</td>
</tr>
<tr>
<td>HIST 710</td>
<td>Seminar in Ancient and Medieval History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 720</td>
<td>Seminar in Medieval History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 730</td>
<td>Seminar in Early Modern European History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 780</td>
<td>Seminar in American History To 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST 785</td>
<td>College Teaching of History</td>
<td>1-3</td>
</tr>
<tr>
<td>HIST 790</td>
<td>Seminar in American History Since 1877</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Units</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>HIST 805</td>
<td>Seminar in the History of Women</td>
<td>3</td>
</tr>
<tr>
<td>HIST 850</td>
<td>Topics in World History Since 1500</td>
<td>3</td>
</tr>
</tbody>
</table>

Culminating Experience Requirement (3 units)
Select on advisement one of the following

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 896</td>
<td>Directed Reading in History (and HIST 896EXM Master's Written Comprehensive Examination in student's primary emphasis)</td>
<td></td>
</tr>
<tr>
<td>HIST 898</td>
<td>Master's Thesis (and Oral Defense of Thesis)</td>
<td></td>
</tr>
</tbody>
</table>

Auxiliary Skills
Candidates for the master's degree are expected to present an auxiliary skill to aid them in their historical study. In almost all cases, this would be a reading knowledge of one foreign language; but, upon advisement, a candidate may design a two-semester course of study in another skill that is relevant to his or her research. Information about specific requirements may be obtained from the graduate coordinator.

Thesis Option
While the usual culminating requirement consists of HIST 896 and the written comprehensive examination (HIST 896EXM, under certain conditions a student may be given permission to do a thesis (HIST 898, Master's Thesis) and an oral defense of the thesis in his/her major field. Students considering the thesis option should contact the department chair or graduate coordinator for further details.
Appendix 4: Teagle-funded grant work ‘Final’ Report

History Department
Teagle Grant Report
June 5, 2017 – Trevor R. Getz, Laura Lisy-Wagner

Intention and goals

The History department at SF State entered the curricular redesign process with several goals. Most importantly, we wanted to assess and respond to the needs of our undergraduate students in terms of competencies, career-planning, and timely graduation. We were responding in part to data that showed the number of majors and FTES declining, partly a result of national trends and a decline in faculty numbers, but also issues that we felt we could address. Equally important, faculty turn-over meant that the department now has a large number of younger faculty who have a different understanding of our students’ needs and the shape of the field, and we wanted a curriculum that reflected their expertise and this awareness. We knew we needed to develop an awareness of our students’ plans and alumni experiences to see whether we could make our majors more career-ready. We were also aware that we could benefit from an assessment of both whether students were achieving the goals we had established, and whether those goals were in fact the appropriate program learning outcomes, and in the process addressing curricular coherence. Finally, we wanted to evaluate whether our students were graduating in a timely manner and to devise a plan to assist them through advising and curricular processes.

Plan outline

Aware of the lessons learned by some programs in earlier Cohorts of the Teagle-funded curricular redesign program, we constructed a plan with a 2-year horizon. We proposed that in the first semester (Fall 2016), we would gather large amounts of data and also re-evaluate our program learning outcomes (PLOs). In the second semester (Spring 2017), we proposed to begin the process of identifying key changes to our curriculum that could help in terms of time to graduation, career preparation, and student achievement of our evolving PLOs. We also later added the development of an advising plan for the department. Finally, over the course of Fall 2017 and Spring 2018 we proposed to align courses and complete the redesign process.

We designed our plan around a principle of inclusivity, which meant that we needed active engagement and participation from across the faculty throughout, through formal committees, ad hoc working groups, and collective discussion. At the same time, we identified leadership for each step of the process so that particular appropriate individuals had recognized responsibilities. Our process for the first year looked much like this:

Fall 2016
- Collectively work on our PLOs: led by curriculum committee, long-range planning committee, and later collective department work
- Identify and collect key data, including enrollment numbers, surveys of current major students, surveys of students in GE courses who are not majors, survey of alumni, etc: Laura Lisy-Wagner (curriculum coordinator)
- Identify problems and opportunities at each level of the program, from lower-division survey pattern through GWAR and related courses to upper division pathways and, finally, capstone: voluntary ad hoc committees

Spring 2017
- Retreat to discuss data collected by Fall 2016 efforts: collective department
- Develop advising plan: Jarbel Rodriguez
- Continue to collect data including time-to-graduation, etc: Trevor Getz and Laura Lisy-Wagner
- Develop proposal for Social Science Waiver for future teachers: Felicia Viator and Trevor Getz, with Amy Sueyoshi of the College of Ethnic Studies
- Proposals for specific curricular revisions: open to the entire department, through iLearn

Fall 2017
- Advising training: entire department
- We intend that the department will discuss all proposed changes to the curriculum collectively, and then individuals will be assigned to develop each one further

Spring 2018
- Debate, refinement, adoption of new curriculum

Post-Spring 2018
- Ongoing assessment of curriculum
- Refinement of parts of the curriculum on a rotating schedule

Current Status

Evidence collection

During the past year, we collected a great deal of indirect evidence of student achievement, alumni career pathways, student course demand, and other factors. The instruments included:
- An in-class survey of students in lower division GE courses as to how they select their majors
- A Qualtrics survey of history majors, minors, and graduate students
- A comprehensive alumni survey
- Surveys of faculty on their courses and student achievement
- Data on ethnicity and gender in the major compared to the university

Program Learning Outcomes

The curriculum committee led the development of a set of priorities prior to a Fall 2016 department meeting at which the department workshopped a new set of PLOs. The
committee worked on these further, and introduced a later draft at the Spring 2017 department retreat. These PLOs are currently in draft form so that they may change as we continue to develop our curriculum, but have wide support across the department. They are:

- Students will be able to express knowledge about a geographic and chronological diversity of human experiences, identities, and relationships, both between people and between humans and the natural world, in order to understand the world beyond themselves. (Knowing)
- Students will be able to approach complex issues in the past from multiple perspectives, understanding causal relationships in a way that allows them to recognize alternate and resonant ways of being in the world across time and space. (Understanding)
- Students will be able to critically assess how power has operated in the past, developing the keen sense of empathy and appreciation for the humanity of others afforded by a perspective informed by social justice and an attention to diversity and inclusivity. (Ethics)
- Students will be able to conduct their own research using primary sources in order to make compelling arguments about the past, situating their conclusions within the debates among historians. (Research Skills)
- Students will be able to organize evidence, communicate complex information, tell engaging stories, and persuade their audience using both written and oral forms of communication. (Communication Skills)

Curricular Revisions

In Fall 2016, we created a series of faculty working groups to examine issues in each type of course our department offers – lower-division, upper-division, History 300 GWAR, and research-based proseminars (which are our capstone courses). The working groups discussed the strengths and challenges of each type of course and formulated a series of discussion topics and proposals for the Spring 2017 department retreat. At the retreat, each group had space to bring their topics and proposals to the department as a whole for discussion. We started with the capstone proseminars and worked our way back through the curriculum, keeping in mind the draft PLO’s and what we wanted our students to come out of the program being able to know and do. We also discussed general, structural issues with the major. Following the retreat, we created forum space in the department iLearn site for formal proposals for curricular redesign. These formal proposals continue to be submitted. They will be discussed and decisions made at department meetings in 2017 – 2018.

• Proseminars:
  o We are considering a proposal to require students to take two proseminars, to give them more experience and time to develop their skills fully. The benefits this would give to student success are clear, but the logistical issues might make this impractical.
We are developing a concise statement for ourselves, for new faculty, and for students about the goals, functions, and purposes of a proseminar. We would like it to be clear, perhaps in the syllabus, that the seminar is a culminating experience, meant to build on the foundations of the students’ previous historical studies, and will include a primary source-based research project, unless the subject of the proseminar makes it more appropriate to assign alternative major projects (public history, digital history, the teaching of history, etc.)

We are considering whether to keep or eliminate the 640/642/644 distinction for European, American, and World History. The arguments for eliminating the distinction are that many of our proseminars are thematic or transnational, that the distinction may be confusing, and that students already tend to choose proseminars based on what is available in the semester they need to take it. The argument against eliminating the distinction is that taking a proseminar in sequence with other upper-division classes may enhance student preparedness.

We are considering changing the name of the “proseminar” to “seminar” and the name of the graduate seminar to “graduate seminar”. The name is outdated and confusing to students and faculty alike.

We have already enacted a plan for pre-registration marketing of proseminar offerings, which has been successful, thanks to Sheri Kennedy, our Administrative Office Coordinator.

- Upper-division courses:
  - We are considering whether to require research components in upper-division courses or to require students to take a certain number of upper-division classes with research components before taking a proseminar. One of the largest concerns reported by proseminar instructors is that students come to the proseminar with low preparedness in research, writing, and documentation skills. This would be alleviated by more focus on developing those skills at the upper-division level. The counterargument is that this may be difficult for non-History majors who take these courses and that it would change the nature of these courses.
  - We are considering adding courses that are defined more by methodology than topic, like public history, digital history, the teaching of history, or a career-oriented class. There is general support for these types of courses, but we are still thinking through who will teach them and how they will fit into the major as it currently exists.

- Hist 300 GWAR:
  - We are considering making Hist 300 a two-course sequence. Hist 300 is the course in which we most explicitly discuss and develop the skills necessary to be a History major, and we all feel as though the students do not have enough time in one semester to prepare adequately for upper-division or proseminar classes. We are discussing the effects this would have on our major and on time-to-graduation. We are considering whether such a course should be a new lower-division course (299 and 300) or an upper-division course (300 and 301). We are also thinking through
whether this would create a bottleneck and increase time-to-graduation, or whether it would increase student success at the upper-division and proseminar level and would decrease time-to-graduation and DFWI rates.

- We are considering whether to ask students at the completion of Hist 300 to fill out a survey to discover when students plan to take their proseminar and which proseminar they plan to take. This will help with planning and scheduling at the department level.

- Lower-division surveys:
  - We are considering redesigning the survey curriculum to be more interdisciplinary and to connect with the students’ lifeworld, so that students can see that history is relevant and can encompass a broad range of interests. This would help enhance the surveys as gateways to the major.
  - We are placing more of an emphasis on active learning and interactive kinds of activities, like museum visits. This will both appeal to students and increase student success.
  - We are considering requiring survey instructors to be able to describe their strategy for teaching to at least some of our program learning outcomes. This will help standardize the survey experience and integrate them better with our major program.
  - We are considering developing a Teaching the Survey Brown-Bag Lunch series, to help faculty who teach the survey learn about what other survey instructors are doing and brainstorm together about how to achieve the Program Learning Outcomes.
  - We are developing “binders” of instructor-developed resources to share with other instructors. The department will pay faculty to develop a core collection of units, which include a lesson plan, activity, primary sources, and details about assessment of the unit. Instructors will be encouraged to use material from the binders in planning their surveys.
  - We are considering eliminating Western Civilization as a survey option, to disrupt the political inequalities inherent in the formulation of Western Civ and to better reflect the directions of K-12 History education in California.
  - We are considering changing the number and distribution of the required surveys. Some faculty support lowering the number of required surveys, perhaps to allow for the inclusion of alternative lower-division courses like Hist 101 or a lower-division course to prepare students for Hist 300. Others support changing the US History surveys from two sections to three, so that they can expand on each chronological section.

- Structure of the major and general topics:
  - We are considering renumbering our upper-division courses to reflect different skills taught in different levels of courses. Faculty and students have reported confusion with the current numbering system, which currently is organized by world area rather than difficulty of course. For example, courses at the 400-level are supposed to be the same difficulty and teach the same skills as courses at the 500-level (400-level courses are about US History, 500-level courses are World History courses). This is
not immediately clear to students, who sometimes assume that the 500-level course is more difficult. This proposal works well with the proposal to include research elements in upper-division courses. The higher numbers would go to courses that involve more research and writing.

- We are considering reducing or modifying requirements to allow for more student flexibility. This may help in time-to-completion and might attract more students to the major. The counterargument is that reducing the structural requirements may cause more confusion for students.
- We are considering methods of screening our students early in the major program so that we can encourage them to get remedial help from campus resources centers like CARP and LAC.

Advising

Some of the problems identified through this redesign process were not strictly curricular. For example, we found that students may take courses in the wrong order, or take courses that are not necessarily optimal for their chosen field of study. For that reason, we have developed an advising plan, currently in penultimate form, that encompasses the following activities and processes:

- Undergraduate Coordinators: Appoint 2 Undergraduate Coordinators who teach on alternate days. Responsibilities would include:
  - Assembling list of history majors (with help from the office staff) and dividing them equitably among the tenure/tenure track faculty. Coordinators can decide how they do this.
    - Possible ways include dividing students alphabetically or by class level.
    - Divide faculty by class-level so that each level has its own set of advisors—the higher the class level the more faculty advisors. With our current numbers, I would suggest 2 faculty advisors for Freshmen, 2 for sophomores, 5 for seniors, remaining faculty for juniors. Students could go to any advisor in their year.
  - Organize two group-advising sessions (one on MW, the other T/Th) before Registration each semester. Office staff would help advertise through mass email to majors as well as flyers and information on website.
  - Serve as resources to other faculty advisors.
  - Help with advising before advising day (see below)
  - Advising at-risk students (see below)
  - This position would receive a small stipend of $750/semester for each advisor—total cost $3000/year.

- Require that all students be advised as part of HIST 300.
  - This would be the only time advising would be mandatory.
  - Faculty in HIST 300 would decide together how to incentivize mandatory advising, whether through giving it a percentage of the final grade or
through extra credit. A signed form by the advisor would constitute fulfillment of this requirement.

- **Train Faculty Advisors**
  - Ask the college or advising center to offer a training session for all faculty to learn advising tools.
  - Encourage faculty to use Undergrad Coordinators if they have questions.

- **Advising Day**
  - Once each semester, two weeks before registration, faculty would cancel all their classes, except classes that meet once a week, and devote that day to advising.
  - Advising day would be widely advertised and students strongly encouraged to come in.

- **Students at Risk of Failing**
  - Office staff will develop three lists of at-risk students. One list would include all current majors whose GPA falls under 2.00. The second list would include all current majors who earned a WU in a history class the previous semester. The third list would include all current majors who have an incomplete in a history class.
  - These students would be contacted by Undergrad Coordinators and asked to come for advising.

- **Advertising**
  - At the beginning of each semester students would receive an email advising them of available resources and names of their advisors.

- **Possible College/University Assistance**
  - Encourage a University-wide advising day as part of different campus committees on which department faculty serve.
  - Encourage mandatory advising before students can Register.
  - Encourage University to keep funding a departmental advisor for superseniors.

We will also retrain all faculty as advisors at our first meeting of the semester, Fall 2017.

**Pedagogy**

Other challenges to students identified through this process relate to pedagogy. One of these is the question of DWF rates, especially for freshmen in lower division surveys, but this issue is also tied to the development of key threshold competencies for majors and for GE patterns. Utilizing funding provided by DUEAP, we have begun to pilot redesigning the surveys on a model that embraces “uncoverage” and skills development. The initial course selected is History 121: US History since 1877. The faculty involved are constructing a series of active learning units for each other, which will be available to all instructors through the department iLearn site.

**Assessing the process**
In general, I think we have had a remarkably successful first year of curricular redesign. Part of this success came from the inclusive but structured process we designed and have followed, and part is no doubt due to assistance from other units of the university (AIR, for example), but the most important factor has been the collegiality and commitment of faculty and staff to the process. This is not to say we haven’t had hiccups – issues have sometimes arisen around faculty wanting to protect parts of the curriculum and about inclusion of lecturers. We also have a lack of expertise in quantitative data analysis, which has limited some of the utility of certain data.
Appendix 5: Alumni Survey Results
History

Alumni Curriculum Survey

December 5th 2016, 7:16 pm EST

Q2 - Please indicate the program in which you studied at SF State:

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>History</td>
<td>100.00%</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>124</td>
</tr>
</tbody>
</table>
Q3 - Which of the following best describes your program of study in the department?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Completed an undergraduate major in the department</td>
<td>66.94%</td>
<td>83</td>
</tr>
<tr>
<td>2</td>
<td>Completed an undergraduate double major involving the department</td>
<td>5.65%</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Completed an undergraduate minor in the department</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Completed both an undergraduate degree and a graduate master's degree in the department</td>
<td>11.29%</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Completed a graduate master's degree in the department</td>
<td>15.32%</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>Other</td>
<td>0.81%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>124</td>
</tr>
</tbody>
</table>
### Q47 - What year did you graduate?

<table>
<thead>
<tr>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>What year did you graduate?</td>
<td>1960</td>
<td>2016</td>
<td>1993</td>
<td>102</td>
</tr>
</tbody>
</table>
Q48 - If you completed an undergraduate degree, did you enter SF State as a Freshman or as a transfer student?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Transfer Student</td>
<td>79.17%</td>
<td>76</td>
</tr>
<tr>
<td>1</td>
<td>Freshman</td>
<td>20.83%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>96</td>
</tr>
</tbody>
</table>
Q49 - Did you pursue further graduate education after graduating from SF State?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>yes</td>
<td>61.68%</td>
<td>66</td>
</tr>
<tr>
<td>2</td>
<td>no</td>
<td>38.32%</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>107</td>
</tr>
</tbody>
</table>
Please indicate degree programs enrolled in or completed:

<table>
<thead>
<tr>
<th>Secondary Education Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History</td>
</tr>
<tr>
<td>Teaching credentials at SF State</td>
</tr>
<tr>
<td>J.D degree at UC Hastings College of the Law</td>
</tr>
<tr>
<td>California State Teaching Credential (Hayward State), Secondary Education.</td>
</tr>
<tr>
<td>Doctoral Program, CUNY</td>
</tr>
<tr>
<td>Life Time Secondary Teaching Credential (History and Math)</td>
</tr>
<tr>
<td>AB History</td>
</tr>
<tr>
<td>Sec teaching credential</td>
</tr>
<tr>
<td>History, BA 2003</td>
</tr>
<tr>
<td>Masters Public Administration, 2012</td>
</tr>
<tr>
<td>Teaching credential</td>
</tr>
<tr>
<td>BA, MA</td>
</tr>
<tr>
<td>Single Subject Teaching Credential in Social Science</td>
</tr>
<tr>
<td>MA in History in progress at UNLV</td>
</tr>
<tr>
<td>Completed Mild/Mod Multiple Subject teaching credential at Point Loma Nazarene University</td>
</tr>
<tr>
<td>BA History</td>
</tr>
<tr>
<td>Masters of Science Environmental Science</td>
</tr>
<tr>
<td>Juris Doctorate Of Law</td>
</tr>
<tr>
<td>MA</td>
</tr>
<tr>
<td>SFSU Teaching Program</td>
</tr>
<tr>
<td>PhD</td>
</tr>
<tr>
<td>Special Education and Islamic Studies</td>
</tr>
<tr>
<td>enrolled in program for MA in German, but did not earn the degree. Completed all coursework, and more, but failed the final cumulative exam, twice.</td>
</tr>
<tr>
<td>Masters of Public Administration</td>
</tr>
<tr>
<td>currently applying to Ethnic Studies MA program</td>
</tr>
<tr>
<td>Standard Secondary Teaching Credential</td>
</tr>
<tr>
<td>History, Ph.D., University of Washington, Seattle</td>
</tr>
<tr>
<td>I completed a teaching credential in secondary education from SF State.</td>
</tr>
<tr>
<td>PhD</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>I was a student IN UTEP Undergraduate Teacher Education Program as well as my history major. I took elementary teachers classes as an undergrad in this program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mss at Defense Intelligence College</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Education</td>
</tr>
<tr>
<td>MA History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Both at Sacramento State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in Mathematics, MA in Education, Clear Credential</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PhD in History at UC Santa Barbara. Did not complete.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Information Studies from the University of Toronto</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
</tr>
<tr>
<td>PhD enrolled but didn't complete</td>
</tr>
<tr>
<td>Masters Public Administration, AA Journalism, Paralegal Certificate</td>
</tr>
<tr>
<td>CBEST TEachers Credential</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA and Ph.D. in U.S. history</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA - Labor Studies</td>
</tr>
<tr>
<td>BA- Interdisciplinary Creative Arts</td>
</tr>
<tr>
<td>MA- History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Several general Anthro courses short of an Archaeology degree.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A., history; J.D., law.</td>
</tr>
<tr>
<td>Juris Doctorate, 1993</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M.A. Humanities, SF State 1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated from the Le Cordon Bleu in Pasadena with an AA from the CCA Pasadena, Teaching credential from National University.</td>
</tr>
<tr>
<td>Masters and Doctorate in History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>never completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed a teaching credential at Mills College in 2011.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>M.A in Islamic Studies at Columbia University</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in Interdisciplinary Studies in Education at SFSU</td>
</tr>
<tr>
<td>PhD in Language Communications at the University of Pittsburgh</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA Ancient History 1978 SFSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's of Library Information Science, University of Illinois at Urbana-Champaign (2010)</td>
</tr>
<tr>
<td>Master's of History, University of Vermont (in progress)</td>
</tr>
</tbody>
</table>

<p>| PhD in history, 2009 |</p>
<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS in Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters in Nonprofit Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Clara University School of Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD, History, UC Davis, completed 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA, History, University of Portland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Hist at the University of Hawaii</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D. Geography, UC Berkeley completed 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Planning at SJSU. Did not complete due to increase in tuition costs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching an elementary degree K-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD, History, Columbia University, awarded 2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in American History at SFSU earned in 2005</td>
<td></td>
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<tr>
<td>Museum Studies Masters Program at SFSU</td>
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<tr>
<td>Currently pursuing an EMBA with SF State</td>
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<tr>
<td>Q51 - What is your current primary occupation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your current primary occupation?</td>
<td></td>
<td></td>
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<tr>
<td>Retired after 34 years in teaching in California.</td>
<td></td>
<td></td>
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<tr>
<td>Writing, Reading, and Study Skills Coordinator</td>
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<tr>
<td>Legal/Contracts administrative assistant</td>
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<tr>
<td>Teacher</td>
<td></td>
<td></td>
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<tr>
<td>Retired</td>
<td></td>
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<tr>
<td>Presently retired - taught high school U.S. History and other subjects.</td>
<td></td>
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<tr>
<td>Academic program administrator</td>
<td></td>
<td></td>
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<tr>
<td>Retired</td>
<td></td>
<td></td>
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<tr>
<td>32 years in law enforcement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Finance Manager for a financial institution</td>
<td></td>
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<tr>
<td>Systems Administrator at PayPal</td>
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<td></td>
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<tr>
<td>Retired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retired journalist/editor</td>
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<td></td>
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<tr>
<td>Retired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching, school adm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant Analysts/School Board Member</td>
<td></td>
<td></td>
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<tr>
<td>Technician</td>
<td></td>
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<tr>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paralegal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph. D Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary History Teacher</td>
<td></td>
<td></td>
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<tr>
<td>Administrative assistant</td>
<td></td>
<td></td>
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<tr>
<td>Self Employed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retired</td>
<td></td>
<td></td>
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<tr>
<td>financial typesetter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retired banking executive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary School Special Education Teacher for students with emotional disturabance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attorney</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher
paraeducator
Attorney
retired labor educator, college teacher and union organizer and writer
IT Manager
Senior Vice President @ ABX Engineering
Retired
Real Estate Broker Retired from PG&E
New York State Islamic Chaplain.
Writer, translator
Commercial Multi-peril Underwriter
Passport Specialist
n/a
Retired from teaching
Retired archivist.
History professor at a small catholic college
Union Electrician
I am the AP U.S. History teacher and department chair of social science at Westmoor High School. This is my 24th year at Westmoor.
Community Development Director at a small non-profit
History instructor
I am a retired bilingual teacher, Reading Recovery trained and CELL Program (California Early Literacy Learning teacher) teaching in low income schools.
Retired
Administrative management
I am a Coordinator of Professional Development at the El Dorado County Office of Education.
Math Teacher
Work-Based Learning Specialist for Hayward Unified School District and Eden Area ROP.
International Development
Librarian, Head of Collections & Access
Owner, Labor-Management consulting business
Community historian
Teacher
I currently do not have one.

Legal assistant
retired new reporter.

Program Analyst - Federal Bureau of Indian Affairs
Paralegal
Retired

retired, former editor at the National Archives
Retired
Retired lawyer, bioethicist.

Federal agency administrator
Lawyer

Regional Managing Instructor
Uber and Lyft driver.

Educator
retired

Insurance broker

History teacher
Facilities Services Director @ San Francisco General Hospital
Retired

PhD Candidate at Harvard University

University professor
Professor Emeritus of Literacy Education at Northern Illinois University
Historian & Writer
Naval History and Heritage Command
Librarian

Executive, Non-Profit Cultural Institution
Assistant to Director of Marketing and Communications

College Instructor (Core Faculty)
Retired.  I worked as a pre-school music teacher, a quality management consultant and a real estate investor.

Attorney
Home

Continuous Improvement Consultant

Engineer
<table>
<thead>
<tr>
<th>Public Relations/Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>history professor</td>
</tr>
<tr>
<td>Massage therapist</td>
</tr>
<tr>
<td>retired teacher after 39 years in public high schools</td>
</tr>
<tr>
<td>Student</td>
</tr>
<tr>
<td>Professor of Environmental Studies and Director of Global Studies, San Jose State University</td>
</tr>
<tr>
<td>Community Association Manager</td>
</tr>
<tr>
<td>Retired taught grades 2, 4, 5 and worked with children needing extra help.</td>
</tr>
<tr>
<td>Associate Professor, History, Brooklyn College/CUNY</td>
</tr>
<tr>
<td>Graduate Teaching Assistant</td>
</tr>
<tr>
<td>Too many rows for PDF export, try exporting to Word or CSV</td>
</tr>
</tbody>
</table>
Q52 - Briefly, what was your path to your current position? For example, what previous jobs or internships led you to your current position?

<table>
<thead>
<tr>
<th>Briefly, what was your path to your current position? For example, what pr...</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>I did administrative work for 13 years with a radio sales company right after graduation and graduated from the CEL Paralegal Studies program in 2009.</td>
</tr>
<tr>
<td>right from SF state to a job</td>
</tr>
<tr>
<td>Practiced law from 1964 until 2015</td>
</tr>
<tr>
<td>Other than student teaching, none.</td>
</tr>
<tr>
<td>Tenured professor, director of faculty center, director of MA courses in US History</td>
</tr>
<tr>
<td>Worked in Recreation and Parks</td>
</tr>
<tr>
<td>Received an MBA in 1977 from University of Washington with a major in Quantitative Methods and a minor in Accounting</td>
</tr>
<tr>
<td>Sys Admin at another bay area tech company</td>
</tr>
<tr>
<td>Retail Manager for various speciality stores. Served 9 years as an elected School Director. Managed a Federal Underaged Drinking Grant.</td>
</tr>
<tr>
<td>Worked on journalism department publication as reporter/editor.</td>
</tr>
<tr>
<td>SFSU AB and credential</td>
</tr>
<tr>
<td>Taught 10 years, grad school @ Sac St, adm credential, veep, principal, program director.</td>
</tr>
<tr>
<td>Worked as a journalist, then got municipal internships</td>
</tr>
<tr>
<td>Six years coaching experience at Sacred Heart Cathedral in San Francisco. BA in History from SF State.</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>Long time goal</td>
</tr>
<tr>
<td>post-baccalaureate program in Paralegal Studies at SF State</td>
</tr>
<tr>
<td>I received my BA, then my MA and am currently pursuing my Ph D</td>
</tr>
<tr>
<td>Graduated and went straight into business. Restaurant owner to buying a Food Manufacturing Plant which was doing business in several states.</td>
</tr>
<tr>
<td>Health Care</td>
</tr>
<tr>
<td>Union journeyperson, worked in printing and publishing since high school (and journalism studies in JC)</td>
</tr>
<tr>
<td>By accident</td>
</tr>
<tr>
<td>One year internship at a non-public school for students with emotional disturbance</td>
</tr>
</tbody>
</table>
Directly from graduation to teaching in the fall

n/a

California State EPA  
California Office of the Attorney General  
California Department of Managed Health Care

active in teachers unions, after studying labor and other social history at SFSU. Became union staffer, K-12 and later CC teacher and later labor educator for colleges and universities and for unions.  
I applied for a technician job and worked my way up to a management position.

I & my President started the company back in 1985

After SFSU went to Stanford, obtained PhD in history in 2000, hired as tenure track associate professor of history at Dominican University in San Rafael in 2006, retired as assistant professor of history and assistant Dean of Humanities in 2014.

Got interested in the oil and gas industry in California. Geology and History share some of the same paths. I am one of only six Mineral. Oil and Gas Brokers in California. You just don't know how one thing can lead you to another. A thought process can lead to something new.

I began teaching social studies in full-time primary and secondary Islamic Schools.

there was no career path

I started in a clerical position with the company and moved up from there.

Internships for Congresswomen Jackie Speier and Barbara Lee, and being a representative on the AS-SFSU Board of Directors.

n/a

Substitute teaching

My internship at the Labor Archives which i did while a SFSU student prepared me to work as an archivist. I was able to find positions in community-based archives before working as an archivist at UCSF for 10 years.

During my ph.d. program, I worked at an archive and as an editing assistant. However I found I liked teaching.

I worked several entry level jobs completely unrelated to my coursework at SFSU. One of them, a delivery driver for an electrical contractor in San Francisco, led me to apply and eventually gain acceptance to an apprenticeship program.

I worked various part time working class jobs while attending Golden West College in Southern California, before moving to SF in the early 80s. I continued working and attended SF State, graduating with a BA in history, then completed the teaching credential program at SF State. I worked as a substitute teacher and continued working as a hospital orderly for five years, before becoming a full-time teacher at Westmoor (where I had student taught). After graduating with my M.A. I was unable to find related work. I started with my present employer as a part-time food program manager and moved into my current position when the previous director left the organization. I student taught in San Francisco as well as in England in a British primary Infant School in St. Albans England under the umbrella of UTEP.

Rejoined military, retired, became civil servant, retired again.

Previously in positions of sales, management, retail, purchasing, administrative assistance, executive assistance

After graduating from San Francisco State, I obtained a teaching credential from National University. I taught history at the middle school level before taking the job at the county office of education.

I was a football coach in a local high school while at SFSU. That led to a fulltime teaching job.

Senior/Writer Editor at ABC-CLIO in Santa Barbara and Teaching Assistant at UC Santa Barbara.
After my master’s program, I developed an interest in international work and looked to the work of the United Nations for prospects. This led me into interning then working with an international policy ngo and work in this field.

While attending SFSU I worked at the SF Public Library Main Branch. After graduating from SFSU with my bachelor’s I decided to attend library school to become a librarian.

Worked for and with consulting firms

I live in a commune and don’t get paid as much for my work.

It was a long and meandering path which included about a hundred different jobs, travel and parenthood.

I do not have an occupation at this time.

Worked my way up

I spent the better part of 25 years as a slave to corporate America. I did accounting for 10 years and also some facilities management. I had also grown up a sheltered Catholic, and studying factual history severely enlightened me.

I was a newspaper reporter, my writing skills helped get legal writing job.

Military

Internship at the National Archives, Washington, DC

Blue collar worker - Labor union official -- Labor Studies instructor -- journalist -- poet

Journalist, Congressional committee professional staff member, National Academy of Sciences staff officer and senior staff officer, science policy consultant, National Science Foundation visiting expert, law school, legal internships at Office of General Counsel of the Office of Secretary of Defense and at Administrative Conference of the United States; law practice; Georgetown University Center for Clinical Bioethics visiting scholar; Michigan State University law and medicine faculty; Georgetown University Medical Center associate faculty; retired. Pro bono bioethics policy advocacy; pro bono mediation.

Various professional political, policy, and private sector management and consulting positions.

Taught school. Then Law school

Instructor, Senior Instructor, Lead Instructor

I have been a teacher and a chef. I thought I could make big money in the marijuana industry when it became legal, and I quit my jobs. The marijuana industry collapsed, and I have not been able to find a regular job in years.

U.S. Army, School owner (Europe)

defense/ Navy civilian

I started as a temp and was promoted.

None

Stationary Engineer, Senior Stationary Engineer, Chief Stationary Engineer, Facilities Services Director

33 years in law enforcement

My current position is the culmination of my previous academic studies, including those at SFSU

National guard, Jr college professor.

Positions in the professoriate at GA State University and at NIU.

Civilian Personnel Advisor US Navy.

**https://www.history.navy.mil/content/dam/nhhc/browse-by-topic/heritage/washington-navy-yard/pdfs/WNY_History.pdf**


14 years experience in library work previous to getting my MLIS.

Taught at a university.

N/A

Conscientious objector status directed me into Nonprofit work and eventually Hospital administration. Returned to school to obtain Masters and began teaching in 1996.

My previous jobs were in health care. Returning to school to complete by B.A. then continuing to earn a J.D. was a dramatic shift.

Series of average paying jobs and on again off again staying at home.

Technical writing => Methods Analyst => Process Improvement Specialist => Continuous Improvement Consultant

**US Navy**

Marketing Internship at SFSU President's Office

sfsu- UCD - teaching hsitory;

extensive career pre-SFSU in law and business

San Francisco massage school

Started as a receptionist in a property management office for rental properties, advanced within the company to assistant property manager, got a real estate license and then moved into Association management.

See above history

I started working on a sub-line at my current job while waiting to defend. Two-years later I was hired on tenure track. I am a tenured, Associate Professor in Latin American/European history.

I received a master's in History from SF State and worked in banking for many years. I decided to return to school to obtain my phd after I realized that banking was not for me.

It is a journey - starting with a few admin positions (at a design firm and then at an investment bank), then moved into corporate learning (for 7 years), office management, HR operations / generalist work, then now in HR as a manager in charge of employee engagement and development

Started as a curatorial assistant.

I went into the US Marine Corps after graduation as a Commissioned Officer. I then transitioned into a Federal Law Enforcement career of nearly 27 years. I retired as a Special Agent with the Us Dept. Of Homeland Security (Homeland Security Investigations)

I've always worked in Healthcare and this was the natural career progression for me.

None
<table>
<thead>
<tr>
<th>Do you feel like you’re working in the field for which you were trained?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhat.</td>
</tr>
<tr>
<td>Sort of, as the research skills I gained during course work were a good basis for my work now.</td>
</tr>
<tr>
<td>yes</td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td>Yes.</td>
</tr>
<tr>
<td>I do</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No but I love it</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes.</td>
</tr>
<tr>
<td>Yes, retired in 2005</td>
</tr>
<tr>
<td>Yes.</td>
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<td>Yes.</td>
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<td>Yes.</td>
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<tr>
<td>No.</td>
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<tr>
<td>Yes.</td>
</tr>
<tr>
<td>Yes, though teaching was not my intention when I graduated.</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>No. I chose to go into business. However, my education and degree in history plays a daily contribution with my training in writing and research.</td>
</tr>
<tr>
<td>Yes.</td>
</tr>
<tr>
<td>I trained for more than one field.</td>
</tr>
<tr>
<td>No, but it helped History gave me an insight to my daily experience with people</td>
</tr>
<tr>
<td>yes.</td>
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<tr>
<td>Yes.</td>
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<tr>
<td>Yes.</td>
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<td>no.</td>
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<td>Yes</td>
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<td>No</td>
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<td>No</td>
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<td>n/a</td>
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<tr>
<td>Yes</td>
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<tr>
<td>Yes</td>
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<tr>
<td>yes</td>
</tr>
<tr>
<td>Yes - most definitely. I have a degree in history and that is what I teach. No. But the writing and research skills I learned at SFSU are extremely valuable to me when writing grant proposals and other materials. yes</td>
</tr>
<tr>
<td>Absolutely, as I was offered a teaching position in September 1973 when teaching jobs were rare. When I was working...yas. Yes to a certain degree because I can use the tools I was given during my two years at State as tools for my position. Yes! I provide professional development to teachers in many areas including history. I'm also an adjunct professor with Brandman University teaching teachers how to teach history in the elementary classroom. Some. I would have rather been a history teacher, but there were no openings. Yes, research, compiling information, and summarizing information was what history prepares you for. It serves as a myriad of skills sets for a variety of professions. Not completely, I wish I knew about this field earlier and I at that time would have pursued more targeted graduate work in policy or international development. I do think it is useful to have a background in world history as it is a good foundation for current issues. Absolutely. Somewhat, because my thesis was focused on minorities in the construction trades and business, which is part of the focus of my business. Yes, but it's not academia, so in that sense, no.</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Right field, wrong subject: I teach science!</td>
</tr>
<tr>
<td>I am not working yet, but I do feel like I have been prepared well for it.</td>
</tr>
<tr>
<td>Sort of-- my research and critical thinking skills are certainly useful and were honed in Grad school</td>
</tr>
<tr>
<td>Absolutely. I wouldn't have this job if I had not returned to the classroom and completed my education. I took a lot of heat for being a History Major. My own family members thought i was wasting my time. But now, the tables are turned and I'm the one having the last laugh. Most people have no understanding of the enormous task History majors embark on. But now I work with people who respect it, and utilize my knowledge on a daily basis. There really is no training for a position like mine. The government doesn't want the public to know exactly how Indians are revered by the U.S. government. You normally have to transfer from another agency with years of experience, or Native preference, so i'm a perfect example of how important my History education was. I live history every single day now.</td>
</tr>
<tr>
<td>History and law - and newspaper reporting - are all highly interrelated. I picked up newspaper reporting and legal research quickly due to my back round in history. I never had one minute of regret I took history at SFSU, the teachers they had then! Jules Tygiel, James Compton, Bob Cherney, William Issel, these Professors were fabulous.</td>
</tr>
<tr>
<td>Yes. not exactly, was trained as a formal historian, but worked in editing and public history</td>
</tr>
<tr>
<td>Published two books and numerous articles, so, yes.</td>
</tr>
<tr>
<td>I was trained in many fields. But I deduced two invaluable precepts from my SFSC training and elsewhere: 1. There are a lot of things that we can't know. 2. Beware of extravagant statements.</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes, although I plan on entering a PhD program next year</td>
</tr>
<tr>
<td>God no!</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>YES!</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No. In short, my degrees (BA-99 &amp; MA-04) are not in the field in which I work. However, being an educated person opened doors to advancement that would not be available otherwise.</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Thus far, I am.</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Yes...I have combined training in history and literacy.</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Yes. I planned to get my history undergraduate degree and then pursue an MLIS. Everything worked out as planned.</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>It is definitely applicable</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>Well...I went to law school intending to become a lawyer so, yes.</td>
</tr>
<tr>
<td>I feel as if I'm working in the field I was destined for when I first attended San Francisco State after high school and was denied the opportunity to be an Engineer. I provide structural integrity for processes if not for buildings. Tangentially, I am in a field that utilizes the critical thinking, writing, and research skills I learned while studying History at SFSU.</td>
</tr>
<tr>
<td>I was trained for this field but not in the history department.</td>
</tr>
<tr>
<td>Am now retired</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Yes and no. I use the skills I learned in school every single day - but not necessarily the subject matter. I was trained to think, look at details and the big picture, explore different positions / viewpoints, try to understand people and motives, to write, weigh options, research things, understand data. Those skills are invaluable to the work that I do.</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Not as far as what my degree is in, but that hasn't held me back</td>
</tr>
</tbody>
</table>
Q54 - Please rate your satisfaction with the quality of instruction in your major:

<table>
<thead>
<tr>
<th>Question</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of instruction in introductory/core courses</td>
<td>65.56%</td>
<td>25.56%</td>
<td>1.11%</td>
<td>1.11%</td>
<td>0.00%</td>
<td>6.67%</td>
<td>90</td>
</tr>
<tr>
<td>Quality of instruction in intermediate coursework or courses</td>
<td>68.89%</td>
<td>31.11%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>90</td>
</tr>
<tr>
<td>Quality of instruction received from faculty members</td>
<td>75.82%</td>
<td>69</td>
<td>20.88%</td>
<td>19</td>
<td>2.20%</td>
<td>2</td>
<td>0.00%</td>
</tr>
<tr>
<td>Quality of instruction received from teaching assistants</td>
<td>21.11%</td>
<td>19</td>
<td>12.22%</td>
<td>11</td>
<td>13.33%</td>
<td>12</td>
<td>1.11%</td>
</tr>
</tbody>
</table>
Q55 - Please rate your satisfaction with your coursework in your major:

<table>
<thead>
<tr>
<th>Question</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth and depth of material covered in courses</td>
<td>67.03%</td>
<td>27.47%</td>
<td>3.30%</td>
<td>2.20%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>91</td>
</tr>
<tr>
<td>The sequencing (order) and integration of courses offered</td>
<td>56.67%</td>
<td>33.33%</td>
<td>6.67%</td>
<td>0.00%</td>
<td>2.22%</td>
<td>1.11%</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>61</td>
<td>24</td>
<td>5.56%</td>
<td>5</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-------</td>
<td>-----</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>Level of intellectual engagement</td>
<td>67.78%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriateness and clarity of grading methods</td>
<td>61.11%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance of coursework to your career plans</td>
<td>49.44%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The availability of courses when you wanted to take them</td>
<td>50.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q56 - Please describe the courses that were most useful to you.

