

**MAJOR FIELD ASSESSMENT PLAN
B.A. IN SOCIAL STUDIES EDUCATION
2002-2003**

*Revised
July 2003*

PROGRAM CHANGE

Effective with the 2003-2004 academic year the Department of History and Political Science will replace the existing Bachelor of Arts in Social Studies Education curriculum with a redesigned curriculum developed under a mandate from the Blue Ribbon Commission on Teacher Quality and approved during the spring semester 2003 by the Blue Ribbon Commission, the Board of Supervisors for the University of Louisiana System, and the Board of Regents.

For more detailed information on the redesigned curriculum, see below under "Application of Assessment Information."

MISSION

The Strategic Mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana.

The major objectives of the B.A. in Social Studies Education are to provide students with general humanistic knowledge in the fields of History, Political Science, and Philosophy; to aid them through this knowledge to analyze and interpret problems and achievements of past and present societies; to further their intellectual development through opportunities to think, to speak, and to write logically and analytically; to prepare them to become dynamic citizens who understand the structure, powers, and procedures of national and state governments and have some knowledge of other world governments as well; and to provide specific background training for such professions as law, journalism, government service, and teaching.

This Major Field Assessment Plan replaces the previous plan, which took effect on October 22, 1996. The new plan applies to the redesigned curriculum mandated by the Blue Ribbon Commission on Teacher Quality, which will be implemented in the fall semester 2003.

SCOPE

This report provides assessment information concerning all Goals and Expected Outcomes in the Major Field Assessment Plan for the Bachelor of Arts in Social Studies Education Program for the academic years 1999-2000, 2000-2001, and 2001-2002. Where information is currently available, it also reports for the academic year 2002-2003 (information for some goals and expected outcomes will not be available until the completion of the academic year).

In 2003 the Department of History and Political Science adopted a new, more detailed Major Field Assessment Plan for the B.A. in Social Studies Education, replacing the previous plan, which took effect in 1996. The new plan, though articulated in the present format in 2003, reflects established practice in the Department of History and Political Science. Thus, information in this report—which is compiled annually—is presented in the new, more detailed format.

GOAL 1

Social Studies Education majors will have a broad knowledge of Social Studies content areas.

A. Expected Outcome

Social Studies Education majors will have knowledge of American and World History, Economics, Geography, Political Science, and Sociology.

Assessment (I)

All students completing the B.A. in Social Studies Education have earned a grade of C or better in each of their Social Studies content courses, which include the following:

Old Curriculum (effective through 2002-2003)

- a. 6 hours Western Civilization Survey*
History 101 and 102
- b. 6 hours American History Survey
History 201 and 202
- c. 3 hours Louisiana History
History 321
- d. 3 hours Asian History—Upper Level
History 444 or 445
- e. 3 hours Latin American History—Upper Level
History 446, 447, 448, or 449
- f. 3 hours Capstone Course (Major Problems in American History)
History 497
- g. 6 hours Macroeconomics and Microeconomics
Economics 201 and 202
- h. 6 hours Geography
Geography 103 and Geography 300/400-level elective
- i. 6 hours Federal, State, and Local Politics Survey
Political Science 201 and 202
- j. 3 hours Comparative World Politics
Political Science 425 or 426
- k. 6 hours Sociology
Sociology 103 and Sociology 411 or 471

New Curriculum (effective 2003-2004)

- a. 6 hours Western Civilization Survey*
History 101 and 102
- b. 6 hours American History Survey
History 201 and 202
- c. 4 hours Louisiana History
History 321 and 322
- d. 3 hours American History—Upper Level
History 469, 473, 474, 475, 476, 477, 478, 479, 480, 482, 485, 487, 488,
489, 492, 493, 495, or 496

- e. 3 hours Asian or Russian History—Upper Level
History 444, 445, or 454
- f. 3 hours British or European History—Upper Level*
History 409, 410, 416, 418, 419, 423, 424, 429, 433, 434, 437, 438, 439,
440, or 468
- g. 3 hours Latin American History—Upper Level
History 446, 447, 448, or 449
- h. 3 hours History Elective—Upper Level
Any History 400-level
- i. 3 hours Capstone Course (Major Problems in American History)
History 497
- j. 3 hours Macroeconomics and Microeconomics
Economics 102
- k. 6 hours World Regional Geography
Geography 431 and 432
- l. 6 hours Federal, State, and Local Politics Survey
Political Science 201 and 202
- m. 6 hours Comparative World Politics
Political Science 425, 426, and/or 428
- n. 3 hours Population, Race and Ethnic Relations, or Globalization
Sociology 401, 411, or 465
- o. 3 hours Advanced Sociology
Sociology 471

*Western Civilization and most upper-level British and European History courses include attention to African History in discussions of imperialism.