Please describe the courses that were most useful to you.

The general history courses were a good overall and helped prepare me for the upper level courses. While I had studied most of the events in the pre-1500, post-1500 and general American history, I felt that these courses did go more indepth on important events. I also enjoyed the history of China and Japan, though both courses had to give a lot (or not enough) information for one semester.

All my courses and professors were great. I especially value the opportunity to work with the late Paul Longmore. I initially my career goal was to be a teacher and then eventually as an administrator. The classes that were most useful were the Western Civilization, US History, California History, and Western US History classes.

American history British Empire

Professor Eva Seppard Wolf’s Classes

Anything with James V. Compton. Had several....Jules Tygiel and Paul Longmore also

The seminar class I took was by far an excellent course. Course was well structured and made me put time into researching and posing questions into historical writing and works. Giving a presentation to my fellow peers of my writing really helped to improve my work by hearing there critiques and comments. Overall this was an excellent course and I have fond memories of this course.

Western Civilization

Political Science

History of Labor, Mexican history classes, (womens studies) history of Afro-American Women (Angela Davis taught);

and my MINOR in American Indian Studies (as History Dept in ‘80s ERASED us out of US history).

Our one and one with Professor Johnson his ear to bounce ideas from

Courses with Larry Salomon, Eva Sheppard Wolfe, Dawn Mabalon, Barbara Loomis


All of my history courses were interesting and relevant. Instructors were prepared, organized and very helpful

writing for history

Labor history, Mexican History, History of Feminism (first time offered in 1970s, by Carol Roland, was important), Angela Davis dual listed class (women and black studies) was a life changer, immigration history. Historiography and local labor history seminar

Public speaking, critical thinking.

Russian Revolution

Germany History from WW I to WW II

Historiography

I was convinced that this country would have a difficult time dealing with relations with the Soviet Union. I was interested in Russian and eastern European history. Needless to say that wasn't the case long term. Though learning some Russian was fun in subsequent travelling.

The History of Western Civilization and the Philosophy of Religions.

As a first semester freshman I was registered as a German major. It was a "Roots" decision. I wanted to know the language and culture of my ethnic heritage. I was in mandatory Western Civ I taught by Dr. William Bonds.
Although it was an 8 a.m. class, I couldn't wait to get to school. In 1977 he was still a hippie. I was captivated by his every word. Every topic was fascinating. I would go into a "zone" and watch him speak. His command of the English language was impressive to me. Within a month I knew I would be a double major. Because of him I read widely on my own a lot of medieval history. I have always been grateful to him for opening my eyes to the serious study of history.

When I started school I was rather Eurocentric and didn't think I needed anymore American history than I had learned in high school. In the eleven years between high school and college, all I had done was read, so I got a lot of history that way, and read a lot of literature, and went to museums, etc. because I was a hungry for knowledge and ashamed of not having gone to college. At SFSU I had to take the US history survey courses, and these, too, opened my eyes to how my more demanding was the academic study of history. The discipline makes the material richer. My professors for this were John Tricamo and Gordon Seely. Because of them, I read much, much more than the required texts because they, too, had made it fascinating. Other professors I remember Marion Rappe and Ray Kelch. Actually, the history department was probably one of the most solid and praiseworthy at that school. I looked up where they got their degrees, and the faculty was top notch. As a grad student (I returned to school at age 50) I also took courses in the dept. and from that time I remember Dr. Jackson.(first name?)

All the courses I took with Dr. Hsu.

My American History courses and Middle Eastern courses.

I would have to say both my GWAR course with Dr. Katz and my proseminar with Dr. Stein was useful

Don't remember

Two archival internships.

Women's History; Labor History; Historiography

I thoroughly enjoyed my experience within the history department at SFSU. History of Africa, Latin America, and US Environmental history were courses I found engaging and helped to broaden my understanding of the wider world. History 300 was a crucial course to sharpen critical thinking and writing skills that are overall useful in day to day life.

Most of the history classes I took at SF State have been beneficial. Probably if I could do it over again, I would take more U.S. History classes, since I have become kind of an expert on that - at SF State I was much more interested in modern European and Russian history. But I enjoyed all the classes I took long ago from all those wonderful professors.

It is difficult to name specific courses. The expository argument and researcrh skills which I have transferred to my new career were learned cumulatively. Repeated use of these skills across multiple courses is required to learn them deeply.

Elementary teachers program as well as the history major.

Cultural Anthropology
All Maders Courses

I sincerely believe that all of my university course work were useful; each in their own way provided their own set of tools; learning and otherwise.

I took a series of courses on the history of the western United States from professor Batman that I really enjoyed. They inspired me to keep my focus on western U.S. history as I pursued my MA and did a thesis on how Sacramento region newspapers reported on "Indian Troubles" during the California Gold Rush.

Imperial Rome, a seminar in politics and the newspapers (I forget the course title).

Historiography and the Research Seminars.

The courses I took in Middle Eastern History, Asian History and the core writing class.

Hard to say but probably the senior seminar/thesis course.
All of the courses I took have proven to be useful.

Research is my bread and butter. I feel underexposed to actual instruction methodology which would help me land paid work in the field. For that matter, I rely in part on patronage, and there was so little discussion of nonacademic work in the field, or anything to do with being an independent historian, because of an academic-elitist privileging that has not served me particularly well in the so-called real world. In all fairness, I didn't really know how to ask for this either. But attitudes about not serious/off-tracking were an impediment.

I took every class taught by Dr. Raul Bertrand, Classics. I loved him. The most useful classes turned out to be the geology classes I took: Dr. Mary Hill. The most fun was woodworking.

History 300 and History 642; they helped me prepare for further research projects and my culminating experience project in my master's program.

Theory and research course

US and British Empire

317 Holocaust and Genocide - Dr. Millett
644 100 Years of Latin American Literature/Writing - Dr. Onate
500 Colonial Latin American History - Dr. Peard
588 History of Southeast Asia - Dr. Elkind
300 Historian Craft/Writing - Dr. Peard
325 History of Indian Art - Professor Kathy Risling-Wallace

Upper Division Course.

My English and History Writing Courses

All U.S. history courses, Colonial America, and historiography

Can't pick out specific ones.

In history studies, the faculty engagement was far more important than the courses.

In political science studies, both the faculty engagement and courses were important--across the board.

American and European history courses were particularly useful.

All history courses were fascinating. Not sure how "useful."

History 700
History 730
History 740
History 785
History 640
History 390
History 347
History 300

Intro to Political science, Communications, Critical thinking, and classical history.

Military history courses (at USF).

Technical Writing and Cartography/Map Drafting

Classic Greek history

I have used the information in every single history class I took at SFSU. The most useful were History 300, where I learned how to research and write as an undergraduate historian, and History 700, where I learned how to research and write as a graduate history student, and my final class ("comps"). I don't remember the number for that.
But every content class I took was useful. Just yesterday I used material from a class on early church history that I took in 2006.

The graduate courses were most useful in that I had to do a lot of research as a part of the courses.

Junior seminar

Theory and Methods courses
Middle Eastern and South Asian history courses.

Historiography

Although I would have not said so at the time...the course in historical research methods was helpful particularly as I revisited texts assigned years later as I wrote articles and chapters on historical method.

The course in the history of the union movement helped to define my political philosophy.

Historical Method

D'Agostino's political world history classes. Dr. D'Agostino is clearly brilliant. Very engaging. Always involving interested students into consideration of many points of view of history.

Steve Leikin's Labor history course and intro US history course. Steve's labor history course was inspirational for me. He has a very engaging style that captured my attention. I really enjoyed being in his classes.

Barbara Loomis' research methods class was great.

Julyana Peard's course on Brazil. Dr Peard was inclusive and interesting.

And, of course, Jules Tygiel's California history course. Dr. Tygiel made me feel comfortable as a returning (older) student. I really appreciated that. He was a kind and intelligent man.

History 700, History as a Field of Knowledge
Latin language classes
Medieval history courses
Stein- sexuality and law
Anything taught by professor Wolf

Professor Waldrep's two-semester series on the US Constitution.

All of them

Every course taught by Dr, Richard Batman, especially Independent Study.

Russian and Chinese History

History Seminar and Proseminar courses. Professor Sherry Katz was amazing and walked me through the process of researching and writing a paper that was eventually published in Ex Post Facto. I learned a great deal of methodology around sourcing relevant documents.

Hist 700, Hist 701, Hist 898

Loved Charles Postel's US classes about the gilded age and the period from WW1 to WW2. Late Antiquity with Megan Williams was great, she really tutored me in how to construct a bibliography and identify a specific research topic. Barbara Loomis teaching 300 was great. Loved Richard Hoffman's courses.

All the United States history classes, since I taught US and Government.

Dr. Mabalon, Dr. Elkind, and Dr. Crabtree had the best courses and were the most cutting edge in terms of theory and topics.

None of my history classes have helped in terms of my profession. However, being a history major helps with my general understanding/ knowledge of how the world works and the big picture of current events/ trends, etc. It
has made me a more well rounded person. I took history out of interest, not because I expected it would somehow be my job...

All the education courses!

Out of all the courses I took, only one was not particularly well taught. The intro course (Hoffman) was excellent. I strongly appreciated being able to enroll in an M.A. course, taught at that time by Bill Bonds. The research paper I wrote for the course served as my writing sample for grad applications, and I had a number of acceptances at prestigious programs. Bonds also worked with me and another student on an independent study for Medieval Latin paleography. That was a help, as early-modern paleography in a number of languages is one of my research skill sets.

History as a field of knowledge greatly prepared me for the first years of my phd program.

Working on my independent studies with Professor Dreyfus was most important. We worked together to develop questions and lines of inquiry that I pursued on my own time. I was working full-time in grad school and the added flexibility of doing things independently was very helpful. With the independent studies, I was able to learn more about areas that were of most interest to me rather than regular courses that covered things that were marginally interesting to me, but that I had to take because that was all that was offered that particular semester.

History and f the American West

All Courses were useful.

All my courses were wonderful, but I especially liked that we were asked to select a mini-core and Religion and Philosophy really helped and engaged me beyond the History core classes.

History as it applies to current events
Q57 - Please describe the courses that were least useful to you.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The upper level courses were much to be desired for my concentration on pre-Renaissance studies. The ones offered were very general subject in some areas or did not hold any interest for me at all. The term paper course was especially hard for me for the subject matter (not the research or writing itself.) It was on the Spanish Civil War so while interesting, it was not a topic I found that I was that interested in spending a whole semester on for independent study.</td>
<td>None that I can recalled.</td>
</tr>
<tr>
<td>None. Great experience there I'm unable to answer this question because I found that all the courses I took were in one way helpful to my goal at the time.</td>
<td>None. Great experience there I'm unable to answer this question because I found that all the courses I took were in one way helpful to my goal at the time.</td>
</tr>
<tr>
<td>Western Civilization</td>
<td>N/A</td>
</tr>
<tr>
<td>Geometry and calculos</td>
<td>N/A</td>
</tr>
<tr>
<td>They were all useful</td>
<td>N/A</td>
</tr>
<tr>
<td>European Imperialism in the 19th Century (emphasis was primarily on Africa).</td>
<td>Enjoyed all of my courses.</td>
</tr>
<tr>
<td>distance learning</td>
<td>Cannot remember any that were not worth the time, but some teachers were better than others.</td>
</tr>
<tr>
<td>European History prior to the Middle Ages</td>
<td>N/A</td>
</tr>
<tr>
<td>not applicable</td>
<td>A little difficult remembering back forty years.</td>
</tr>
<tr>
<td>The Structure of the English Language.</td>
<td>N/A</td>
</tr>
<tr>
<td>As I note above, when I started, I did not want to &quot;waste time&quot; on American history, but those required courses changed my tune and opened my mind. I have read a lot of US history in the years I was not a student. My professor for HIST 300 was a guy named Charles Capper. He was actually probably too young or too green to teach a subject of such subtleties but nevertheless, the required reading was so well chosen, I figured out how to flesh the course out on my own. Now that is a moot point.</td>
<td>N/A</td>
</tr>
<tr>
<td>The required core courses-- by the time I took them, I did most of my upper level courses so they were redundant.</td>
<td>N/A</td>
</tr>
<tr>
<td>n/a</td>
<td>Introductory class to teaching in graduate program.</td>
</tr>
<tr>
<td>It is so long ago I can't remember.</td>
<td>It is so long ago I can't remember.</td>
</tr>
</tbody>
</table>
I felt that some of the more politically motivated courses I took were lacking in their overall level of discipline. Engaging as they were, I felt that these courses promoted a biased view and were intellectually bereft in benefits to the critical thinking necessary to understanding a nuanced world.

I do not really think any of the classes were "least useful." Even if I teach a more traditional U.S. History or Government class, albeit with a concentration on the civil rights era (of which I did not study at SF State), all the history classes at SF State, from Donald Lowe's classes on Marxism, Frank Kinder on the French Revolution, Anthony D'Agostino on Soviet Foreign Policy, or Jules Tygiel on U.S. Labor History - all taught me about history and modeled how to teach.

Statistics

See above.

I took an English Literatur course that did little for me. The professor was a bit esoteric.

None

Probably the Computers in History course.

Renaissance History

Can't remember.

N/A

Nothing wasn't useful to me, I made sure of that and the department was real good to me in tolerating my deviances from the core program.

I studied anything that caught my interest and I got a little something out of each class I took.

None!

Make a website and spss

Any science

None.

Lower division survey courses

Sciences

Ditto.

NA

n/a

Human sexuality and any other course which was required to satisfy some bullshit requirement to satisfy the liberal agenda!

Antiquity courses, because the professor was the worst one I have ever had. He was unimaginative and boring, which totally cancelled out his knowledge base and made these courses, in a field otherwise attractive to me, useless.

None

Egyptian history

Yoga

Undergraduate courses were less useful - mostly listen to lectures, take notes, read, and write papers.
I enjoyed all the courses. The only fault was taking the same professor for two courses in the same term and the gentleman was starting to lose it. Course sessions were often the same across the term. It was actually somewhat sad.

N/A

Jerald Combs' political history course. Nothing against Dr. Combs, I just didn't see eye to eye with him on the Bush/Cheney wars.

N/A

Japanese women

Dynamics of the American City

None of them

History courses that required students to agree with the "currently accepted theory," a concept that was explained to me by a professor who wrote on my exam, "I hate to give you this grade (a "B") on such a well written paper."

I have forgotten the course number, but A History of American Childhoods was a poorly taught course. Professor Sherry Keith was erratic and frankly, didn't respect student boundaries. At one point, she requested that we share any personal stories we had about illegally crossing the border into the US. When the class, many of whom were Latino/a didn't respond with personal anecdotes, she became angry and dismissed the class for lack of participation. She also had us create skits around sections of the text that depicted slavery and slave abuse...an uncomfortable prospect for a few of us.

undergrad hist courses

Honestly every class in the history department was a good experience, no complaints. I love history and knowing how to research and write and edit well has been useful even though it hasn't shaped my career. Also knowing how to think about and interpret the past, and the present in the context of the past.

My Asian history classes for my career but good for my education.

California history, huge class size, surface level material and medieval Mediterranean- too traditional of an approach to Hist needs more discussion of religion, gender, economics, and race.

N/A

I thoroughly loved my classes!

The required lower level U.S. survey sequence was not particularly inspiring.

Some of the "core" classes were interesting, but of little use to me. Western Civ 2 - did not really get much out of that class. I was more interested in California history, so to have to sit through several core classes that didn't have anything to do with what I was interested in was tough.

Too many European classes

Math

N/A

Statistical classes
Q58 - Please describe any obstacles you encountered to completing your program of study.

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping interested. Some semesters were hard as I just was not interested in what was being offered but I had to compete them for my major. However, the international studies program helped a lot as I deferred graduation for a year to go abroad and take classes I enjoyed (and was able to transfer the credits.)</td>
<td>NA</td>
</tr>
<tr>
<td>Commuting</td>
<td>The only obstacles I encountered to finishing my degree was of course money and I therefore, had to work to support my schooling. In addition, housing was a major issue for me. My last year I had to live in the back of my truck with a camper top and I worked and studied so it was difficult for me but I was able to pull it off. My grades suffered because of this period of difficulty but I learned to be resilient and focused because of that experience.</td>
</tr>
<tr>
<td>Had to work during the day and school at night (Time)</td>
<td>N/A</td>
</tr>
<tr>
<td>Other than the student strike and demonstrations of 1968-1969, none.</td>
<td>None</td>
</tr>
<tr>
<td>Graduated with the minimum 124 units due to the scope and sequence of my major guided by good counseling and math difficulties.</td>
<td>None. Graduated with the minimum 124 units due to the scope and sequence of my major guided by good counseling and math difficulties. Had to go very PT because to working FT as a teacher in SFUSD and so could only take one course most terms and so started to lose credits due to time at end of program and had to file for dispensation to count them. People were generally very understanding though. Also, it was much cheaper then and better staffed. Things are much worse now as I know having taught pt in the dept in 1990's. Without the CFA we all would be sunk!!</td>
</tr>
<tr>
<td>Done...</td>
<td>N/A</td>
</tr>
<tr>
<td>Really was not very difficult.</td>
<td>Really was not very difficult.</td>
</tr>
<tr>
<td>I was married and supporting a family while attending school.</td>
<td>I was married and supporting a family while attending school.</td>
</tr>
<tr>
<td>I took a long time to write my thesis but that was on me.</td>
<td>I took a long time to write my thesis but that was on me.</td>
</tr>
<tr>
<td>As a junior college transfer, I felt that the counsellors I encountered were lacking in their understanding in how to meet the matriculation needs of students. I needed people to explain which courses I required to complete my studies.</td>
<td>As a junior college transfer, I felt that the counsellors I encountered were lacking in their understanding in how to meet the matriculation needs of students. I needed people to explain which courses I required to complete my studies.</td>
</tr>
</tbody>
</table>
coursework in a timely fashion and felt that their ignorance or incompetence in doing so unnecessarily extended the time it took for me to graduate.

I took 10 years to gain my BA from SF State, after transferring from Golden West College in 1981. I admittedly was not a great student when I began college, and had to struggle with that. I also did not come from a wealthy or college oriented family, so I had to struggle with that economic and cultural baggage as well. Moving into the dorms at SF State in January of 1981 was probably the great turning point in my life: I grew up, became a capable student, worked hard (at various jobs and school), and even met the woman who eventually became my wife (in a SFSU history class). It was a long and hard slog - I did not become a full-time teacher until age 35, but I am fortunate to be where I am.

Lack of course availability / scheduling conflicts meant that I never studied one area in which I was interested.

I had to work part time and I paid for my schooling and credential degree.

Writing test prior to getting BA. Don't know if it is still conducted, but grad student failed me on opinions, not structure of composition.

Since I completed my program of study at a time when I was able to secure student loans, all of the courses in order, and was working part time in order to supplement income, the greatest obstacle in certain instances was lack of time.!

My scores for the writing junior year writing proficiency were lost for a while. Other than that I had a great experience at San Francisco State University. I did all of my coursework part-time at night while working as a manager for AT&T.

none

N/A.

No real obstacles

None

See above.

I was always working full time and pursuing life at the same time as attending college, so just slogging through was the challenge. I started State in 1971 and got my BA in 1983!

I don't recall any, although I switched my major to history from Communicative Disorders after the Communicative Disorders major didn't quite work out.

Enough money to study in sf

The only obstacle I had at SFSU was parking my car.

Finding housing in SF, never did, had to live at home in Concord

My GI Bill...It took longer than expected

none

None -- as an older student I was encouraged all along the way.

Scheduling.

n/a

Lack of money

Classes I needed weren't always on the offer

Too many requirements for graduation that had nothing to do with my major. I had no connection with my major and a career path to attain to.
commuting and part time jobs
I didn't like that there was only one history 300 offered during the year and it was about an Era that was far removed from my focus.

Money - the cost of tuition kept going up. And furlough days. I paid to attend school and you kept closing it.

I was a non-traditional student. I was a military veteran at a time when there was not a lot of services for veterans. I worked full time, was/am married, with 2 children, and a home mortgage. Frankly, I had my hands full. Thankfully, my family and SFSU were both very supportive. I am grateful.

Working full time it was tough to take some of the requirements. Hours offered conflicted with work

Availability of discipline relevant courses
I finished the whole program in one year.

There were really no problems.

My obstacles were related to my life circumstances. I could only attend classes on Tuesdays and Thursdays because i was also working. The History Department made enough interesting classes available on those days.

N/A
None.

Transferring credits and department communication toward graduation requirements. Lack of peer guidance

The decision by an assigned advisor that he would not allow a woman to take a man's job.

Too many marxists in the hallways that I had to argue with.  Now they run the place.

Well, my initial application for graduation was lost and I was not notified in time to re-submit and be considered for Valedictorian. I barely managed to be eligible for graduation and summa cum laude honors as a result of intervention from the President's Office, without which I may have had to delay graduating. So, I guess you could say things went swimmingly until I tried to leave SFSU.

Getting the timing on some required courses, especially segment iii, was difficult.

Students should be assigned a professor advisor at the very least

When I was at SFSU it was VERY difficult to get the GE courses I needed, as well as classes for my primary major-Psychology, so I started to take history classes to get a full course load and history classes ALWAYS had availability. So no real obstacles in this program.

None!

Nothing particularly. I found ample mentoring among the faculty, with a special shout-out to Hoffman.

Neeing to work full time.

The Spanish exam to complete my MA degree was a HUGE obstacle. I received bad advice from my advisor in the History department that caused me to almost not graduate on time. If it weren't for the intervention of the department chair, I would have been in a very tough and disappointing situation. Advisors are a huge part of the program, and to have advisors not understand students who aren't full-time students and appreciate the need for some flexibility was really hard. I felt looked-down upon because I wasn't going to pursue a PhD in the field and go into an academic career. I was happy when I finished the program and could get on with my career and life.
I could only take courses that were offered in the late afternoon because I work and commute to school severely limiting what classes were available.

None

None.
I had to work two part time jobs to finish my undergraduate degree
Q59 - Which skills, competencies, or content knowledge from the courses do you use in your career or life?

<table>
<thead>
<tr>
<th>Which skills, competencies, or content knowledge from the courses do you use...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly research and critical thinking. I work for the contracts and legal department for a nonprofit so those skills are invaluable.</td>
</tr>
<tr>
<td>MA at SFState prepared me well for my PhD program. Longmore’s classes taught me to see beyond traditional outlines of history</td>
</tr>
<tr>
<td>Research and reasoning skills. I am a retired reporter who wrote scores of features with a history slant, mainly by default because my colleagues were history impaired. I still write regularly about history for two magazines and a daily newspaper</td>
</tr>
<tr>
<td>History teacher, so most of it</td>
</tr>
<tr>
<td>Time management, Writing, Reading, Researching, Critical Thinking, Speaking in front of people, how to ask and form questions, and confidence. How to interact and speak with others. How to volunteer and serve my community. College was a positive experience.</td>
</tr>
<tr>
<td>Composition</td>
</tr>
<tr>
<td>I use all my knowledge of history, and research skills, in every day interactions with people, and in my articles and talks on Labor matters and Native American issues.</td>
</tr>
<tr>
<td>History is all around in our daily life it has help that it may me a better listener</td>
</tr>
<tr>
<td>Hard work and research</td>
</tr>
<tr>
<td>They taught me certain consistencies about the human character over the ages. And while history may not exactly repeat itself, human beings often tend to face the same array of choices. Because history is subject to conflicting interpretations, its study helps aspiring lawyers to learn how to argue both sides of an issue. I’m using everything all the time but the research and use of primary sources are still things I apply in my classroom today 25 yrs later</td>
</tr>
<tr>
<td>Writing and reading English</td>
</tr>
<tr>
<td>Critical thinking honed, historical examples, good and bad teaching techniques and examples, and examples of some good mentoring and friendships formed, even with folks who did not agree with me politically.</td>
</tr>
<tr>
<td>Public speaking skills.</td>
</tr>
<tr>
<td>Researching techniques!</td>
</tr>
<tr>
<td>Analysis, communication (writing and speaking), comprehension, argument based on evidence</td>
</tr>
<tr>
<td>The most outstanding courses were taught by Professor Chistoff. He had written the book on history and culture of pre-revolutionary Russia, particularly the various political movements of 19th century Russian. My senior thesis was on the Narodnik movement in the 1870's. Again it was the learning process of historical research that stuck with me. Believe me as a Land Agent for PG&amp;E tracking old records in a Corporate culture is just about as esoteric as Russian History.</td>
</tr>
<tr>
<td>The social sciences and educational methodology.</td>
</tr>
<tr>
<td>I am a discerning reader. I have subscribed to the New York Review of Books ever since I graduated to maintain my level of thinking. Those articles lead me to what I want to read. This might not be the case had I not had the level of intellectual grooming I found in the history dept. at SFSU.</td>
</tr>
</tbody>
</table>
Research

Writing, researching, and reading effectively.

n/a

I used the knowledge I gained in the history department, but got very little out of the course work in the education department. Teaching skills really came from master teachers during student teaching and on the job experience.

Critical thinking, writing, document analysis

Critical thinking, reading, and writing, as well as a firm belief in utilizing the skills prevalent in attempting to understand the present context of world events as they have developed historically.

I do not necessarily use specific topics from the history classes I took at State - however, as a history teacher and a person who is considered and philosophical, all of the topics, classes, and teachers taken as a whole, have been a part of my life - as are all the other experiences I have had - in shaping who I am as a teacher, and as an individual.

Expository writing, research, and critical thinking skills.

Interest in learning about the past. I am now very active in southwestern archaeology and have learned to analyze pottery to date Archaeologica sites while on surveys!!!

Critical thinking.

I use time skills, calendaring skills, organizational tools, the use of primary, secondary and tertiary sources, the planning and execution of reports (papers); I am so proud that I left with more than my degree!

Reading for content, citing sources, writing to communicate are all skills I use in my daily work.

Primary source research

Research, analysis, compiling information, summarizing information, writing, editing, public speaking, working in groups, speaking to audiences clearly about specific information, etc.

I value the historical perspective I bring into my work when looking into present day regional issues and politics. I find that many others in this field often do not bring this lens to really understand the development of problems many countries face, both political and social, as a result actions that took place in the past.

My studies added and continue to give perspective in an ever-changing world.

All of it.

I returned for my teaching credential in 1985, taught for one year and then became a secretary (better hours, better money, less stress) until I returned to teaching at the age of fifty.

The ability to communicate through written work and to craft a solid argument.

Research

Critical Thinking, Constant historical reference, historical and legal writing, proofreading, analysis, Native American Empathy, Native American insight, Native American History, California History, Civics, Government

As a newspaper reporter you constantly have to research the history of ongoing news stories, so having a history back round was really helpful in that job. Same with working as a Paralegal. Legal research involves researching the history of a legal issue often, you need to put the legal matter you are dealing with in context, look for the same set of facts in legal precedents, so history is most helpful in that job.

I am better writer, thinker, I analyze better, better in group dynamics communication skills increased

historical research and analysis, writing, and reviews of historical writing

Research and writing.

All. See above.

Research, writing
My vocation is that of attorney.
My avocation is reading history.
Critical thinking, historical knowledge, historiography, reading and analysis, historical writing skills, public participation and public presentation/lecturing skills.

Nothing.
Research, fact-finding, presentation of facts and the abilities to debate facts have proven to be the most useful skills and are equally applicable in all fields of endeavor.

board drafting
The essays used for grading were much more relevant and applicable to my career than the multiple choice tests used in other courses.

All of it. Research, writing, reading, and every bit of content knowledge. I teach both world and US history courses.
The most value I received from my college education did not come from a class, a book, or a lecture. I learned time management. It is a skill that I employ to this date.

Writing skills and thinking abilities were helpful.

Primary the breadth of knowledge gained

How to put problems in their historic context.

See above
I use my research skills that were honed there. I also use what I learned in classes as a reference point for many parts of my life. Both my job and personal life are enriched because of my experience at SFSU.

Appreciation and passion for the humanities

Writing, reading, analytical

Critical thinking, communication skills.

Research and Writing...and then editing my writing...

Problem solving, reasoning, logic

Critical thinking, analysis
Research methods, organizational approach to writing a thesis/paper, critical analysis of documents, time management skills. I have found that having a historical perspective on how racial and ethnic minorities have been treated in the United States in the past has lent a great deal to my understanding of current events.
critical reading, 'gutting' a book, succinct writing

Writing and critical thinking

Critical thinking skills
Historical research skills
Archival research skills
Writing

Career= Ability to write detailed/ coherent/ concise explanations.
Life= General better understanding of how the world works and interdependence between countries, etc. than the average citizen. (In my opinion)

I am a very positive, and thorough person thanks to my education classes at SF State.

I felt well prepared for Grad Skill after SFSU. I was taught to read articles and monographs critically and to summarize their contents. I learned citation practices. I learned how to evaluate evidence in primary sources, and, as noted above, even dabbled in paleography. I learned how to craft arguments carefully and to organize my writing.
**Historical methodology and historiography.**

Reading, listening, writing - competencies and abilities I use daily. I still hear certain professors in my head when I am writing ("don't use passive voice", "be clear and concise" and more). I also appreciate that I know how to find and use information - research is a large part of my job and I'm glad I had the opportunity to do a lot of original research. Numbers can tell a great story - but you also need to know how to interpret them, see patterns, trends, etc. and then synthesize them into something coherent. I'm very glad I learned how to do that.

Research and writing are skills I use almost every day in the museum field.

Too numerous to mention here.

I use them all. My writing skills, analytical skills and just a broad knowledge of social and political movements help me connect on a variety of levels.

analytical thinking
Q60 - Please describe any skills, competencies, or content knowledge that you feel should be added, changed, or subtracted from the curriculum?

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe any skills, competencies, or content knowledge that you feel...</td>
</tr>
<tr>
<td>We should have been required to take a stats class instead of a language exam.</td>
</tr>
<tr>
<td>More writing.</td>
</tr>
<tr>
<td>when I attended school to know I see you have added more requirements of your history undergraduates which is always a plus. so I would say the history department is doing quite well in keeping up and improving their curriculum.</td>
</tr>
<tr>
<td>More writing exercises in terms of history presentation with references.</td>
</tr>
<tr>
<td>no comment: 30 years out of the department</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>It has been more than 45 years since I graduated from the program. I have no knowledge of the current curriculum and I therefore do not feel competent to offer suggestions as such.</td>
</tr>
<tr>
<td>I do know that there are many foreign born students who wrestle with the relevance of studying US history. It seems to me that they should be advised that it enhances their cultural orientation in the US.</td>
</tr>
<tr>
<td>Similarly, US born students would do well to learn about the histories of Asia, Africa and Latin America.</td>
</tr>
<tr>
<td>Obviously the use of technology has completely changed education, I felt we were behind the curve when I attended SFSU in the early 90's</td>
</tr>
<tr>
<td>add vocational skills for real world.</td>
</tr>
<tr>
<td>WE need to fight to preserve the critical thinking aspects above all. Not move everything toward job training. We need to educate CITIZENS, not just train professional workers.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>I realize that I graduated 35 years ago and that the present curriculum is probably very different from when I was a student but I think more emphasis could be placed on World history and African, Asian and Middle Eastern culture.</td>
</tr>
<tr>
<td>I can only hope that the rigorous standards that pertained forty years ago have not had to be lowered due to poor preparation of the students in high school. When I started school, I had to WORK hard to produce anything I was not embarrassed to turn in to a professor. It was stressful, but I loved it. I could feel my brain growing. I hope students are forced to maintain a traditional standard. My 27-year-old-son Jaapi will be graduating from SFSU next month. He is a business major, and though he has had to take GE courses, I don't see the same rigor. Make it a stretch.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>
I felt that the GWAR class was more a class on citations. I took a similar course at CSUCI (Historians Craft) which felt like it met the objective more. While I value and prefer independent study, there needed to be more interactive assignments.

n/a

Prospective teachers need more classroom management training, more curricular content knowledge and perhaps instruction in professional ethics.
I feel that the History department is underrated in its’ abilities to influence a positive addition to student’s intellectual development at the university level. More writing and more social science would be of a benefit to all. Hmmm...it has been so long since I was a history students at SFSU that I do not really know what to add...the only thing that concerns me is that the recent student teachers we have had at Westmoor who have degrees from State have been really weak and deficient - both academically and socially. Although this has been admittedly a small sample size, I worry that the quality of people studying history is on the decline, and thus this decline manifests itself in the history department at SF State.

Emphasize foreign language competences.

Since I have been done/gone for eight years, this description is difficult at best with little knowledge of the present curriculum.

Good as is!

I think instead of studying international development, international relations, political science in silos, it would be interesting to have a program that brings these facets together. It would be great to integrate historical aspects into international development to better understand and respect the full picture in today's world. I really think history is essential and not valued enough in area. It will also give future students an additional option in terms of careers instead of solely looking at academia.

I don't know enough about the current program to speak to this.

More on pedagogy, and more on nonacademic careers. We’re not all trying to get into a PhD program in Wisconsin, and there should be no shame (or denial of resources) in that.

I wish I had taken some art classes, but I think I was exposed to a good education and I had mostly terrific teachers.

I can't think of anything.

Teaching instruction

Native American Studies should be an absolute requirement for all History Majors. Arab Israeli conflict should also be a requirement. Holocaust and Genocide same thing. Those three areas elevate a students understanding, tolerance and intellect. Although these topics are extremely loaded with information, it is critical to understand where one stands in life, as well as integrating into our diverse society and workforce.

They didn't really encourage internships when I was a student in 1988, they need to encourage that more. I came out of SFSU with zero math skills, statistics is the class I would have liked to have taken and mastered while a student at SFSU.

The Library requirement should be eliminated from the public speaking course.....

Not in a position to know.

n/a

SFSU needs to make it's classes coordinate with professionals in each industry it claims to prepare students to go in to. I feel that there are too many requirements that are pushed onto the student to satisfy outside groups. If I want to study History, I should not be required to take a women's issues or a minority studies program to satisfy my graduation requirements. I took Human Sexuality to satisfy this requirement. I have never used anything I took in those classes in real life.

My time was too long ago and I therefore don't feel qualified to comment here.
Add courses on Korean history, more African history, maybe classes on British Empire history (I don't know anything about Australia or Canada).

I graduated 12 years ago, and in that time, information management has grown exponentially. In my education there was still the old card catalogs that I taught my children how to use to find books and microfilm. We pulled books from the shelves to read and research. Today, most research will be done online, unless the research is from an un-digitized archive.

I believe that SFSU has kept up with the times.

In my specific case, more stringent language requirements would have benefited me or perhaps a modern scholarly language proficiency requirement (French, German, etc)

It would have been useful if students actually got the opportunity to practice the art of being a historian. While the concept of Disciplinary Literacy is rather new, it certainly was not integrated in the courses taken.

The quality of instruction I received at SFSU was top notch. I found so many of the classes I took there to be invaluable. They have become part of the fabric of who I am, my thinking, and my philosophy.

N/A

None.

Archives/ library science

I'm not familiar with the current curriculum but I hope that critical thinking is a focus throughout.

No suggestions come to mind at the moment.

need more on pedagogy

Not sure this is relevant to a history degree. When I was a student I took a media class (again because it was open) and when the professor found out I was a history major, he asked me - what, are you going to open a history store? History degree doesn't really translate to real life 'skills'...

None!

I don't know what the current curriculum is; I assume it has changed since my time. My department has a few capstone courses, and we agree that this is a meaningful part of the learning experience. I don't believe that SFSU had them at the time I graduated. If not, this might be something to consider. I note that you ask below about quantitative reasoning. I had to take a stats course as well as macro economics as part of my distribution requirements at SFSU. Those courses have served me well in my career, and are part of the reason I became an economic historian. I'm not sure how much of that type of knowledge came through the department though. The profession seems to be allergic to teaching it, which is a big mistake.

not sure on this one. I remember that there were several courses on different aspects of California history that were never offered during my time at SFSU. Seeing that SFSU is in California, I would expect that there would be more courses covering this area. History 700 had a very negative reputation when I was there. It was one of the most difficult courses to get through - the concepts were hard to grasp and weren't really "historical" in my opinion. I don't like living by "theories" that people have thought up in the past. I like to form my own opinions and leave the labels aside.

None.

I would have loved to have delved deeper into Humanities courses. History really bridges the gap between Social Sciences and Humanities.

More class discussions/participation on the particular topic and maybe debates on arguing the ‘what ifs”
Q61 - How confident are you in your quantitative reasoning?

<table>
<thead>
<tr>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>.</td>
<td>1.00</td>
<td>10.00</td>
<td>7.94</td>
<td>1.96</td>
<td>3.85</td>
<td>86</td>
</tr>
</tbody>
</table>
Q62 - How well did your program prepare you to write in your field?

8.39
Q63 - Looking back, did your studies at SF State prepare you for your career?

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking back, did your studies at SF State prepare you for your career?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Yes. With out a doubt. I have to say that San Francisco State did an excellent job in bringing out the best in me. I developed many positive skills and habits that I use to this day. Thank you.</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>I entered SF State during layoffs in the Reagan Little Recessions. My studies were for my lifelong interests. As a working person who was not looking to leave my trade, this was a time of intellectual excitement which has enhanced my entire life.</td>
<td></td>
</tr>
<tr>
<td>Will this survey provide me space to relate my own primary history project?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>a little bit.</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Overall, yes.</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>My company is a high tech MFGer. So in that since no. But doing research &amp; being confident when speaking to customers etc, a lot!</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Amazingly well</td>
</tr>
<tr>
<td></td>
<td>In a general sense yes.</td>
</tr>
<tr>
<td>I see my time there four decades ago as the bedrock for what I do now.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Definitely. While I am not pursuing my major, it provided me with opportunities and skills that have developed my career path.</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>Somewhat</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Yes. My studies in history and women's studies both stood me in good stead in graduate school and in life.</td>
</tr>
<tr>
<td></td>
<td>Not at all, but they prepared me for life in ways that are unmeasurable, yet profoundly influential.</td>
</tr>
<tr>
<td></td>
<td>As stated before, I did take mostly history classes at State, and I am a high school history teacher, so yes, it has helped me in my career.</td>
</tr>
</tbody>
</table>
Yes.