Assessment (II)

Social Studies Education majors, when taking the PRAXIS II exam, will score at least 149 on the Social Studies: Content Knowledge section and at least 161 on the Social Studies: Interpretation of Materials section.

PRAXIS II scores forthcoming from College of Education and Human Development.

B. Expected Outcome

Social Studies Education majors will express satisfaction with the quality of instruction and the overall learning environment provided by the Department of History and Political Science.

Assessment

Southeastern Louisiana University Exit Survey

1=very dissatisfied, 5=very satisfied

1 2 3 4 5

Clarity of the degree requirements					
1999-2000	06.3	00.0	18.8	25.0	50.0
2000-2001	00.0	08.3	25.0	41.7	25.0
2001-2002	00.0	00.0	00.0	25.0	75.0
Opportunities interact w/faculty outside class					
1999-2000	00.0	18.8	12.5	25.0	43.8
2000-2001	00.0	08.3	16.7	33.3	41.7
2001-2002	00.0	08.3	50.0	25.0	16.7
Effectiveness of faculty as teachers					
1999-2000	00.0	12.5	06.3	50.0	31.3
2000-2001	00.0	00.0	16.7	66.7	16.7
2001-2002	00.0	08.3	33.3	50.0	08.3
Friendliness and helpfulness of office staff					
1999-2000	00.0	12.5	18.8	37.5	31.3
2000-2001	00.0	08.3	41.7	25.0	25.0
2001-2002	00.0	08.3	50.0	25.0	16.7
Faculty interest in academic development					
1999-2000	06.3	06.3	25.0	18.8	43.8
2000-2001	08.3	00.0	41.7	41.7	08.3
2001-2002	00.0	00.0	50.0	33.3	16.7
Effectiveness of beginning courses					
1999-2000	06.3	18.8	06.3	37.5	31.3
2000-2001	00.0	00.0	58.3	25.0	16.7
2001-2002	00.0	08.3	41.7	33.3	16.7
Quality of instruction in advanced courses					
1999-2000	00.0	00.0	18.8	37.5	43.8
2000-2001	00.0	00.0	00.0	41.7	58.3
2001-2002	00.0	00.0	25.0	08.3	66.7
Professional activities, associations, clubs					
1999-2000	00.0	18.8	25.0	31.3	25.0
2000-2001	00.0	08.3	41.7	25.0	25.0
2001-2002	00.0	16.7	50.0	33.3	00.0
Hands-on experiences outside classroom					
1999-2000	00.0	18.8	00.0	31.3	50.0
2000-2001	00.0	00.0	08.3	41.7	50.0
2001-2002	00.0	08.3	41.7	25.0	25.0
Interaction w/faculty research/scholarship					
1999-2000	06.3	06.3	43.8	31.3	12.5
2000-2001	00.0	08.3	33.3	25.0	33.3
2001-2002	00.0	08.3	50.0	16.7	25.0
Availability of required courses					
1999-2000	12.5	12.5	31.3	18.8	25.0
2000-2001	00.0	16.7	33.3	25.0	25.0
2001-2002	00.0	08.3	58.3	25.0	08.3
Availability of elective courses					
1999-2000	06.3	18.8	18.8	25.0	31.3
2000-2001	00.0	00.0	33.3	16.7	50.0
2001-2002	00.0	00.0	66.7	16.7	16.7
Quality of instruction on standards/ethics					
1999-2000	00.0	12.5	25.0	18.8	43.8
2000-2001	08.3	00.0	08.3	50.0	33.3
2001-2002	00.0	08.3	16.7	41.7	33.3
Friendliness and helpfulness of faculty					
1999-2000	00.0	06.3	18.8	50.0	25.0
2000-2001	00.0	08.3	08.3	58.3	25.0
2001-2002	00.0	00.0	33.3	25.0	41.7

Opportunities to collaborate w/other students					
1999-2000	06.3	06.3	12.5	31.3	43.8
2000-2001	00.0	08.3	25.0	41.7	25.0
2001-2002	00.0	08.3	25.0	33.3	33.3
Computer resources for courses in major					
1999-2000	06.3	00.0	12.5	37.5	43.8
2000-2001	00.0	25.0	00.0	50.0	25.0
2001-2002	00.0	08.3	41.7	25.0	25.0
Library resources related to your major					
1999-2000	00.0	00.0	25.0	37.5	37.5
2000-2001	08.3	25.0	16.7	25.0	25.0
2001-2002	00.0	08.3	50.0	16.7	25.0
Use of appropriate technology in classroom					
1999-2000	06.3	18.8	18.8	37.5	18.8
2000-2001	00.0	16.7	41.7	41.7	00.0
2001-2002	00.0	08.3	41.7	33.3	16.7
Facilities and equipment related to major					
1999-2000	00.0	18.8	25.0	37.5	18.8
2000-2001	08.3	00.0	25.0	41.7	25.0
2001-2002	00.0	16.7	33.3	41.7	08.3
Help from faculty re further education					
1999-2000	06.3	18.8	25.0	25.0	25.0
2000-2001	00.0	08.3	41.7	41.7	08.3
2001-2002	00.0	00.0	33.3	25.0	41.7
Size of classes in major					
1999-2000	00.0	00.0	37.5	31.3	31.3
2000-2001	00.0	00.0	16.7	25.0	58.3
2001-2002	00.0	00.0	25.0	33.3	41.7
Help from faculty re employment					
1999-2000	06.3	00.0	31.3	31.3	31.3
2000-2001	00.0	16.7	16.7	33.3	33.3
2001-2002	00.0	00.0	33.3	33.3	33.3
Overall quality of department					
1999-2000	06.3	00.0	18.8	37.5	37.5
2000-2001	00.0	00.0	16.7	50.0	33.3
2001-2002	00.0	00.0	25.0	41.7	33.3
Overall quality of degree program					
1999-2000	06.3	00.0	12.5	43.8	37.5
2000-2001	00.0	08.3	16.7	58.3	16.7
2001-2002	00.0	00.0	33.3	33.3	33.3
Usefulness of academic advice from advisor					
1999-2000	18.8	12.5	18.8	18.8	31.3
2000-2001	41.7	33.3	16.7	08.3	00.0
2001-2002	08.3	58.3	25.0	08.3	00.0
Advisor's knowledge of requirements					
1999-2000	12.5	00.0	31.3	12.5	43.8
2000-2001	41.7	25.0	33.3	00.0	00.0
2001-2002	16.7	50.0	33.3	00.0	00.0
Accessibility of advisor					
1999-2000	12.5	18.8	06.3	12.5	50.0
2000-2001	25.0	25.0	41.7	08.3	00.0
2001-2002	08.3	25.0	66.7	00.0	00.0
Advisor's concern w/academic goals					
1999-2000	25.0	12.5	25.0	00.0	37.5
2000-2001	25.0	41.7	25.0	08.3	00.0
2001-2002	00.0	33.3	58.3	00.0	08.3

Global perspective of courses					
1999-2000	----	----	----	----	----
2000-2001	----	----	----	----	----
2001-2002	00.0	00.0	58.3	33.3	08.3
Relevancy of courses					
1999-2000	----	----	----	----	----
2000-2001	----	----	----	----	----
2001-2002	00.0	00.0	50.0	33.3	66.7

GOAL 2

Social Studies Education majors will have the necessary skills to teach the Social Studies disciplines in secondary schools.

A. Expected Outcome

Social Studies Education majors will demonstrate knowledge of the principles of teaching the Social Studies.

Assessment (I)

Social Studies Education majors will make a grade of C or better in History 322, Louisiana History Practicum, and History 497, the capstone course, which includes multiple opportunities for students to gain teaching experience.

History 322 is a new course that will not be offered prior to the spring semester 2004.

Grades Earned in History 497 by Graduating Social Studies Education Majors

	A	B	C	D	F	T*	N/A	% C or better
1999-2000 07	06	02	00	00	00	01	100%	
2000-2001 06	03	03	00	00	00	00	100%	
2001-2002 06	04	01	00	00	00	00	100%	
2002-2003 06	06	01	01	00	00	00	100%	

*T=enrolled spring 2003. N/A=demonstrated computer literacy in another course before Political Science 300 was implemented.

Assessment (II)

At least 95% of graduates will score at least a 3.0 on the appropriate indicators of the Student Teacher Evaluation and Professional Attribute Scale.

Student Teacher Evaluation and Professional Attribute Scale scores forthcoming from College of Education and Human Development.

B. Expected Outcome

Social Studies Education majors will demonstrate knowledge of the non-instructional aspects of education such as human growth and development, learning theories, history and philosophy of public education, and technology for the classroom.