Absolutely.

I think this question has been asked and answered; but the ultimate answer is yes, I left feeling prepared.

Absolutely. I received a solid foundation of skills at San Francisco State and had some excellent professors. I feel fortunate to have had the opportunity to attend SFSU.

Yes, it sure did.

In several ways, yes. My studies provided me skills in analytical writing, historical depth and presenting a logical argument to support my thesis.

Not really.

Definitely, yes.

I don’t have a career at the moment, but I do think my studies at SF State have prepared me well.

Yes

It was so long ago I can’t remember details. Must have done something right, however. I had a wonderful career that included writing news stories with a history slant. Doing the same in retirement. I write history columns for a newspaper and two magazines.

Absolutely.

Yes, my time at SFSU in the History department was just great. I had no money to go to college, I worked my way thru working at crummy retail jobs - I had been a terrible student in high school - but community colleges and state colleges were inexpensive and accessible, I ended up getting a BA and going to Graduate school even though I never looked at a book in high school!

Yes…..

Yes.

I had begun a career before transferring to SF State.

Yes.

I learned how to listen, learn, think and write.

Yes.

No!

For the reasons mentioned above, yes.

Absolutely.

Not yet but I’m back in school for museum studies and it will absolutely come into play when I change careers.

YES. Even though I am working in a field outside my course work, I am able to compete with my peers, and succeed.

It prepared me for more advanced studies.

Yes.

It provided a good foundation for a direction I did not expect to travel. My actual graduate work prepared me for my life’s work.

My instructors at SFSU Richard Hoffman, William Bonds and Raul Bertran were all top notch, they gave cared about me and gave me their time and attention>
Yes. some of my professors pushed me to do graduate-level work as a undergrad. I appreciate that because it helped me learn how to work hard and switch from one project to another. That is invaluable in a high stress job like the one I have now.

Yes

Yes

No. I never really used my history major in my career but it has provided me with a wonderful source of information for my daily life and has given me an active avocation. I am a member of several book groups and am considered the "expert" to whom the members of the groups turn for advice as to what history, historical and non-fiction literature the groups should consider reading.

Yes.

No

Some did. The decision by the Head of the English Department to stop me in the hall to tell me not to take more than one writing course a semester prevented me from the path I was on at the time (I had filed and gotten approval for a special major called Illuminated Manuscripts). A second pivot, made easy by History Professors who walked the registration lines to get people to sign up for their classes turned me into an accidental History Major. This also introduced me to the incomparable Richard Batman. The course that best prepared me for the Technical Writing job that morphed into what I do today was called "Writing for Children" and was taught by George Price - rigidly organized and purposeful writing because children are less forgiving readers than adults are.

No

In short, yes. I was able to hone my writing ability and organizational skills at SFSU, in large part due to excellent instruction from professors.

yes, as an intermediate steptowards Ph. D.

Not my current career (massage therapy), except for keeping up a habit of curiosity and research.

Yes

Absolutely

Yes. I am over educated for the field that I work in. The level of education I have is not needed for my field. However, I think it makes me more competent and respected.

Absolutely. It was a very fine experience in a fine department.

Yes, very much so.

Yes and no - for reasons already stated. I learned invaluable skills that I use every day (and have used daily since being in school). But, I didn't know then that I would end up in the field I am in now.

Yes

Somewhat, I would have liked a little more class discussion and participation and debate
Q64 - Please rate the overall number of required courses (units) in the degree program:

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>too many required courses (units)</td>
<td>1.15%</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>not enough required courses (units)</td>
<td>9.20%</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>right number of required courses (units)</td>
<td>89.66%</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>87</td>
</tr>
</tbody>
</table>
Q65 - Please rate your satisfaction with faculty efforts in each area:

<table>
<thead>
<tr>
<th>Question</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitating your learning</td>
<td>68.60%</td>
<td>24.42%</td>
<td>5.81%</td>
<td>1.16%</td>
<td>0.00%</td>
<td>0</td>
<td>86</td>
</tr>
<tr>
<td>Availability and accessibility</td>
<td>71.59%</td>
<td>18.18%</td>
<td>9.09%</td>
<td>0.00%</td>
<td>1.14%</td>
<td>1</td>
<td>88</td>
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<tr>
<td>Research experiences, internships, and practica</td>
<td>36.36%</td>
<td>25.00%</td>
<td>19.32%</td>
<td>4.55%</td>
<td>1.14%</td>
<td>13.64%</td>
<td>88</td>
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<td>Topic</td>
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<td>N 2</td>
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<tr>
<td>Appropriate knowledge of trends in the field</td>
<td>53.41%</td>
<td>47</td>
<td>24</td>
<td>6</td>
<td>4</td>
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<td>Assistance in preparing students for career goals</td>
<td>33.33%</td>
<td>29</td>
<td>18</td>
<td>20</td>
<td>9</td>
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Q66 - Which activities did you participate in as part of your degree program at SF State? (Check all that apply)

<table>
<thead>
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<tr>
<td>1</td>
<td>First-year seminars</td>
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<td>2</td>
<td>Community service learning</td>
<td>8.45%</td>
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<tr>
<td>3</td>
<td>Special project or independent research guided by faculty</td>
<td>47.89%</td>
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<tr>
<td>4</td>
<td>Undergraduate research</td>
<td>56.34%</td>
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<tr>
<td>5</td>
<td>Community-engaged learning</td>
<td>12.68%</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Group work</td>
<td>28.17%</td>
<td>20</td>
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<td></td>
<td></td>
<td>Percentage</td>
<td>Count</td>
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<tr>
<td>7</td>
<td>Master's thesis</td>
<td>15.49%</td>
<td>11</td>
</tr>
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<td>8</td>
<td>Other</td>
<td>18.31%</td>
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<td></td>
<td>Total</td>
<td>100%</td>
<td>71</td>
</tr>
</tbody>
</table>

Other

- former member of AIS Alumni drum
- prep for MA exam and great study group
- None, adult learner with job
- Courses at Stanford, UCB.
- Historical community lectures.
- Masters final exam
- Archives and special collections; the journal
- Comprehensive Exam (graduate school)
- None of these seem to have been an option...there were many many lectures
- None of the above
- Internship for a Social Justice event
- Became Student President of the History Department
Please add any further comments regarding advising in your major dept/progr...

Advising during my tenure at SF State was limited and I pursued and did my own advising and research into the classes, the professors, etc.
The faculty was great. They were always available or had an open door policy and were always receptive when I showed up with questions and thoughts. The faculty I found was really caring and I developed a great connection with them. 2 of my professors have since passed and they were two of my very favorite one. Rest in peace Dr. Paul Longmore  and Dr. Jacques L. Hymans.
I never received any decent advising, and NONE for career paths. At the time no faculty knew what classes met each year's requirements. I just planned well myself.
N/A

I thought SFSU's Masters in history was an excellent program.

I took a European history course and it was taught as if Europe existed in a vacuum and that every great accomplishment was a result of European efforts.

When I decided to get a master's degree, I chose to build on my German major because I believed that the history degree would have been the more difficult of the two.

I see the section below and must remind that my experience was a long time ago.

I did not see the benefit in requiring 2 emphases in addition to the U.S. history classes. I felt as if I was not able to specialize as much as I wanted to since I had to divide my unit focuses up so much. Overall, I loved all the faculty I was able to work with, and they really helped me get into graduate school. They are clearly well-versed in their field, and I wish I could continue taking classes with them. My major courses were always my favorite for that reason.

n/a

I'm sure much has changed since I was a student. Also, I entered SF State as a transfer student during my Junior year so my experience in the department is limited.

There was little to no undergraduate advising when I attended SFSU

I was a strong student within the courses I took in the History department as an undergraduate, receiving high marks in many of my courses, as well as making the Deans's list over several semesters, yet not one member of the faculty encouraged me to move toward graduate work within the field and offer recommendations that would facilitate such a move. I ended up following a career path that I could have followed without ever attending college at all. At face value I feel I wasted years of my life attending a University, but at the same time value the education I received.

There was not much discussion of secondary education during my time in the history department - it was intellectual and academic studies - which was fine, and not much else. And that is probably alright - my knowledge and ability in history has helped me to be an effective teacher because I love the subject, and therefore my students are engaged because of my passion for the subject. I did talk with Chairman Bill Bonds a couple of times - once about a dispute I had with a visiting professor, and once to have him sign me off for entrance into the teaching credential program. I also visited professors Lowe, D'Agostino, and Tygier during office hours for various reasons.

Professors were accessible and interested in helping every student learn. The department is extremely supportive of students.

I was very happy to have completed my Baccalaureate at State; as an adult (mature) student, I think I was given every chance to succeed and every Professor that I engaged, asked for guidance, assistance, advice, or help was completely on board.

I might have been unique in this regard, I am hoping not so; but I felt that if I needed to approach any of my
professors, I could do so.

Honestly, I did not seek a great deal of guidance. I knew what courses were required and I focused on completing them.

Keep up the good work!

I really thought the faculty was really great and knowledgeable about their respective focus. I wish these were more opportunities to work on individual projects and have a broader offering of classes.

My experience was very good.

See above.

I attended so long ago, I can’t really say.

It really helped me plan my course of study and graduate in 2014 with my bachelor’s degree.

I was able to TA in the humanities dept which was great. At the time the history dept didn’t offer TA positions-- I hope that has changed.

Too long ago and so many things have probably changed since the strike.

Dr. Peard pretty much changed my life.

She allowed the student to grow not only in research, but in topic choice. Her group discussions about topics were so well done that each student realized within the first meeting if their topics were going to work. Instead of allowing students to mire in undecided confusion, she offered topics that were interesting ......AND THEN OFFERED TEXTS AND READS TO HELP THE STUDENT RESEARCH! I took Historian craft at Cal State Northridge prior to transferring.....and it was miserable! The whole class was forced to write on the same subject! Professor Peard gave me hope and she was absolutely amazing to speak with.

Dr. Millett's, Dr. Peard and Dr. Onate’s lectures were all exceptional every single class. I was totally enthralled by the amount of information they were able to transfer. The reads were extremely engaging and the time taken with each student’s writing progress was unmatched. I truly felt like I was established after these courses. I got to the point where I was writing papers accurately with speed zero fluff.

SF State is a great school. I made many friends, spoke to many teachers who were understanding and versed in the ways of the world, many of the instructors knew the City, the books read were educational, if I had issues with something, they were handled.....The teachers were very accommodating to the needs of the students....

Most professors were very helpful and available with their time for counseling

Advisers were helpful and encouraging.

Advising was poor or non-existent for my work in history. The private advice that I got from faculty in political science was much better.

I enjoyed all my classes in the History Department. I can readily recall most of the professors even now. I especially liked Marion Rappe and Joe Illich, Seddie Cogswell, Donald Lowe and Joe Van Hise.

From them, I learned to think about the world in historical terms, to understand current events in a historical context. Since I left SFSU I have never stopped reading history...real, well-researched history written by real historians. Donald Lowe taught a graduate seminar in historiography that was invaluable.

Very very good history program, mostly filled with excellent professors.

none

All of my advisors - Barbara Loomis, Chris Waldrep, Jessica Elkind, and Paul Longmore - were excellent, and every instructor I had was competent, highly educated, and kind.

I speak very highly of the history department at SFSU and encourage as many people as possible to go there
instead of to UC Berkeley, UC Davis, or Stanford. I believe there is no better history department in the Bay Area, especially for quality of instruction.

I feel I was adequately guided as a student. Particularly, for the next level of my studies.

Advising was dumped on the faculty...you ran down your adviser once a semester to get a sign off. Advising was better in the School of Education....

Some was very bad and discouraging. Some was excellent beyond my hopes.

The advisors for the History department were always extremely friendly and happy to help me understand and track my degree requirements.

access to UC Berkeley Grad courses was an important part of my education

Mabalon, Elkind, Crabtree highly highly recommend

Professor Hoffman was AMAZING with advising. He was thorough, engaging, and a delight to talk with. Barbara Loomis needs help with advising. It was her advice that got me into a tough situation with the Spanish test needed for me to graduate.

All my advisors were great. I especially appreciated Prof. Barbara Loomis and Prof. Ben Martin.

There was not much advising, I did not feel the History Professors were really there for me, I felt that I had to navigate the whole experience on may own.
Q68 - Please indicate the extent to which you agree or disagree with each of the following statements regarding overall quality:

- I would recommend this dept/program to prospective students.
- There is adequate flexibility in the dept/program to pursue electives for p...
- The intellectual climate in the dept/program is stimulating.
- Faculty in the dept/program are committed to their teaching.
- Students' knowledge, understanding, and skills are adequately assessed.
- There is good communication between faculty and students regarding student ...
- My dept/program experiences (courses, research, projects, etc) were relevan...

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Total</th>
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<tbody>
<tr>
<td>I would recommend this dept/program to prospective students.</td>
<td>63.95%</td>
<td>26.74%</td>
<td>5.81%</td>
<td>1.16%</td>
<td>1.16%</td>
<td>1.16%</td>
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<tr>
<td>Question</td>
<td>%</td>
<td>Yes</td>
<td>No</td>
<td>Accept</td>
<td>Deny</td>
<td>Cannot Say</td>
<td>Very</td>
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<tr>
<td>There is adequate flexibility in the dept/program to pursue electives for personal interests.</td>
<td>40.00%</td>
<td>34</td>
<td>29.41%</td>
<td>25</td>
<td>16.47%</td>
<td>14</td>
<td>3.53%</td>
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<tr>
<td>The intellectual climate in the dept/program is stimulating.</td>
<td>51.76%</td>
<td>44</td>
<td>31.76%</td>
<td>27</td>
<td>9.41%</td>
<td>8</td>
<td>1.18%</td>
</tr>
<tr>
<td>Faculty in the dept/program are committed to their teaching.</td>
<td>58.82%</td>
<td>50</td>
<td>29.41%</td>
<td>25</td>
<td>5.88%</td>
<td>5</td>
<td>1.18%</td>
</tr>
<tr>
<td>Students' knowledge, understanding, and skills are adequately assessed.</td>
<td>42.35%</td>
<td>36</td>
<td>31.76%</td>
<td>27</td>
<td>12.94%</td>
<td>11</td>
<td>2.35%</td>
</tr>
<tr>
<td>There is good communication between faculty and students regarding student needs, concerns, and suggestions.</td>
<td>43.53%</td>
<td>37</td>
<td>31.76%</td>
<td>27</td>
<td>10.59%</td>
<td>9</td>
<td>3.53%</td>
</tr>
<tr>
<td>My dept/program experiences (courses, research, projects, etc) were relevant to my career goals and directions.</td>
<td>46.99%</td>
<td>39</td>
<td>31.33%</td>
<td>26</td>
<td>9.64%</td>
<td>8</td>
<td>4.82%</td>
</tr>
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</table>
Q69 - If I had to do it again, I would choose this dept/program for my major/minor/graduate study.

<table>
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<th>#</th>
<th>Answer</th>
<th>%</th>
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<tbody>
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<td>Strongly Agree</td>
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<td>2</td>
<td>Agree</td>
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<td>3</td>
<td>Neutral</td>
<td>10.23%</td>
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<tr>
<td>4</td>
<td>Disagree</td>
<td>4.55%</td>
<td>4</td>
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<tr>
<td>5</td>
<td>Strongly Disagree</td>
<td>2.27%</td>
<td>2</td>
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<td>6</td>
<td>N/A</td>
<td>0.00%</td>
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<td></td>
<td>Total</td>
<td>100%</td>
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</table>
Q70 - In general, how would you characterize the academic material/content taught in the dept/program?

<table>
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<td>1</td>
<td>Extremely Challenging</td>
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</tr>
<tr>
<td>2</td>
<td>Very Challenging</td>
<td>43.18%</td>
<td>38</td>
</tr>
<tr>
<td>3</td>
<td>Adequately Challenging</td>
<td>36.36%</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat Challenging</td>
<td>4.55%</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Not At All Challenging</td>
<td>0.00%</td>
<td>0</td>
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<tr>
<td>6</td>
<td>N/A</td>
<td>1.14%</td>
<td>1</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>88</strong></td>
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</table>
Q71 - What was the most rewarding experience you had in the dept/program?

What was the most rewarding experience you had in the dept/program?

James V. Compton classes

My most rewarding experience was talking and walking with Dr. Paul Longmore. At the time he was able to walk and he was the most witty and fun person to talk to. I enjoyed every chance I had talking to him. Also, I attended Dr. Hymans courses and had a blast learning from him. These two professors where my favorite and I have great memories of them.

Many

Most instructors were very good
I loved Donald Lowe’s classes. He was in early ’90s ONLY non-white prof in history dept.

Yet even there I was harrassed by mansplaining white male students when I voiced ideas based on Native American experiences.

I enjoyed going to class every day

Pushing myself and succeeding.

Meeting both faculty and students (particularly older students) who posed intellectual challenges.

Small class sizes and direct interaction with professors

writting first term paper.

The study group for my exam with two other students and consults from my advisor Bob Cherney.

Self study and writing/critiquing books. It was satisfying to complete the course,

Enjoyed all my upper level history classes & professors.

I cannot point to one in particular.

Dr. Cristoff really had a knowledge background that was amazing

Graduating with a BA in History.

It’s so corny that I can remember these two things.

One morning Dr. Bonds was discussing the Bayeux tapestry. A mediaevalist, he had done his dissertation on this, and had tried to replicate it, producing the fabric, the inks or dyes, or whatever. This was for him such familiar territory and he was so comfortable speaking about it that he became really animated and seemed to forget he was in front of a class and spoke in long, convoluted sentences with complex word order and came to a place in his delivery where it was almost like a German sentence (where do I put the verb?), and he paused.... He...paused.... It was a pregnant pause. At this moment I thought I would go crazy because I knew what the next word should be. At last, he quickly scanned the room and, as if having decided, "This student will appreciate this...." he made eye contact with me and finished his sentence. I felt like cheering for him. In retrospect, one could say I had an intellectual crush on him.

My other rewarding experience: The first college writing I ever did was a four-page paper for Dr. Bonds about a month into the semester. I forget the topic, but I got a 91, an A-. I had promised myself and my husband that if I did not get straight A's, I would drop out. So right away, I’m in panic mode. I asked him after class what I had done wrong, what should I do, what would the paper have to be to get an A, to get 100? "The paper that would get 100 is the paper I would write myself." I was as determined as he was smart. My second of the four short papers for that class was a 96. The third, 98. The last - 100! That was my Oscar. To this day, my freshman magnum opus
stands in my mind above all the more impressive work I did, in perfect German, as a grad student.

Discovering my interest in Chinese history.

Dr. Wolf-Sheppard's course on American Ethnic and Racial Relations to 1862. Or, Dr. Rodriguez's courses on the Black Death (proseminar), and Medieval Popular Belief.

n/a

Personal experience with one of my instructors - Mr. Tricamo.

Being introduced to a scholarly community and being invited to participate in academic conferences (for both labor and women's history).

The opportunity to learn from such a dedicated and competent group of instructors who brought a world class attitude toward the Discipline of History and set a high intellectual bar not usually thought of at a large, public, urban University which serves a diverse student body. I will always cherish and remember fondly the courses I took at State and the men and women whose efforts made such material engaging and relevant to the world today.

As stated before, that period in the first half of the 1980s was a big part of me becoming who I now am. Having the intellectual rigor of the history department at SF State during that period, combined with me moving to the Bay Area, and becoming a hard working responsible adult was a turning point in my life. So to answer the question, I grew intellectually and emotionally during this period - it was kind of a combination of all those classes and professors, along with my own personal emotional and economic struggle during that period. As I approach age 60 and have a few years left in my own teaching career, I will always look back to the early 1980s at SF State as an important part of my life.

The intellectual stimulation of graduate seminars. From a social growth perspective, interacting with fellow students in the history lounge, student association, and history journal.

Joint class with Dr Janos Radvanyi from Stanford. He was present at the 1956 Hungarian Revolution.

The engagement between students and teachers; the overall learning experience, the chance to succeed through my own efforts.

I completed a senior paper on Theobald Wolfe Tone. The research and writing required prepared me well for my graduate school experience. I cannot remember the name of my professor for this course, but he did a great job of critiquing my work and making me a better writer.

Seeing teachers who were passionate about their subject.

It taught me to think more critically of texts, set my own expectations of my intellectual boundaries, and allowed me to find my own intellectual path as I was directed in my major field.

I really valued getting to know my professors and learning about their work. They all were very approachable and always gave good feedback.

All of my courses with Professor William Issel

Working and learning with the staff and other students.

Live-in caretaking for a dying community historian/archivist while studying history at SFSU.

In our senior seminar, we wrote a historical research paper. I enjoyed doing the research and interviews and putting it all together.

Taking the two seminars where we got to engage in historical research. At first it was daunting, but when I discovered disability history and how I could contribute to that field of knowledge, I was really excited about being able to write papers about that subject.

Teaching

Writing two papers, one about slaver being the linchpin of the Civil War - all other arguments fell without it holding them together. In short, no slavery, no war. The other was a paper that showed the dropping of the atomic bomb shortened the war.
For me, as a returning student extremely convicted in my studies, being on the Dean's List for the first time in my life was extremely fulfilling. Being the first class to walk at Giants Stadium was pretty cool too.....

Getting an A on my paper in Onate's seminar.

Being considered for a master's program by Dr. Millet at Holocaust Museum in D.C.

My education extracted me out of a sheltered religious upbringing and loaded my life with factual knowledge opening up an entire world of opportunities.

My dream is to eventually be an employee at SFSU

I recall liking that the Department was into labor history, that was an area of interest of mine. I also recall how great it was to be going to college in San Francisco! That was special. Some of the professors just had this unbelievable love of SF, William Issel, for example, never forget him - he knew SF backwards and forwards, what a scholar!

Graduation and the pride of accomplishment.....

Historiography class that demanded extensive reading an weekly book reviews.

Writing my master’s thesis, with advisers making it better, and later publishing it.

Close relationship with faculty. But remember: This was a very long time ago. The program that I was in was very different. I have no knowledge of SFSU as it operates today.

Excellent professors and promotion and development of critical thinking skills

I graduated.

Actually, the most rewarding experiences were just attending the classes. I was usually on the edge of my seat listening with great fascination to the lectures given by these very knowledgeable professors.

I was there when S.I. Hayakawa invited the Duke Ellington Orchestra to perform. It was electrifying. The Duke dedicated his program to the students working to establish a Black Studies program.

Ability to do original research, present at conferences, and hone my public presentation and lecturing skills with lots of seminar discussion, class lectures, and TAing that involved lecturing before a real class of undergraduate students.

Dr. Hoffman, Professor Loomis, and Professor Bagakks.

Sorry, but these experiences were all had in the ROTC part of my education, which was held at USF.

being involved with the department's student organization, at that time, and fellowship with other students

My professors met with me to develop a course of study that both met the requirements of their classes and honored the commitments I had in my life. When I was in graduate school, my comps advisors tailored my reading list to my interests and focus as a historian, re-taught me how to read for graduate school, and helped me learn to balance my academic life with my personal life. That sort of careful attention to me as a student was incredibly rewarding. It helped me become the good history teacher I am today.

I graduated with honors as a BA & MA. I was not any professor’s "best" student, however, I did well, worked hard, and learned a lot.

It prepared me well for my doctoral program.

Dr. Tricano (spelling?) was a master lecturer. Dr. Bateman was also very good. But to be honest...my instructor's at C.C.S.F. were equally as good.
I really enjoyed the lectures by Dr. D'Agostino. I always looked forward to them and the discussion in class and our discussions during office hours.

Interaction with faculty and other graduate students.

Improvement in writing ability

As a returning student (age 35 when enrolled) I greatly appreciated the welcoming attitude of the professors and my fellow students.

Learning from the past to foretell the future

The intellectual stimulation provided by the two aforementioned Professors.

In a way, developing the Special Major I proposed and had approval for, provided the basis for much of what I do today. It doesn't happen with calligraphy and drawings or paintings but the use of words and images to get a point across is still in use today in everything I do.

Finishing my first real research paper that I wrote using primary sources and having it published in Ex Post Facto.

Interaction with my prof's, they were always available during office hours and other times.

The professors who helped me apply to grad school and who encouraged me to pursue research projects within my interests even though it meant they had to be flexible about what defined "American History."

Working with and learning from Barbara Loomis and Julian Peard.

See above.

Personal interaction with my advisors.

In undergrad, I submitted a research paper I wrote to a conference at the University of Colorado - to my surprise, it was accepted. I travelled to deliver the paper on a panel with a professor from NYU and another professor from SDSU. I was one of the only undergrads at that conference. I had a lot of coaching and support from Dr. Hoffman for this conference. As a result, I was awarded the Paul Marshall (I think) scholarship for undergrads. The scholarship money helped pay for my trip to the conference. It was great to be recognised and supported for this. Just knowing Dr. Hoffman was very rewarding - I learned a ton from him and enjoyed his mentorship and friendship.

Completing the culminating experience research paper.

Graduating "Cum Laude" and getting on in life!

Professor Martin was amazing and offered a great approach to my Senior Seminar. One of the best learning experiences I have had.

It gave me structure on what I needed to do and how to approach academia
Q41 - How important are the following skills in your current job?

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all important</th>
<th>Slightly important</th>
<th>Moderately important</th>
<th>Very important</th>
<th>Most important</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Written communication</td>
<td>4.94%</td>
<td>3.70%</td>
<td>7.41%</td>
<td>34.57%</td>
<td>49.38%</td>
<td>81</td>
</tr>
<tr>
<td>Research skills</td>
<td>10.13%</td>
<td>2.53%</td>
<td>10.13%</td>
<td>40.51%</td>
<td>36.71%</td>
<td>79</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>7.41%</td>
<td>0.00%</td>
<td>3.70%</td>
<td>35.80%</td>
<td>53.09%</td>
<td>81</td>
</tr>
<tr>
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<td>-----</td>
</tr>
<tr>
<td><strong>Quantitative reasoning</strong></td>
<td>5.33%</td>
<td>4</td>
<td>14.67%</td>
<td>11</td>
<td>20.00%</td>
<td>15</td>
</tr>
<tr>
<td><strong>Making a logical argument</strong></td>
<td>8.75%</td>
<td>7</td>
<td>1.25%</td>
<td>1</td>
<td>6.25%</td>
<td>5</td>
</tr>
<tr>
<td><strong>Spoken communication</strong></td>
<td>7.50%</td>
<td>6</td>
<td>3.75%</td>
<td>3</td>
<td>3.75%</td>
<td>3</td>
</tr>
<tr>
<td><strong>Effective teamwork</strong></td>
<td>5.00%</td>
<td>4</td>
<td>7.50%</td>
<td>6</td>
<td>12.50%</td>
<td>10</td>
</tr>
<tr>
<td><strong>Historical knowledge</strong></td>
<td>12.99%</td>
<td>10</td>
<td>6.49%</td>
<td>5</td>
<td>24.68%</td>
<td>19</td>
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</tbody>
</table>
Q43 - Lower-division surveys (Hist 110, Hist 111, Hist 114, Hist 115)

<table>
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<th>Answer</th>
<th>%</th>
<th>Count</th>
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<tbody>
<tr>
<td>1</td>
<td>Written communication</td>
<td>51.95%</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Research skills</td>
<td>25.97%</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Critical thinking</td>
<td>37.66%</td>
<td>29</td>
</tr>
<tr>
<td>4</td>
<td>Quantitative reasoning</td>
<td>19.48%</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Making a logical argument</td>
<td>35.06%</td>
<td>27</td>
</tr>
<tr>
<td>6</td>
<td>Spoken communication</td>
<td>23.38%</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>Effective teamwork</td>
<td>12.99%</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Historical knowledge</td>
<td>49.35%</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Did not take</td>
<td>Percentage</td>
<td>Count</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>9</td>
<td>Did not take</td>
<td>42.86%</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>77</td>
</tr>
</tbody>
</table>
### Q63 - Hist 300 GWAR

<table>
<thead>
<tr>
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<th>%</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Written communication</td>
<td>64.29%</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>Research skills</td>
<td>64.29%</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Critical thinking</td>
<td>57.14%</td>
<td>40</td>
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<tr>
<td>4</td>
<td>Quantitative reasoning</td>
<td>28.57%</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Making a logical argument</td>
<td>57.14%</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>Spoken communication</td>
<td>35.71%</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>Effective teamwork</td>
<td>24.29%</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>Historical knowledge</td>
<td>61.43%</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Did not take</td>
<td>30.00%</td>
<td>21</td>
</tr>
<tr>
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<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td>70</td>
</tr>
</tbody>
</table>
Q64 - Upper-division courses (courses with numbers from 301 – 639)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Written communication</td>
<td>94.59%</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Research skills</td>
<td>86.49%</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>Critical thinking</td>
<td>89.19%</td>
<td>66</td>
</tr>
<tr>
<td>4</td>
<td>Quantitative reasoning</td>
<td>45.95%</td>
<td>34</td>
</tr>
<tr>
<td>5</td>
<td>Making a logical argument</td>
<td>78.38%</td>
<td>58</td>
</tr>
<tr>
<td>6</td>
<td>Spoken communication</td>
<td>50.00%</td>
<td>37</td>
</tr>
<tr>
<td>7</td>
<td>Effective teamwork</td>
<td>31.08%</td>
<td>23</td>
</tr>
<tr>
<td>8</td>
<td>Historical knowledge</td>
<td>91.89%</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Did not take</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>2.70%</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q65 - Proseminars (Hist 640, Hist 642, Hist 644)

<table>
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<tr>
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<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Written communication</td>
<td>69.57%</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>Research skills</td>
<td>69.57%</td>
<td>48</td>
</tr>
<tr>
<td>3</td>
<td>Critical thinking</td>
<td>69.57%</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>Quantitative reasoning</td>
<td>42.03%</td>
<td>29</td>
</tr>
<tr>
<td>5</td>
<td>Making a logical argument</td>
<td>60.87%</td>
<td>42</td>
</tr>
<tr>
<td>6</td>
<td>Spoken communication</td>
<td>49.28%</td>
<td>34</td>
</tr>
<tr>
<td>7</td>
<td>Effective teamwork</td>
<td>30.43%</td>
<td>21</td>
</tr>
<tr>
<td>8</td>
<td>Historical knowledge</td>
<td>65.22%</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Did not take</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>27.54%</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>69</td>
</tr>
</tbody>
</table>

# Q66 - Hist 700

<table>
<thead>
<tr>
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<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Written communication</td>
<td>41.18%</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>Research skills</td>
<td>36.76%</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Critical thinking</td>
<td>39.71%</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>Quantitative reasoning</td>
<td>19.12%</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>Making a logical argument</td>
<td>39.71%</td>
<td>27</td>
</tr>
<tr>
<td>6</td>
<td>Spoken communication</td>
<td>29.41%</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Effective teamwork</td>
<td>17.65%</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>Historical knowledge</td>
<td>32.35%</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Did not take</td>
<td>57.35%</td>
<td>39</td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td>---------</td>
<td>----</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>68</td>
<td></td>
</tr>
</tbody>
</table>
### Q67 - Graduate Seminars (Hist 701 and up)

Here is the distribution of answers across different categories:

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Written communication</td>
<td>39.71%</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>Research skills</td>
<td>39.71%</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>Critical thinking</td>
<td>39.71%</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>Quantitative reasoning</td>
<td>19.12%</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>Making a logical argument</td>
<td>36.76%</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>Spoken communication</td>
<td>30.88%</td>
<td>21</td>
</tr>
<tr>
<td>7</td>
<td>Effective teamwork</td>
<td>19.12%</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>Historical knowledge</td>
<td>39.71%</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Did not take</td>
<td>58.82%</td>
<td>40</td>
</tr>
<tr>
<td>---</td>
<td>--------------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>68</td>
</tr>
</tbody>
</table>
Q68 - Are there any History classes you wish you could take at SFSU?

Please list classes you think the History department should offer, but doesn't.

Please also list any classes you think the department should offer more frequently.

<table>
<thead>
<tr>
<th>Are there any History classes you wish you could take at SFSU?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please list...</td>
</tr>
<tr>
<td>More classes on the Middle Ages, as that was (and still is) my main interest.</td>
</tr>
<tr>
<td>I took the classes I wanted and I especially enjoyed my early colonialism and history 300.</td>
</tr>
<tr>
<td>History of Indigenous Peoples and Nations of North America.</td>
</tr>
<tr>
<td>hire Roxanne Dunbar-Ortiz (author)</td>
</tr>
<tr>
<td>Not at this time</td>
</tr>
<tr>
<td>no</td>
</tr>
<tr>
<td>Again, it has benn been almost 50 years since I was a student. I hav no current knowledge of th curriculum and am therefore unable to make informed comment.</td>
</tr>
<tr>
<td>no</td>
</tr>
<tr>
<td>I am not familiar enough with the current situation to comment on much of this and I forget what specific classes were numbered so I cannot say more.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>I graduated too long ago (1981) to accurately answer any of these questions.</td>
</tr>
<tr>
<td>Last three questions above: I do not remember.</td>
</tr>
<tr>
<td>I am not familiar with the current offerings.</td>
</tr>
<tr>
<td>I recently watched some interviews of university students in Canada, being asked questions about the Holocaust. Some could not identify Adolf Hitler (&quot;He was American, right?&quot;) None could identify the Allies. Ditto &quot;the final solution,&quot; D-Day (&quot;The last day of the fighting?&quot;), and even the Holocaust. Most could not even guess how many Jews died; one ventured &quot;A million?&quot; and her companion, &quot;Thousands.&quot;</td>
</tr>
<tr>
<td>My husband and I and our circle of friends are all the children of WWII veterans. Nevertheless, our friends know their fathers served, perhaps by service branch, and perhaps by theater of operations, but little or nothing more. Once I heard a person who did not know who Hitler was, but that was a stripper on Howard Stern. University students? This is too scary for words. (If it matters, I'm not Jewish.) When I was last there, the Jewish studies dept. had some Shoah courses. Perhaps students in your department could be required to take that course, as a NEXA course.</td>
</tr>
<tr>
<td>I wish there were more offerings for middle eastern history classes. There is a really great assortment of Early American and Medieval classes, but there aren't as many middle eastern courses. Additionally, more courses on the late antiquity period would be awesome.</td>
</tr>
<tr>
<td>African-American History</td>
</tr>
<tr>
<td>Disability History</td>
</tr>
<tr>
<td>I could not answer the questions above because i simply don't remember the classes I took 50 years ago.</td>
</tr>
</tbody>
</table>
Local San Francisco history could be beneficial. I wish I had taken more labor history.

I am not really sure what is offered in history at SFSU these days. From what I now teach and what I really offered back then, could be classes on the civil rights movement; classes on the music of America, and how it reflects social change; the history of the Middle East, and U.S. relations in the Middle East...all the rest of the traditional history classes about U.S., Europe, Asia, Latin America, and Africa are undoubtedly still taught...as previously stated I really have no idea what is taught at State because I haven't paid attention in years. Maybe I'll have a look...

My classes were completed more than 45 years ago..may be themselves history!

I am not able to answer this satisfactorily; but thank you for the question.

It has been so long, I don't remember all that was offered.

Nazi Germany course. Possibly offer a course on Weimar Germany.

I do not remember a this time what classes I wanted to take at that time. I mentioned this at another area of the survey, I think classes that have a international relations, political science focus should be worked into the classes offered.

I think there should be more of the core writing classes required and I really benefited a lot from the pro- seminars and it would be good to offer more selections.

N/A
Community-based history, including oral history and documentation work. Archival work. Nonprofit and self-crowd- and patron-funded work.

I can't think of any classes I wish I could take at SFSU or that the history department should offer.

I do think the department should offer History 484, Disability and Culture in American History, more frequently.

More Native American History Classes
Roman History - only offered once in awhile
Greek History
Russian
Middle East

Just wasn't enough options.....

More classes on San Francisco and California history, less on national history.

History of Middle East

Unfamiliar with current program.

More diplomatic/international history in graduate seminars

Military History

I have no idea what you offer now; I'm operating off of what you offered by 2010.

Should offer
Australian and Canadian history
More targeted Southeast Asian history (by country, by time period)
History of disabled people in the US
More targeted women's history classes, both US and world histories (go beyond the basics)
History of the Mediterranean Littoral

Look at the new Social Studies framework and offer classes that will help prospective teachers meet the requirements of 6th through 12th grade teaching
Asian American history
Native American history, both before and after 1890

More frequently
The Black Death

Sadly, I am not very connected to the history department or knowledgeable of course offerings. Prior to my years at SFSU, the Soviet Union fell, so I saw no real reason to take courses on the Soviet Union. I did see that there was ongoing problems in the Islamic World, so I took a class on that topic. I also took a class on modern China. Both classes helped me understand current events. I also took 2 classes on modern Mexican history, and the War with Mexico. Those classes helped me understand our nation’s relationship with our neighbor to the south. I guess I appreciated the course offerings as they relate to the rest of the world.

There were courses that were offered but later cancelled due to low enrollment. Perhaps a lower threshold for minimum student enrollment. I cannot expect the department to have courses that are outside the expertise of the faculty.

I am shocked that you do not include coverage of reading as an equal to writing. Have you been following the work out of the history unit down on the farm as it relates to history instruction and the concept of Disciplinary Literacy? Work is being undertaken at a number of research 1 institutions on the concept (sorry to preach at you, but our most recent research with community colleges as well as several other works show that professors including those in history are finding ways to deliver course work in a manner where students do not have to read.). The work on history is rather good and has been incorporated in various ways in the CCSS.

Unfortunately I graduated so long ago that I have no clue as to what the numbers above actually refer. Perhaps next time the instrument might provide course descriptors.

I haven’ really looked at the course offerings since I graduated in 2007. I don’t think that I can offer a fair critique.

Nothing comes to mind.

No

A specific course in critical thinking.

Nothing comes to mind at the moment.

History of: law, information and knowledge, time and space

Pacific history courses preferably housed separately, but otherwise in American History or in World History. I also think more of an effort could be made to link the college of ethnic studies and the Hist department.

I don’t know what the current curriculum is.

I wish I could have taken some Ancient Greek or Roman history but none were offered at a time a working and commuting student could take them.