Assessment

Social Studies Education majors will score at least 161 on the Principles of Learning and Teaching section of the PRAXIS II exam.

PRAXIS II scores forthcoming from College of Education and Human Development.

C. Expected Outcome

Social Studies Education majors will be able to implement planning, managerial, and evaluation techniques in the classroom.

Assessment

At least 95% of graduates will score at least a 3.0 on the appropriate indicators of the Student Teacher Evaluation and Professional Attribute Scale.

Student Teacher Evaluation and Professional Attribute Scale scores forthcoming from College of Education and Human Development.

GOAL 3

Social Studies Education majors will have the necessary skills to engage in scholarly research and critical analysis of primary and secondary sources.

A. Expected Outcome

Social Studies Education majors will be able to utilize the library resources (both print and electronic) necessary to conduct research in History, Economics, Geography, Political Science, and Sociology.

Assessment

At least 80% of Social Studies Education majors will earn a grade of B or better in Library Science 102.

Grades Earned in Library Science 102 by Graduating Social Studies Ed Majors

		A	B	C	D	F	T*	N/A	% B or better
1999-2000	10	05	01	00	00	00	00		94%
2000-2001	10	00	00	00	00	00	00		100%
2001-2002	09	01	01	00	00	00	00		91%
2002-2003	10	09	01	00	00	00	00		95%

*T=enrolled spring 2003.

B. Expected Outcome

Social Studies Education majors will be able to carefully read and critically analyze both primary and secondary sources and to discuss these intelligently both orally and in writing.

Assessment

All 100 and 200-level History and Political Science courses require the use of department-approved texts (which include examples of primary documents) and readers (which include diverse historiographical perspectives). All 300 and 400-level History, Political Science, and Philosophy courses require advanced texts and additional mandatory readings, on which

students must be tested; essay exams; term papers, critical book reviews, and/or document analyses; and book discussions and/or presentations by students. History 497, a required capstone course for all Social Studies Education majors, is an Undergraduate Seminar in Major Problems in American History which is conducted like a graduate-level seminar and requires students to read extensively, write multiple critical papers, make multiple oral presentations, and participate in vigorous seminar discussions.

All students completing the B.A. in Social Studies Education have earned a grade of C or better in each of their Social Studies content courses.

See above, Goal 2, A for a breakdown of grades in History 497.

C. Expected Outcome

Social Studies Education majors will acquire thorough knowledge and skill in professional writing and documentation according to the guidelines in the *Chicago Manual of Style*.

Assessment

All written work for 300 and 400-level History, Geography, Political Science, and Sociology courses must meet the minimum standards of good professional writing and—where necessary—utilize proper documentation.

All students completing the B.A. in Social Studies Education have earned a grade of C or better in each of their Social Studies content courses.

GOAL 4

Social Studies Education majors will be qualified to teach in secondary schools.

A. Expected Outcome

At least 50% of Social Studies Education majors will be offered teaching positions within their qualified fields within six months after graduation.

Assessment

Southeastern Louisiana University Exit Survey

Note that the Exit Survey measures the numbers accepted to graduate school or employed at the time of the exit survey, which is completed *before* graduation, rather than the number within six months *after* graduation

What are your employment plans immediately following graduation?

- 1=already have a full-time job
- 2=looking for a full-time job
- 3=already have a temporary job
- 4=looking for a temporary job
- 5= do not plan to work

	%	1	2	3	4	5
1999-2000		06.3	87.5	06.3	00.0	00.0
2000-2001		00.0	66.7	08.3	00.0	25.0
2001-2002		16.7	66.7	16.7	00.0	00.0

Question 31: What are your plans for further education following graduation?

- 1=do not plan to obtain further education
 2=have been accepted into a graduate program
 3-plan to go to grad school immediately following graduation but not yet accepted
 4=plan to go to grad school at some point but not right now
 5=will obtain further education but not a graduate level

	%	1	2	3	4	5
1999-2000		00.0	00.0	25.0	75.0	00.0
2000-2001		08.3	08.3	08.3	75.0	00.0
2001-2002		00.0	08.3	16.7	00.0	00.0

GOAL 5

Social Studies Education majors will possess global awareness and a multicultural perspective

A. Expected Outcome

Social Studies Education majors will acquire knowledge of world history, cultures, economies geography, governments, and peoples.

Assessment

The courses listed above (Goal 1, A) all contribute to global awareness and a multicultural perspective.

All students completing the B.A. in Social Studies Education have earned a grade of C or better in each of their Social Studies content courses.

B. Expected Outcome

Social Studies Education majors will acquire knowledge of multicultural education.

Assessment

Social Studies Education majors must earn a grade of C or better in Education 211, Multicultural Education.

Education 211 is a new course that has not been offered prior to the fall semester 2003.

C. Expected Outcome

Social Studies Education majors will have more opportunity to acquire knowledge of other countries through study abroad.

Assessment

Social Studies Education majors will increase their participation in the Study Abroad Program because of increased encouragement from faculty and more thorough dissemination of information about benefits, scholarships, and other inducements. A provisional goal is that by the 2005-2006 academic year, at least 5% of Social Studies Education majors will participate in Study Abroad. The continued viability of this goal will be subject to both economic and international conditions that may affect the feasibility of student travel abroad.

APPLICATION OF ASSESSMENT INFORMATION

A. Curriculum Redesign and NCATE Reaccreditation

In 2002 the B.A. in Social Studies Education Program earned NCATE reaccreditation, and in 2003 the Department of History and Political Science obtained approval for its redesigned curriculum from the Blue Ribbon Commission on Teacher Quality, the Board of Supervisors of the University of Louisiana System, and the Board of Regents. Following is a chronological account of the steps taken to achieve these goals.

On February 1, 2001, Southeastern submitted its Initial Report on the Baccalaureate Program in Social Studies Education for the NCATE National Program Review. Dr. Charles B. Myers, Coordinator of Social Studies Teacher Education Program Reviews for the National Council for the Social Studies, conducted the Initial Review for the NCSS. This found that Standards 1.1—1.10 and 3.2—3.4 were Not Met. Dr. Myers' comments indicated that the primary problem was not the lack of quality in the program; rather, it was that Southeastern's Report contained insufficient documentation to demonstrate that the program meets the standards (as you will recall, NCATE and NCSS's new standards came out in 2000, while we already were well into the review process).

On September 15, 2001, Southeastern submitted a Rejoinder. The Second Review, again conducted by Dr. Myers, found that Standards 1.1—1.10 and 3.2—3.4 still were Not Met. More specifically, Programmatic Evidence was inadequate for Standards 1.4, 1.6, 1.7, and 1.10; Testing Evidence and Performance Evidence were inadequate for Standards 1.1—1.10; and Programmatic Evidence was inadequate for Standards 3.2—3.4.

In March 2002 Southeastern arranged for Dr. Myers to meet with two representatives, Dr. Connie H. Nobles (Associate Professor of Education in the Department of Teaching and Learning) and Dr. William B. Robison (Professor of History and Department Head in the Department of History and Political Science). The purpose of this consulting meeting was for Dr. Myers to advise Southeastern on how best to provide evidence to meet the standards in question in subsequent rejoinders.

On March 24, 2002, Dr. Robison sent a letter to Dr. Myers that briefly addressed deficiencies in the Initial Report and the Rejoinder.

On March 27, 2002, Dr. Myers held an all-day meeting with Dr. Nobles and Dr. Robison on the campus of Southern University-New Orleans, along with SUNO faculty affiliated with the Social Studies Education program there.

On April 8, 2002, Dr. Myers sent to Dr. Robison a report on the meeting with Dr. Nobles and Dr. Robison outlining his main comments and suggestions concerning Southeastern's Social Studies Education program. A copy of this report was provided to NCATE personnel. The Department of History and Political Science began making plans to implement Dr. Myers' recommendations.

On April 13-17, 2002, NCATE examiners visited Southeastern's campus for the accreditation review. The examiners approved the B.A. in Social Studies Education program on the basis of the evidence provided about the program and plans for implementing Dr. Myers' recommendations.

In June 2002 Southeastern received notification that the Blue Ribbon Commission on Teacher Quality had approved the university's proposed redesign of the baccalaureate curriculum in Social Studies Education, which originally was to be implemented in January 2003. This was extremely important, given that almost all plans for implementing Dr. Myers'

recommendations were predicated upon curriculum and personnel changes called for in the proposed redesign.

On June 18, 2002 Dr. Robison obtained Dr. Crain's approval to prepare the forms for submitting the curriculum redesign to the Arts and Sciences Courses and Curriculum Committee, the Council for Teacher Education, and the University Curriculum Council in the fall semester 2002.