No

I wish I could take them all, but it is not a part of my current program.
<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100%</td>
<td>0</td>
</tr>
</tbody>
</table>

No results to show
Appendix 5: Alumni Survey Results
Appendix 6: Tenure-Track Faculty CVs as per Fall 2017
Maziar Behrooz, Ph.D.
Curriculum Vitae
2017

Address:

San Francisco State University
History Department
San Francisco, CA 94132
Work: (415) 338-1776
Fax: (415) 338-7539
E-mail: mroozbeh@sfsu.edu
Web Page:
https://faculty.sfsu.edu/~mroozbeh/home
http://online.sfsu.edu/mroozbeh/

Education:

1993 Ph.D, University of Californian at Los Angeles; History of the Near East 1500-Present, special concentration: Nineteenth and Twentieth Century Iran.
1989 C.Phil, University of California at Los Angeles
1986 M.A., San Francisco State University; History of Modern Europe
1982 B.A., Saint Mary's College of California, History-Government

Minor Fields:

History of the Near East 500-1500
History of Modern Europe
History of Modern Russia

Academic Positions:

2007-Present: Associate Professor, History Department, San Francisco State University.
2002-2007: Assistant Professor, History Department, SFSU.
2001-2002: Assistant Professor, History Department, Bridgewater State College.
1995-2001: Lecturer, History Department, San Francisco State University.
Spring 1999: Visiting Lecturer, Department of History, Stanford University.
Fall 1998: Visiting Lecturer, Department of Political Science, St Mary's College of California, Moraga, CA.
1995-1998: Visiting Lecturer, History Department, University of California, Berkeley.
1992-1993: Teaching Fellow, Department of History, UCLA.
1990-1992: Teaching Assistant, Department of History, UCLA.
1987: Research Assistant, Professor Nikki R. Keddie.
**Other Professional Position:**


**Courses Taught:**

Graduate Seminar: Modernity and the Islamic World.

In Processes of Development: The US, Europe, and the Middle East: Interaction and Reaction

**Upper Division:**

Pro-Seminar: Topics in the History of the Middle East and Islamic Movements
History of the Islamic World I 500-1700
History of the Islamic World II 1700-Present
History of Iran and Afghanistan 1500-present
Imperialism and Nationalism in the Near East

**Lower Division:**

World History II (from 1500)

**Books:**

**Forthcoming:** *Persia at War: Iran’s Struggle with Imperial Russia*, London, I.B. Tauris, 2017.

*Ta’amolati piramun-e tarikh-e shureshiyan-e armankhah dar Iran* [Perspectives on the History of Rebels with a Cause in Iran], Tehran: Akhtaran publishers, 2006.


**Recent Papers and Book Chapters:**

“From Confidence to Apprehension: Early Iranian Interaction with Russia,” in *Iran and Russia*, Stephanie Cronin, ed., (Routledge, 2012)


"Soluk-e gom shodeh: sarnevesht-e sosiyal demokrasi dar Iran," [The Lost Path: The Fate of Social Democracy in Iran], in *Arash* (Paris), No.s 75-76, February 2001, 100-102


"President Khatami's Third Year: The Long Hot Tehran Summer of 1999," in *The Echo of Iran*, no.130, July 1999

"Islamic State and the Crisis of Marja'iyat in Iran," in *Comparative Studies of South Asia, Africa and the Middle East*, vol.XVI, no.2, fall 1996

"The Left's Impact on the Islamic Republic," in *the Echo of Iran*, no.86, May 1995


"The IRI in the Aftermath of Fourth Majles Election," in *The Echo of Iran*, no.12, December 1992


"Haqaieq-e tarikhi piramun-e enhelal-e majles-e mo'asesan che hastand?" [What are the Historical Truths about the Abolition of the Constitutional Assembly?], in Ketab-e Jom'eh-a, no.s 14&15, summer 1989

"The Iran-Iraq War: Causes and Prospects", in Free Association, A Student-Run Independent Newspaper, December 1987

**Short Published Essays in Persian:**

"On Factionalism in the Tudeh Party of Iran,” BBC Persian Website, January 29 2012

“On Three Important Characteristics of the Fada’iyan Guerrillas, BBC Persian Website, February 9, 2011


**Book Reviews and Translations:**


**Print Media Interviews:**

2013

Interview on Musaddeq and the 1953 Coup in Iran, in *Andisheh Puya* (Tehran), August/September 2013.

2012:

Interview on the shah’s reforms and relations with Premier Amin in Early 1960s, in *Andisheh Puya* (Tehran), May/June 2012.

Interview on the legacy of revolutionary activist Mustafa Shoa’ian, Daily *Sharq* (Tehran), May 12, 2012
Interview on Iranian left movement and despotic culture, Daily Sharq (Tehran), February 8, 2012

2011:

Interview on Iranian Left movement and the impact of the Russian Revolution, Daily Sharq (Tehran), November 23, 2011
Interview on Reza Shah Pahlavi and the Allies occupation of Iran during WW2, Iranian History Website, September 2, 2011
Interview on the Critique of the Guerrilla movement in Iran, Daily Sharq, (Tehran), June 11, 2011
Interview on the assassination of Naser al0Din Shah (1896) of the Qajar dynasty, Iranian History Website, 30 April 2011
Interview on the policy of coalition building among Marxist guerrilla organization the Fadai’yan, Iran Mo’aser (Tehran), February/March 2011

2010:

Interview on Iranian opposition to the shah after the 1953 coup, Mehrnameh (Tehran), February 2010
Interview of Iranian Maoists, Mehrnameh (Tehran), September 2010
Interview on Marxism-Leninism in Iran, Daily Etemad (Tehran), May 30, 2010
Interview on the Tudeh (Communist) Party of Iran and its relationship with the USSR, Nasim (Tehran), May 2010
Interview on failure of reforms during the Qajar Shah Naser al-Din in the 19th century, Mehrnameh (Tehran), April 2010
Interview on Reforms of Prime Minister Amir Kabir in the 19th century Iran, Iran Dokht (Tehran), January 28, 2010
Interview on 2009 presidential election in Iran and its consequences, Roozonline, January 5, 2010
Interview on my work and research in Tehran, Bukhara (Tehran), Spring 2010

2009:

Interview in two parts on the role of Hamid Ashraf, a guerrilla leader in Iran, Farhikhtegan (Tehran), July 11 & 12, 2009
Interview on Stalin and Stalinism, Daily Etemad Melli (Tehran) January 10, 2009

2008:

Interview on the historical causes of technological and cultural of Iran, Daily Etemat Melli (Tehran), November 29, 2008
Interview on comparative use of violence in Russian and Iranian revolutions, Shahrvand Emrouz (Tehran) October 26, 2008
Interview on Leninism and its relation to Stalinism, Shahrvand Emrouz (Tehran), February 10, 2008
Campus Service:

2016-Prestne: Member of Academic Freedom Committee.
2016-2017: Chair of search committee for Neda Nobari Center for Study of Iranian Diaspora.
2010-2013: All-University Committee for International Programs (AUCIP).

Department Service:

2013-Present: Member of History Department’s Technology and Long-Term Planning Finance, Social Committees.

Languages: English, Persian, French (reading knowledge).

Professional Affiliations:

The Association for the study of Persianate Societies
Middle East Studies Association of North America (MESA)
International Society of Iranian Studies (ISIS)
EDUCATION

*University of Chicago, Chicago, IL:* Department of Near Eastern Languages and Civilizations
Ph.D. in Hittitology (March 2007)
Dissertation: “Mood and Modality in Hurrian,” passed with honors
Advisor: Dr. Theo van den Hout

*University of Chicago, Chicago, IL:* Department of Near Eastern Languages and Civilizations
M.A. in Hittitology (March 2007)

*University of Pennsylvania, Philadelphia, PA:* Department of Anthropology
B.A. *summa cum laude* in Anthropology (Archaeology focus), minor in Middle Eastern Studies
(June 1998)

*Monmouth University, West Long Branch, NJ:* Department of Anthropology
Transferred to the University of Pennsylvania

PROFESSIONAL POSITIONS

San Francisco State University: Assistant Professor, History Department, 2013-

Elmhurst College: Adjunct Professor, History Department, 2012-2013

Columbia College: Adjunct Professor, Dept. of Humanities, History and Social Sciences, 2008-2013

University of Chicago: Lecturer, Department of Near Eastern Languages and Civilizations, 2006, 2009, 2011

Graham School of Continuing Studies: Instructor, Adult Education, 2004-2008

FELLOWSHIPS, GRANTS AND AWARDS

TOPOI grant, Freie Universität Berlin, Fall 2015

President’s Award, San Francisco State University, Fall 2015

Part-time Faculty Development Grant, Columbia College, 2011
A. Leo Oppenheim Fellowship, the Oriental Institute, the University of Chicago, 2003-2007, 2001-2002

Harper Dissertation Grant, the University of Chicago, 2005-2006 (declined)

Deutscher Akademischer Austausch Dienst (DAAD), for study at Julius-Maximilians-Universität Würzburg, 2002-2003.
Doolittle Travel Grant, the University of Chicago, 2005, 2002

Turkish Studies Grant, the University of Chicago, 2000

Fellowship, University Unendowed Funds, the University of Chicago, 1998-2002

TEACHING EXPERIENCE

_**San Francisco State University, San Francisco, CA 2013-**_
Assistant Professor, History
- HIST 114 “World History to 1500”
- HIST 320 “Archaic and Classical Greece”
- HIST 321 “Hellenistic Greece”
- HIST 322 “Roman Republic”
- HIST 323 “Imperial Rome”
- HIST 328 “Early Christian Church to 313” (Fall 2016)
- HIST 329 “Early Christian Church: 313-787”
- HIST 600 “Ancient Near East: Cities and Empires in Ancient Mesopotamia”
- HIST 603 “The Ancient Near East”
- HIST 620 “Pirates and Piracy” (Fall 2016)
- HIST 640 “Proseminar: The Roman Empire”
- HIST 710 “Fall of the Roman Empire”
- HIST 710 “Collapse of Empires”

Courses proposed: HIST 620 “Pirates and Piracy”

_**Elmhurst College, Elmhurst, IL 2012-2013**_
Adjunct Professor, History Dept.
- “History of the Middle East”
- “History of Rome”
- “History of Greece”

_**Columbia College, Chicago, IL 2008-2013**_
Adjunct Professor, Dept. of Humanities, History and Social Sciences
- “Middle East History: to Muhammad”

_**The University of Chicago, Chicago, IL 2011, 2009, 2006**_
Lecturer, Dept. of Near Eastern Languages and Civilizations
- “Hurrian” Winter 2011, Fall 2006 (undergraduate/graduate)

_**Graham School of Continuing Studies (with the Oriental Institute), Chicago, IL 2004-2008**_
Instructor (adult education)
- “Herodotus,” Winter 2008
- “Cuneiform by Mail” Summer 2008, Winter 2005
- “Lost Civilizations: The Ancient Hurrians and Urartians,” Summer 2005
- “The Other Hieroglyphs (Luwian),” Fall 2004
## Quantitative Student Evaluation

<table>
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<tr>
<th></th>
<th>Course (respondents/total # of students)</th>
<th>Quantitative Mean Score</th>
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<td><strong>Spring 2017</strong></td>
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<td>Hist 321 (23/31)</td>
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## Professional Achievement and Growth

**Peer-reviewed Monographs**


2015 *Mood and Modality in Hurrian* (Languages of the Ancient Near East 5). Eisenbrauns: Winona Lake, IN.

**Peer-reviewed Articles**


2008 “The Old Hurrian Verb.” *Studi Micenei ed Egeo-Anatolici* 49, 75-92

**Editor-reviewed Articles**

(accepted) “Pirate Historiography and Late Bronze Age Anatolia.” To be published in *Festschrift for Theo van den Hout*, P. Goedegebuurre and J. Hazenbos eds.


(accepted) “Kassite.” To be published in *A Handbook of Ancient Mesopotamia* (De Gruyter).

(accepted) “Hurrian.” To be published in *A Handbook of Ancient Mesopotamia* (De Gruyter).

(accepted) “Hurro-Akkadian.” To be published in *A Handbook of Ancient Mesopotamia* (De Gruyter).


Works in Progress
(in preparation) “Anthropogony and the Patriarchal System in Mesopotamian Mythology”


Book Reviews


Invited Presentations
“A 7-Year Journey: from Ph.D. to Tenure Track.” UChicagoGRAD, University of Chicago, August 30, 2017

“The Ummaya Ritual and the transmission of Hurrian at Hattusa,” University of Chicago, Department of Near Eastern Languages and Civilizations, May 27, 2016

“Mari 5,” University of Chicago, Department of Near Eastern Languages and Civilizations, May 26, 2016


“Broken Oaths & Spilled Blood: Rebellion in the Hittite Kingdom,” 22nd Annual Classics Students Association Spring Lecture Series, San Francisco State University, April 23, 2014


“On the Ummaya Ritual (CTH 779),” Towards a Grammar of Hurrian Workshop, Würzburg, Germany, March 6-8 2014

“And the Scribe Will Make the Word Great – observations on a Hurrian prayer,” 219th Meeting of the American Oriental Society, Albuquerque, NM, March 13-16, 2009 (invited)

“Voice and Valence in Hurrian,” 53e Rencontre Assyriologique Internationale, Moscow and St. Petersburg, Russia, July 23-28, 2007 (invited)


“Egypt and the Amarna Letters,” American Research Center in Egypt Chicago Chapter, Chicago, IL, January 20, 2007


**Conference Presentations**

“Hurrian in the Early New Kingdom,” Tenth International Congress of Hittitology, Chicago, IL, August 29-September 1, 2017


“Between the Written and the Spoken: Dictation, Scribal Practice and Tablet Catalogs,” Eighth International Congress of Hittitology, Warsaw, Poland, September 5-9, 2011
“Report on the CHD” (with Theo van den Hout), Eighth International Congress of Hittitology, Warsaw, Poland, September 5-9, 2011


“A Hurrian Song from the Hittite Capital,” The 51st Annual Missouri Valley History Conference, Omaha, NE, March 6, 2008

“The Old Hurrian Verb,” Sixth International Congress of Hittitology, Rome, Italy, September 7, 2005

“The electronic Chicago Hittite Dictionary (eCHD) Project,” 51e Rencontre Assyriologique Internationale, Chicago, IL, July 20, 2005

“Hieroglyphic Luwian at the Oriental Institute Museum,” Docent Lecture, Chicago, IL, April 5, 2005

“The Hurrian Hedammu Myth: An Examination of KBo 12.80+,” Hittites, Greeks and Their Neighbors in Ancient Anatolia, Atlanta, GA, September 19, 2004

**CONTRIBUTIONS TO CAMPUS AND COMMUNITY**

*Thesaurus Linguae Latinae* Fellowship (NEH)
Advisory board member, 2015-2016

San Francisco State University, University Committees
Lower Division Certification Committee, 2014 – 2016
ARC Faculty Advising Committee, 2015 – 2016

San Francisco State University, History Department
Ad hoc Awards Committee (Chair), Spring 2014
Curriculum Committee, 2014 - 2015
Graduate Admissions Committee, Spring 2014
Long Range Planning Committee, 2017-2020
Social Committee 2013-2014; 2017-2018

Oakland United School District
Presented to Middle School History Professional Development, April 2014
CHRISTOPHER CHEKURI  
Department of History  
San Francisco State University  
1600 Holloway Avenue  
San Francisco, CA, 94131  
cchekuri@sfsu.edu

EDUCATION

Dissertation Title: Between Family and Empire: Nayaka Strategies of Rule in Vijayanagara, c.1400-1700 A.D.  
M.A., History Department, UW-Madison, (May 1997).  

PROFESSIONAL EXPERIENCE

Associate Professor, Department of History, San Francisco State University, San Francisco,  
June 2012 onwards  
Assistant Professor, Department of History, San Francisco State University, San Francisco, CA. Fall 2004 to May 2012.  

Courses Taught: History 239: Modern India; History 205: Empires of Islam;  
History 180: Asian Cities; History 364: Urban India  
Lecturer, UW-Madison  
International Studies 603: Nationalism in the Making of Modern India.  
South Asian 600: Advanced Telugu: Modern Intellectual Prose in Telugu.  
Teaching Assistant, UW-Madison  
History 319: Vietnam Wars; History 139: The Middle East in the Twentieth Century.  

FELLOWSHIPS AND AWARDS

Presidential Sabbatical Leave Fellowship for the ACYR 2012-2013 to work on the manuscript titled, The Men Who Would Be King: A History of Vijayanagara Empire  
Vice President’s Assigned Time Award, for preparation of a chapter on Hindu and Muslim interactions in the sixteenth century Deccan. Fall 2009.  
Provost’s Mini-grant for the study of Andhrakamandakamu, a classical Telugu text, SFSU, Summer 2005.
Center for South Asia Lectureship, campus-wide competition to teach modern South Asian history, UW-Madison, Fall 2001.
Telugu Association of North America (TANA) travel award for research in Telugu, Summer 2000.
Social Science Research Council pre-dissertation fieldwork, 1997-98.
Foreign Language and Area Studies (FLAS). Fellowship for the study of Persian (at Ohio State University), Summer 1996.

RESEARCH
Manuscripts
Translation project: A translation with critical commentary of the Prataparudrericaritramu, a 15th century Telugu prose history. Completed. Undergoing revisions.
“Amaravati: The past and future visions of a city,” a documentary film project on the newest city under construction in India and an exploration of its classical Buddhist and British colonial heritage. A collaborative project with Professor Himadeep Muppidi, Vassar College.

Published articles and essays
“Fathers’ and ‘Sons’: Inscribing Self and Empire at Vijayanagara, 15th and 16th Centuries,” in the Medieval History Journal Vol. 15, no.1, April 2012
“Liberalism and Difference in World History,” in World History Connected, Vol. 8, no.1 (Fall 2010)

**Public history**


**Invited Presentations, Conferences, and Workshops**

“Dalit Biographies in Telugu,” at the preconference roundtable on Biography and the State, 47th Annual Conference on South Asia, Madison, WI, October 19-21, 2016.  
“Rooted Commodities, Uprooted Bodies: The Production of Locality in San Francisco and Hyderabad,” at the Research Circle on Race, Caste, and Indigeneity, University of Minnesota-Twin Cities, March, 6-7, 2015.  
“Writing Histories in Precolonial India: Prataparudracaritramu and the Making of a Political Order,” presented at the 42nd Annual Conference on South Asia, Madison, WI, October 18-20, 2013  
“Against Statecraft: Tanjavuri Andhrarajula Charitra and the Imaginations of Kingship in precolonial India,” presented at the Annual Conference on South Asia, Madison, WI, October 14-16, 2010.  


Early Modernity and South Asian History,” conference on Vernacular Public Spheres in South Asia, Yale University, April 6-7, 2007.

Presenter, “Kingship in Pre-colonial India,” BSS Research Series, SFSU, April 2006.


Invited participant, “Empires and Cultures,” a workshop under the auspices of the Stanford Humanities Center and the History Department, Stanford University, ACYR 2005-2006.


Invited speaker, “Theory and Method in History,” a symposium for graduate students, Central Institute for English and Foreign Languages, Hyderabad, India, January 2006.


“State, Family, and Identity at Vijayanagara.” Invited presentation at a workshop titled, Identity and Belonging in Indian History, University of British Columbia, Vancouver, October 2006.


Panel Discussant, Post-Colonial Identities in a Globalizing World, panel, 28th Annual Conference on South Asia, Madison, WI, October 1999.

“Early Historical Writing on Vijayanagara: Mirror Phase of the Nation,” at the conference titled, Fifty Years of Indian Independence and the study of Indian Nationalism, Telugu University, Srisailam, India, February 1998.

“‘Burma is not India!’ Burmese Nationalisms in the Anglo-Indian Empire,” at the Andhra History Congress, Hyderabad, India, January 1998.

**CAMPUS AND COMMUNITY ACTIVITIES**

Senator, Faculty Senate, SF State University, ACYR 2017-2020

Member, Curriculum Committee, History Dept., ACYR 2015-present

Member, Hiring Committee, History Dept., ACYR 2014-present.

Speaker, “Haider,” a film showing organized by the History Students Association, Cesar Chavez Bldg. SFSU Campus, November 17, 2016.

Presenter, “2016 Election Roundtable: How did we get here? What does this mean for us?,” organized by the College of Liberal and Creative Arts, November 16, 2016.


Moderator, 10th Annual Jules Tygiel Memorial Forum on Post-9/11 World Affairs, SF State Campus, September 12, 2011.


Organized Prakash Belawadi,’s visit to San Francisco, April, 2009. Belawadi is a prominent filmmaker and TV producer in Bangalore, India.

Organizer, “Campus discussion on Slumdog Millionaire,” on behalf of South Asian Studies Institute, February, 2009.

Presenter and organizer, “The Attacks on Mumbai,” December 6th, 2008 [60 attendees]

Director, South Asian Studies, UISFL grant funded activities at SFSU, ACYR 2006-2008.

Member, Professional Development Council, SFSU, ACYR 2007-2009.

Member, Steering Committee, Middle East and Islamic Studies, SFSU, ACYR, 2004-present.

Member, Center for Teaching and Faculty Development, SFSU, ACYR 2006-2009.

Member, Curriculum Committee, History Department, SFSU, ACYR 2006-2008.

Presentation, India-China Relations,” a panel series on “China Rising,” organized by the College of BSS, October 2007.


Presentation, “Brown Bag Discussion: Grant Writing—Asking Critical Questions,” panel discussion organized by the SFSU Center for Teaching and Faculty Development, April 2007.
Organizer, A talk by Biju Mathew, labor organizer and author. Modern Times Bookstore, San Francisco, April 2006.
Consultant, Friends of South Asia, on California textbook controversy, March 2006.
“Pizza with a Professor,” BSS Learning Community, SFSU, December 2005.
“US, South Asia, and Non-Proliferation,” invited presentation as part of the BSS College Series titled, Campaign Issues: Foreign Policy and Globalization: The Third World, SFSU, September 2004.
History Department, member, Committee on Faculty-Student Concerns. UW-Madison, ACYR 2001-2002.
International Institute, Organized Dr. M.S.S. Pandian’s (Madras Institute for Development Studies) visit to the History Department, UW-Madison, Spring 2001.
Language Instruction evaluation. Hindi-Urdu distance teaching at the Triangle Consortium (NCSU, UNC, Duke) language teaching program as a member of the Center for South Asia, UW-Madison, January 1998.
Chingari Radio Show. (on WORT FM 89.9, Madison, WI) South Asian news and cultural program. Produced a 5-part series on GATT and South Asia, 1993-1995.
Program Monitor, UW-Madison’s College Year Abroad Program in Visakhapatnam, India. Set up the Wisconsin College Year Abroad program at the University of Hyderabad, ACYR 1991-92.

LANGUAGES

Telugu. Native speaker. K-12 in Hyderabad, India; modern and classical (kavya) at UW-Madison. Interests in Telugu literary criticism, language identity. Taught survey to graduate levels.
Persian. Elementary level. Intensive first year at the Ohio State University, Summer 1996.
PROFESSIONAL POSITIONS

Assistant Professor of History
San Francisco State University
Fall 2012 – present

Assistant Professor of History
Fairleigh Dickinson University
Fall 2007 – Spring 2012

EDUCATION

Ph.D. History
University of Minnesota
July 2007

M.A. History
University of Minnesota
February 2004

B.A. magna cum laude
History
Mary Washington College
May 2001

PUBLICATIONS

Books


Whaler, Traitor, Coward, Spy!: William Rotch, the Quaker ethic & the Spirit of Capitalism, a graphic history. Proposal under consideration by Oxford University Press.

Journal Articles and Book Chapters

“In the Light but on the Road: the gendered bodies of Quaker ministers.” Forthcoming chapter in volume under contract with Oxford University Press.

“Disavowed & Reprobated: Anti-Quakerism in an Age of Revolution” in Michael Meranze and Saree Makdisi, eds., Imagining the British Atlantic after the American Revolution (Toronto: University of Toronto Press, 2015).

“Navigating Mobility: Gender, Class and Space at Sea, 1760 - 1810.” Eighteenth-Century Studies 48, no.1 (Fall 2014), 89 – 106.

“A Beautiful and Practical Lesson of Jurisprudence": The Transatlantic Quaker Ministry in an Age of Revolution.” Radical History Review 99 (Fall 2007), 51 – 79.

Editor-reviewed Reviewed Publications

Conscientious Objection during the American Revolution in Mitch Hall, ed. Opposition to

**Book Reviews**


**Online Scholarly Contributions**


**Works in Progress**

Walled Gardens: Nationalism and Education, 1770 – 1840. Book-length comparative study of educational systems in the early United States, including common schools, military schools, religious schools, and single-sex education.

**FELLOWSHIPS, AWARDS AND HONORS**

NEH long-term fellowship Spring 2017
John Carter Brown Library
Brown University

E. Geoffrey & Elizabeth Thayer Verney fellowship Winter 2015
Nantucket Historical Association

AAS-ASECS fellowship Winter 2014
American Antiquarian Society
“The American Maritime People” 
National Endowment for the Humanities 
Summer Institute

Scholar in Residence 
Fairleigh Dickinson University 
Summer 2012

Ahmanson-Getty postdoctoral fellowship 
UCLA Center for the Seventeenth- and 
Eighteenth-Century Studies 
Academic year, 2008-2009

Doctoral Dissertation Fellowship 
University of Minnesota 
Academic year, 2006-2007

Atlantic History Seminar participant 
Harvard University 
Summer 2006

Andrew W. Mellon Seminar participant 
Comparative Early Modern History 
Summer 2006

Rabbi Samuel N. Denard Memorial Fellowship 
University of Minnesota 
Spring 2006

International Dissertation Research Grant 
University of Minnesota 
Winter 2006

Andrew W. Mellon Fellowship 
Massachusetts Historical Society 
Fall 2005

Andrew W. Mellon Fellowship 
The Library Company of Philadelphia 
Fall 2005

Gest Fellowship 
Quaker Special Collections 
Haverford College 
Fall 2005

Graduate Research Partnership Program 
University of Minnesota 
Summer 2005

Union Pacific Dissertation Grant 
Center for Early Modern History 
University of Minnesota 
Summer 2004

INVITED LECTURES

The Misadventures of William Rotch
Invited lecturer, the Nantucket Historical Association, Winter 2017

Whaler, Traitor, Coward, Spy! Part I and Part II
Invited lecturer, the Rotch-Jones-Duff House in New Bedford, MA, Winter 2017

“Quakers and maritime history”
Invited participant, Joseph P. Rizza Lecture panel at Cal-Maritime, Spring 2015
“Quakers as the New Israel”
Invited lecturer, Center for Early Modern History at the University of Minnesota, Fall 2014

“The wandering exile: William Rotch and his own Age of Revolutions”
Invited lecturer, Bay Area Seminar, Fall 2013

“The Society of Friends: Religious Warriors in a Revolutionary Era”
Invited lecturer at The Center for Seventeenth- and Eighteenth-century Studies speaker series, Fall 2008

“Incorporating women into the CORE curriculum”
Invited lecturer, CORE colloquium at Fairleigh Dickinson University, Fall 2007

“Rebels or Traitors?: Understanding Religion in Early America”
Invited lecturer, Historians in the Schools (HITS) program through the Teach American History Federal grant project, Summer 2007

“How to incorporate gender into public history”
Invited lecturer, Public History survey, University of Minnesota, Fall 2004

“Progress & Challenges”
Workshop presenter, Carnegie Initiative on the Doctorate, Stamford University, Summer 2004

“Teaching women’s history and gendered history in the U.S. survey”
Invited lecturer, Bridge to American History conference through the Teach American History Federal grant project, Summer 2003

CONFERENCE PRESENTATIONS

“Rethinking geopolitical sovereignty: the Society of Friends and the British Empire”
UC-Berkeley, Summer 2015

“Lessons of War: Quaker Abolitionist Networks at the Turn-of-the-Nineteenth Century”
Paper presented at the Omohundro conference, June 2014

“Dorothy Ripley, the “Universal Friend”: Local and Global abolitionist networks in the British Atlantic World”
Paper presented at the SHEAR conference, July 2012

“Political Prophesiers: eighteenth-century Quaker ministers in the war-torn Atlantic”
Paper presented at the Omohundro conference, June 2012

“Disowned in Ireland: Hannah Barnard, the Society of Friends, and the Irish Rebellion of 1798”

“Cowards, Cheats, Conspirators: the anti-Quaker campaign in Philadelphia, 1775 – 1800”
Paper presented at the American Historical Association Conference, January 2011
“Beams of Benevolence’: The Contributions of the Transatlantic Quaker Ministry to 18th-century Abolitionism”
Paper presented at “Quakers & Slavery, 1657-1865: An International Interdisciplinary Conference” for the McNeil Center for Early American Studies, November 2010

Paper presented at the American Studies Association Conference, November 2009

“The Still, small voice: how the Quakers used reform to promote a revolution”
Paper presented at The Omohundro Institute of Early American History and Culture Conference, June 2009

“The Quakers go to war…sort of’
Paper presented as part of the Center for Seventeenth- and Eighteenth-century Studies conference series:
The British Atlantic in an Age of Revolution and Reaction, Part I – The American Crisis, October 2008

“A man might have business: what can a woman do?: gender and religion in the British Atlantic World”
Paper presented at the Berkshires Conference of Women's Historians, June 2008

“Lamb-like Warriors: A Nation of God and the Quakers’ church militant”
Paper presented at the Atlantic History Seminar, Harvard University, August 2006

“Amongst four men & the Ship’s Crew she is very much exposed’: gender and space at sea, 1750-1810”

“To eat her daily bread’: Women’s transatlantic travel, 1750-1810”

“In the Light and on the Road: Patience Brayton and the Itinerant Quaker Ministry”
Paper presented at the Berkshires Conference of Women's Historians, June 2005

“Pacifism and Quaker Masculinity: The Journal of Samuel Neale”
Paper presented at the Conference of Friends’ Historians and Archivists, June 2004

TEACHING AND OTHER PROFESSIONAL EXPERIENCE

Assistant Professor of History
Colonial American History
San Francisco State University
American Religious History
San Francisco, CA
proseminar

HIST 780: Graduate Seminar in
HIST 780: Graduate Seminar in
HIST 642: Maritime History senior
HIST 482: American Religious
HIST 420: Colonial American History
Analysis (GWAR)

Assistant Professor of History
Fairleigh Dickinson University
 Florham Park, New Jersey
 from 1890

HIST 405: Atlantic World History
HIST 300: Seminar in Historical

HIST 3367: Public History
HIST 3308: American Indian History
HIST 2631: U.S. women’s history
HIST 2630: U.S. women’s history to 1890
HIST 2402: Atlantic Worlds
HIST 2351: The Early Republic and Antebellum Eras
HIST 2350: Colonial and Revolutionary American history
HIST 1151: World History II

Graduate Instructor
contact to 1877.
University of Minnesota
- present

Research Assistant
University of Minnesota
Doctorate

September, 2003 - September, 2004
Carnegie Institute, Initiative of the

TEACHING RECOGNITION

Nominated for Teacher of the Year
Fairleigh Dickinson University

Paul Murphy Award for Teaching recipient
University of Minnesota
Academic Year 2002-2003

UNIVERSITY, COLLEGE, AND DEPARTMENTAL SERVICE

Member, I-BEST planning committee, San Francisco State University, 2016 – present
Presenter, Constitution Day Conference, 2016
Member, BOAR university committee, San Francisco State University 2014 – 2016
Member (by special appointment), Hiring committee, San Francisco State University, 2015 – 2016
Member of thirty-two Master’s exam committees (chair of six), San Francisco State University, 2012 – present
Organizer, Grader Assistant Program, San Francisco State University, 2013 – present
Member, Curriculum Committee, San Francisco State University, 2013 – 2016
Member, Departmental Social Committee, San Francisco State University, 2012 – 2014
Organizer, Faculty Forum workshop series, San Francisco State University, 2014 – present
Director, Global Scholars Program, Fairleigh Dickinson University, 2011 – 2012
Director, Faculty-in-Residence Program, Fairleigh Dickinson University, 2010 – 2012

Committee Chair, Black History & Women’s History committees, Fairleigh Dickinson University, 2007 – 2011

Member, Carnegie Initiative on the Doctorate, 2002 – 2005, University of Minnesota

History Day Judge for annual statewide competitions, 2002 – 2004

Organizer, Radical History Conference, 2002 and 2003, University of Minnesota

SARAH A. CURTIS
Professor, Department of History scurtis@sfsu.edu
San Francisco State University (415) 338-2250 office
1600 Holloway Avenue (415) 338-7539 fax
San Francisco, CA 94132 (650) 327-2892 home

EDUCATION:
Indiana University, Ph.D., history, 1994
Columbia University, MA, history, 1987
Pomona College, B.A., history, 1983

ACADEMIC HONORS AND FELLOWSHIPS:
Development of Research and Creativity Grant, SFSU, Summer/Fall 2016
Sabbatical Leave, SFSU, Spring 2014
Vice-President’s Assigned Time Award, SFSU, Spring 2009
National Endowment for the Humanities Fellowship, 2007-08
Faculty Summer Stipend, SFSU, 2004
American Association of University Women Postdoctoral Research Leave Fellowship, 2002
Institute for Research on Women and Gender, Stanford University, Affiliated Scholar, 2002
Fulbright Research Fellowship, France, 2001-02
SLU 2000 Research Leave, St. Louis University, 2001-02
Mellon Faculty Research Grant, St. Louis University, Summers 2000, 2001
Spencer Foundation Research Grant, Spring 1999
Faculty Mini-Grant, SFSU, Spring 1999
Ecole Française de Rome Fellowship, April 1995, October 1993
Esther L. Kinsley Ph.D. Dissertation Prize, Indiana University, 1994
Center on Philanthropy Dissertation Fellowship, 1991-92
Spencer Foundation Dissertation-Year Fellowship, 1990-91
Gilbert Chinard Award, Institut Français de Washington, 1990
Woodburn Guild Fellowship, Indiana University, 1989-90
Columbia University Fellowship, 1986-87
Fulbright Teaching Assistantship, France, 1983-84
John H. Kemble Senior Thesis Award in History, Pomona College, 1983

BOOKS:
Co-editor, *Views from the Margins: Creating Identities in Modern France*, University of Nebraska Press, 2008.


Sarah A. Curtis Curriculum vitae, page 2
CURRENT RESEARCH:
“Small Worlds: The Culture of Childhood in Nineteenth-Century France” (book-length project)

ARTICLES:
Guest editor (with Stephen Harp), Special issue on archives and archival practice, French Historical Studies, vol. 40, no. 1 (Spring 2017).
“Blogging in the Classroom: Using a Blog as a Supplemental Resource” (with Jason Lahman and Brian J. Griffith), Perspectives on History vol. 50, no. 4 (April 2012): 20-22.
Guest editor, Histoire et Missions chrétiennes, Special issue on women and missions, December 2010.


**BOOK REVIEWS:**


Marie-Paule Ha, *French Women and the Empire: The Case of Indochina* for *American Historical Review*, vol. 21 (June 2016)


Caroline Ford, Divided Houses: Religion and Gender in Modern France for Social History, vol. 31, no. 3 (August 2006)
Anne Cova, “Au service de l’Église, de la patrie et de la famille”: Femmes catholiques et maternité sous la IIIe République for The European Legacy vol. 8, no. 3 (2003).

RECENT CONFERENCE PAPERS:

INVITED LECTURES:
University of London, School of Advanced Study, Institute of Historical Research, Women’s History Seminar, March 2014
Université de Lyon II and Ecole Normale Supérieure, Lyon, Laboratoire de Recherche Historique Rhône-Alpes, Séminaire “Genre et missions catholiques,” January 2012
University of Notre Dame, Cushwa Center for the Study of American Catholicism, Seminar in American Religion, November 2011
Stanford University, French Culture Workshop, March 2008
Bay Area Seminar on the Early American Republic, November 2007
San Jose State University, Gender History Symposium, April 2007
Dominican University of California, History of Paris course, April 2006, November 2016
San Francisco State University, Women’s Studies Lecture Series, March 2004
AAUW San Francisco Branch, June 2002
University of Notre Dame, De Santis Lecture, April 2002

PROFESSIONAL EMPLOYMENT:
San Francisco State University
2011- Professor
2006-11 Associate Professor
2003-06 Assistant Professor
1996-99 Lecturer
St. Louis University
1999-2003 Assistant Professor Sarah A. Curtis Curriculum vitae, page 6
St. Mary’s College of California
1995-96 Visiting Assistant Professor
Santa Clara University
1992-95 Lecturer
American Historical Review, Bloomington, Indiana
1987-89 Editorial Assistant

COURSES TAUGHT:
Lower division: Western Civilization
Upper division: French Revolution and Napoleon
19th-Century Europe
20th-Century Europe
Women in Modern Europe
European Intellectual and Cultural History since 1700
European Imperialism
Paris: Biography of a City
Seminars: Historical Analysis (historiography and research methodology)
Popular to Mass Culture in 19th-Century Europe
Victorian Women: Gender in 19th-Century Britain and France
World War I: Social and Cultural Perspectives
Graduate: French Revolution and Old Regime Class and Gender in Nineteenth-Century Europe
Europe, 1870-1914: Politics, Culture, Society
Culture and Society in the Belle Epoque
European Imperialism
France/North Africa, 1700-2000

UNIVERSITY SERVICE:
Director, European Studies Program, San Francisco State University, 2004-
Leave-With-Pay Committee, College of Liberal and Creative Arts, 2015-17
University Task Force on Internationalization, 2006-07
All-University Committee on International Programs, 2004-05
General Education Segment II - BSS Committee, San Francisco State University, 2003-05
Undergraduate Studies Committee, Department of History, St. Louis University Sarah A. Curtis Curriculum vitae, page 7
DEPARTMENTAL SERVICE:
Graduate Coordinator, 2011-
Hiring Committee, 2011-13, 2005-07 (chair 2006-07)
Curriculum Committee, 2005-07, 2010-13
Retention, Tenure, and Promotion Committee, 2017-, 2008-09, 2006-07

PROFESSIONAL SERVICE:
Chrétiens et sociétés, Editorial Board
David H. Pinkney Book Prize Committee, Society for French Historical Studies, 2009-10
French Colonial Historical Society 2009 Annual Meeting, Chair, Local Arrangements
H-France: Forum editor, 2006-08; Book review editor, 2003-05

PROFESSIONAL ASSOCIATIONS:
American Historical Association
Society for French Historical Studies
Western Society for French History
French Colonial Historical Society
History of Women Religious Society

LANGUAGES:
French (fluent)
Italian (intermediate)
German (reading)
Spanish (reading)
CURRICULUM VITAE

Anthony D’Agostino
Department of History
San Francisco State University
San Francisco, CA 94132

home address: 4815 Harbord Drive, Oakland, CA 94618
phone: (415) 338 7535
e-mail: dagostin@sfsu.edu

EDUCATION

B.A., University of California, Berkeley, 1959
M.A., University of California, Berkeley, 1962
Graduate Study, University of Warsaw, 1967-68
Ph.D., University of California, Los Angeles, 1971

HONORS AND AWARDS:

Teaching Assistantship, UCLA, 1965-66
Teaching Assistantship, UCLA, 1966-67
Research Fellowship, University of Warsaw (Stanford-Warsaw Exchange), 1967-68
Research Assistantship, Russian and East European Studies Center, UCLA, 1968-69
Research Fellowship, Frederick Burk Foundation, San Francisco State University, 1971
Research Fellowship for Younger Humanists, National Endowment for the Humanities, 1973
Research Fellowship in Soviet and East European Studies (Title VIII), U.S. State Department and Hoover Institution, 1986-87
Meritorious Performance and Professional Promise Award, San Francisco State University, 1986-87
Meritorious Performance and Professional Promise Award, San Francisco State University, 1988-89
Choice cites Soviet Succession Struggles on its list of “outstanding academic books” for 1988-89.
Encyclopedia Britannica 1989 Yearbook cites Soviet Succession Struggles in its select international bibliography.
Performance Salary Increase, San Francisco State University, 1998.