On September 15, 2002 Southeastern submitted a Second Rejoinder. As per Dr. Myers' instructions, it addressed only the specific points on the Second Review. It spelled out how Southeastern will implement Dr. Myers' recommendations, emphasizing the curriculum redesign and plans to hire a new Assistant Professor to teach the "content version" of Social Studies Methods, to supervise the new History 322 practicum, to assist with the observation of student teachers, to act as liaison between the Department of History and Political Science and the College of Education, and do all the other things that Blue Ribbon, NCATE, and NCSS mandate.

On December 11, 2003 Dr. Robison received from Dr. Bill Neal (Assistant Dean of the College of Education and Human Development) a copy of the NCSS's Third Review of the program, again conducted by Dr. Myers. As expected, it rendered the following verdict:

"Standards 1.1-1.10 and 3.2-3.4 continue as Not Met. However, the rejoinder submitted by the faculty of Southeastern Louisiana University for September 15, 2002 described what it is planning to do to correct all of the inadequacies identified in previous Summary Reports of Program Review Decisions from NCSS. This plan is exactly on target. All the faculty needs to do is implement all aspects of that plan. The rejoinder of September 15, 2002 indicates that the plan should be implemented in time to report the implementation activities in another rejoinder by April 15, 2003. The reviewers look forward to receiving that rejoinder."

In the meantime, however, on September 17, 2002, Dr. Robison received from Dr. Martha Thornhill (Interim Dean of the College of Education and Human Development) a forwarded e-mail from Jeanne Burns indicating that, in effect, the Blue Ribbon Commission had "withdrawn" its approval of our redesign--which the BRC consultants regarded as exemplary--while it sought approval from the U.S. Department of Education to make Southeastern's proposal the model for others in the state. Despite the backhanded compliment, that meant that the Department of History and Political Science could not proceed to submit the redesign to the necessary curriculum committees at Southeastern.

On February 19, 2003, Dr. Robison received from you Dr. Thornhill a memo indicating that the Blue Ribbon Commission had approved a formula for Social Studies Education curriculum redesign into which the Southeastern proposal will fit.

By that time, however, the 2003-2004 Southeastern Louisiana General Catalogue had gone to press with the old Social Studies Education curriculum included. Dr. Robison arranged to include (page 227) the statement "Curriculum subject to change 2002-2004 Academic Year" under the heading "Curriculum in Social Studies Leading to the Degree of Bachelor of Arts," which should give us room to maneuver.

The Department of History and Political Science immediately submitted the redesign, which has gained the approval of the Arts and Sciences Courses and Curriculum Committee and the Council for Teacher Education and will be considered at the next meeting of the University Curriculum Council.

In May 2003 both the Board of Supervisors for the University of Louisiana System and the Board of Regents for Higher Education approved the curriculum redesign.

On June 2 Dr. Robison requested permission from the Provost, Dr. John Crain, to implement the redesigned curriculum immediately.

By September 15, 2003 the department will submit a Third Rejoinder to the NCSS, which is expected to win full approval.

Below is a comparison of the Social Studies content courses in the old Social Studies Education curriculum and the redesigned curriculum.

<u>Old Curriculum</u>		<u>New Curriculum</u>	
6 hrs	Western Civilization Survey History 101 and 102	6 hrs	Western Civilization Survey History 101 and 102
6 hrs	American History Survey History 201 and 202	6 hrs	American History Survey History 201 and 202
3 hrs	Louisiana History History 321	3 hrs	Louisiana History History 321
----		1 hr	Louisiana History Practicum History 322
----		3 hrs	American Hist—Upper Level History 469, 473, 474, 475, 476, 477, 478, 479, 480, 482, 485, 487, 488, 489, 492, 493, 495, or 496
3 hrs	Asian History—Upper Level History 444 or 445	3 hrs	Asian/Russian Hist—Upper Level History 444, 445, or 454
----		3 hrs	British/European—Upper Level History 409, 410, 416, 418, 419, 423, 424, 429, 433, 434, 437, 438, 439, 440, or 468
----		3 hrs	History Elective—Upper Level Any History 400-level
3 hrs	Capstone (Undergrad Seminar) History 497	3 hrs	Capstone (Undergrad Seminar) History 497
3 hrs	Macroeconomics Economics 201	3 hrs	Economics (Macro/Micro) Economics 102
3 hrs	Microeconomics Economics 202	----	
3 hrs	Geography (Introduction) Geography 103	3 hrs	Geography (World Regional I) Geography 431
3 hrs	Geography Elective Any 300 or 400-level	3 hrs	Geography (World Regional II) Geography 432
6 hrs	Federal, State, and Local Politics Political Science 201 and 202	6 hrs	Federal, State, and Local Politics Political Science 201 and 202

3 hrs	Comparative World Politics Political Science 425 or 426	3 hrs	Comparative World Politics Poli Sci 425, 426, or 428
-----		3 hrs	Comparative World Politics Poli Sci 425, 426, or 428
3 hrs	Sociology (Introduction) Sociology 101	3 hrs	Population/Race/Globalization Sociology 401, 411, or 465
3 hrs	Race/Advanced Sociology 411 or 471	3 hrs	Advanced Sociology Sociology 471

B. Personnel

In 1996 the Department of History and Political Science adopted a plan for hiring new faculty to further strengthen the B.A. and M.A. in History Programs, the B.A. in Government (now Political Science) Program, and the B.A. in Social Studies Education Program, which it has implemented as follows.

In 1996 the department strengthened its European History faculty by hiring two new tenure-track Assistant Professors—Dr. Judith Fai-Podlipnik (Ph.D., Florida State University) in Modern European History and Dr. Andrew Traver (Ph.D., Centre for Medieval Studies, University of Toronto) in Ancient and Medieval History. Both earned tenure and promotion to Associate Professor effective 2002-2003.

In 1996 the department strengthened its Political Science faculty by hiring a new tenure-track Assistant Professor—Dr. Margaret Gonzalez-Perez (Ph.D., Louisiana State University) in International Relations. She earned tenure and promotion to Associate Professor effective 2002-2003.

In 1997 the department strengthened its Political Science faculty by hiring a new tenure-track Assistant Professor—Dr. Peter Petrakis (Ph.D., Louisiana State University) in American Politics (also Constitutional Law and Southern Politics). He earned tenure and promotion to Associate Professor effective 2003-2004.

In 1999 the department strengthened its Political Science faculty by hiring a new tenure-track Assistant Professor—Dr. Kenneth Hansen (Ph.D., Texas Tech University) in Public Administration / Public Policy. Dr. Hansen left Southeastern to take a position at the University of Arkansas in 2001 and was replaced (see below).

In 2001 the department replaced retiring American History faculty members with three new tenure-track Assistant Professors—Dr. Harry Laver (Ph.D., University of Kentucky) in Military and Frontier History, Dr. Christopher Leahy (Ph.D., Louisiana State University) in 18th and 19th Century American History, and Dr. Randy Sanders (Ph.D., Louisiana State University) in 20th Century American History.

In 2002 the department replaced a departed Political Science faculty member by hiring a new tenure-track Assistant Professor—Dr. Manabu Saeki (Ph.D., Louisiana State University) in Public Administration / Public Policy.

In 2003 the department hired a new tenure-track Assistant Professor in Public History—Dr. David Benac (Ph.D., University of Missouri)—who will take the leading role in developing a new Public History Option in the M.A. Program in response to growing demand for such an option and in strengthening the department's relationship with the B.A. in Cultural Resource Management program (a logical recruiting base for the Public History Option).

The department has requested a new position for an Assistant Professor of Social Studies to facilitate new programs and procedures associated with the curriculum redesign and the closer relationship that has resulted between the department and the College of Education and Human Development.

Veteran department faculty members have won a number of awards. Recipients of the Southeastern Louisiana University President's Award for Excellence in Research include Dr. Bertram Groene (retired), Dr. Samuel Hyde, Dr. Lawrence Hewitt (retired), and Dr. Michael Kurtz. Recipients of the President's Award for Excellence in Teaching include Dr. Barbara Forrest, Dr. Michael Kurtz, Mr. Howard Nichols (retired), and Dr. William Robison.

Dr. Samuel Hyde currently holds the Leon Ford Chair in History in the Center for Southeast Louisiana Studies. Mr. Howard Nichols held the Woman's Hospital Distinguished Teaching Professorship in the Humanities (1995-98). Dr. William Robison held the Fay Warren Reimers Distinguished Teaching Professorship in the Humanities (1996-99). Dr. Barbara Forrest currently holds the Woman's Hospital Distinguished Teaching Professorship in the Humanities (2001-2004). Dr. Jeffrey Bell currently holds the C. Howard Nichols Professorship in History and Government (2002-2005). Dr. Kurt Corbello currently holds the Johnny R. Smith Professorship in History and Political Science (2002-2005). Dr. Andrew Traver will hold the Fay Warren Reimers Distinguished Teaching Professorship in the Humanities (2003-2006).