MEMBERSHIPS:

World Association of International Studies (Stanford)
American Historical Association
The History Society
International Institute of Strategic Studies (London)
EMPLOYMENT:

Instructor, University of California, L.A., Summer 1968
Instructor, University of California, Santa Cruz, Summer 1969
Instructor, San Francisco State University, Fall 1969-Spring 1971
Book Editor, California Historical Quarterly, 1972
Assistant Professor, San Francisco State University, Spring 1971-Spring 1976
Associate Professor, San Francisco State University, Spring 1976-Spring 1980
Professor, San Francisco State University, 1981-pres.

COURSES TAUGHT:

History 385 Russian Revolution
     386 Post-War USSR
     388 Soviet Union in World Affairs
     389 European International History, 1848-1918
     390 European International History, 1918-1945
     429 Cold War
     318 The Sixties
     110 Western Civilization
     408-09 European Intellectual History

International Relations 730 Russian-American Relations

NEXA 340 The Nuclear Revolution (team-taught with physicist Charles Shapiro)

PUBLICATIONS:

BOOKS:


(see awards)


**SPECIALIZED ARTICLES:**


REVIEWS:


Donald Zagoria (ed.), Soviet Policy in East Asia, Choice, April 1983.

William Rosenberg and Marilyn Young, Transforming Russia and China, Russian History/Histoire Russe, vol. 10, part 1, 1983.


Stalin (HBO film biography), American Historical Review (July 1991).

Caroline Cahm, Kropotkin and the Rise of Revolutionary Anarchism, Russian History, Fall 1992.


Markku Kangaspuro and Jeremy Smith (eds.), Modernization in Russia Since 1900, Slavic Review, Fall 2008.


**OP-ED PIECES AND OTHER WRITINGS:**


“It’s a MAD, MAD World We Live In,” San Francisco Chronicle, April 20, 1986.


Short statement as part of a symposium of Soviet specialists on the passing of Communism, New Leader, 12-16 December 1992.


“Gorbachev on ‘Who Lost Russia?’” Johnson’s Russia List, 1 October 1998.


“Migranyan’s Latest Call for Dictatorship,” Johnson’s Russia List, 1 April 2000.


“A Note on the Great Purge,” H-Russia, 28 August 2000

“Reply to Benno Ennker, H-Russia, 8 September 2000.


“Reply to George Breslauer,” Johnson’s Russia List, 6 August 2002.


“Mussolini’s Fascism and Roosevelt’s New Deal,” WAIS, 4 January 2015.

“Five Things that Candidate Bernie Sanders is Not,” Tikkun, September 2016.


PAPERS AND SPEECHES:


“Trotzky on Soviet Foreign Policy, 1923-1940,” to a meeting of the Western Social Science Association, April 1980.


“Trotzky’s World Politics,” to an international conference sponsored by the Fondazione Giangiacomo Feltrinelli in Follonica, Italy, October 1980.

“Detente and Nuclear Proliferation,” to a meeting of the Genesis Church and San Francisco Youth Association, San Francisco, October 16, 1980.

“Detente in the Third World,” to a meeting of the Genesis Church and San Francisco Youth Association, October 23, 1980.


“Soviet Foreign Policy After Andropov,” to the First Unitarian Church, July 29, 1984.

“The Soviets Rehabilitate Molotov and Demote Ogarkov,” to a panel of the American Association of University Women, Walnut Creek, November 4, 1984.


Four lectures on the Gorbachev Era and the End of the Cold War, Stanford University Women, September-October, 1990.


“After Gorbachev,” First Unitarian Church, 26 April 1992.


Panel on the Russian Constitutional Crisis, San Jose State University, 3 November 1993.


“Revolutionary Events in Russia,” SFSU 60 Plus, 8 June 1998.

Panel on Kosovo War, College of Marin, 22 April 1999.


Panel on the Events of 11 September 1901, SF State, 19 September 2001


“Pearl Harbor and 11 September,” Marin Jewish Community Center, 7 December 2001.

Panel on Ukrainian Orange Revolution, SF State, 10 February 2005.


Panel on China and Russia, SF State, 10 October 2007.


Panel on Trump and the World, SF State, 16 November 2016

RADIO AND TELEVISION:

Productions:


Appearances:


Debate with William Mandel on Soviet Foreign Policy, on “Between Two Points,” KTSF-TV, December 15, 1982.

Commentary on death of Andropov, KRON-TV (NBC), San Francisco, February 10, 1984.


Commentary on Gorbachev’s initiative in Euromissile talks, KPIX-TV (CBS), San Francisco, February 28, 1987.


Panel on Gorbachev, Viacom ch.25, January 8, 1988.


Interview on Soviet-American Relations, KGO radio (ABC), December 12, 1988.

Panel on East European Revolutions, Viacom ch.25, April 4, 1989.

Interview on Soviet history, KGO radio, September 8, 1989.

Comment on Berlin Wall, KPIX-TV (CBS), November 10, 1989.

Interview on East European Changes, KTSF-TV, January 2, 1990.

Commentary on invasion of Panama, KPIX-TV(CBS), January 4, 1990.

Interview on Lithuanian Secession, KGO radio (ABC), April 16, 1990.

Commentary on Gorbachev visit, KQED-FM, June 5, 1990.

Commentary on arrest of Gorbachev, KRON-TV (NBC), KNBR radio


Interview on Russian conditions, KQED, 17 January 1994.

Commentary on Bosnia war, KPIX (CBS), 1 February 1994.

Commentary on Bosnia, KPIX (CBS), 31 November 1994.

Interview on Russian invasion of Chechnya, KPFA, 13 December 1994.


Interview on Chechnya, KQED, 15 February 1995.

Panel on Hiroshima, KQED, 8 August 1995.

Interview on Russian elections, KPFA, 5 December 1995.

Interview on Russian elections, KQED, 21 December 1995.

Interview on Chechnya hostage crisis, KPFA, 16 January 1996.

Interview with Eduard Radzinsky to discuss his biography of Stalin, KQED, 26 March 1996.

Interview on Russian elections, KPFA, 11 June 1996.

Interview on Chechnya, KPFA, 19 August 1996.

Interview on the dismissal of General Lebed, KPFA, 18 October 1996.

Interview on the dismissal of General Lebed, BAY-TV, 23 October 1996.

Interview on NATO Enlargement, KPFA, 24 February 1997.

Interview on Yeltsin cabinet shake-up, KPFA, 27 March 1998.

Interview on Yeltsin cabinet shake-up, Bay-TV, 27 March 1998.

Interview on Kireyenko appointment, KPFA, 27 April 1998.

Interview on Russian economic crisis, KPFA, 1 June 1998.

Interview on IMF loans to Russia, BAY-TV, 31 July 1998.

Interview on Russian debt default, KPFA, 26 August 1998.

Interview on Russian debt default, Voice of America, 28 August 1998.

Interview on Russian debt default, KQED, 31 August 1998.

Interview on Russian debt default, KPIX TV (CBS), 31 August 1998.

Interview on Russia-Belarus union, KPFA, 29 December 1998.

Interviews on Kosovo war, KPFA, 30 March 1999; KPFA, 2 April 1999; KPFA, 4 April 1999; KPIX (CBS), 9 April 1999; KTVU (Fox), 9 April 1999; KPFA, 30 April 1999.

Interview on Yeltsin Dismissal of Primakov, KPIX TV(CBS), 12 May 1999.

Panel with Michael Nacht on Kosovo war, KPFA, 7 June 1999.

Interview on Yeltsin Dismissal of Stepashin, KPIX TV(CBS), 9 August 1999.

Panel with Michael McFaul and Carol Saivetz on the Russian war in the Caucasus, KPFA, 13 August 1999.


Interview on Kosovo Liberation Army, KPFA, 22 September 1999.

Interview on Russian war in Dagestan, KPFA, 26 September 1999.

Interview on Russian war in Chechnya, KPFA, 24 October 1999.

Interview on Russian attack on Grozny, KPFA, 9 December 1999.

Interview on Russian elections, KPFA, 19 December 1999.

Panel on Russian elections, KPFA, 21 December 1999.
Commentary on Clinton-Putin Summit, KPFA, 17 June 2000.

Panel with Peter Duus on Russo-Japanese War of 1904-5, KQED, 5 March 2001


Panel with Strobe Talbott and Michael McFaul on Bush-Putin summit, KQED, 22 May 2002.

Interview on Chechen hostage situation in Moscow, KPFA, 28 October 2002.


Interview on the Georgian events, KPFA, 7 December 2003.


Interview on terrorist attack in Beslan, KPFA, 4 September 2004.

Panel with Anatol Lieven on Beslan events, KPFA, 13 September 2004.

Interview on Ukrainian elections crisis, KPFA, 28 November 2004.

Interview on Ukraine, KPFA, 30 November 2004.

Interview on Ukraine, KPFA, 4 December 2004.

Panel on Ukrainian election of Yushchenko, KPFA, 3 January 2005.

Interview on protests against Putin social reforms, KPFA, 16 January 2005.

Panel with Tini Cox, Dutch Parliament, and Dirk Androuson, Brussells Tribunal, on the Bush- Putin Bratislava talks, KPFA, 24 February 05.

Interview on “Tulip” revolution in Kirgyzstan, KPFA, 26 March 2005.


Interview on Bush- Putin summit, KPFA, 9 May 2005.

Interview on Islamist demonstrations in Uzbekistan, KPFA, 15 May 2005

Interview on Uzbekistan’s call for end to U.S. bases, KPFA, 30 July 2005.

Interview on Russian-Ukrainian natural gas dispute, KPFA, 9 January 2006.

Interview on Putin threat to drop INF treaty, KPIX TV (CBS) 22 February 2007.

Interview on Russia as a world power, Global Forum TV, 12 October 2007.

Interview on Russian elections, KPFA, 4 December 2007.


Interview on Russian-Georgian Conflict, KPIX TV (CBS), 15 August 2008.

Panel with Carl Canetta (Project Defence Alternatives) on Russian-Georgian conflict, KPFA, 21 August 2008.

Interview on Russian-Georgian conflict on KPFA news, 24 August 2008.


Interview on the Ukrainian elections, KPFA, 9 February 2010.

Interview on Kyrghiz-Uzbek conflict, KPFA, 13 June 2010.


Interview on The Russian Revolution, 1917-1945, KPFA, 14 November 2011.

Panel with Daniel Treisman on Russian election protests, KPFA, 18 December 2011.


Interview on John Reed, KPFA, 26 July 2012.

Interview on Putin amnesty for Khodorkovsky, Pussy Riot, Volgograd bombings, KPFA, 12 Jan 2014.

Interview on the Maidan events in Ukraine, KPFA, 3 March 2014.

Panel with Aurel Braun on the Ukrainian revolution, KPFA, 7 March 2014.


Interview on Russian annexation of Crimea, KPFA, 20 March 2014.

Panel with Padraic Kenney on Poland as a great power, KPFA, 5 June 2014.

Interview on Ukraine march against Donetsk, Lugansk, KPFA, 14 July 2014.

Interview on the crash of Malaysian liner MH17 in Ukraine, KPFA, 21 July 2014.

Interview on centenary of outbreak World War One 1914, Australian Broadcast System, 3 August 2014.

Interview on Russian foreign policy in Ukraine, KPFA, 7 September 2014.

Interview on Putin’s war policy in Ukraine, KPFA, 18 January 2015.

Interview on Ukrainian defeat at Debaltseve, KPFA, 19 February 2015.

Interview on Putin and Trump, KPFA, 16 October 2016.

Interview on Trump’s foreign policy, KPFA, 11 December 2016.

Interview on “The Dossier” on Trump and Putin, KPFA, 8 January 2017.


Interview on Putin and Trump, KPFA, 5 April 2017.

Interview on US strikes on Syria, KPFA, 12 April 2017.

Interview on US shooting down a Syrian plane, 19 June 2017.
Jessica Elkind  
jelkind@sfsu.edu

EDUCATION

University of California, Los Angeles  
Ph.D. in History  
September 1999-September 2005

Brown University  
B.A. with honors in History  
September 1994-May 1998

PROFESSIONAL EXPERIENCE

San Francisco State University, History Department  
Associate Professor and Graduate Coordinator  
August 2015-present

Assistant Professor and Graduate Coordinator  
January 2008-August 2015

University of California, Los Angeles  
Lecturer, History and Southeast Asian Studies  
September 2005-March 2007

PUBLICATIONS AND WORKS IN PROGRESS


“Origins of the Cold War” in Understanding and Teaching the Cold War, ed. Matthew Masur, University of Wisconsin Press, 2017

“The Virgin Mary is Going South”: Refugee Resettlement in South Vietnam, 1954-1956,”  
Diplomatic History, vol. 38, no. 5, November 2014

Tragic Diplomacy: U.S. Aid and Intervention in Cambodia, 1970-1979, book manuscript project in progress

“American Aid Workers in Indochina, 1955-1970” (essay and cluster editor) in Women and Modern Social Movements in Modern Empires website; forthcoming publication at alexanderstreet.com in October, 2017

Essays on Modern Vietnam—essays on Family Life, Education, Language and Literature, and Work; published online at http://dailylife.greenwood.com  
(Username: abc345; Password: tbd13)

**SELECTED PRESENTATIONS**

“American Women Aid Workers in Indochina, 1955-1970,” Western Association of Women Historians Annual Conference, San Diego, CA, April 2017


“‘The Virgin Mary Is Going South’: Refugee Resettlement in South Vietnam, 1954-1956,” University of California, Berkeley Center for Southeast Asian Studies Colloquium, February 2012


**SELECTED COURSES TAUGHT**

U.S. Foreign Relations to 1913
U.S. Foreign Relations Since 1913
The U.S. and the Cold War (undergraduate and graduate seminar)
Southeast Asian History
The U.S., Vietnam, and the War
American Empire (graduate seminar)
Readings in Southeast Asian History (graduate seminar)

AWARDS AND FELLOWSHIPS

San Francisco State University Sabbatical Leave, Spring 2017
San Francisco State University Development of Research and Creativity Grant, Spring 2015
Presidential Award for Professional Development, Spring 2013
University of California Chancellors Dissertation Fellowship, 2004-2005
UCLA History Department Pre-dissertation Fellowship, 2003-2004
Foreign Language and Area Studies Fellowship (Title VI), 2000-2003
   For study of Vietnamese language and history
UCLA Summer Research Mentorship Program, Summer 2002
Vietnamese Advanced Summer Institute; Hanoi, Vietnam, Summer 2001

PROFESSIONAL ASSOCIATIONS

Society for Historians of American Foreign Relations, member
Western Association of Women Historians, member
PROFESSIONAL EXPERIENCE

San Francisco State University, Department of History
Professor \hspace{1cm} July 2011–Present
Concurrent positions:
  Chair, Department of History \hspace{1cm} July 2016–Present
  (University) Director of Special Programs in Undergraduate Studies \hspace{1cm} June 2015–June 2016
2016
  Chair, Academic Senate \hspace{1cm} June 2014–June 2015
  (University) Director of General Education \hspace{1cm} August 2011–June 2013
Associate Professor \hspace{1cm} July 2007–June 2011
Assistant Professor \hspace{1cm} September 2002–June 2007

Stanford University, Department of History
Visiting Bonsall Professor of History \hspace{1cm} 2017–2018
Visiting Professor \hspace{1cm} Spring 2017

University of New Orleans, Louisiana, Department of History
Assistant Professor \hspace{1cm} August 2000–August 2002

EDUCATION

University of London, School of Oriental and African Studies
Department of History
PhD, African History \hspace{1cm} 2000

University of Cape Town, South Africa, Department of History
Master of Arts, History \hspace{1cm} 1997

University of California, Berkeley
Bachelor of Arts, History & Anthropology \hspace{1cm} 1995

SELECTED GRANTS AND AWARDS (PRINCIPAL INVESTIGATOR)

Faculty-led Curriculum Design at the CSU planning grant (Teagle Foundation) \hspace{1cm} 2018
San Francisco State University
2017 Distinguished Faculty Award for Service to the University  
San Francisco State University  

CSU Professional Development Grant  
*Adwa in History and Memory*—California State University  

Facilitating Research and Creative Work Grant  
*Abina (digital application)*—San Francisco State University  

James Harvey Robinson Prize of the American Historical Association  
*Abina and the Important Men*  

West African Research Association Fellowship  
*Knowledge Transactions: History and Heritage in Ghana*  

Children’s Africana Book Award for Older Readers  
*Abina and the Important Men*  

Facilitating Research and Creative Work Grant  
*Abina and the Important Men*—San Francisco State University  

Distinguished Faculty Award for Contributions to International Programs  
San Francisco State University, Office of International Programs  

Fulbright Scholar Award  
William J. Fulbright Foundation  
*African World Histories project*—University of Stellenbosch and the University of the Western Cape, South Africa  

Faculty International Development Grant  
*Apartheid Oral Histories project*—San Francisco State University  

Provost’s Assigned Time Award  
*Modern Imperialism and Colonialism*—San Francisco State University  

Presidential Award for Professional Development  
*Beyond Compradores and Kings*—San Francisco State University  

Diversifying African Studies Grant  
*Fashioning Fante: 1807–1874*—Ford Foundation/Center for African Studies, UC Berkeley  

COLLABORATIVE GRANTS AND FOUNDATION FUNDING
Veteran's Legacy Program, (Veteran’s Administration)  
**February 2017–Present**

PI: Daniel Bernardi
- Primary team member and History coordinator/lead, Documentary Producer
- Renewed 2018

The World History Project (Bill and Melinda Gates Foundation)  
**March 2018 –Present**

Advisory Board Member

Expressions and Transformations of Gender, Family, and Status in East and Central Africa, 500–1800 CE (National Endowment for the Humanities)  
**2017–2018**

Co-PIs: Catherine Cymone Fourshey, Rhonda Gonzales, Christine Saidi
- Advisory Board member

Faculty-led Curriculum Design at SF State (Teagle Foundation)  
**January 2015–August 2017**

Faculty Coordinator and facilitator of Faculty Learning Community

PUBLICATIONS AND PROFESSIONAL ACTIVITIES

Editorships and editorial boards

  - Volumes published: *Cosmopolitan Africa* (Getz), *Colonial Africa* (Laumann), *Transatlantic Africa* (Konadu), *Democratizing Africa* (Arington and Decker), *Independent Africa* (Reynolds)
  - Volumes forthcoming: *Bantu Africa* (Saidi, Gonzales, Fourshey), *Authoritarian Africa* (Cheeseman)
- Executive Editorial Board member, *Journal of West African History*

Published books

  


**Manuscripts In Press**

• *The Long 19th Century: Crucible of Modernity*, Bloomsbury Press. Accepted manuscript. Publication date 2018.

**Current grant-funded book projects (not yet under contract)**

• *The Fante Confederation: An Experimental History and Curriculum*

**Films**

• Veteran Legacy Program, 2017–present
  
  • Researcher and Associate Producer on 10 short films
  • Researcher and Associate producer on full-length feature (forthcoming 2018)

• *Abina* (animated documentary feature), Writer and Executive Producer, 2016
  
  • A selection of the 2017 San Francisco Black Film Festival
  • Winner of the 2017 San Francisco Black Film Festival Prize for Animation
  • A selection – Montreal International Animation Film Festival 2017
  • Winner of the Best Animated Feature Prize at Animaze 2017
  • A selection of the 2017 International Images Film Festival for Women, Harare, Zimbabwe
  • A selection of the 2017 Raindance Film Festival, London
  • A selection of the 2018 Toronto Black Film Festival
  • A selection of the 2018 New Zealand International Film Festival
  • A selection of *La Journée de l'Animation à Cannes* 2018
  • Available streaming through Kanopy™ and KweliTV™
Films (forthcoming)

- *The American Soldier and the First World War Experience*, Producer
  Forthcoming 2018
- *Noble Lee Sissle: Harlem Hellfighter*, Director
  Forthcoming 2018

Multimedia projects and consulting

- Consultant, New York Department of Education (10th Grade World History) 2016–Present
  - Units developed include 10th Grade Social Science Unit 3: Unresolved Global Conflict and Unit 4: Decolonization and Nationalism
  - Wide range of additional materials focused on assessment and teacher development
- *Consultant, Chico State University Curriculum Redesign Project* 2017
- *Producer, Abina (digital software application)* 2016–Present
- *Curatorial Advisor, Pitman in Nigeria (museum exhibit)* 2016

Published peer-reviewed articles


Forthcoming special publications in peer-reviewed journals
“Graphic Histories,” a special article-length section of the “Feature Reviews” of the American Historical Review, forthcoming December 2018 or February 2019. Invited editorial curator.

“The pop-up museum”, forthcoming in Oxford Research Encyclopedia, (with Tony Yeboah and Lindsay Ehrisman)

Articles under consideration

“Between History and Heritage: A Pop-up Museum of the Fante Confederation,” under consideration by History in Africa.” (first author, with Tony Yeboah and Lindsay Ehrisman)

Articles under development

“Men, Masculinities, and the Abolition of Slavery in the Gold Coast.”

Chapters in published works


Completed bibliographies

“World History from North America” first author, with Candice Goucher, Craig Lockard, and David Kinkela. Commissioned chapter, in *NOGWHISTO World History Bibliography*.

Selected short scholarly and public contributions


Conference keynotes and invited featured talks

Central New York Council for Social Studies Annual PD Day 
Keynote

CSU Redesigning Our Majors Symposium 
Concluding keynote: *Surviving Curricular Redesign*

Northeastern University Graduate Student Conference 
Keynote: *Reverberations of Adwa: Public Memory, World History, and the Nation-State*

Tyler Symposium at the College of William and Mary 
The Claims Wives Made: The Entanglement of Slavery and Marriage in Post-emancipation Gold Coast, 1874–Present

Northwest/California World History Association 
Keynote: *Locating Empire in the Individual and the Individual in Empire: Imperial Claims Made by Colonial Subjects*

October 2018

August 2017

March 2017

October 2015

March 2015
• Southeast World History Association  
  Keynote workshop: *Abina Mansah, Africa, and World History*  
  October 2012

• New England Regional World History Association  
  Keynote: *Africa in World History: Making Connections*  
  September 2012

• San Francisco State University, Graduate Student Conference  
  Keynote: *History and Critical Theory: From the Margins?*  
  April 2012

Presentations and panels at professional conferences

• Organization of American Historians, Sacramento  
  *The Graphic History: Where Form and Function Come Together*  
  April 2018 (forthcoming)

• National Council for the Social Studies, San Francisco  
  *Teaching Veterans Legacy via Film: Local History, National Dialogue*  
  November 2017

• American Historical Association Annual Meeting, Washington DC  
  *(forthcoming)*  
  *Teaching Scale and Historical Empathy through Graphic Histories*  
  *Chair, Comics and History: New Historical Research*

• World History Association Annual Meeting, Boston  
  *The Past is Another Comic: Using Graphic Histories to Teach Historical Empathy in the World History Classroom*  
  July 2017

• UC Berkeley Teaching History Conference, Berkeley  
  *Comics in the History Classroom: A Critical Approach*  
  May 2017

• Teagle Faculty Planning and Curriculum Conference, New York  
  *Insights from the Field*  
  April 2017

• National Council for the Social Studies, Washington DC  
  *Global Historical Agency Through Graphic Texts: Abina to Zabra’s Paradise*  
  December 2016

• Labor, Coercion, and Rights in Africa and the Indian Ocean World, Stanford  
  *Discussant, Colonial Labor: Abuses, Struggles, and Rights*  
  October 2016

• Ghana Studies Association Annual Conference, Cape Coast  
  *History and Heritage of the Fante Confederation: Towards a Public History? Meet the Filmmaker: Abina and the Important Men*  
  July 2016

• Journal of West African History Launch Conference, East Lansing  
  *The Claims Wives Made: The Entanglement of Slavery and Marriage in Post-emancipation Gold Coast, 1874–Present*  
  April 2016

• California World History Association Annual Conference, Long Beach  
  *Teaching the Modern World: Conceptualizing World History in the 19th and 20th Centuries*  
  February 2016

• SF State Winter Faculty Retreat  
  *Redesign Your Curriculum for Student Success and Achievement*  
  January 2016
• African Studies Association Annual Conference, San Diego November 2015
  Chair, New Perspectives on Slavery in Ghana History, Memory, and the Fante Confederation

• California Higher Education Sustainability Conference, San Francisco July 2015
  Institutionalizing Sustainability Through a Value-driven Strategic Plan

• American Historical Association Annual Conference, New York January 2015
  Slavery, Marriage, and the Nature of History: Representations of Female Litigants in Gold Coast Anti-slavery Courts 1874–Present

• African Studies Association Annual Conference, Indianapolis November 2014
  Forms of Bondage: Representations of Slavery and Marriage in Gold Coast Colonial Courts, c.1874–1890
  Discussant, The Bantu World in World History

• World History Association Annual Conference, San Jose, Costa Rica July 2014
  Public Environments: World History in Popular Space

• California/Northwest World History Association Conference, Berkeley February 2014
  World History and Global Publics: Notes from Conversations with Jerry Bentley

• National Council of University Research Administrators March 2014
  Rx for Research at PUIs: Giving Faculty Tools to Succeed in Research

• After Slavery: Comparing the Caribbean and Africa, Leibnitz University, Germany November 2001
  Reassessing Frames of Reference: “Slavery,” “Marriage,” and Gender in Abolition Courts

• Ghana Studies Association Annual Conference, Kumasi, Ghana May 2013
  The Marriages of Abina Mansab: Gender, Power, and Slavery in Late Nineteenth Century Gold Coast

• American Historical Association Annual Conference, New Orleans January 2013
  ‘I Could Not Care for My Body or My Health’: Excavating Africans’ Voices for Research and Teaching

• American Historical Association Annual Conference, Chicago January 2012
  Chair, Looking for the Tracks: The Quest for African Sources on Slavery, Part I
  Paper, Abina and the Important Men: Silence and Voice in a Testimonial of Enslavement

• History and Memory Conference, San Francisco State University April 2011
  Is History the Enemy of Memory?

• American Historical Association Annual Conference, Boston January 2011

• African Studies Association Annual Conference, San Francisco November 2010
  Chair, Southern African Historiography and Liberation Movements
  Paper, The Participatory Classroom as a Tool to Helping Students Develop Critical and Constructive Approaches to African History
· World History Association Annual Conference, San Diego  
  Organizer and panelist, Roundtable: World History for Us All? Global Perspectives and Debate  
  June 2010

Chair, Women, Gender, and Pedagogy

· World History Association Annual Conference, Salem, Massachusetts  
  World (H)istor(ies): Civilizing Missions and Grand Narratives in US and South African Classrooms  
  June 2009

· Stanford–University of California Colonialism & Law Conference  
  Abina Mansah and the Important Men  
  March 2009

· African Studies Association Annual Conference, Washington D.C.  
  October 2007

· African Studies Association Annual Conference, Washington D.C.  
  Organizer, Imagining the Nation, Imagining the World: A Panel to Honor the 50th Anniversary of Ghanaian Independence  
  October 2007

· Social Science History Association Annual Conference, Chicago  
  Creating an Online Historical Community: H-Afriteach, DIVA, and the Digital African Times  
  October 2007

· German Colonialism in International Perspective, San Francisco  
  Respondent, Literature and Colonialism  
  September 2007

· Finding the African Voice: Narratives of Slavery, Bellagio, Italy  
  Testimonies of Gold Coast Slaves and Emancipés: Contextualizing and Excavating Slave Voices  
  September 2007

· World History Association Annual Conference, Long Beach  
  Chair, Session on New World Histories: Themes and Practices  
  Teaching Diffusion Versus Invention in World History  
  June 2006

· African Studies Association Annual Conference, New Orleans  
  Chair, Session on ethnic/clan identities  
  Beyond Compradores and Kings: The Fante Confederation  
  November 2004

· Avignon Conference on Slavery, Avignon France  
  Children and Slavery in Post-proclamation Gold Coast  
  May 2004

· Berkeley–Stanford Symposium on Colonialism and Law, Stanford  
  Collision of Two Courts on the Gold Coast: British Magistrates, Okyemfo Interlocutors, and the Trials of Amoako Atta I  
  May 2002

· American Association of History and Computing Conference, Nashville  
  MERLOT for History: Accessing Learning Objects for Teaching and Learning  
  March 2002
• American History Association Annual Conference, San Francisco  
  Organizer, *The Protectorate Chiefs and British Gold Coast Anti-slavery Policy 1874–1900*  
  January 2002

• African Studies Association Annual Conference, Houston  
  November 2001  
  *Through Anomabu to America: A Cross-section of the Atlantic Slave Trade in the Late 18th Century*

• South East Regional Seminar on African Studies, Greenville  
  *Amoako Atta and the British: A Paramount Chief on the Gold Coast Frontier*  
  October 2001

• Center for African Studies Conference, Berkeley  
  *Slavery and Emancipation in Senegal and the Gold Coast 1800–1900*  
  April 1998

• Center for African Studies Conference, Stanford  
  *Southwest Africa under South African Rule, the First 50 Years*  
  April 1997

**Invited presentations at academic institutions**

• University of Memphis, Department of History  
  *Abina and the Important Men*  
  February 2018

• UC Berkeley, Center for African Studies  
  *The Fante Confederation never happened: silence, space, and the earnest historian in West Africa*  
  February 2018

• Stanford University, Archaeology Center  
  *The Fante Confederation never happened: a tentative archaeology of memory and silence*  
  November 2017

• Stanford University, Africa at Noon  
  *The Fante Confederation in History and Memory*  
  March 2017

• Dartmouth University, Department of History  
  *The Entanglements of Slavery and Marriage in Colonial Ghana*  
  February 2017

• Cornell University, History Department  
  *The Woman Who Brought Down the King of Wassa*  
  December 2016

• Diablo Valley College History Speakers Series  
  *Excavating Submerged Voices: Abina Mansah and History*  
  March 2016

• UC Riverside, African History Seminar  
  *From Slave to Wife: Women Who Domesticated Empire in the Gold Coast, 1874–1890*  
  January 2016

• UC Berkeley, Preparing Future Faculty Summer Institute  
  *Careers in the CSU*  
  June 2015
• California State University, East Bay, Campus-wide talk  
  *A Very Graphic History: The Story of an African Woman in Art and Text*  
  May 2015

• Stanford University, African History Seminar  
  *The Claims Women Make: Slavery, Marriage, and the Colonial Courts in the Late Nineteenth Century Gold Coast Colony and Protectorate*  
  April 2015

• San Francisco State University, Department of History Seminar  
  *The Claims Women Make: Slavery, Marriage, and the Colonial Courts in the Late Nineteenth Century Gold Coast Colony and Protectorate*  
  March 2015

• University of Wisconsin, Center for African Studies  
  *Shackles of Various Kinds: Marriage, Slavery, and Shame in the Late Nineteenth Century Gold Coast Colony and Protectorate*  
  April 2014

• Stanford University, Graphic Narrative Project  
  *“Real” Life in Sequential Pictures: Abina Mansah and the Re-imagining of “History”*  
  October 2013

• Wake Forest University  
  *The Testimony of Abina Mansah*  
  March 2013

• Winston-Salem State University, The Diggs Gallery  
  *Slavery as Experience, Freedom as Perspective*  
  March 2013

• Boston University, Center for African Studies  
  *The Marriages of Abina Mansah*  
  September 2012

• KwaMuhle Museum, Durban, South Africa  
  *Abina Mansah: I Claim Freedom*  
  May 2008

• University of Kwazulu-Natal, History and African Studies Seminar  
  *Locating South Africa Within the Project of North American (W)orld (H)istory*  
  May 2008

• Albert Luthuli Museum, KwaDukuza, South Africa  
  *Life Stories: Abina Mansah*  
  May 2008

• University of Cape Town, African and Comparative History Seminar  
  *World History of South Africa, World History from South Africa*  
  May 2008

• University of Stellenbosch, History Department Seminar  
  *U.S. Textbooks and the “History” of South Africa*  
  March 2008

• University of the Western Cape, History and Humanities Seminar  
  *Locating South Africa in North American World History*  
  March 2008

• Facing History Advanced Seminar: Genocide and Its Legacy  
  *(H)istory, Oral History, Justice, and Reconciliation*  
  September 2007

• San Francisco State University, Friends of the Library  
  *The Fante Confederation and the United States*  
  May 2005
Berkeley Center for African Studies  
November 2002

University of Cape Town History Series, South Africa  
*Smuts and South African Expansion in German South-West Africa*  
October 1996

**Teacher and docent training events**

- New York Board of Education, Comics in the Classroom Conference  
  *Why Your Social Studies Classroom Should Be Comic (Book) and Graphic (Novel)*  
  January 2016

- Oakland Unified School District  
  *Imperialism in Africa*  
  October 2013

- UC Berkeley ORIAS Community College Institute  
  *From Djenne to Mali: Questioning City and Empire in the Classroom*  
  July 2013

- New England Regional World History Association  
  *Abina and World History*  
  September 2012

- UC Berkeley ORIAS Community College Institute  
  *Abina and the Important Men*  
  May 2012

- Tamalpais High School District  
  *Abina’s World*  
  May 2012

- UC Berkeley ORIAS K–12 Institute  
  *Abina and the Important Men: Engaging Students in Reversing Silences*  
  July 2011

- Natal Museum, Pietermaritzburg, South Africa  
  *Oral History for School and Community: Practice, Method, and Application*  
  November 2008

- Department of Education, Northern Cape Province, South Africa  
  *Teaching Colonialism and Decolonization, Grade 12*  
  September 2008

- Luthuli Museum and Department of Education, KwaZuluNatal Province, South Africa  
  *Oral History in the Classroom and in the Community*  
  August 2008

- DeYoung Museum African Art Collection Series (docent education)  
  *Akan Gold Weights*  
  May 2016

  *Context is King: Contemporary African Sociopolitics and the De Young Collection*  
  April 2012

  *Collective Imagination, From Africa to the De Young*  
  May 2011

  *Secret Signs in the De Young’s Africa Collection*  
  August 2007

160
Review essays


Book reviews


**Radio interviews**

“City FM Ghana” (CityFM) on History Curriculum in Ghana (July 2017)

“Power FM” (XFM) on African History (May 2014)

“Gaines on Gains” (WCEM) on *Abina and the Important Men* (November 2016)

“Living Room” (KPFA) on the Journeys of Reconciliation program (June 2007)

**SERVICE**

**Service to the CSU system**

· *Council of Campus Academic Senate Chairs* 2014–2015

· *Academic Senate Representative to the Academic Council on International Programs* 2006–2009

**San Francisco State University**

· Member, Academic Freedom Committee 2018–Present

· Chair, University-wide Equity & Inclusion Educational Outreach Plan 2017–Present

· University Corporation, Board of Directors
  - Chair 2016–Present
  - Member 2015

· Paul K. Longmore Center for Disability Studies, Board member 2012–Present
· Member, university search committee, Dean of Undergraduate Education 2018
· Chair, university search committee, Director of International Programs 2018
· Campus Climate Steering Committee, Member 2018
· Academic Senate of San Francisco State University
  - Chair 2014–2015
  - Member at large, Executive Committee 2013–2014
  - Vice-chair 2011–2012
  - Academic Senator 2009–2015
  - Chair, Academic Policies Committee 2010–2011
  - Member, Academic Policies Committee 2009–2010
· University Strategic Planning Coordinating Committee (SPCC)
  - Co-chair (with President Les Wong) 2014–2015
  - Faculty Representative 2013–2014
· Coordinator, Teagle Faculty Learning Community 2015–2017
· University Faculty Athletic Representative (Division II NCAA) 2015–2017
· Co-Chair, Ad Hoc Committee to restart the Experimental College 2017–2018
· Member, search committee for Senior Director of Development, College of LCA 2017
· Instructionally Related Activities (IRA) Advisory Board 2014–2016
· President’s Task Force on Strategic Enrollment Management 2014–2015
· University Bookstore, Board of Directors 2014–2015
· President’s Marketing Council 2014–2015
· Director of General Education 2011–2013
· Presidential Search, Campus Advisory Committee 2012
  - Elected faculty representative (one of three)
· WASC Steering Committee (campus-wide) 2011–2013
· (University-wide) Student Success Initiative 2011–2013
  - Member
· Member, university search committee, Associate Vice-president for CEL 2012
· Baccalaureate Requirements Committee
  - Chair 2011
  - Member (ex officio) 2011–2013
· All-university Committee on Students, Faculty, and Staff with Disabilities
  - Chair 2010–2011
  - Member 2009–2013
· Member, University Search Committee, Director of International Programs 2007
• Cluster Coordinator, Segment III Cluster: Study Abroad 2006–2010
• SFSU Educational Technology Advisory Committee 2006–2007
• Study Abroad Program Interview Committee 2003–2014
• Administrator Review Committees
  - Provost Sue V. Rosser 2014
  - Dean Paul Sherwin 2012
  - Associate Vice-president Yenbo Wu (chair) 2011

Service to college and department
• History Department
  - Long Range Planning Committee 2009–2012
  - Retention, Tenure, and Promotion Committee (Chair, 2009–2010) 2009–2011
  - Technology Committee 2003–2006
• Methods and Technology Committee (College of BSS) 2002–2006

Service to the discipline
• American Historical Association
  - Awards Committee, James Harvey Robinson Prize 2017–2021 (term)
  - Program Committee for the Annual Meeting 2016–2017
• Network of Global and World History Associations (NOGWHISTO) 2014–2017
  - Delegate, World History Association
  - Steering Committee Chair, North American contribution to World History bibliography
• William J. Fulbright Foundation
• H-Net
  - Member, H-Net Council 2007
  - Editor, *H-AfrTeach* (500-member network for teachers of and in Africa) 2005–Present
  - Member, Plan-Teach (H-Net international teaching planning committee) 2005–2007
  - Chair, Gate-Plan-Teach (H-Net teaching portal development sub-committee) 2005–2006
• Administrator and Developer, *The African Times Online* 2007–Present
• African Studies Association Local Area Committee
- Co-chair, ASA LAC  
  2010

- Co-chair, Volunteers Sub-committee  
  2006

**Service in the community (United States and Africa)**

- Aggregate Space Artists Collective, Board of Directors  
  2015–

- EduWeavers, Board of Directors  
  - Chair  
    2009–2014  
  - Member  
    2006–2008  

- Saint Mark’s School/eSibonisweni Primary School, South Africa  
  2004–2014  
  - Oral history exchange mentor/advisor to schools in the United States and South Africa  
  - Member of fundraising committee for educational projects in Maputoland (eSibonisweni)

- Canal Alliance  
  - Ombudsperson, consultant for university bridge program  
  2005

**Lectures and talks to schools**

Curriculum Vitae

HSU, Pi-ching

Personal Information:
  Position: Professor, Department of History, San Francisco State University
  Phone: (415) 338-7536
  E-mail: pchsu@sfsu.edu

Professional Education:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Dates</th>
<th>Major</th>
<th>Degree</th>
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<tr>
<td>National Taiwan University</td>
<td>1978-82</td>
<td>Foreign Languages And Literature</td>
<td>BA</td>
<td>June, 1982</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History</td>
<td>Ph.D.</td>
<td>July, 1994</td>
</tr>
</tbody>
</table>

Dissertation Title:
Celebrating the Emotional Self: Feng Meng-lung and Late Ming Ethics and Aesthetics
Advisor: Professor Ann B. Waltner

Teaching Experience at San Francisco State University Since Fall 1994:

Spring 2017
Hist 300GW, Seminar on Historical Analysis 19 students
Hist 569, Ancient Chinese Civilization 29 students
Hist 575, History of Women in China and Japan 30 students

Fall 2016
Hist 571, History of Modern China 18 students
Hist 572, Taiwan: History, Memory, and Imagination 28 students
Hist 644, Travelers to the Dragon Kingdom 7 students

Spring 2016
Hist 569, Ancient Chinese Civilization 12 students
Hist 570, Imperial China 26 students
Hist/WGS 575, History of Women in China and Japan 16 students

Fall 2015
Hist 571, History of Modern China 36 students
Hist 590, Taiwan: History, Memory, and Imagination 13 students
Hist 644, Confucius Says—Or Not 8 students
Hist 899, Independent Study 1 student
Spring 2015:

*Hist 569, Ancient Chinese Civilization* 41 students
Hist 570, Imperial China 42 students
Hist/WGS 575, History of Women in China and Japan 35 students

Spring 2014:

Hist 300GW, Seminar on Historical Analysis 11 students
Hist 571, History of Modern China 39 students
Hist 590, Civilizing Demons 18 students

Fall, 2013:

*Hist 569, Ancient Chinese Civilization* 40 students
Hist 570, Imperial China 39 students
Hist/WGS 575, History of Women in China and Japan 21 students

Spring 2013

*Hist 571, History of Modern China* 39 students
Hist/WGS 575, History of Women in China and Japan 39 students
Hist 644, Confucius Says—Or Not 12 students
Hist 899, Independent Study 2 students

Fall 2012

*Hist 569, Ancient Chinese Civilization* 42 students
Hist 570-1, Imperial China 31 students
Hist 570-2, Imperial China (Chinese Flagship) 10 students

Spring 2012

*Hist 571, History of Modern China* 49 students
Hist 590, Civilizing Demons 26 students
Hist 644, Travelers to the Dragon Kingdom 17 students

Fall 2011

*Hist 569, Ancient Chinese Civilization* 44 students
Hist 570, Imperial China 38 students
Hist/WGS 575, History of Women in China and Japan 23 students

Spring 2011

Hist 571, History of Modern China 39 students
Hist 578, History of Japan 43 students
Hist 644, Travelers to the Dragon Kingdom 15 students
Hist 899, Special Study 1 student

Fall 2010

*Hist 569, Ancient Chinese Civilization* 42 students
Hist 570, Imperial China 32 students
Hist/WGS 575, History of Women in China and Japan 28 students
Spring 2010
Hist 570, Imperial China 38 students
Hist 571, History of Modern China 36 students
Hist 578, History of Japan 44 students
Hist 899, Special Study 1 student

Fall 2009
Hist 300, Seminar on Historical Analysis 21 students
Hist 569, Ancient Chinese Civilization 33 students
Hist/WGS 575, History of Women in China and Japan 50 students

Spring 2009
Hist 570, Imperial China 32 students
Hist 571, History of Modern China 45 students
Hist 644, Confucius Says—Or Not 20 students

Fall 2008
Hist 569, Ancient Chinese Civilization 40 students
Hist/WGS 575, History of Women in China and Japan 35 students
Hist 578, History of Japan 40 students

Spring 2008
Hist 570, Imperial China 41 students
Hist 571, History of Modern China 47 students
Hist 644, Confucius Says—Or Not 18 students

Spring 2007
Hist 300, Seminar on Historical Analysis 24 students
Hist 570, Imperial China 38 students
Hist 571, History of Modern China 42 students

Fall 2006
Hist 569, Ancient Chinese Civilization 39 students
Hist/WGS 575, History of Women in China and Japan 28 students
Hist 578, History of Japan 45 students

Spring 2006
Hist 300, Seminar on Historical Analysis 25 students
Hist 570, Imperial China 40 students
Hist 571, History of Modern China 38 students

Fall 2005
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
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<td>Spring 2005</td>
<td>Hist 569, Ancient Chinese Civilization 37 students</td>
<td>39 students</td>
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<td>Hist/WGS 575, History of Women in China and Japan</td>
<td>42 students</td>
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<td>Hist 578, History of Japan</td>
<td>42 students</td>
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<td>Hist 899-02, Special Study</td>
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<td>Fall 2004</td>
<td>Hist 300, Seminar on Historical Analysis 20 students</td>
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<td></td>
<td>Hist 570, Imperial China</td>
<td>37 students</td>
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<td></td>
<td>Hist 571, History of Modern China</td>
<td>44 students</td>
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<td>Hist 699-06, Special Study</td>
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<tr>
<td>Spring 2004</td>
<td>Hist 569, Ancient Chinese Civilization 26 students</td>
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<tr>
<td></td>
<td>Hist/WGS 575, History of Women in China and Japan</td>
<td>42 students</td>
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<td>Hist 578, History of Japan</td>
<td>44 students</td>
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<td>Fall 2003</td>
<td>Hist 569, Ancient Chinese Civilization 20 students</td>
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<td>Hist/WGS 575, History of Women in China and Japan</td>
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<td>Hist 578, History of Japan</td>
<td>48 students</td>
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<td>Spring 2003</td>
<td>Hist 570, Imperial China</td>
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<td>Hist 571, History of Modern China</td>
<td>37 students</td>
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<td>Fall 2002</td>
<td>Hist 569, Ancient Chinese Civilization 14 students</td>
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<td>Hist/WGS 575, History of Women in China and Japan</td>
<td>36 students</td>
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<td>Hist 578, History of Japan</td>
<td>47 students</td>
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<td>Spring 2002</td>
<td>Hist 570, Imperial China</td>
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<td>Hist 571, History of Modern China</td>
<td>34 students</td>
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<td>Hist 805-1, Seminar: History of Gender in E. Asia</td>
<td>7 students</td>
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<tr>
<td>Fall 2001</td>
<td>Hist 300, Seminar on Historical Analysis 21 students</td>
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<td>Hist 569, Ancient Chinese Civilization 22 students</td>
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</tbody>
</table>
Hist/WGS 575, History of Women in China and Japan 39 students

Spring 2000
Hist 300, Seminar on Historical Analysis 18 students
Hist 571, History of Modern China 41 students
Hist 578, History of Japan 43 students

Fall 1999
Hist 300, Seminar on Historical Analysis 23 students
Hist 570, China Before Modern Times 38 students
Hist/Woms 575, History of Women in China and Japan 36 students

Spring 1999
Hist 571, History of Modern China 37 students
Hist 578, History of Japan 51 students
Hist 899-11, Special Study 1 student

Fall 1998:
Hist 300, Seminar on Historical Analysis 16 students
Hist 570, China Before Modern Times 45 students
Hist/Woms 575, History of Women in China and Japan 37 students

Spring 1997:
Hist 571, History of Modern China 48 students
Hist 840, Seminar on Asian History:
   Gender, Religion and the Fantastic in Early Modern China 14 students

Fall 1996:
Hist 300, Seminar on Historical Analysis 20 students
Hist 570, China Before Modern Times 39 students
Hist/Woms 575, History of Women in China and Japan 27 students

Spring 1996:
Hist 300, Seminar on Historical Analysis 21 students
Hist 570, China Before Modern Times 31 students
Hist/Woms 575, History of Women in China and Japan 26 students

Fall 1995:
Hist 300, Seminar on Historical Analysis 21 students
Hist 571, History of Modern China 50 students
Hist 578, History of Japan 38 students
Hist 890-4, Edit & Publish History Journal 2 students

Spring 1995:
Hist/IR/SS 393/Geog 574, Contemporary Asia 68 students
Hist 570, China Before Modern Times 36 students

Fall 1994:
Hist 113, Asian Civilizations 46 students
Hist 300, Seminar on Historical Analysis 18 students
Hist/Anth 391, Traditional Asia 44 students

Advising:
History Major/Minor advising

Serving on Graduate Committees of MA Students in the China Fields &
Asian/World/Women’s History & Women Studies: Angela Crescenzo, Roberto Padilla,
Foster Pineaux, Sonali Jolly, Arturo Arrieta, Adam Fong, Tomoko Taguchi, Yoko
Kawakami, Ruth Chan, Jon Anderson, Paras Vyas, Pamela Ludwig, Yasuko Umemura,
Carly Sheehan, Margaret Donohue, Erica Thomas, Thomas Gimbel, Nathan Hoskinson,
Cyrus Chen, and Michelle Nguyen.
(Crescenzo received her MA in History in Spring of 1996)
(Padilla received a pre-doctoral fellowship in 1996-97; I was his faculty sponsor during
the tenure of his fellowship. He got his MA in History in Spring of 1998, and went to
Ohio State University for his doctorate with a full scholarship)
(Jolly received her MA in History in Fall of 1999 and went on to receive her Ph.D. in
India in Summer of 2004)
(Taguchi received her MA in Women Studies in Spring of 2002)
(Kawakami received her MA in Women Studies in Spring of 2003)
(Fong received his MA in World History in Fall of 2003 and went to University of
Hawaii for Ph.D.)
(Arrieta received his MA in World History in Fall of 2003 and is currently a lecturer at
SFSU)
(Anderson received his MA in Political Science in Spring of 2004)
(Chan and Vyas received their MA in History in Spring of 2005)
(Ludwig received her MA in History in Spring of 2006)
(Umemura received her MA in History in Spring of 2007)
(Sheehan received her MA in History in Fall of 2010)
(Donohue received her MA in History in Spring of 2011)
(Thomas received her MA in History in Fall of 2011)
(Gimbel received his MA in History in Spring of 2012 and went to University of Chicago
for Ph.D.)
(Hoskinson received his MA in History in Fall of 2013)
(Chen received his MA in History in Spring of 2015)
(Nguyen received her MA in History in Spring of 2016)

GE Segment III, Asian Society, Politics, and Culture Cluster advising

Pacific Asian Studies Minor program advising

Study Abroad program advising

Guest Lectures:

September 16, 2009. Giving a guest lecture, “From Unisex to Over Sex: Sexuality
Before and After China’s Globalization,” at Joel Kassiola and Kathryn Johnson’s BSS
Important?” SFSU.


March 20, 1996. Giving a guest lecture on Feng Meng-lung (1574-1646) and his portrait of courtesans at Professor Yong Ren’s class, Chinese 602, Chinese Narrative Tradition, SFSU.

Professional Achievement and Growth:

Publications:

Books—


Articles in Volumes of Collected Essays—


Articles in Peer-Reviewed Journals—


“Tang Saier and Yongle: Contested Images of a Rebel Woman and a Monarch in Ming-Qing Narratives,” Ming Studies 56 (Fall 2007): 6-36.


“Courtesans and Scholars in the Writings of Feng Menglong: Transcending Gender and Status,” Nan Nü: Men, Women and Gender in Early and Imperial China 2, No. 1 (March 2000): 40-77.


**Book Reviews**—


**Presentations**—

‘Laughable and Lamentable Scholars: Education Humor from a 17th-Century Chinese Joke Book,’” Gaudeamus Speech at History Department Honors Convocation, May 9, 2015, SFSU.

“Body Humor in Feng Menglong’s *Treasury of Laughs*,” paper presented to The Confucius Institute, SFSU, November 14, 2012.


Interviews—
Interview with Prof. Carla Nappi of University of British Columbia (New Books in East Asian Studies) to promote my complete translation of Treasury of Laughs, May 9, 2016.

Interview on the subject of PRC & ROC political leaders’ speeches that aroused strong emotions concerning cross-Taiwan Straits relations with Culture and Emotion Research Laboratory, Psychology Department, SFSU, April 27, 2009.

Interview on the subject of Zheng He and Chinese maritime trade with the proposed Institute for the Indies, San Francisco State University, April 8, 2009.

New Course Development—
Hist 569, Ancient Chinese Civilization
Hist 570, Imperial China
Hist 572, Taiwan: History, Memory, and Imagination
Hist 575, Women in China and Japan
Hist 590, Topics in Asian History: Civilizing Demons: Religious, Cultural, and Political Assimilations in Journey to the West
Hist 644, Proseminar in World History: Confucius Says, Or Not?
Hist 644, Proseminar in World History: Travelers to the Dragon Kingdom
Hist 805, Seminar in Women’s History: The History of Gender in East Asian Societies
Hist 840, Seminar in Asian History: Gender, Religion, and the Fantastic in Early Modern China

Honors:
Taiwan Fellowship, ROC Ministry of Foreign Affairs, June-December, 2014
Sabbatical Leave (half-year leave with full pay), SFSU, Fall semester, 2014
Sabbatical Leave (half-year leave with full pay), SFSU, Fall semester, 2007
Recognition for “Excellent General Education Teaching;” SFSU, Fall semester, 2003
Sabbatical Leave (one-year leave with half pay), SFSU, 2000-01
Affirmative Action Award (3-unit teaching release), SFSU, Spring semester, 1999
Presidential Award (one-year leave with half pay), SFSU, 1997-98
Affirmative Action Award (3-unit teaching release), SFSU, Spring semester, 1997
Summer Stipend, SFSU, 1995
Affirmative Action Award (3-unit teaching release), SFSU, Spring semester, 1995

**Professional Service:**

Peer review of the manuscript “Explorations of Desire: Monsters, Horror and Enchantment in Pu Songling’s *Liaozhai zhiyi*” for *Ming Qing Yanjiu* (January 2016).

Peer review of the manuscript “Literary Regulations and the Chinese Articulation of Women’s Sexuality During the Japanese Occupation of Manchuria: Between the Lines of Wu Ying’s *Lust* and Yang Xu’s *My Diary*” for the *Journal of the History of Sexuality* (October 2002).

Peer review of the manuscript “Female Hierarchy in Customary Practice: Concubines’ Status in 17th Century China” for *Signs: Journal of Women in Culture and Society* (January 1997).

Peer review of the manuscript "The Fantastic Journey of an Ugly Boy: Homosexuality and Salvation in Late Ming Erotica" for *positions: east asia cultures critique* (January 1995).

**Community Service:**

Participating in the bi-annual East Asian Regional Materials and Resources Center (EARMARC) East Asian video workshop to review videos for the Center since Spring 1996.

Communicating with Vanessa Hua concerning her article on a San Francisco Chinatown activist’s experience in the Cultural Revolution, February 12, 2015.

Giving a 90-minute lecture on recent Chinese history (from the Opium War onwards) to participants of the 2009 Fulbright-Hays Seminars Abroad programs, June 27, 2009.

Organizing and chairing a panel, “Inscriptions of Confucianism: Past, Present, East, and West,” at California World History Association Conference, November 15, 2008, SFSU.

Communicating with Marianne Messina, reporter of *Metro Silicon Valley*, concerning the history of ballet in modern China, July 2, 2008.

Giving a 40-minute interview with San Francisco Chronicle deputy travel editor Spud Hilton concerning the beliefs and customs surrounding the Lunar New Year, February 5, 2008.

Serving as a discussion leader in the Asian session of Professor Jerald Combs’s public lecture series “U.S. Foreign Policy in Historical Perspective,” San Francisco Downtown Center, October 18, 2005.

Chairing a panel session, “Press and Mass Culture in Qing and Republican China,” at the Mid-West Conference on Asian Affairs, October 2, 2004.

Corresponding with the Asian Art Museum of San Francisco requesting correction of a mistake in captioning, August 27, 2004.


Corresponding with Superintendent Nick Franco at Angel Island State Park concerning the problematic translation of a famous Chinese immigrant poem on the wall of the Angel Island Immigration Station, February 24, 1999.

Giving a talk about lives on the two sides of the Taiwan Straits since 1949 to senior citizens at the San Francisco Towers, January 27, 1999.


Giving the SFSU Presidential Scholars a brief introduction to East Asian arts during their visit to the Asian Art Museum of San Francisco, September 14, 1997.

Giving a talk entitled "How to Reconstruct Chinese Women's Past?" in the section of "Women & History" in International Women's Day Conference, San Francisco State University, March 6, 1995.

University Non-Teaching Activities:
Campus-Wide--
Director of Pacific Asian Studies, Fall 2006-Spring 2015
Director of Asian Area Studies, 1994-Spring 2006
GE Segment III Asian Society, Politics, and Culture Cluster Coordinator, 2003-08
Content Specialist, Chinese Language Flagship Partner Project, SFSU, 2009-present
University Sabbatical Committee, 2009-11
Faculty Merit Increase Appeals Committee, SFSU, 1999-2000
San Francisco State University National Security Education Program Selection Committee, 1994-95
Secretary, Chinese American Faculty Association, SFSU, 1996-97

College-Level--
Grade Grievance Committee, College of Liberal and Creative Arts, 2011-12
BSS College Faculty Research, Scholarship and Creative Activity Committee, 1996-2000, 2003-04

History Department--
Mullins Prize (Best History Student Papers) Committee, Spring 2017
Faculty Facilitator of Proseminar Improvement Small Group, 2016-17
Retention, Tenure, and Promotion Committee, 2001-2014, 2016-present
Hiring Committee, 1995-2007
Social Committee, 2006-07, 2015-16
Long-Range Planning Committee, 2010-11
Graduate Committee, 2010-11
Curriculum Committee, 1994-97

Others--
Major Revision of GE Segment III Asian Society, Politics, and Culture Cluster, May 2008
Serving as a discussant of the film “The Soong Sisters” shown by History Students Association, SFSU, April 10, 2008
Presenting Pacific Asian Studies program at “Meet the New and Revised Regional Studies Minors: European Studies, Pacific Asian Studies, South Asian Studies, and Middle East and Islamic Studies,” in (Re)Discover SF State Faculty and Staff Retreat Program, SF State Downtown Campus, January 22, 2007
Revision of Asian Area Studies into Pacific Asian Studies (approved by Academic Senate November 2006)
Conducting Chinese language competency tests for the Department of Anthropology, September 2006
Review of GE Segment III Asian Society, Politics, and Culture Cluster, April 2004
Presenting a lecture, “Wit and Its Relation to Society in Early History of Modern China: A Textual and Contextual Analysis of Humor,” at History Students Association Faculty Lecture Series, SFSU, April 29, 2002
Participating in student assessment, Department of History, 1998-99
Faculty Representative at the All-University Undergraduate Honors Convocation, 1998
Catherine J. Kudlack
Curriculum Vitae
1607 Bonita Avenue, Berkeley, CA 94709
(415) 405-3528 o
kudlack@sfsu.edu
http://longmoreinstitute.sfsu.edu

Degrees:
Ph.D., University of California, Berkeley, History, 1988
B.A., University of California, Santa Cruz, History, 1980

PROFESSIONAL EXPERIENCE
Positions:
Professor of History, San Francisco State University, Fall 2012-present
Director, Paul K. Longmore Institute on Disability, San Francisco State University, Fall 2012-present
Affiliated Professor, Université Paris VII (Diderot), Laboratoire ICT, 2012-present
Visiting Professor, Conservatoire nationale des arts et métiers, Paris, 2004-2010
Professor, University of California, Davis, 2002-2012
Associate Professor, University of California, Davis, 1996-2002
Assistant Professor, University of California, Davis, 1989-1996
Visiting Assistant Professor, Barnard College, New York, 1988-89

HONORS AND AWARDS

- Neda Nobari “Spotlight on Change-Makers” Acknowledgement 2017
- ABC-7 Television “Profile in Excellence” Award 2014.
- American Council of Learned Societies (ACLS) Fellowship for Scholars (ACLS), 2010-2011
- University of California Humanities Research Institute Convener, “Critical Disability Studies” Residential Research Cluster, Fall 2010
- Davis Humanities Institute, “Medicine in a Globalizing World” Fellow, Spring 2010
- Invited Discussant, American Philosophical Society, Frontiers in the Humanities, Potsdam, Germany, October 2009
- Columbia University Mailman School of Public Health, Short-Term Visiting
Professor, September 2008

- College Board, Top Five Best Practices Course in European History, 2005
- National Endowment for the Humanities Summer Institute on Disability Studies, San Francisco State University, Summer 2000
- University of California, Davis Chancellor’s Teaching Fellowship, 1998-99
- University of California President's Fellowship in the Humanities, 1997-98
- Prize for the best new research proposal in French History, awarded jointly by the Society for French Historical Studies and the Western Society for French History, 1995
- Social Science Research Council International Doctoral Research Fellowship for Western Europe, 1984-85.
- Tocqueville Grant of the Franco-American Foundation, 1984-85.

PUBLICATIONS

Books:

*Oxford Handbook of Disability History*, ed. with Michael Rembis and Kim Nielsen, submitted

*Telethons* (editor) posthumous publication by Paul K. Longmore, Oxford University Press, January 2016.


Peer-Reviewed Articles & Book Chapters:


“The Social History of Medicine and Disability History” in Rembis, Kudlick, Nielsen, eds, *The Oxford Handbook of Disability History* forthcoming


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“Collision and Collusion: Artists, Academics, and Activists in Dialogue with the University of California and Critical Disability Studies” with Susan Schweik, Disability Studies Quarterly 34:2 (2014)

“Black Bike, White Cane: Timely Confessions of a Special Self”, Disability Studies Quarterly. 31:1 (Winter 2011)


“Disability and ‘Divorce’: A Blind Parisian Cloth Merchant Contemplates his Options in 1756,” in Gendering Disability, Bonnie G. Smith and Beth Hutchison, eds. (New Brunswick, Rutgers University Press, 2004).

“Disability History: Why We Need Another ‘Other’” The American Historical Review: 108:3 (June 2003) 763-93.

"Giving is Deceiving: Cholera, Charity, and the Quest for Authority in 1832," *French Historical Studies* 18:2 (Fall 1993), 457-81.


**Published Essays and Thought Pieces:**

“Comment: At the Borderland of Medical and Disability History” *Bulletin of the History of Medicine* 87:4 (Winter 2013) 540-559

“Disability and the Transformation of Historians' Public Sphere” (with Paul Longmore), *Perspectives* (November 2006).


**Encyclopedia and Handbook Entries:**


 Screener and Contributor to The Encyclopedia of American Disability History SAGE publications, 2009

**Book Reviews:**

*Disability in Twentieth-Century German Culture* by Carol Poore for Central European History (December 2008)

*Disability Policy in Britain Since 1750: A History of Exclusion* by Anne Borsay for Social History of Medicine 2006 19; 541-2


*Sight Unseen* by Georgina Kleege for The Braille Monitor (December 1999), 925-27.

*A Silent Minority: Deaf Education in Spain, 1550-1835* by Susan Plann for Journal of Modern History 71:3 (September 1999), 738-40.


*Apprehending the Criminal: the Production of Deviance in Nineteenth-Century Discourse* by Marie-Christine Leps for Journal of Interdisciplinary History (Summer 1995).


**PUBLIC PROJECTS**

Director, “Patient No More: People with Disabilities Securing Civil Rights” Exhibit at the Ed Roberts Campus, June-December 2015; San Francisco Main Public Library, June-September 2017; traveling exhibition various locations across the US; Virtual exhibition and curriculum: https://sites7.sfsu.edu/longmoreinstitute/patient-no-more

Co-director, Superfest International Disability Film Festival: http://www.superfestfilm.com

**PRESENTATIONS AND PUBLIC APPEARANCES**

Keynotes, Plenaries and Invited Full-Length Lectures:

Harvey and Elizabeth Prior Shriber Keynote Lecturer, State University of New York, Binghamton, “Unlikely Activisms: Telling Stories of US Disability’s Past, Present, and Future” March 2017


Invited Speaker, “Disability Studies/Disability History,” Occidental College “First Tuesday” distinguished lecture series, October 2011

Invited Speaker, seminar “transmissions et Apprentissages du Genre,” Université Paris Descartes, “Disability Studies et le Genre,” March 2011

Invited Speaker, Smith-Kettlewell Eye Research Institute, San Francisco, “Braille as History,” October 2010

Keynote Speaker, “Disability and Survival: the Hidden Lives of Epidemics,” Disability History Symposium, University of Otago, Dunedin New Zealand, August 2010; Disability History Conference, Preston, UK, June 2010
Invited Speaker (with Paul Longmore) “Introducing Disability History” and Public Lecture, “Blind People March for Doctor Martin Luther King,” University of Utah, March 2010

Disability Studies Symposium in Honor of Catherine Kudlick, WZB Wissenschaftszentrum Berlin, (Section on Education, Work, and Life Chances; Skill Formation and Labor Markets), October 2010


Plenary Address for the Opening of the SUNY Buffalo Center on Disability Studies, “Blind People March for Doctor Martin Luther King,” April 2009

Keynote Speaker, “Disability History and History of Medicine: Rival Siblings or Conjoined Twins?” Social History of Medicine Conference, Glasgow Scotland, September 2008 (Also presented at Columbia University Mailman School of Public Health, September 2009 and National Library of Medicine, April 2009)


Invited Speaker, “Solten blinde Frauen Heiraten? Behinderung und die Ehe im modernen Frankreich und in den USA,” University of Zurich, July 2006


Invited Speaker, “New Directions in Disability History: A Practical Approach,” Emory University, May 2005

Invited Speaker, “Blindness and Race,” University of Michigan, April 2005.

Keynote Address: “New Directions in Disability History,” European Consortium on Disability History, University of Manchester, October 2004

Invited Speaker: “Disability, History, and Gender) University of Manchester Science, Technology, Medicine, October 2004
Public Lecture, “La Vie sans la vue,” Journées nationales des aveugles, Union des aveugles, Bordeaux, France, September 2004

Invited Speaker, “Should Blind Girls Marry? Thoughts on Gender, Disability, and the Single Life in Modern France and America” invited paper for the Rutgers Center for Historical Analysis, Rutgers University, September 2003; University of Wisconsin, Madison, April 2004

Invited Speaker, “Our Ancestors the Sighted: Making Blind People French and French People Blind in the Twentieth Century,” University of Georgia, Athens, March 2004

Public Lecture, “Confessions of a Disabled Opportunist: Thoughts on Culture, History, and Vision,” invited public lecture at Ball State University, Muncie, Indiana, September 1999

Conferences & Symposia:
"Discovering France’s Native Other: Montesquieu’s Blind People in Persian Letter #32" French Historical Studies, Colorado Springs, April 2015 (Panel Organizer)

"History of Medicine" for Sather Scholars Exchange, University of Oslo and UC Berkeley, June 2014

"Priming the Pump: Helen Keller through Souvenirs," Berkshire Conference of Women Historians, Toronto, ON, May 2014 (Panel organizer.)

Panel co-respondent, "On the Borderlands of Medical and Disability History," American Association for the History of Medicine, Chicago, 2014.


“Blind People March for Dr. King,” Society for Disability Studies, Bethesda, MD, June 2006

“Teaching History at the CNAM,” Western Society for French History, October 2005

“Professor K Goes to Washington: Thoughts on Creative Non-Fiction, Activism, and New Scholarly Voices,” U.C. Davis Cultural Studies Program Speaker Series, October 2005

“A Cryptofile’s Manifesto,” Society for Disability Studies, St. Louis, June 2004 (organizer for this panel called “Between”)
Invited participant, Forum on New Directions in Colonial History, UC Berkeley, April 2004

Invited participant, “Disability History vs. the History of Medicine,” American Association for the History of Medicine, Madison, Wisconsin, April 2004


Invited participant “Disability: the Next Historical Frontier” at the conference “Disability Studies and the University,” Emory University, hosted by the Modern Language Association, March 2004


“Enticing the Generals Still Fighting the Last War: How to Introduce Disability History to Historians” keynote presentation at the Greater Bay Area Consortium on Disability Studies, November 2001

“When French and Americans Look at Helen Keller,” for a panel on Helen Keller at the Conference “Uncommon Senses,” Concordia University, Montreal, April 2000


“Meet Adèle Husson,” Western Society for French History Conference, Monterey, November 1999


“Medicine, Culture, and the Politics of Group Identity: How French and American Professionals Discussed the Blind at the Turn-of-the-Century,” Western Association of Women Historians, Monterey, May 1999

“Adele Husson’s Reflections,” Stanford University, May 1999

“Reflections on History, Difference, and the Bodies Scholars Forget to See,” University of California, Davis Speaker’s Series for Cultural Studies, March 1999

“Disability History in Methodological and Theoretical Perspective,” American Historical Association Meeting, Seattle, January 1998

“Not Just Another Other; Disability as a New Approach to Historical Inquiry,” Oberlin College, November 1997

“Looking at the Blind, Looking at Us: Thoughts on Disability History in Modern France and America,” New York University Institute for French Studies, November, 1997

"Epidemics and Public Policy: An Historical Perspective" presented at the School of Public Health, University of California, Berkeley, April 1997


"AIDS in Historical Perspective" talk presented to the Unitarian Fellowship, Los Gatos, California, March 1994

"Disgust Discussed: Violence, Morality, and Disease in Nineteenth-Century France," talk presented at Stanford University History of Science Colloquium Series, March 1994


"Cholera's Messengers and Telling the Epidemic Tale in Mid-Nineteenth-Century Paris," invited speaker at the colloquium "Re-reading the French Experience: New Approaches to Cultural Studies" at the University of South Dakota, Vermillion, October 1993

"Who Am I and What Am I Doing Here? or The Making of a New Cultural Historian," French Historical Studies Conference, Chico California, March 1993

"AIDS in Historical Perspective," University of California, Davis Medical Center "Grand Rounds" presentation, January 1993

"Cholera, Authority, and Charity in Nineteenth-Century France" paper presented at the University of Chicago, Social History Workshop, April 1992


"AIDS: A Postmodern Epidemic?" Spotlight on University of California Davis Women Scholars Speakers Series, April 1991


"Fusing Metaphors of Disease and Revolution: Cholera and the Revolutionary Tradition" presented at the annual meeting of the American Historical Association, San Francisco, December 1989


"Fighting the Internal and External Enemies: Alcoholism in World War I France," presented at the Social History of Alcohol Conference, Berkeley, CA, January 1984

Comment and Sessions Chaired:
Moderator, Literature and Pathology Conference, UC Davis, May 2009

Comment: "Drink: A Fluid History" for the "Food in History" Conference, UC Davis. March 2009

Comment, “How Do They Do It? Sexual Representations of Conjoined Twins in United States Culture,” Berkshire Conference of Women Historians, Minneapolis, June 2008

Chair, “The Have Nots: A Historical Overview of Disability in the Middle East,” American Historical Association, Washington, DC, January 2008

Organizer and Chair, “Up-and-Coming Scholarship in Gender and Disability History,” Berkshire Conference of Women Historians, Scripps College, Claremont, CA, June 2005

Chair, “Forging Civil Rights for the Blind: Historical Perspectives,” Society for Disability Studies, St. Louis, June 2004

Comment and Chair, “Bodies and Boundaries,” Western Association of Women Historians, University of California, Berkeley, June 2003

Forum on Disability Studies Today, San Francisco State University, April 2001

Comment for symposium on China Transformed by R. Bin Wong, University of California, Davis, April 1999

Comment, "Instituting Reform in Late Nineteenth-Century France," French Historical Studies Conference, Chico, California, March 1993

Comment for Critical Theory Conference, University of California, Davis, April 1992

Comment for session entitled "Paris Experienced and Perceived During the Third Republic," American Historical Association Pacific Coast Branch, Kona Hawaii, August 1991

Comment for Symposium on the Family in China, University of California, Davis, April 1991

Chair for session entitled "Paris and the Arts," Western Society for French History, Santa Barbara, California, October 1990

Chair for session entitled "Race, Gender, and 'Tropicalism': A Historical Re-Interpretation of a Medical Concept," Berkshire Conference of Women Historians, New Brunswick, June 1990

ADDITIONAL EXPERIENCE

Courses Taught:

Lecture classes
- European History, 1789-present (Nationally Awarded a "Top Five Best Practices Courses" for the College Board (Center for Policy Research, University of Oregon, 2006)
- Medicine, Society and Culture in Europe, 1700-1900
- Women and Society in Early-Modern Europe, 1500-1789
- Women and Society in Modern Europe, 1789-1920
- Comparative Cultural History of England and France in the Fin-de-Siècle
- History of Modern France, 1815-present
- World History, 1450-1850
- Disability in Twentieth-Century America

Graduate Seminars
- Gender, History, and the Creative Imagination
- Women and the State in World History
- Medicine and the Body in Western Society
- Introduction to Disability Studies
- Gender and Visual Culture
- Gender Trouble: Cross-Cultural Readings in the History of Gender and Sexuality
- Core Readings in Modern European History
- Research Methods in History
- Comparative History
• Disability History (northern California UC campuses)

**Undergraduate Seminars**
- The History of Normality in America
- Cultural Encounters the Nineteenth and Twentieth Centuries
- AIDS in Historical Context
- Epidemics in History
- Medicine and the Social Body in the Nineteenth Century
- Seeing and Hearing in History
- Historical Methods, Research Seminar

**San Francisco State University – Service**
Member, Search Committee for Director of Human Resources, Spring 2014
Member, All-University Committee on Students, Faculty, and Staff with Disabilities, 2012-present
Member of History Department Committees: Retention & Promotion; Fundraising, Long-range Planning

**UC Davis – Service:**
Chair, UC Davis Electronic Accessibility Committee, 2009
briefing and recommendations presented to the provost in June 2009; ribbon-cutting ceremony for the Center for Accessible Technologies held with Chancellor Linda Katehi in October 2010
- Phase 1 (January-June 2009): oversaw six subcommittees that assessed all services related to making the computing environment accessible to students, staff, and faculty with disabilities (web pages, procurement practices, course management systems, digital library resources, classroom technologies, etc.); established a faculty group to re-think accessibility in teaching and learning.
- Phase 2 (July 2009-December 2010) oversaw a steering team consisting of top campus administrators to implement the recommendations in Phase 1; helped coordinate the launch of Center of Accessible Technologies for October 2010

Chair, Undergraduate Program Committee, History, 1994-2007
Chair, Search Committee in Early Modern European History, 2005-6
Department Ad Hoc Committees, including those for tenure and full professor in addition to routine merits
Co-Founder and Member, Cross Cultural Group in Women's History, UC Davis, 1995-present, Director 2008-2009
Davis Honors Challenge mentor to students (three since 2000)
Peer Review of Teaching for at least ten colleagues
History Department Colloquium Speaker, April 2006; Chair Colloquium Committee, 2008-2009

Participant at weekend workshop on teaching undergraduate research (Central Oklahoma University, October 2006), presented findings at a department brownbag, November 2006.

Executive Committee, Cultural Studies Graduate Group, 2002-2007

Faculty Sponsor, Queer Research Cluster, 2007-2009

Science and Technology Studies Program Committee (formerly History and Philosophy of Science Program Committee), 1994-2007

Interim Director, Science and Technology Studies, 2002-2003

Member, Science & Technology Studies Search Committee, 2006-2007

Advisory Board, Women's Studies Program, 2002-2003

Member, Provost's Campus Council on Diversity, 2001-2002

Principal Instigator and Member of the Planning Team, Campus Community Book Project UC Davis, 2002

Participant, Area 3 History Project, K-12 outreach, presentations and spring retreat, 2003, guest lecturer in 2005

Instigator and Coordinator across various campus departments to bring speakers to UC Davis (ten since 2004)

Disability Pride Week Planning Committee, 2005-2006

Faculty Representative to Student Disability Center Director recruitment committee, 2005

Speaker, UC Davis Law School, “Why Disability Rights is a Feminist Issue” Spring 2007

Speaker, UC Davis Library, “New Views of Disability” April 2006


Regional - Service:
Launched Systemwide UC Disability Studies Consortium and Website: http://ucdisabilitystudies.ucsd.edu/twiki/bin/view/DisabilityStudies/WebHome (2004; moved to UCSD in 2006)

Cofounder and Participant, Greater Bay Area Disability Studies Consortium, 2001 (funded by a focus grant from the National Endowment for the Humanities)

Co-Author of a UCHRI grant that launched the “Blind at the Museum” Exhibit and Conference at the Berkeley University Art Museum, Spring 2005.

Presenter at the Changing the Culture of the Academy Conference, UC Berkeley, March 2007

Guest Lectures in classes at UC Berkeley, Santa Clara University, Dominican College, and San Francisco State University

**Professional - Service:**
President, Disability History Association (DHA), 2005-2008.
- saw DHA through the process of becoming a private, nonprofit tax-exempt organization
- established DHA as a formal “Affiliated Society” of the American Historical Association
- Editor, DHA Newsletter (a publication of substance): http://www.dishist.org/newsletter.htm

American Historical Association Task Force on Disability Issues, 2008-2009

Program Committee, Disability History Conference, 2008

Board of Directors, Society for Disability Studies, 2003-2006
- Policy Committee Chair; Program Committee member, Nominating
- Committee Chair, Zola Prize Committee Co-Chair

Society for Disability Studies, Senior Scholar Award Committee, 2010-2011

Comité Scientifique, ISCHE Conference, Geneva, Switzerland, 2012

Member, Governing Council, Western Society for French History, 2002-2004

David Pinkney Prize Committee (best book in French history), member, 2002-2004


Screener, American Council of Learned Societies, 2008

Screener, University of California, President's Research Fellowship in the Humanities, 2001-2002

Editorial Board, H-Disability, 2001-present


Consultant and Affiliated Researcher, Conservatoire National des Arts et Métiers (Paris), Laboratoire Brigitte Frybourg pour l'Insertion des Personnes Handicapées, 2003-present


Founder and Coordinator of the "History of Medicine and Culture Group," which bring together interested professors and graduate students from major northern California universities. Spring 1987, 1987-88, presented work, fall 2003


Member, the American Historical Association, the Western Society for French Historians, French Historical Studies; Society for Disability Studies; ALTER (French equivalent of Society for Disability Studies); Organization of American Historians, Disability History Association

Community - Service:
Newsline for the Blind: served as cultural liaison and translator for a group of representatives for the French Ministry of Culture (Louvre Museum) exploring the possibility of a French version of the National Federation of the Blind’s electronic newspaper service accessible by telephone, Paris, Spring 1998.


Colorado Center for the Blind (Denver) college prep course, summer 2003

Mentor to blind high school students and community activists

DISSERTATION COMMITTEES

Chair:
Daniel Caeton (Cultural Studies) "Reading Between the Dots: Blindness, Braille, and Independence in U.S. Culture, 1830-1940"

Julia Kehew, “The Unapologetic Athlete: The Gay Games 1982-1994” (Fall 2009)

David Del Testa, “Paint the Trains Red: Labor, Nationalism, and the Railroads in French Colonial Indochina, 1898-1945” (Spring 2001)

Florence Lemoine, “Political Assassination and Culture in Modern France,” (Winter 2001)

Committee Member:
Jessie Hewitt, “Domesticating Madness: Psychiatric Authority and Familial Order in Nineteenth-Century France” (filed Spring 2012)


Timothy Yates, “Unmade in America: the Cultural Construction of the Alcohol Abuser in the Industrializing United States” (filed Fall 2007)

Dana Fore (English) “Masculinity, Disability, and the Literature of Bodies on Display” (filed Spring 2005)


Neil Pemberton (University of Manchester) “Holiness, Civilisation and the Deaf: A Social History of Signing and Speech in Victorian Britain” (filed Fall 2004)

Elun Gabriel, “Containing Revolution: Anarchism and the Political Culture of Imperial Germany, 1870-1914” (filed Winter 2003)


Lynda Payne, "To lose foolish tenderness: Clinical Detachment and its Origins Among Medical Men in Early-Modern England" (filed September 1997)

Catherine Cocks - "'A City Excellent to Behold': Urban Tourism and the Commodification of Public Life in the United States, 1850-1915" (filed June 1997)

Robin Walz, "Imaginary Paris: Surrealism and Popular Culture in Early Twentieth-Century France" (filed June 1994)

Margarete Myers, "Legimitating the Postwar Germanies: State Symbols, 1949-1959" (filed June 1993)

Shulamit Shoup, “Falling through the Net: Issues in Accessing Disability Services” (M.A. 2004)

**LANGUAGES**

French: fluency in reading, speaking, and writing

German: good command of reading, writing, and speaking

Letters of Reference – Available Upon Request
LAURA LISY-WAGNER

EDUCATION

Harvard University
1998 – 2005
Ph.D., History, November 2005
M.A., History, March 2001
Prof. Steven Ozment, advisor
Cambridge, MA

Johns Hopkins University
1994 – 1998
M.A., History, May 1998
Prof. Nancy Struever, advisor
Baltimore, MD

Johns Hopkins University
1994 – 1998
B.A., History, May 1998
Prof. Orest Ranum, advisor
Departmental and General Honors
Baltimore, MD

PUBLICATIONS

Islam, Christianity, and the Making of Czech Identity, 1453 – 1683
(Burlington: Ashgate, 2013).