C. Other Resources

a. Sims Memorial Library

Over the past decade the department has significantly upgraded the research collection in the Sims Memorial Library. It also has had considerable input into the library's decision to acquire numerous on-line research tools, including America: History and Life, Historical Abstracts, Ingenta, and JSTOR, to name but a few.

b. Center for Southeast Louisiana Studies

The Center (formerly the Center for Regional Studies) is a valuable resource that has become much more "user friendly" to Social Studies Education majors and Social Studies teachers under the direction of Dr. Samuel C. Hyde. The Center maintains the Southeastern Louisiana University Archives and Special Collections and provides a closed-stack research library. Over 300 separate archival collections document regional history with critical holdings on the area's of farming, logging, railroading and maritime industries. Extensive collections explore the assassination of John F. Kennedy and document the life and political careers of longtime Southeast Louisiana United States Congressman James H. "Jimmie" Morrison, Louisiana Governor Jimmie Davis, and other regional political figures. Additional collections highlight the region's antebellum development, Civil War operations, ethnic diversity, and the struggle for civil rights, including the Carter Plantation Collection documenting Livingston Parish life from the 1830s to present day; rare editions of regional Civil War-era newspapers, the Alexander Bartus Collection on the largest rural Hungarian community in the United States; and the Hebert and the William H. Sullivan Collections of Civil Rights-era Bogalusa, Louisiana. New collections under development examine Gulf South Colonial History and the Plain Folk of the South. An extensive photographic collection, including the Center's premier exhibit, *Piney Woods People: Pioneers on the Lumber Frontier of Southeast Louisiana*, records turn-of-the-century life in the backwoods of the Florida Parishes. The Wiley H. Sharp, Jr. Collection of Southeastern Indian Artifacts from various regional sites provides evidence on the activities of the early hunting and gathering people who occupied the Pontchartrain Basin nearly 3,500 years ago. Vintage maps, newspapers, census reports and oral histories complement the study of local and regional

history. The *Florida Parishes History Outreach Program* networks area Public Junior and Senior High School and University teachers. Consulting services are available for regional museums and historical associations, and the Center provides speakers on regional history and cultural topics. On-site and traveling exhibits showcase southeastern Louisiana history.

c. Florida Parishes Social Science Research Center

In 1991 the Department of History and Political Science and the Department of Sociology and Criminal Justice founded the Florida Parishes Social Science Research Center to provide Southeastern's social science students with high-quality research experience and skills, to offer social science research services to local and regional communities, and to provide faculty with enhanced opportunities for scholarly research. In 2001 these two departments moved into Fayard Hall, a new technology-rich classroom building, which includes new state-of-the-art facilities for the FPSSRC. Among other things, students may acquire hands-on experience with polling under the supervision of nationally recognized pollster Dr. Kurt Corbello and laboratory work in research methods and statistics.

d. Fayard Hall

The Department of History and Political Science played a major role in planning this technology-rich classroom building. Besides the FPSSRC (see previous item) the building includes numerous classrooms with on-line data links at each desk, and the department is gradually installing LCD projectors in all the classrooms it utilizes (as budget permits), which makes possible the use of power point and various web sites, among other things.

e. Area of Excellence in Creative Arts and Culture Studies

In 2002 the Board of Regents recognized the Department of History and Political Science as forming part of an Area of Excellence in Creative Arts and Cultural Studies along with the Department of English, the Department of Music and Dramatic Arts, and the Center for Southeast Louisiana Studies. Annual reports for 2001 and 2002 are available upon request.

f. Lecture Series

In response to student demand for greater exposure to scholars from both on-campus and off-campus, the department has increased its role in Fanfare, the university's annual celebration (October) of the arts and humanities: after many years of informal participation, the department inaugurated the "Then and Now" Fanfare History and Politics Lecture Series in 2002. It also is the sole sponsor for the Black History Month Lecture Series (February), is co-sponsor of the Deep Delta Civil War Symposium (June), the Matheny Lectures on Science and Religion (April), the Southeast Louisiana Historical Association Lectures (April and December), and Women's History Month (March), provides sponsorship for numerous individual lectures, and helps generate an audience for the Morrison Lecture on Politics and Government sponsored each year by the Center for Southeast Louisiana Studies.

g. Graduate Study

The department currently is working with the College of Education and Human Development to demonstrate that the M.A. in History program currently meets the newly articulated requirements of the Governor's Blue Ribbon Commission on Teacher Quality for an Advanced Master's Program for Social Studies Teachers.