BOOK REVIEWS


Review of James Palmitessa, ed., Between Lipany and White Mountain: Essays in Late Medieval and Early Modern Bohemian History in Modern Czech Scholarship for Renaissance Quarterly 70:2 (Summer 2017), 734 – 735.

Review of Benjamin Kaplan, Divided by Faith: Religious Conflict and the Practice of Toleration in Early Modern Europe and Stuart Schwartz, All Can


PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Institution</th>
<th>Position</th>
<th>Years</th>
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</thead>
<tbody>
<tr>
<td>San Francisco State</td>
<td>Associate Professor, History Department</td>
<td>2013 –</td>
</tr>
<tr>
<td>University</td>
<td>Assistant Professor, History Department</td>
<td>2006 – 2013</td>
</tr>
<tr>
<td>Harvard University</td>
<td>Lecturer, Committee on History and Literature</td>
<td>2005 – 2006</td>
</tr>
<tr>
<td>Plymouth State University</td>
<td>Lecturer, Social Science Department</td>
<td>Fall 2005</td>
</tr>
<tr>
<td>Harvard University</td>
<td>Teaching Fellow, Committee on History and Literature</td>
<td>2000 – 2005</td>
</tr>
</tbody>
</table>

PROFESSIONAL PAPERS AND PRESENTATIONS

“Inter-Confessional Politics, the Christian Knight, and *Antialkorán*,” Symposium on the Bohemian Reformation and Religious Practice, Philosophical Institute of the Academy of Sciences and Philosophical Faculty of Charles University, Prague, Czech Republic, June 15 – 17, 2016.


“From Istanbul to Vienna: Islam and Central Europe in the Early Modern Period,” Center for Austrian Studies, University of Minnesota, March 6, 2014


“Czech Emissaries to Istanbul”, Under Eastern Eyes: Travel Writing from Eastern Europe and the Balkans, University of Sofia, Bulgaria, March 19 – 21, 2005

“Connection and Difference: Turkish, Italian, and Czech Anabaptist Faience of the 16th and 17th Centuries”, Johns Hopkins Center for Italian Studies, Villa Spelman, Florence, Italy, March 29, 2004

“Shifting Boundaries: The Turks in Texts from Early Modern Czech Travelers”, East Looks West: East European Travel Writing on European Identities and Divisions, School of Slavonic and East European Studies, University College, London, February 1 – 2, 2003

HONORS, AWARDS, AND FELLOWSHIPS

Vice President’s Assigned Time Award, SF State, Spring 2012, Fall 2009, Spring 2007


Certificate of Distinction in Teaching, Derek Bok Center, Harvard University, Spring 2003, Spring 2001

Fulbright Grant, J. William Fulbright Commission, 2001 – 2002

The Andrew W. Mellon Fellowship in Humanistic Studies, 1998 – 1999

Phi Beta Kappa, 1998
Dawn Bohulano Mabalon, Ph.D.
2136 Fell St. #102 • San Francisco, CA 94117 • 415.831.4484 • dmabalon@sfsu.edu
San Francisco State University • Department of History • 1600 Holloway Ave. • SF, CA 94132
Phone 415.338.7540 • fax 415.338.7539

Associate Professor
Department of History, San Francisco State University

Courses taught:  History 121, U.S. After 1877
                 History 428, U.S. After 1945
                 History 455, The Philippines and the United States
                 History 464, American Race and Ethnic Relations, 1740-1890
                 History 465, American Race and Ethnic Relations, 1890-Present
                 History 642, Historical Perspectives on Culture, Identity and Food
                 History 642, Bay Area Social Justice Movements
                 History 790, Graduate Seminar in Race and Ethnicity in the US, 20th Century
                 History 300, Undergraduate Seminar in Historical Methods and Analysis

Research interests: Race and Ethnicity, 20th century US, California and the West, Asian American History/Studies, Philippine and Filipina/o American history, gender, community and family history, immigration, youth cultures, urban history, cultural and historic preservation in ethnic communities, food cultures and foodways.

EDUCATION

Stanford University
Ph.D. in History awarded January 2004
Advisers: Dr. Gordon Chang, Dr. Albert Camarillo, Dr. Anthony Antonio

University of California, Los Angeles
M.A., Asian American Studies, 1997
Thesis: Filipina Pioneers: The Pinay In Stockton, California, 1929-1946
Advisers: Dr. Valerie Matsumoto and Dr. Pauline Agbayani-Siewert
B.A., Magna Cum Laude in History, specialization in Asian American Studies, 1994

PREVIOUS TEACHING EXPERIENCE

Spring 2004  Visiting Lecturer, Dept. of Asian American Studies, UC Berkeley
             Asian American History

Winter 2004  Teaching Fellow, Department of History, Stanford University
             History 159: Asian American History

2001-2003  Lecturer, Department of Asian American Studies, SFSU
Fall 2001: AAS 200: Asian American History
Spring 2002: AAS 603: Asian American Women
Fall 2003: AAS 603: Asian American Women

Fall 2003
Lecturer, Center for the Comparative Study of Race and Ethnicity, Stanford University
Self-designed seminar: Asian American Activism, Seminar, Fall 2003

Spring 2000
Teaching Fellow, Department of History, Stanford University
Self-designed seminar: Filipino American History

1999-2000
Teaching Assistant, Department of History, Stanford University
African American History, Dr. Michael Thompson, Fall 2000
America in the 20th Century, Dr. David Kennedy, Spring 1999
Asian American History, Dr. Gordon Chang, Winter 1999

Fall 1996
Teaching Assistant, Asian American Studies Program, UCLA

1995-1996
Lecturer, Asian American Studies Program, UCLA
Co-developed and co-taught course: Filipino Americans in Higher Education, with Allyson Tintiangco-Cubales, Ph.D.

Winter 1994
Teaching Assistant, Asian American Studies Program, UCLA
Pilipino American Experience, Prof. Royal Morales

PROFESSIONAL LEADERSHIP & SERVICE

July 2012-present
National Scholar, National Board of Trustees

July 2004-present
Trustee, National Board of Trustees
Filipino American National Historical Society
Elected to serve on the board of directors of the premier national organization dedicated to the collection, preservation, and dissemination of Filipino American history. Board consists of the nation’s leading academic and community-based scholars of Filipina/o American studies and history.
June 2012-present  President, Board of Directors, Pin@y Educational Partnerships
June 2007-Present  Board of Directors, Pin@y Educational Partnerships.

Student mentoring project that is a partnership between Asian American Studies graduate and undergraduate students and at-risk students at San Francisco Unified School District elementary, middle and high schools.

August, 2008  Director/Instructor, “Teaching American History” Summer Institute for San Francisco Unified School District 8th/11th Grade and World History Teachers

Led three-week institute (listed as History 302 for the College of Extended Learning) for teachers on history, historiography, and research methodology. Teachers created a curriculum unit and lesson plans on Bay Area history for their students.


Partnership between San Francisco State University’s Department of History and College of Ethnic Studies and the San Francisco Unified School District’s high school U.S. history program. Grant funded by the U.S. Department of Education.


Oct. 2006-2008  Academic Advisor, Teaching American History Grant Teaching American History Advisory Board

Partnership between San Francisco State University’s Department of History and College of Ethnic Studies and the San Francisco Unified School District’s high school U.S. history program. Grant funded by the U.S. Department of Education.

July 2005-present  Archives Advisory Committee

National Pinoy Archives, Seattle, WA

Develop grant proposals, recruit assistant archivists, and develop strategic plan for the preservation and continued operation of nation’s largest Filipino American archive. Duties also include assisting in archival operations, photograph preservation, filing, and archive maintenance.

PROFESSIONAL ACADEMIC EXPERIENCE
July 2015-present  Consultant, *California Foodways* Series, Lisa Morehouse, Project Director, KQED/California Report

April, 2014  Consultant, Cesar Chavez National Monument Foundational Documents, La Paz, California. National Park Service

*Exhibit, Filipino American Arts Exposition Pistahan Festival, August 9 & 10, 2014, San Francisco, CA.*

Fall 2013  Consultant, “Filipino Food: From Farm to Table”
*Filipino American History Month exhibit and celebration, Oct. 6, Asian Art Museum, San Francisco, Calif.*

2011  Consultant, “Delano Manongs: Forgotten Heroes of the Farmworkers Movement”

*Traveling exhibit of Asian American history produced by the Asian Pacific American Center of the Smithsonian Institution. Smithsonian Museum of American History, July 2013.*

July 2006-2014  Project Coordinator and Head Researcher/Writer, Remember and Reclaim: A Filipino American History Calendar
Researched significant dates and archival photographs and wrote text and general captions for annual calendars used for K-Higher Ed. curriculum community education. Calendar proceeds to benefit the Foundation and the Filipino American National Historical Society.

*Provided historical photographs, shared research, and critiqued unedited versions for producer/director Marissa Aroy.*
June-July 2006  Historical Consultant, “Bebot” Music Video, Black Eyed Peas

Provided historic photographs and background research for production design and treatments for a music video set in 1938 in Little Manila in Stockton, California. The Black Eyed Peas is one the most popular hip hop/pop bands in contemporary music. Video produced and directed by Patricio Ginelsa and Kid Heroes Productions. Screened on MTV Asia & MTV Philippines, and in film festivals nationwide.

May 2004-Oct. 2005  Historical Consultant

“Worlds In Collision” Filipino American Art History Project

Developed historical timeline, assisted in the conceptual framework and development of the website, recruited volunteers and recruited additional academic and art consultants for the nation’s first Filipino American Art History Website, Archive, and book project. Project headed by San Francisco University of San Francisco instructor Carlos Villa, a noted Bay Area artist.

2002-present  Historical Consultant and Archivist, Little Manila Historic Site

Little Manila Foundation, Stockton, California

Conducted archival research and collected materials pertaining to the Little Manila Historic Site in Stockton, California. Wrote grant and historic designation proposals for the preservation of the Little Manila Historic Site. Wrote successful proposal for the Site’s inclusion in the National Trust for Historic Preservation’s annual list of America’s 11 Most Endangered Historic Places, 2003.

May 1998-2001  Historical Consultant, Little Manila Project

Stockton Chapter, Filipino American National Historical Society

Conducted oral history interviews, site visits, and archival research in Filipina/o American community in Stockton, California for the official city designation of the Little Manila Historic Site designation proposal. Developed and presented proposal for the Little Manila Historic Site, which won unanimous support of the City Council in October, 2000.

February-June 1999  Historical Consultant, Filipino Roots, American Legacy

Haggin Museum, Stockton, CA, Spring 1999

Consultant for a historical exhibit on the history of Filipinas/os in Stockton, California. Wrote captions and titles and researched and...
developed a directory and map of Filipina/o businesses and residents in the Little Manila area from 1922-1972.

PUBLICATIONS

Books


Honorable Mention, Frederick Jackson Turner Award (best first scholarly book), Organization of American Historians, 2014


Refereed Articles & Book Chapters


____. “As American as Jackrabbit Adobo: Cooking, Eating and Becoming Filipina/o American Before World War II,” in Eating Asian America (New York University Press, 2013)


**Essays, Articles, Curriculum and K-12 Lesson Plans**


**Book Reviews**


Evaluator for the following journals: *Amerasia Journal, Journal of Asian American Studies, Pacific Historical Review, and Gastronomica*

**PUBLICATIONS IN PROGRESS**


Book Manuscript in Preparation: *Larry Itliong: The Filipino Radical at the Heart of the Farm Workers Movement*


Book Manuscript in Preparation: *Little Manila Cooks: Filipina/o American Culture and Foodways*

The book will feature cultural traditions, recipes and foodways contributed from Filipina/o Americans nationwide. Book will include an introduction providing an overview of Filipina/o American history. Essays include Filipina/o regional immigrant cultures, photographs, and detailed recipes and family histories from communities across the United States. Projected completion: 2020.

**PROFESSIONAL ACADEMIC PRESENTATIONS, LECTURES & CURRICULUM DEVELOPMENT WORKSHOPS**


Invited Speaker, “Filipino American Food Histories,” University of Hawaii Hilo, April 2016.


Selected Book Talks for Little Manila Is in the Heart: City Lights Bookstore, 7/13; Arkipelago Books, SF, 8/13; UCLA, 10/13; UC Berkeley, 10/13; California Historical Society, SF, 10/13; Sonoma State University, 10/13; FilAm Arts, Los Angeles, 11/13; UC Irvine, 12/13; Napa Valley College, 11/13; Purple Yam, New York City, 2/14; CCSF, 5/14; Evergreen College (San Jose, 5/14); UC San Diego, 4/15.


“Food and Filipina/o American History,” Talk for Filipina/o American History Month celebration and exhibit, Asian Art Museum, October 6, 2013.


Keynote Speaker, “Filipino American History and Preservation,” KAPWA Conference: “You and I are One: A Multicultural Conference for K-12 Educators for Infusing Filipino and Filipino American Content in the Curriculum,” sponsored by the Fulbright Program and Pin@y Educational Partnerships, San Francisco State University, June 27, 2009.


Invited Speaker, “How to Teach Filipino American History: An Intensive Seminar,” for the Pin@y Educational Partnership, San Francisco, August 4, 2008.


MEDIA APPEARANCES


Radio interview about the Little Manila Historic Site and Little Manila Is in the Heart book with Rachel Myrow for California Report, KQED, aired Sept. 1, 2013 and statewide on NPR.


CREATIVE WORKS


Documentary: Beats, Rhymes and Resistance: Pilipinos and Hip Hop in Los Angeles
Liwanag Productions (Dawn B. Mabalon, Lakan de Leon, Jonathan Ramos), 2000

FELLOWSHIPS, GRANTS, HONORS AND AWARDS
Sabbatical Award, Fall 2016

Community Service Award, Asians and Pacific Islanders in Historic Preservation, 2016

Development of Research and Creativity Grant, San Francisco State University, 2014-15


100 Most Influential Filipinas in the World, Filipina Women’s Network Annual Gala, San Francisco, October 26, 2013.

2008 Captain Charles M. Weber Award Recipient (with the Little Manila Foundation). Recognizes organizations or individuals who have done extraordinary volunteer work in celebrating the history of the city of Stockton and its collective cultural heritage; named after the founder of the city.

Ford Foundation Postdoctoral Fellowship for Excellence in College and University Teaching, 2007-2008, administered by the National Academies.

San Francisco State University Presidential Professional Development Award, sabbatical for Fall 2007.

President’s Award for Excellence in Historic Preservation (with the Little Manila Foundation), California Preservation Foundation. For work in historic preservation with the Little Manila Foundation, for the Black Eyed Peas video for “Bebot.” Awarded at the annual conference in Los Angeles, April, 2007.

San Francisco State University Professional Development Award (Mini-Grant), Spring 2007

San Francisco State University Professional Development Award (Affirmative Action Award), Spring 2006

Legionarios del Trabajo in America Annual Award for Community Service, 2005
Annual award from one of the nation’s oldest Filipino American fraternal organizations, headquartered in Stockton, California. Award given in recognition for historic preservation advocacy for the Little Manila Historic Site.

San Francisco State University Professional Development Award (Summer Stipend), 2005

Filipinas Magazine Achievement Award for Community Service, 2004
Awarded annually by the nation’s only magazine dedicated to Filipina/o American issues.

Stanford University Department of History Weter Fellowship, Summer 2003

Woodrow Wilson Practicum Grant (awarded for work with the Little Manila Foundation), Summer 2003
The grant, funded by the Humanities at Work initiative, annually awards 10 Practicum Grants of up to $2,000 to support Humanities Ph.D. students who have created public scholarship internships to engage their scholarship in a context outside of college teaching and research.

MEMBERSHIPS & AFFILIATIONS

Member, American Studies Association
Member, Labor and Working Class History Association
Member, Filipino American National Historical Society
Member, Association for Asian American Studies
Member, American Historical Association
Member, Organization of American Historians
Member, National Trust for Historic Preservation

CONTRIBUTIONS TO THE UNIVERSITY COMMUNITY

Fall 2010-2016 Department of History Retention, Tenure, and Promotion Committee

Fall 2009-present Department of History Long-Range Planning Committee
Fall 2009-present  Department of History Social Committee

Fall 2007-Spring 2015  Department of History Hiring Committee

Spring 2006-present  Coordinator, Internship Program, Department of History

Fall 2006-2007  College of BSS Representative, Liberal Studies Council

Member, SFSU Delegation, Access to Excellence CSU Strategic Planning Summit, Fairmont Hotel, Newport Beach, Calif., April 24-26, 2007.

Invited Speaker, SFSU Associated Students Filipino Mural Anniversary Celebration, April 20, 2007.

Emcee, SFSU Student Action for Veteran’s Equity/Veteran’s Equity Center Annual Banquet, Embassy Suites, Burlingame, October 29, 2006.


Spring 2004-present  Faculty Marshal, SFSU Filipino Recognition Ceremony

2004-present  Curriculum and Resource Consultant, Pin@y Educational Partnerships, Department of Asian American Studies, SFSU Filipino Community Center of San Francisco

Provide consulting and an annual curriculum workshop on Filipino American history, historiography, recent scholarship and recent literature to a program that brings San Francisco State students to Balboa High School to teach Filipino American studies course. The program is a joint project of the SFSU Dept. of Asian American Studies and the Filipino Community Center of San Francisco.
May, 2000  
Keynote Speaker, San Francisco State University Filipino Graduation Ceremony

**CONTRIBUTIONS TO THE COMMUNITY**

**Nonprofit Board Memberships and Responsibilities**

1999-present  
Board of Directors, Little Manila Foundation, Stockton, Calif.  
Chair Emeritus, Researcher/Grants, Programs/Consultant (2004-present)  
Chair/Historical Consultant (2000-2004)  
Founder (1999)

*Nonprofit foundation dedicated to the cultural and historic preservation and advocacy, revitalization and development of the Little Manila Historic Site in Stockton, Calif., as well as leadership and education surrounding issues of cultural and historic preservation. Duties include grant writing, program development, consultation on issues of historic preservation, coordinate and volunteer at fundraisers, leading tours of the Little Manila Historic Site, leading corporate fund development endeavors, media contacts and networking for the Foundation, delivering historical lectures and multimedia presentations, and historical research on the Little Manila Historic Site.*

2012-present  
President, Board of Directors, Pin@y Educational Partnerships

2007-present  
Board of Directors, Pin@y Educational Partnerships

*Consultant on curriculum, fundraising, programs, and development for this award-winning, San Francisco State University-based community-based service learning project which brings SFSU students into public school classrooms in SFUSD and in local community colleges to teach ethnic studies from the elementary-community college level.*

2004-2010  
Advisory Board, Manilatown Heritage Foundation, San Francisco

2002- 2004  
Board of Directors

*Nonprofit foundation dedicated to the preservation, revitalization, and legacy of the Kearny Street/Manilatown neighborhood in San Francisco and the struggles over cultural preservation and affordable housing in the International Hotel evictions of 1977. As Programming Committee member, developed grants, programming, job descriptions for staff and programming calendar for the Manilatown Center of the International Hotel.*
KAREN Y. MORRISON, Ph.D. “Kym”

History Department
1543 Sloat Blvd. #320753
San Francisco State University San Francisco, CA 94132
276 Science Bldg
(413) 547-1596
1600 Holloway Ave.
email kareny.morrison@gmail.com
San Francisco, CA 94132
kymorris@sfsu.edu

PUBLICATIONS


“Civilization and Citizenship in the Eyes of Afro-Cuban Intellectuals during the First Constitutional Period (1902-1940)” Cuban Studies/ Estudios Cubanos v. 30


ACADEMIC EMPLOYMENT

Assistant Professor of Latin American History August 2016- Present
San Francisco State University

Assistant Professor of African Diasporan History September 2008-
August 2016
W.E.B. Du Bois Department of Afro-American Studies

Afiliated Assistant Professor – Department of History
University of Massachusetts, Amherst

EDUCATION

Ph.D., Latin American History
University of Florida
2003

Dissertation - “‘And Your Grandmother, Where Is She?’: Reproducing Family, Race, and Nation in Cuba.”
Minor – African History

Masters of Arts
History, University of Florida
Thesis - "Race, Nation, and Culture in the Works of Afro-Cuban Intellectuals, 1912 to 1940."
Minor - African History

223
Studies in History

Howard University

Bachelor of Science
Electrical Engineering
Duke University

PUBLISHED REVIEWS


WORKS IN PROGRESS


“Sustaining Freedom and Second Slavery in Nineteenth-century Brazil and
Cuba,” invited multi-text review essay for the *Latin American Historical Review*

“Spanish Imperial Vassalage and the Social Reproduction of Cuban Slavery,”
accepted pending revisions in *The Journal of Global Slavery*

**SELECTED NATIONAL CONFERENCES AND INVITED LECTURES**

"Contradictions of the Republics' Essential Outsiders: Blacks and Indians in the Cuban and U.S. Constitutions," paper prepared for presentation at the conference “Rights and Wrongs: A Constitution and Citizenship Day Conference” at San Francisco State University, 18-19 September 2017

“Spanish Imperial Vassalage and the Social Reproduction of Cuban Slavery,”
invited paper presented at the international conference “Beyond the ‘Slave Community,’” Universiteit Leiden, The Netherlands, March 16, 2017

“A constituição cubana é africana?: outra contestação a valores políticos liberais,”


“The Family Roots of Cuba’s Contemporary Multi-Racial Nationalism” invited lecture Center for African American History, Northwestern University, May 13, 2015


“Social Reproduction, Slavery, and Blackness in the Spanish American Empire,”

“Post-Emancipation Afro-Cuban Opposition to Interracial Sexuality: Community Survival or Patriarchal Oppression?” paper presented at the 2012 Annual Conference of the Association for the Study of African-American Life and History, Pittsburgh, PA. Also panel organizer.


“The Professorial ‘We’ and Global Teaching” Invited comments at the conference “Looking Forward, Looking Back: Celebrating 80 Years of Latin American Studies at the University of Florida, March 2011.


“Afro-Cuban Families under Slavery: The State of the Research,” Paper Delivered At the Southern Historical Association Annual Meeting, November 2010

“Afro-Latin Survival, the Cuban Example.” Invited Panelist, Feminist Foundations, University of Massachusetts, Department of Women, Gender, Sexuality Studies, October 2009.

Panelist on "Transdisciplinary Directions in Africana Studies: A Multi-departmental Cluster Hire and Mutual Mentoring Program in Year One," National Council of Black Studies, March 2009, Atlanta


FELLOWSHIPS AND AWARDS

Fulbright Research Scholar, Brazil 2015-2016
  Project - The Familial Transformations of Race in Post-Abolition
  Rio De Janeiro, 1888-1930
Finalist for University Distinguished Teaching Award 2015
Amherst College, Mead Art Museum, Mellon Faculty Development Grant,
Marion and Jasper Whiting Foundation Fellowship 2012
Utilized for travel to Senegal
Univ. of Massachusetts, Center for Latin American Studies, 2011
  Mellon Mutual Mentoring Negotiating Fronteras Fellow
Univ. of Massachusetts, College of Humanities Visioning Grant – “Lessons from the Cuban Revolution” Roundtable Series 2009
Univ. of Massachusetts, Mellon Faculty Development Individual Micro Grant 2009
National Endowment for the Humanities (NEH)
  Summer Institute “Brazil: Literature and Culture” 2007
  Summer Institute “Mesoamerica and the Southwest” 2004
Moravian College Faculty Summer Research Stipend 2004
Moravian College Faculty Course Development Grant 2003
Kenyon College Dissertation Fellowship 2001
Univ. of Florida., Dept. of History, Linda Vance Award in Women’s History 2000
McKnight Foundation Doctoral Fellowship    1995-2000

RECENT SERVICE

Graduate Program Committee, History Dept. SFSU Spring 2017-Present

National Endowment for the Humanities, individual grant reviewer – Summer 2017

Social Committee Co-Coordinator, History Dept. SFSU Fall 2016-Spring 2017

Retention, Tenure, and Promotion Subcommittee on department submission standards, Fall 2016

Member, Program Selection Subcommittee on Sexuality and Gender Identities and Expressions Berkshire Conference of Women Historians, Spring 2015

Co-Director UMass Graduate Certificate in African Diaspora Studies Spring 2011 – Spring 2015

Member of the General Education Council of the UMass Faculty Senate Fall 2012- Spring 2015

Co-convener of the Five Colleges Atlantic Studies Faculty Seminar, monthly, interdisciplinary discussion group, Fall 2009 – Spring 2014

Member of the UMass Women, Gender, and Sexuality Dept. African Diaspora search committee Fall 2012 and Spring 2013

Member of Afro-American Studies and Economics joint hire search committee, Fall 2011 and Spring 2012

Coordinator of History and Politics Graduate Studies Track, W.E.B. Du Bois Department of Afro-American Studies, University of Massachusetts, Fall 2013-Present, and Fall 2009-Summer 2011 and Fall 2012-Spring 2015

Member of the Five Colleges African Studies Council, Fall 2008-Present

Member, Curriculum Committee, W.E.B. Du Bois Department of Afro-American Studies, University of Massachusetts, Fall 2010-Present.

Ad-hoc Reviewer, Journal of African Diaspora Archaeology and Heritage 2012

Member, Personnel Committee, W.E.B. Du Bois Department of Afro-American Studies, University of Massachusetts, 2008-2009 Academic Year
Ad-hoc Reviewer, journal - *Feminist Studies* 2009

Coordinator of the Lehigh Valley Association of Independent Colleges Africana Studies Programs, Fall 2005 – Spring 2008

Faculty Advisor to Theta Omega, the Moravian College chapter of Phi Alpha Theta history honor society, Fall 2004- Spring 2008.

Member, Moravian College Academic Standards Committee, Fall 2006- Spring 2008

Member, Moravian College Faculty Diversity Committee Spring 2006 - Spring 2006

Member, Moravian College Faculty Development and Research Committee, Fall 2004-Spring 2006


Faculty Advisor to the Moravian College Islamic Studies Club, 2003-2005

**COURSES TAUGHT**

At San Francisco State University
HIS 500 Colonial Latin America
HIS 520 Central America and the Caribbean
ANT/HIS 609 Intro to African Studies
HIS 644 Pro-seminar on the Black Atlantic
HIS 780-2 Seminar in American History to 1877 – Comparative Slavery in the Americas

At the University of Massachusetts, Amherst
AFROAM 254 Introduction to African Studies
AFROAM 291 Introduction to Global Black Studies
AFROAM 397 Black Experiences with Modern Imperialism
AFROAM 491 Cuba: A Social History
AFROAM 494 Du Bois Senior Seminar (IE)

Graduate Courses
AFROAM 571 Black Politics in the Americas
AFROAM 591A Gender in Pan-African Studies
AFROAM 691A Comparative Slavery in the Americas
AFROAM 692 Introduction to the African Diaspora
AFROAM 692R Afro-Latin American History
AFROAM 701 Major Works in Afro-American Studies, Part I (collectively taught)
AFROAM 702 Major Works in Afro-American Studies, Part II (collectively taught)
At Moravian College
HIST 110 Introduction to Africana Studies
HIST 127 Colonial Latin America
HIST 128 Nineteenth- and Twentieth-Century Latin America
HIST 198 Mexico: Revolution and Globalization
HIST 270 Historical Methods and Interpretations
HIST 271 Colloquium on Historical Research Methods and Writing
HIST 292 History of the Spanish-Speaking Caribbean
HIST 299 Latin America and the United States: The History of Their Relations
HIST 393 Imperialism, Its Modern History - a senior seminar
WRIT 100 Writing from Slave Narratives

At Kenyon College
Family and Gender in Latin American History - an advanced seminar
Modern Latin American History - an introductory course

UMass Doctoral Student Committees
Flávia Dos Santos Araujo – Afro-American Studies, advanced to candidacy Fall 2013

Carmen Cosme – Spanish and Portuguese, awarded doctoral degree Summer 2014

Maria Hogan – Spanish and Portuguese, awarded doctoral degree Spring 2014

Kelli Morgan – Afro-American Studies, advanced to candidacy Spring 2014

Felicia Jamieson – History, entered program Fall 2013.

Additional Languages – Spanish, very good oral and written fluency
Portuguese, good oral and written fluency
French – good reading proficiency
Professor
Department of History
San Francisco State University

Education:

Ph.D., History, University of California, Berkeley, 2002
B. A., History, University of California, Berkeley, 1995
Laney Community College, Oakland, 1992

Professional Employment:

San Francisco State University:
Professor, Department of History, Aug 2016 to present

San Francisco State University:
Associate Professor, Department of History, Aug 2009-Aug 2010

California State University, Sacramento:
Assistant Professor, Department of History, Aug 2003-Aug 2009

University of California, Berkeley:
Visiting Assistant Professor, Department of History, Aug 2007-May 2008

University of California, Berkeley:
Lecturer, Department of History, June 2002-May 2003

Awards:

Bancroft Prize, Trustees of Columbia University, 2008
Frederick Jackson Turner Award, Organization of American Historians, 2008
Vincent P. DeSantis Book Prize, Honorable Mention, Society for Historians of the Gilded Age and Progressive Era, 2009
President’s Award for Research and Creative Activity, CSU-Sacramento, 2008
Roland Marchand Award for Service to K-12 Education, History Project at University of California, Davis, 2007
Outstanding Graduate Student Instructor, University of California, Berkeley, 1997
Highest Academic Distinction, University Medal Finalist, University of California, Berkeley, 1995
1995 Phi Beta Kappa

Fellowships:

Stanford Humanities Center Fellow, 2016-17
Difference in Pay Leave Award, SFSU, 2016-17
Fulbright-Dow Distinguished Research Chair of the Roosevelt Study Center – Netherlands, fall 2012
Ghaemian Fellow, Heidelberg Center for American Studies, University of Heidelberg, 2011-2012
Research and Creative Activity Award, CSU-Sacramento, 2005-2006
Mellon Foundation Dissertation Write-up Fellowship, 2000-2001
Eugene Irving McCormack Graduate Scholarship, 1998-1999
Mellon Foundation Dissertation Prospectus Fellowship, 1997
Heller/Bolton Fellowship, 1995-1996

Publications:

Books:

Post-Civil War Equal Rights (Hill & Wang, under contract)

Book Chapters:


Articles & Essays:


“If They Repeal the Progressive Era, Should We Care?” The Journal of the Gilded Age and Progressive Era (July 2014)


Online Educational Publications:


Other Publications:

“If Trump and Sanders Are Both Populists, What Does Populist Mean?” The American Historian (February 2016)


“The Coming Political Storms,” for the Future of Work, a special project from the Center for Advanced Study in Behavioral Sciences at Stanford University, Pacific-Standard Magazine, Oct 2015


“Populism” and “Farmers’ Alliance” entries in Encyclopedia of U.S. Political History (2010)


Book Reviews:


Populist Cartoons: An Illustrated History of the Third-Party Movement in the 1890s, By Worth Robert Miller, The Western Historical Quarterly (Spring 2012)

Class and the Color Line: Interracial Class Coalition in the Knights of Labor and the Populist Movement, by Joesph Gerteis, H-Law (June 2011)

Horace Greeley’s New York Tribune: Civil War-Era Socialism and the Crisis of Free
Labor, by Adam Tuchinksy, American Historical Review (April 2011)
“Bursting into the Modern Age,” review of Rebirth of a Nation: The Making of Modern America, 1877-1920, by Jackson Lears, Washington Post (June 28, 2009)
For the People: American Populist Movements from the Revolution to the 1850s, by Ronald P. Formisano, American Studies, (Summer, 2009)
Death in the Haymarket: A Story of Chicago, the First Labor Movement and the Bombing that Divided America, by James Green, Michigan Historical Review (Fall 2007).

Invited Lectures & Presentations (academic):

“Post-Civil War Equal Rights,” seminar, University of Nottingham, May 26, 2016
“Trump, Sanders, and the U.S. Primaries: A Dialogue on American Populism,” University of Nottingham, May 24, 2016
“American Populism: Past and Present,” University College Roosevelt, Middelburg, NL, April 3, 2015
“American Populism: Past and Present,” Spring Academy Workshop, Center for American Studies, University of Heidelberg, March 27, 2015
“Corporate Liberalism in the Age of Obama and the Tea Party,” Jeff Lustig Symposium, Department of Government and Center for California Studies, Sacramento State University, May 2, 2013
“Occupy and Tea Party – Historical Contexts,” guest lecture, Department of Social Science, University College Roosevelt Academy, Middelburg, Netherlands, Nov 1, 2012
“If They Repeal the Progressive Era, Should We Care?” public lecture, Clinton Institute for American Studies, University College Dublin, Irish Fulbright Commission, Oct 18, 2012

“The Rise of the Tea Party Movement in Historical Context,” (via Skype), American Studies Institute, German Fulbright Commission, San Francisco State University, Sept 18, 2012


“The Populists & American Literature,” guest lecture, Department of American Studies, University of Gottingen, June 25, 2012


“If They Repeal the Progressive Era, Should We Care?” Annual Bryce Lecture, Keynote Address, Historians of the 20th Century US Annual Conference, Institute for the Study of the Americas, University of London, the Fulbright Commission, Middelburg, Netherlands, June 20, 2012


“The Origins of the Tea Party Movement,” Institute for American Studies, University of Leipzig, April 12, 2012

“The Tea Party Movement and American Populism: Historical and Contemporary Contexts,” public lecture, Atlantic Academy of the Rhineland-Palatinate and Department of Political Science, Technical University of Kaiserslautern, Jan 24, 2012

“American Populism,” German Scholarship Foundation, University of Dortmund, Nov 30, 2011


“From the Tea Party to Occupy Wall Street – Historical Contexts,” Norwegian Institute for Defense Studies, Norwegian Defense University College, Nov 1, 2011

“Populism in the History of American Ideas,” Department of Literature, Area Studies and European Languages, University of Oslo, Nov 1, 2011

“The Tea Party in Historical Context,” guest lecture, Department of Political Science, University of Amsterdam, Oct 17, 2011
“(Anti-) Populism and Democracy,” Transformations of Populism in Europe, and the United States, Buffalo State University of New York, April 8, 2011
“Populism and the State – A Neo-Progressive Assessment,” the Center for American Political Studies and the Warren Center for American History, Harvard University, Sept 24, 2010
“Each Hick Makes National Politics: Rethinking Southern Populism,” University Lecture, Center for the Study of Southern Culture and Department of History, University of Mississippi, Oxford, April 15, 2010
“The Populist Context: Texas Cotton Farmers and Religious Conflict, 1880-1900,” Agrarian Studies Colloquium, Yale University, Jan 29, 2010
“California Populism: The Great Exception?” California Studies Seminar, University of California, Berkeley, May 9, 2006

Conference Presentations:

“Confronting the Crisis of Inequality from Henry George to Bernie Sanders,” panel, Towards a New History of Capitalism, Association Française d’Études Américaines, Toulouse, May 27, 2016
“The Grange and the Post-Civil War Politics of Race and Reunion,” Annual Policy History Conference, Columbus, Ohio, June 5, 2014
“Roundtable: Populism, Progressivism, Capitalism and Democracy,” organizer, chair, panelist, Annual Meeting Organization of American Historians,
Milwaukee, April 21, 2012
“Populism, Progressivism, and the Present Crisis of Political Economy,” Annual Conference of Historians in the German Society for American Studies, Trier, Feb 11, 2012
“Populist Incorporation: Reform Movements and Business Models in the Gilded Age,” Business History Conference, Sacramento, April 12, 2008

Conference Participation:
Chair, “Leadership and Reform Movements in the Postbellum South,” Organization of American Historians, Providence, April 7, 2016
Chair, “Left to Center: Socialist and Cooperative Histories,” Spring Academy, Center for American Studies, University of Heidelberg, Mar 26, 2015
Chair, “Other Than Ourselves,” History Students Association Annual Conference, San Francisco State, April 25, 2015
Chair and Comment, “Railroads and Farmers: Cooperation and Collapse,” Annual Meeting of Agricultural History Society, Banff, Alberta, June 15, 2013
Chair and comment, “Voting Rights,” SF State University Rights Conference, Sept 16, 2010
Comment, “Moving Overland and Sea to the Pacific in the Nineteenth Century,” Pacific Coast Branch – American Historical Association, Santa Clara University, Aug 13, 2010
Chair and comment, “Reconstruction,” SF State University Rights Conference,
Sept 17, 2009
Chair, “Native American History,” American Indian Symposium, CSU-Sacramento, March 6, 2009

Book Manuscript Reviews:

Harvard University Press, 2014
John Hopkins University Press, 2014
Oxford University Press, 2014
Yale University Press, 2013
Northern Illinois University Press, 2009
University of Virginia Press, 2007 & 2008
University of Mississippi Press, 2006 & 2010
Bedford/St. Martin’s, 2005

Article Manuscript Reviews:

American Nineteenth Century History (UK), 2015
49th Parallel (North American Studies), 2014
Great Plains Quarterly, 2011

Courses Taught:

Thought and Culture in the United States (upper division)
United States, 1877-1916 (upper division)
United States, 1917-1945 (upper division)
United States, 1890-1940 (upper division)
United States, 1941-Present (upper division)
Radicals and Reformers (proseminar)
The Conservative Movement (proseminar)
Problems of American Exceptionalism (proseminar)
Power & Protest (undergraduate seminar)
U.S. Historiography (undergraduate seminar)
Historical Analysis (undergraduate seminar)
American West (undergraduate seminar)
Reconstruction, Gilded Age & Progressive Era (graduate seminar)
Nineteenth Century U.S. (graduate seminar)
Twentieth Century Politics (graduate seminar)
Social Movements in U.S. (graduate seminar)
United States, 1877-Present (survey)
United States, 1607-1877 (survey)
(Also U.S. Government and Writing Composition, San Quentin State Prison, Patten College Program, 1999-2001)

MA Exam Committees:

2017: Mark Anderson
2015: Mark Anderson, Kelly Boylan, Kaitlyn Bylard, Brendan Bryon (Chair), Nicolas Dawes, Sarah Dodson, Scott Gordon (Chair), Michael Gould, Jeffrey Kaezel, Walter Parenteau, Jesse Poe, Daniel Tirre.
2014: Matthew Abang, Kacey Calahane, Emmanuel Dakpogan, Sean Gallagher, Christian Hutchin, Matt Morris, Max Speare (Chair), Andrew Staley
2013: Matthew Fury, Daniel Song
2012: Bryan Corcoran (Chair), Diana Wuerthner
2011: Natalie Novoa, Madeline Weiss

MA Thesis Committees:

Catherine Roth, “Black Radicalism in the Bay Area, 1930-1955” (2012)

PhD Thesis Committee (UCB):

Christopher Wilson Shaw, “‘Your Riches Are Corrupted’: The People, the Money Power, and American Democracy in the Twentieth Century,” History, UC-Berkeley (2013)

Departmental Service:

Retention, Tenure, and Promotion Committee, History Department, SF State, 2017-
Search Committee, Latin American History, History Department, SF State, 2015-16
Chair of Search Committee, California History, History Department, SF State, 2014-15
Chair of Search Committee, Pasker Chair in Legal and Constitutional History, History Department, SF State, 2013-14
Faculty Advisor, History Student Association, SF State, 2013-present
Precredential Advising, History Department, SF State, 2013-present
Long-term Planning Committee, History Department, SF State, 2010-11
Curriculum Committee, History Department, SF State, 2010-11
Graduate Committee, History Department, SF State, 2010-11
Library Coordinator, History Department, CSU Sacramento, 2008
Coordinator Undergraduate Precredential Program, History, Department, CSU Sacramento, 2003-2007
Strategic Planning Committee, History Department, CSU Sacramento, 2006-2007
Graduate Committee, History Department, CSU Sacramento, 2006
Affirmative Action Officer, Search Committee, Colonial America, History Department, CSU Sacramento, 2007
Search Committee, World History, History Department, CSU-Sacramento, 2005
Search Committee, U.S. Women’s History, History Department, CSU Sacramento, 2005
Search Committee, Early U.S. Republic, History Department, CSU Sacramento, 2004

University Service:

College Leave-with-Pay Committee, CLCA, SF State, 2013-2015
University Social Science Advisory Council, CSU Sacramento, 2003-2009

Professional Service:

Tenure Evaluation, School of History, Philosophy, and Religion, Oregon State University, 2013
Nominating Committee of the Pacific Coast Branch of the American Historical Association, 2010-11
Program Committee of the Society for the History of the Gilded Age and Progressive Era, 2011

Public Service Invited Presentations:

“Tea Party and Occupy Wall Street – Origins, Goals, and Meaning,” Conference on
“Taxes and the People – A Populist View,” Friends of the Library, CSU-Sacramento, April 15 (Tax Day), 2009

K-12 Teacher Education Invited Presentations:

“American Identity, 1890-1945,” Workshop for AP-Level U.S. History for East Oakland Students, Summer Institute, June 17, 2015
“Is John Brown an American Hero?,” Presentation for Middle School Writing Evaluations, Alameda County Office of Education, Jan 9, 2014
“Teaching Progressivism in America’s Second Gilded Age,” Keynote Address, Annual Conference California Council for History Education, Sacramento, Oct 26, 2013
“The Pocahontas Dilemma and Historical Thinking,” Keynote Address, Annual Conference of the California History and Social Science Project, Berkeley, Feb 16, 2007

Partnerships with K-12 Public Schools:
Academic Co-Director – Teaching American History
Grants One, Two, and Three, UC Berkeley History Department-Oakland Unified
Academic Adviser and Lead Historian – Teaching American History
Grants One and Two, CSU Sacramento History Department-Placer County Office
of Education, 2005-2009
Academic Director – Teaching American History Grant, CSU
Sacramento History Department-UC Davis History Project-San Juan Unified
School District, 2005-2008
Academic Director – Teaching American History Grant, CSU
Sacramento History Department-UC Davis History Project-Folsom
Cordova/Center Union School Districts, 2006-2009

Commentary:

Reuters:
“Populists, Plutocrats and the GOP Sales Tax,” Feb 14, 2013

Politico:
“Why Norquist’s Pledge is Different,” Dec 8, 2011
“As American as Anti-Union Tactics,” Mar 9, 2011
“Political Seasons of State’s Rights,” Feb 10, 2011
“Tucson’s Ricocheting Consequences,” Jan 12, 2011
“Right Wing Race Baiting?,” Aug 29, 2010
“Conservatives in Disguise,” Aug 3, 2010
“The Dark Side of Conservativism,” May 14, 2010
“Sarah Palin a Populist?,” Mar 3, 2010

Interviews:
“Does Today’s Ascendancy of Donald Trump Compare to Hitler’s Rise in the
1930s?” InDeep with Angie Coiro, March 26, 2016
“A Short Guide to American Populist Movements,” Dick Myers, DecodeDC, local
ABC TV and other sites nationally, June 19, 2014.
“Voter Fraud,” Howard Marlowe & Michael Willis, The Inner Loop, Voice of
America Radio, August 20, 2012
“The American Crisis of Inequality,” NRK-TV, Norwegian national public broadcast, Nov 1, 2011
http://www.cnn.com/video/#/video/podcasts/fareedzakaria/site/2010/10/10/gps.podcast.10.10.cnn
“Morning Show” with Steve Kelly, KPSI-ABC Radio, Palm Springs, Aug 17, 2010
“Does the Tea Party Movement ‘Open Doors’ to Discrimination?”, interview with Max Miller on Big Think blog, July 14, 2010
“Visionary Activist” with Caroline Casey, KPFA FM, Mar 4, 2010 (online audio: http://www.coyotenetworknews.com/productcart/pc/radioshow.htm)
“Focus” with David Inge, Radio WILL AM, Illinois Public Media, University of Illinois, July 7, 2009 (online audio: http://will.illinois.edu/focus580/interviews/2009/07/09/)
“Late Mornings” with Jeff Schechtman, KVON 1440 AM, Napa, May 26, 2009
“Insight” with Jeffrey Callison, KXJX FM, Capitol Public Radio, April 13, 2009 online audio: (http://www.capradio.org/resources/audioplayer.aspx?showid=6181&bhcp=1)
Curriculum Vitae

Jarbel Rodriguez  
Department of History  
San Francisco State University  
1600 Holloway Avenue  
San Francisco, CA 94132  
Work Phone: 415-338-1560  
Home Phone: 925-934-7029  
jarbel@sfsu.edu

Education

University of Miami, Coral Gables, Florida  
September 1990 - May 1994: Bachelor of Arts in History with Honors  
September 1994 - May 1996: Master of Arts  
Thesis Title: The Formation of a Christian Death Culture in the Middle Ages  
Major Field: Medieval Europe  
Minor Field: Renaissance Europe  
Minor Field: Colonial Latin America

Princeton University, Princeton, New Jersey  
Major Field: Medieval Europe  
Minor Field: Late Antiquity and the Early Middle Ages  
Minor Field: Colonial Latin America  
Dissertation Title: Prisoners of Faith: Christian Captives in the Later Middle Ages

Areas of Teaching and Research

Medieval Europe; Medieval and Early Modern Spain and the Mediterranean; Pre-Modern Slavery; Christian / Muslim Relations; Renaissance Europe; Medievalism in Popular Culture; Soundscapes

Professional Experience

University of Miami  
1994-1996: Teaching Assistant, Department of History

San Francisco State University, San Francisco, California  
Aug. 2001 – May 2007: Assistant Professor, Department of History  
Aug. 2007 – May 2013: Associate Professor, Department of History  
Aug. 2013 – Present: Professor, Department of History

Courses Taught

HIST 110 – Western Civilization
HIST 300 – Seminar in Historical Analysis
HIST 330 – The Early Middle Ages
HIST 331 – The High Middle Ages
HIST 334 – The Renaissance
HIST 349 – Medieval Popular Beliefs
HIST 640 – Pro-Seminar, Magic and the Supernatural in Medieval Europe
HIST 640 – Pro-Seminar, Persecution and Intolerance in Medieval Europe
HIST 640 – Pro-Seminar, The Crusades
HIST 640 – Pro-Seminar, The Black Death
HIST 700 – Graduate Seminar, History as a Field of Knowledge
HIST 710 – Graduate Seminar, The Crusades

**HIST 710 – Graduate Seminar, The Black Death**
HIST 710 – Graduate Seminar, Crime and Punishment in Medieval Europe
HIST 720 – Graduate Seminar, Medievalism – Imagining the Middle Ages
HIST 720 – Graduate Seminar, Interfaith Spain
HIST 850 – Graduate Seminar, Historical Soundscapes

**Honors and Awards**
2017: SFSU Sabbatical Leave (fall)
2010: NEH Summer Seminar, Barcelona, Spain
2007: SFSU Sabbatical Leave (fall)
2005: SFSU Presidential Award for Professional Development (fall)
Summer 2002: San Francisco State Spring-Summer Stipend 2002
Spring 2002: San Francisco State Spring 2002 Assigned Time Award
2000-2001: Princeton University Center for Human Values Fellow
2000-2001: Whiting Fellowship in the Humanities
1999-2000: Fulbright Fellowship in Spain
1999-2000: Spanish Ministry of Culture Research Grant
1998-1999: Rollins Prize, Princeton University
1997-2000: Graduate Fellowship
1997-1998: Davis Merit Prize
1996-1997: President’s Fellowship, Princeton University
1994-1996: University of Miami Graduate Fellowship
1990-1994: University of Miami Undergraduate Fellowship
1990-1994: Florida Scholar Undergraduate Fellowship

**Professional and Civic Activities**
2016-2017: Faculty Graduation Advisor, LCA, SFSU
2015-2016, Hiring Committee, Latin America, Department of History, SFSU
2014-2017: Chair, RTP Committee, Department of History, SFSU
2013-2014: Curriculum Committee, Chair, Department of History, SFSU
2012-2013: Hiring Committee Chair, Ancient World, Department of History, SFSU
2011-2013: Technology Committee, College of Liberal and Creative Arts, SFSU
2010-Present: Founding and Active Member of the Spain-North Africa Project
2010-2011: Institute for Disability Studies Hiring Committee
2009-Present: Long Range Planning Committee, Department of History, SFSU
2009-2010: BSS Sabbatical Leave Committee
2008-2010: RTP Committee, Department of History, SFSU
2008-2012: Hiring Committee, Department of History, SFSU
2008-2011: BSS Methods & Technology Committee
2005-2006: Hiring Committee, Late Antiquity/Early Middle Ages Position, Department of History, SFSU
2004-2011: BSS Graduate Coordinator Council
2004-2006: Councilor, Medieval Association of the Pacific
2004-2006: Hiring Committee, Department of History, SFSU
2004-2005: Program Committee for the Medieval Association of the Pacific Annual Conference
2004-2005: Co-Chair, Local Organizing Committee for the Medieval Association of the Pacific Annual Conference held at SFSU, March 2005
2004: Advisor, Phi Alpha Theta (History Honors Society)
2003-2012: Technology Committee, Department of History, SFSU
2002-2003: Curriculum Steering Committee for Islamic & Arab Studies Program, SFSU
2002-2011: Graduate Coordinator, Department of History, SFSU
2002-2004: Curriculum Committee, Department of History, SFSU
2001-2002: Local Organizing Committee for the American Historical Association Annual Meeting held in San Francisco, January 3-6, 2002
2001-2011: Seg. III Coordinator for “Medieval & Renaissance Studies” Cluster
2001-2004: Advisor, History Student Association, SFSU
2001-2017: Graduate Committee, Department of History, SFSU
2001-2010: Finance/Endowment Committee, Department of History, SFSU
Spring 1999: Conference Organizer for “Dying and the Hope for Life”: Graduate Student Conference, Princeton University

Publications

Authority and Spectacle in Medieval and Early Modern Europe: Studies in Honor of Teofilo Ruiz, ed. with Yuen Gen Liang (London: Routledge, 2017)
Christians and Muslims in the Medieval World: A Reader (Toronto: University of Toronto Press, 2015)
Knights in History and Legend, Contributor, (Firefly Books, 2009)
Captives and their Saviors in the Medieval Crown of Aragon (Catholic University Press, 2007)

Reviews and Other Academic Activities
Review of Maribel Fierro and Francisco García Fitz, eds. El Cuerpo Derrotado: Cómo trataban musulmanes y cristianos a enemigos vencidos in De Re Militari [electronic source]
Review of Debra Blumenthal’s Enemies and Familiars: Slavery and Mastery in Fifteenth Century Valencia in AARHMS Newsletter (Fall 2009)
Contracted by Thompson Publishing to create the PowerPoint presentations to accompany their publication of Jackson Spielvogel’s Western Civilization: A Brief History, 3rd edition (Jan 2004)


Presentations and Panels
“Captivity and Diplomacy in the Late Medieval Crown of Aragon” in Medieval Association of the Pacific Annual Meeting, Santa Clara, CA, March 31, 2012
“Collective Memory and Visual Culture” in Collective Memory: An Academic Conference, San Francisco, CA, April 8, 2011; Panel Chair
“Pop Culture, Historical Memory and the Middle Ages” SFSU History Department Gaudeamus Lecture, San Francisco, CA, May 14, 2010
“Renaissance Men and Women on the Margins,” in Northern California Renaissance Conference, Berkeley, CA, September 28, 2008; Panel Chair
“Man, Nature and the Environment in the Middle Ages” Part of “Encountering Nature in World History” lecture series for ORIAS Summer Teacher’s Institute, July 24, 2006
“An Ethnic History of Spain” Public Talk at United States Mint, San Francisco, September 15, 2005
“Merchants and Ransom Networks in the 14th and 15th Century Western Mediterranean” in Bondage, Subjugation and the New Slavery in Comparative World Perspective, University of California, Davis, May 28-29, 2004
“Financing a Captive’s Ransom in Late Medieval Aragón” given as part of the University of Miami, Phi-Alpha-Theta Lecture Series, Miami, FL, February 20, 2003
“Merchants and the Ransoming of Captives in Medieval Spain” in the Medieval Association of the Pacific, San Diego, CA, March 22, 2002

Revised: June 14, 2018
Harvard University
Cambridge, MA
Ph.D. in History, May 2000
1. 

2. University of California
Berkeley, CA
B.A. in History, Highest Distinction, Phi Beta Kappa, May 1992
3. 

4. 

PROFESSIONAL EXPERIENCE

San Francisco State University
San Francisco, CA
Professor, History Department, 2013-present.
Associate Professor, History Department, 2007-2013.
Assistant Professor, History Department, 2002-2007.

Hobart and William Smith Colleges
Geneva, NY
Assistant Professor, History Department, 2000-2002.

5. 

BOOKS


ARTICLES AND BOOK CHAPTERS


BOOK REVIEWS

251


13. PROFESSIONAL PAPERS AND PRESENTATIONS


RECENT HONORS AND AWARDS

Sabbatical Leave granted, San Francisco State University, Spring 2018.
Promoted to Professor, San Francisco State University, 2013.
Sabbatical Leave, San Francisco State University, Fall 2010.
Tenured and Promoted to Associate Professor, San Francisco State University, 2007.
Presidential Award for Professional Development of Probationary Faculty, San Francisco State University, Fall 2006.
California State University Affirmative Action Faculty Development Program Award, spring 2006.
California State University Affirmative Action Faculty Development Program Award, spring 2003.

MANUSCRIPT REVIEWS

253
University of North Carolina Press, 2016
University of Georgia Press, 2014
Virginia Magazine of History and Biography, 2014
Early American Studies, 2014
William and Mary Quarterly, 2013
Slavery and Abolition, 2013
Journal of the Early Republic, 2011
Oxford University Press, 2010

TELEVISION APPEARANCES


SERVICE TO THE PROFESSION

Editorial Board Member, Journal of Southern History, 2016-present
NEH Review Panel Member, Landmarks of American History and Culture grant program, 2016
Expert Advisor to Jane Freeman, children’s author, for Highlights Magazine, 2014
Panel Chair, “TITLE HERE” American Historical Association Annual Meeting, 2013
J. Franklin Jameson Fellowship Committee, American Historical Association, 2010-2012.
Tenure file reviewer for Merrimack College (Sean Condon), Feb. 2010.
Tenure file reviewer, scholarship section, for Virginia Commonwealth University History Department (John Kneebone), Oct. 2006.
Commentator, “Sources of Antislavery Discourse,” panel at the American Historical Association, Pacific Coast Branch meeting, August, 2006.

Co-organizer, Bay Area Seminar for Early American History, summer 2006.


SERVICE TO SF STATE AND THE COMMUNITY

Secretary, Phi Beta Kappa, Omicron Chapter of California (SF State), 2014-present

Member, History Department Graduate Committee, SF State, 2012-2016.

Member, Friends of the Library Nominating Committee, 2013-present

Member, Friends of the Library Board, SF State, 2013-present

Advisor, Ex Post Facto, the History Department student-run journal, SF State, 2012-present.


Member, History Department Curriculum Committee, SF State, 2011-14

Commentator, SF State History Students’ Association Conference, April 2014.

Organizer, History Department Faculty Colloquium Series, 2004-2014.

Member, Search Committee for Dean of the College of Liberal and Creative Arts, SF State, 2013-14.


Member, Phi Beta Kappa Committee on Members-in-Course, SF State, 2011-2014

Humanities Consultant, NEH Implementation Grant for Virginia Historical Society (not awarded), DATE

Chair, Subcommittee for Initial Review of Upper Division General Education Courses, SF State, 2011-2013.


Presenter, Alameda County School District teacher, Teaching American History Grant, August 2012.

Advisor, Phi Alpha Theta Honor Society, SF State, 2005-2011
Member, History Department Hiring Committee, SF State, 2008-11.
Organizer, History Department Awards Ceremony and Dinner, SF State, 2004-11.
Met with delegation from Uzbekistan regarding slavery and forced labor, 2011.
Phi Beta Kappa Visiting Scholar Committee, SF State, Spring 2010.
Academic Senate Library Advisory Committee, SF State, 2006-08, 2009-10.
BSS College Awards Committee, SF State, 2009.
Seminar Leader for Oakland Unified School District teachers, Teaching American History Grant, November 2009.
Seminar Leader for Oakland Unified School District, Teaching American History Grant, June 2009.
BSS representative to the California Faculty Association Executive Board, SF State, 2007-2009.
Tenure file reviewer, scholarship section, for Virginia Commonwealth University History Department (John Kneebone), Oct. 2006.
Commentator, “Sources of Antislavery Discourse,” panel at the American Historical Association, Pacific Coast Branch meeting, August, 2006.
Co-organizer, Bay Area Seminar for Early American History, summer 2006.


Co-adviser, Phi Alpha Theta Honor Society, 2005.

Dinner with BSS Learning Community, December 2005.


Chair, Social Committee, History Department, SF State, 2003-2004.

Faculty Presenter, History Student Association movie night, SF State, 2003, 2004.

Faculty Presenter, New Faculty Orientation, SF State, 2003.


16.

PROFESSIONAL MEMBERSHIPS

American Historical Association
Omohundro Institute of Early American History and Culture
Organization of American Historians
Society for Historians of the Early American Republic
Southern Historical Association
CURRICULUM VITAE

GENERAL INFORMATION

Name: Marc Stein

Work Address/Telephone/Email: Department of History
San Francisco State University
1600 Holloway Ave.
San Francisco, CA 94132
415-338-2982, marcs@sfsu.edu

Home Address/Telephone/Email: 130 Landers St. Apt. A
San Francisco, CA 94114
207-313-3706, marcs@sfsu.edu

Education:

Current and Previous Positions:
Jamie and Phyllis Pasker Professor of History, History Department, San Francisco State University, 2014-.
Professor, History Department and School of Gender, Sexuality, and Women’s Studies, Faculty of Liberal Arts & Professional Studies, York Univ., 2011-16 (leave of absence 2014-16).
Associate Professor, History Department, School of Women’s Studies, and Sexuality Studies Program, Faculty of Arts and Faculty of Liberal Arts & Professional Studies, 2001-11.
Assistant Professor, History Department, Faculty of Arts, York Univ., 1998-2001.
Visiting Assistant Professor, History Department, Colby College, Waterville, Maine, 1996-98.
Andrew W. Mellon Postdoctoral Fellow in Gender Studies, History Department, Bryn Mawr College, Bryn Mawr, Pennsylvania, 1995-96.
Lecturer and Chimicles Fellow in the Teaching of Writing, History Department, Univ. of Pennsylvania, Philadelphia, Pennsylvania, 1993-95.

Honors and Awards:
Social Sciences and Humanities Research Council of Canada Insight Grant, 2014-16.
Faculty of Graduate Studies Teaching Award, York Univ., 2010.
Audre Lorde Prize for Best Article in Lesbian, Gay, Bisexual, and Transgender History, Committee on Lesbian and Gay History (affiliated with the American Historical Association), 2006.
Social Sciences and Humanities Research Council of Canada Standard Research Grant, 2001-05.
Gregory Sprague Prize for Best Chapter in Lesbian/Gay History, Committee on Lesbian and Gay History, 1996.
The Ohio State Univ, Postdoctoral Fellowship (declined), 1995-96.
Ken Dawson Annual Award for Lesbian/Gay History, Center for Lesbian and Gay Studies, City Univ. of New York, 1993.

SCHOLARLY AND PROFESSIONAL CONTRIBUTIONS

PUBLICATIONS

Books:

Edited Works:
Guest Editor, “U.S. Homophile Internationalism,” special issue of *Journal of Homosexuality* 64, no. 7 (April 2017).

Chapters in Books:
Articles in Refereed Journals:
“Boutilier and the U.S. Supreme Court’s Sexual Revolution,” Law and History Review 23, no. 3 (Fall 2005): 491-536 (awarded Audre Lorde Prize).
“Sex Politics in the City of Sisterly and Brotherly Loves,” Radical History Review, no. 59 (Spring 1994): 60-92.

Non-Refereed Publications:

Reviews:
“Queer London, Method Acting, and Time Travel” (Review of Matthew Houlbrooke, Queer London), English Language Notes 45, no. 2 (Fall/Winter 2007): 179-81.
“Sexual States and National Insecurities” (Review of David K. Johnson, The Lavender Scare and


Encyclopedia Entries:


Interviews:


Online Exhibits:

Popular Publications:


Publications Forthcoming/Submitted:


PRESENTATIONS AND LECTURES:

Conference Panels and Presentations:
Chair, “Sexuality and the City,” Berkshire Conference on the History of Women, Toronto, May 2014.


“City of Sisterly and Brotherly Loves,” Conference to Celebrate 25 Years of Women’s Studies at the Univ. of Pennsylvania, Univ. of Pennsylvania, Sept. 1998.


“Gore Vidal’s Butch Boys: Sex, Gender, Sexuality, and Race in The Cit[ies] and the Pillar[s],”

Invited Academic Lectures and Presentations:
Featured Speaker: “Rethinking the Gay and Lesbian Movement: Historical Perspectives,” St. Mary’s College Women, Gender, and Sexuality Studies Colloquium, St. Mary’s City, Maryland, Mar. 2010.
“The U.S. Supreme Court and the Sexual Revolution: Sex, Marriage, and Reproduction from
Griswold to Roe,” Program Seminar, Graduate Program in Women’s Studies, York
Plenary Speaker: “Inventing Rights and Wrongs: Rulings, Reception, and the U.S. Supreme
Court’s Sexual Revolution,” Schlesinger Library Summer Seminar on Gender History–
”Sequels to the 1960s,” Radcliffe Institute for Advanced Study, June 2008.
“Inventing Rights and Wrongs: Rulings, Reception, and the U.S. Supreme Court’s Sexual
“Sexual Freedom v. LGBT Civil Rights: Activism, Archives, and Academia,” LGBT Center,
“Inventing Rights and Wrongs: Rulings, Reception, and the U.S. Supreme Court’s Sexual
“The U.S. Supreme Court’s Sexual Revolution? 1965-1973,” Univ. of California, Santa Barbara,
“Communities of Desire: The Past, Present, and Future of U.S. Queer History,” Univ. of
“Scholarship, Teaching, Activism, and Lived Experience,” Out at York Symposium, York Univ.,
“The U.S. Supreme Court’s Sexual Revolution? 1965-1973,” American History Faculty Seminar,
“City of Sisterly and Brotherly Loves,” Univ. of Missouri-Columbia, Apr. 2000.
“City of Sisterly and Brotherly Loves,” Univ. of Toronto, Sept. 1999.

**Community-Based Lectures, Presentations, Readings, and Interviews:**
Radio Interview, Bryen Dunn, “Sex City” (Toronto), CIUT, 19 Feb. 2011.
Book Readings and Signings, *City of Sisterly and Brotherly Loves*, Barnes and Noble Bookstore,


PROFESSIONAL SERVICE

Editorial/Advisory Positions:
Humanities Advisor, San Francisco ACT UP Oral History Project (dir. Joey Plaster), California Humanities, 2017-.
Contributing Editor, OutHistory (New York), 2017-
Editorial Board Member, Journal of Civil and Human Rights, 2014-
Editorial Board Member, Justice, Power, and Politics Series, ed. Heather Thompson and Rhonda Williams, Univ. of North Carolina Press, 2011-.
Coordinating Editor and Board Director, Gay Community News, Boston, 1987-89.

**Offices and Affiliations in Professional Organizations:**
Member, Board of Directors, GLBT Historical Society, San Francisco, 2016-.
Member, John J. Wilcox, Jr. Archives Advisory Committee at the William Way LGBT Community Center (Philadelphia), 2015-.
Member, Organization of American Historians Committee on the Status of LGBTQ Historians and Histories, 2015-16.
Fellow, Mark S. Bonham Centre for Sexual Diversity Studies, Univ. of Toronto, 2005-15.
Member, LGBTQ Historians Task Force of the American Historical Association, 2009-15.
Chair, Prize Committee, Committee on Lesbian, Gay, Bisexual, and Transgender History, 2009-10.
Member, Advisory Board, OutHistory (New York), 2008-10.
Member, Michael Lynch Grant Selection Committee, Toronto Centre for Lesbian and Gay Studies, 2001, 2002.
Chair, Committee on Lesbian and Gay History, 2000-03.
Board Director, Institute of Social Medicine and Community Health, Philadelphia, 1995-98.
Member, Prize Committee, Committee on Lesbian and Gay History, 1994-95.

**Consulting Work:**

**Conference Organization:**
Coordinator, Committee on the Status of LGBTQ Historians and Histories Program at the Organization of American Historians Annual Meeting (3 Sessions), St. Louis, Apr. 2015.
Member, Local Arrangements Committee, Berkshire Conference on the History of Women, University of Toronto, May 2014.
Coordinator, Committee on the Status of LGBTQ Historians and Histories Program at the Organization of American Historians Annual Meeting (3 Sessions), Atlanta, Apr. 2014.
Member, Canadian Historical Association Conference Program Committee, Toronto, May 2006.
Member, Advisory Committee, Trans/Equity Conference, Center for Feminist Research, York Univ., Apr. 2006.
Coordinator, Committee on Lesbian and Gay History Program at the American Historical Association Annual Meeting (7 sessions), Chicago, Jan. 2003.
Member, Bent on Change Conference Steering Committee and Program Committee, Toronto, 2002.
Coordinator, Committee on Lesbian and Gay History Program at the American Historical Association Annual Meeting (9 sessions), San Francisco, Jan. 2002.
Coordinator, Committee on Lesbian and Gay History Program at the American Historical Association Annual Meeting (9 sessions), Boston, Jan. 2001.

Reviews of Book Manuscripts, Book Proposals, Book Series, Journal Manuscripts, Etc.:
Miscellaneous: Encyclopedia of Greater Philadelphia; International Society for the History of Behavioral and Social Sciences; National Endowment for the Humanities; National Park Service (National Historic Landmark); Social Sciences and Humanities Research Council of Canada.

FUNDING/RESEARCH GRANTS:


TEACHING
UNDERGRADUATE

Courses Taught (and *Developed):

San Francisco State University
History 471: U.S. Constitution since 1877, 2015-17.
History 642: Gender, Sexuality, and Law, 2015-16.

York University
*History 3645, Post-WWII U.S. Political Movements, 2006
*History 3620, History of Sexuality in the United States, 1999-2003
History 4000, Honours Essay (Two Students), 2000-01
History 1050, Ordinary People in a Changing World, 1999-2001
*History 4620, Comparative Political Movements in 20th Century U.S. History, 1999-2000
History 4610: Political Power in American Society, 1998-99
Sexuality Studies 3601, Heterosexualities, 2013
Women’s Studies 3536, Queer Cultures, 2006

Colby College
*History 178, Introduction to the History of Sexuality in the United States, Spring 1998
*History 348, United States Urban History, Spring 1997
*History 245, Histories of Sexuality in the United States, Fall 1997, Fall 1996
History 231, American Women’s History to 1870, Fall 1997, Fall 1996

Bryn Mawr College
*History 262, Comparative Social Movements in 20th Century U.S. History, Spring 1996
*History 342, Sex, Gender, and Sexuality in the City, Fall 1995

University of Pennsylvania
*History 124, Writing about the History of Sexuality, Spring 1995, Fall 1994
History 164, Recent U.S. History, Summer 1994, Summer 1993
History 345, Women in America, Fall 1994

Guest Lectures and Presentations
“Supreme Court’s Sexual Revolution?” Women’s, Gender, and Sexuality Studies 232: Queer Identities and Politics, Colby College, Sep. 2012.

GRADUATE

Courses Taught (and *Developed):

San Francisco State University
History 702/SXS 702: Sexuality in Historical Perspective, 2016

York University
*History 5591, History of Sexuality in the United States, Canada, and Western Europe, 2003, 2006-10, 2012-14
History 6003, Histories of Women, Genders, and Sexualities (Team-Taught), 2007-10
*Women’s Studies 6128, Queer Theory, 2006-09

York University Directed Reading Courses
Joseph Pazzano, Graduate History, Constitutional Law and Equal Rights in U.S. History, Fall 2013.
Darya Serykh, Graduate Program in Social and Political Thought, History of Sexuality in Central and Eastern Europe, Fall 2013.
Carly Simpson, Graduate History, History of Sexuality, Winter 2011
Andrea Zanin, Graduate Women’s Studies, Queer Theory, Fall 2009
Andrea Zanin, Graduate Women’s Studies, Lesbian and Gay History and Historiography, Fall 2009

Graduate Supervision and Committee Membership:

San Francisco State University M.A. Committees
Hannah Milstein, M.A. Thesis Committee Chair, 2016-
Keegan Medrano, M.A. Thesis Committee Member, 2016-
Elwood Miller, M.A. Thesis Committee Member, 2015-

York University M.A. Supervision
Joseph Pazzano, History, 2014
Darya Serykh, Social and Political Thought, 2014
MacKenzie Gott, History, 2014
Tiffany Dickson, Gender, Feminist, and Women’s Studies, 2012
Alexandria Anderson, History, 2012
Andrea Zanin, Women’s Studies, 2011
Tamara Lang, Women’s Studies, 2011
Mark Gaspar, Social and Political Thought, 2010
Ryan Woolfrey, Women’s Studies, 2009
Elizabeth Thorne, History, 2008
Geoff Belknap, History, 2006

York University Ph.D. Supervision
Merrick Pilling, Gender, Feminist, and Women’s Studies, 2014
Katherine Bausch, History, 2014
Mark Abraham, History, 2014
Vivian Lee (Lee Win Hing) (Co-Supervision), Women’s Studies, 2010

York University Ph.D. Supervisory Committee
Katherine Perdue, History, 2014
Alisa Grigorovich, Gender, Feminist, and Women’s Studies, 2014
Joseph Tohill, History, 2012
Shannon Stettner, History, 2011
Jason Reid, History, 2011
Christine Grandy, History, 2008
Laila Haidarali, History, 2007
Richard Gilmour, History, 2004
Sarah Elvins, History, 2001

External Member - Ph.D. Supervisory Committee
Nicholas Matte, U. Toronto History, 2014
Melissa Stein, History, Rutgers U., 2008

York University Ph.D. Dissertation Defense Committee
Patricia Salah, English, 2009 (Dean’s Representative)
Karen MacFarlane, History, 2008 (Dean’s Representative)
Jason Kunin, English, 2002 (Outside Examiner)
Annette Bickford, Sociology, 2001 (Dean’s Representative)

External Ph.D. External Examiner
Elise Chenier, History, Queens U., 2001

York University Ph.D. Supervisory Committee (In Progress)
Tamara Lang, Gender, Feminist, and Women’s Studies, 2010-

OTHER TEACHING-RELATED ACTIVITIES
Faculty of Arts Teaching Development Grant, York Univ., “New Teaching Technologies for U.S. History” (Course Websites for History 3620 and History 4620), 1999.
Coordinator, School of Arts and Sciences Teaching Assistant Training Program, Univ. of Pennsylvania, 1992-94.
Senior Fellow, Writing Across the University, Univ. of Pennsylvania, 1991-93.

SERVICE

San Francisco State University Service
Member, History Department, Retention, Tenure, and Promotions Committee, 2014-17.
Member, History Department Hiring Committee, 2014-15, 2015-17.
Chair, History Department Hiring Committee, 2015-16.
Member, History Department Social Committee, 2014-15.

York University Administration
Acting Director, Graduate Program in Gender, Feminist, and Women’s Studies, Jun.-Jul. 2013.
Director, Sexuality Studies Program, School of Women’s Studies, 2006-09.
Acting Chair, School of Women’s Studies, Jul.-Aug. 2008.
Director of Undergraduate Studies, History Department, Faculty of Arts, 2001-03.

York University Service
Steward, History Department, York University Faculty Association, 2013-14.
Chair, Queer Caucus, York University Faculty Association, 2013-14.
Member, Executive Committee, Graduate Program in History, 1999-2001, 2014.
Member, Executive Committee, Graduate Program in Gender, Feminist, and Women’s Studies, 2013-14.
Steward, Queer Caucus, York University Faculty Association, 2011-13.
Chair, Tenure and Promotion File Preparation Committee, School of Gender, Sexuality, and Women’s Studies, 2011-12.
Member, U.S. History Search Committee, History Department, 2011-12.
Member, Graduate Admissions Committee, Graduate Program in History, 2007-10, 2011-12.
Member, Awards Committee, History Department, 1998-99, 2005-09, 2011-12.
Member, Curriculum Committee, History Department, 2000-03, 2009.
Member, Tenure and Promotion Adjudication Committee, School of Women’s Studies, 2007-08.
History Department Delegate to Faculty of Arts Council, 1999-2000, 2001-02, 2006.
Member, Sexualities and the Body Search Committee, School of Women’s Studies, 2005-06.
Member, Executive Committee, History Department, 2001-03
Faculty Advisor, Undergraduate History Students Association, 2001-03.
Member, Queer Studies Subcommittee, Sexual and Gender Diversity Committee, 2001-03.
Member, Canadian History Search Committee, History Department, 2002-03.
Member, Modern Spain Search Committee, History Department, 2001-02.
Member, Graduate Director Search Committee, Graduate Program in History, 2001.
Member, Urban Studies Search Committee, Urban Studies Program, 2000-01.
Member, Petitions Committee, Faculty of Arts, 1999-2001.
Graduate Program in History Delegate to Faculty of Graduate Studies Council, 1999-2001.
Member, Latin American History Search Committee, History Department, 1999-2000.
Member, Undergraduate Prize Committee, Faculty of Arts, 1998-99.

University of Pennsylvania
President, Graduate History Association, 1992-93.
Founder and Chair, Coalition of Graduate Students, 1992-93.
Co-Chair, Philadelphia Lesbian and Gay Academic Union, 1990-91.

Curriculum Vitae Updated June 2017.
FELICIA A. VIATOR

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EDUCATION

Ph.D. University of California, Berkeley, History, 2012
M.A. University of California, Berkeley, History, 2006
B.A. University of California, Berkeley, History, 1999

PUBLICATIONS


“‘Abraça a Tristeza’: Fado and Fadocore Music in the California Central Valley.” In Untamed Dreams: Faces of America, eds. Francisco Henrique Dinis and José do Couto Rodrigues (San Jose: Portuguese Heritage Publications of California, 2016)


BOOK REVIEWS

Segregated Soldiers: Military Training at Historically Black Colleges in the Jim Crow South by Marcus S. Cox, for the Journal of American Culture, September 2014

Filipinos Represent: DJs, Racial Authenticity, and the Hip-Hop Nation by Antonio T. Tiongson, Jr., for the American Studies Journal, April 2014

PROFESSIONAL PAPERS AND PRESENTATIONS

“A Chance to Prove Ourselves’: Racial Conflict in World War II-era Los Angeles Schools.” Paper presented for the Annual Conference of the Historical Society of Southern California, University of La Verne, January 2017
“Watts to Reality Rap: Black Youth Rebellion in Los Angeles.” Presentation of work in progress, Fulbright Institute for German Scholars of American Studies, San Francisco State University, September 2016

“In Search of the FSM.” Keynote Speaker for #HackFSM Hackathon for the Free Speech Movement Digital Archive, UC Berkeley, Bancroft Library and the Digital Humanities @ Berkeley Project, UC Berkeley, March 2014


“‘Walking Bombs’: The Los Angeles Police Department and the Eula Love Incident.” Paper presented at the Fourteenth Annual History Graduate Student Symposium, California State University, Fresno, April 2012

“‘We Knew The Streets’: South Los Angeles Youth Culture after Black Power.” Paper presented for the Seventh Annual Whitsett Graduate Seminar, California State University, Northridge, March 2012

PROFESSIONAL EXPERIENCE

San Francisco State University
Assistant Professor, History Department, 2015 – present

University of California, Berkeley
Visiting Lecturer, Department of History, 2013 – 2015

San Francisco State University
Lecturer, History Department, 2012 – 2013

Berkeley City College
Lecturer, Department of Social Sciences, 2011

HONORS AND AWARDS

Commencement Doctoral Speaker, History Department, UC Berkeley Department, 2013
Dissertation Completion Fellowship, Graduate Division, UC Berkeley, 2012
Conference Travel Grant, UC Berkeley Graduate Division, Berkeley, 2012
Arthur Ferreira Pinto Foundation Fellowship, Institute of European Studies, UC Berkeley, 2005 – 2011
Summer Grant, Graduate Division, UC Berkeley, 2010
Dean’s Normative Time Fellowship, Graduate Division, UC Berkeley, 2008 - 2009
Outstanding Graduate Student Instructor Award, Graduate Division, UC Berkeley, 2007
Doctoral Block Grant, History Department, UC Berkeley, 2004 - 2005
Luso-American Education Foundation Scholarship, Luso-American Fraternal Federation, Dublin, CA, 2004
Sociedade Portuguesa Rainha Santa Isabel Scholarship, Luso-American Fraternal Federation, Dublin, CA, 1996
CAA Alumni Scholar, Cal Alumni Association, UC Berkeley, 1995

SERVICE TO CAMPUS, COMMUNITY, and PROFESSION

Project Coordinator, Binders of Lessons, Lower Division Survey Working Group, History Department, SF State, 2017

History Discipline Coordinator, Social Science Waiver Program, SF State, 2017

Presenter, Making History: Summer Program for High School Students, UC Berkeley History-Social Science Project’s, UC Berkeley, July 2017

Guest Speaker on 1980s culture, 8th Grade, The Harker School, San Jose, CA, April 2017

Manuscript reviewer, Westview Press, 2017

Manuscript reviewer, Bedford/St. Martin’s Press, 2016

Co-Chair, Curriculum Committee, History Department, SF State, 2016 - present

Social Committee, History Department, SF State, 2016 - 2017

Faculty Liaison, Graduate Teaching and Learning Working Group, Department of History, UC Berkeley, 2015


Talk delivered to UC Berkeley students, “The Revolution Will Be Televised: Television and the Civil Rights Movement,” April 2013


Talk delivered to UC Berkeley students, “‘Angels, Hippies, Stones, Booze, and Pills’: The Altamont Speedway Free Festival and the ‘End’ of the Sixties,” June 2012


Volunteer Instructor, Prison University Project, San Quentin State Prison, 1997 - 1999
PROFESSIONAL MEMBERSHIPS

American Historical Association
Association for the Study of African American Life and History
California Historical Society