

## **Response to Recommendations from Review Panel Regarding Programs to Prepare Teachers of History (CC)**

The faculty of the Department of History at Central Michigan University is grateful to the members of the review panel for the time they took out of their busy schedules to examine our teacher preparation program and provide recommendations for their improvement. The faculty is pleased that so much of our program was found to be in compliance and have taken the first step toward bringing the program into full compliance in every area. The department will send the changes outlined below through the university curricular process during the 2005-2006 academic year and should have them approved and in place by Spring 2006.

All changes and additional information have been incorporated into the appropriate sections of the review document, and additional syllabi requested have also been attached. Below is a summary of the revisions, corrections, and supplements.

### **1. World History Standards**

The Review Panel cited the CMU history program for not meeting standards 1.3, 1.4, 1.6, and 1.9. The department considered two possible ways of bringing the program into compliance: 1) replacing the sequence in Western Civilization with a sequence in World Civilization; 2) incorporating a required course in non-western history to complement the existing Western Civilization sequence. The first option, while appearing the most efficient on paper, would require a shift in resources (including addition of faculty lines) that is simply beyond the ability of the department or the university at this point in time of severe budget shortfalls. Consequently, the department chose the second option as the more practical and cost-efficient. In fact, as will be discussed below, the department believes that this is also a very effective way to meet the standards.

In a department meeting on 5 May 2005, the department voted to revise all education majors and minors by requiring HST 392—Global Perspectives in Non-Western History, in addition to existing departmental requirements for each program. The syllabus for this course is included among the supporting documents. **It should be noted that this department vote has effectively changed all programs to include HST 392**, though the change cannot be put into effect until the department has sent it through the appropriate university curriculum process.

The department believes that this solution of requiring 3 courses—HST 101, HST 102, and HST 392—to address the MDE standards in world history is in fact a very effective means of meeting the standards. First, preserving the existing Western Civilization sequence actually provides students with a much more coherent, sequential narrative treatment of the historical data under consideration than is possible in World Civilization courses. It aligns much more effectively with the primary way that students learn history—as *narrative*.

Secondly, the Western Civilization sequence provides a coherent framework of meaning for understanding the myriad global themes that are in fact included in the sequence as it currently stands, which also aids greatly in student learning. The sequence treats a large number of global themes, issues and developments, including the origins of humankind, the development of agriculture and domesticated draft animals, the development of societies and states, the development and expansion of religion, the emergence of regional and seaborne networks of trade and exchange, the development of empires. World historical developments *outside* the

West, such as the rise of ancient Egypt, the development and expansion of Christianity to Africa and Asia *as well as* the West, the emergence and expansion of Islam, exploration, the rise of the global slave trade, the migration of peoples—including Eastern and Southern peoples such as the Ice Age migrants across Beringia, the Huns, the Vandals, the Arabs, the Turks, the African Diaspora—are given substantial treatment. Colonialism, nationalism, independence movements, and postcolonialism are also treated in the Western Civilization sequence. All this is admittedly done from a Western perspective, but HST 392 redresses the balance.

Third, HST 392 – Global Perspectives in Nonwestern History is specifically designed to complement the Western Civilization sequence by providing an in-depth examination of the range of parallel developments across the globe in areas such as human origins, the development of agriculture and societies, the rise of states, the development of trade networks, the rise of world religions, slavery and slave trades, and then in the post-1500 period an examination of participation in and responses to world historical developments precipitated by Western exploration, commerce, and colonialism. The course focuses on one great area of the non-western world such as Africa or South or East Asia, but its instructors constantly draw parallels to developments in other major non-western parts of the world. For instance, when the agricultural revolution is discussed in Africa, parallels are drawn to the agricultural revolution in Mesoamerica and Asia. The emergence of Egyptian dynasties is compared to the emergence of dynasties in China. The existence of trade in the Indian Ocean from ancient times *demands* review of the various peoples involved in that trade, what their products were, what their interests were, how their technologies compared. Discussion of post-1500 developments permit substantial exploration of non-Western responses to developments reviewed from the Western perspective in the Western Civilization sequence. But *unlike* many World Civilization sequences, where students are presented with a bewildering variety of unconnected or poorly connected developments *which they find very difficult to learn and retain specifically because they are not organized or presented for optimum student learning and retention*, HST 392 provides a *coherent, non-Western narrative framework of meaning* to balance the Western perspective and explore the global themes most critical to knowledge and understanding of the information targeted by the MDE content standards. In so doing it also facilitates student learning and retention.

It should be noted that, while the master course syllabus does not specifically list HST 392 as carrying comprehensive chronological coverage, that is in fact the way the course has always been taught. The department will include a more specific statement of chronological coverage in the master course syllabus when sending the program revisions through the curricular process.

## 2. Teaching Standards

The Review Panel indicated that reviewers were “not able to assess whether [standards 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6] have been met because of missing syllabi. This deficiency has been met in two different ways.

First, syllabi for EDU 343 (note: the original review incorrectly listed ELE 340—this has been corrected throughout the text of the document in all sections), EDU 493, and EDU 325. Revision and correction of the field experiences section (see below) has also prompted us to add EDU 361, EDU 432, and EDU 458 to the supporting materials on the review site.

Second, Section 5 describing methodology and field experiences has been substantially revised and enlarged (see below) to provide a much better description of how the field experiences and methods courses at CMU equip students with knowledge and skills needed to meet these standards.

The reviewers also requested a syllabus for *Studies in Racism and Cultural Diversity in the United States*, signaling the need for some clarification. This is not the title of a course, but the title of a category in the University Program—CMU's general education program—which contains 23 different courses, including HST 323, HST 324, and HST 325. These syllabi, which are included on the review website, should give reviewers a representative overview of the treatment of racism and diversity in this category of University Program offerings.

**Additional information needed/action to be taken.**

*Clarification of major/minor requirements presented in the Form XX matrix.* This has been done. The information in the matrix has been simplified and revised to include HST 392. The total hour requirement for the major has been corrected. It should now be sufficiently clear.

*Section 2: The global perspective appears to be minimal.* This has been addressed by the addition of HST 392 to requirements on all education majors and minors, and section 2 has been revised to reflect this curricular change.

*Section 3: On the Instructional Faculty chart, in addition to the degree earned, the area of specialization of individual faculty is not indicated.* The chart has been corrected to include areas of specialization for each faculty member. It has also been updated to include new faculty hired during 2004-2005.

*Section 5: Insufficient description of the types of field experiences and level of candidate participation in K-12 classrooms.* This section has been substantially revised and enlarged to include full discussion of methods classes and field experiences.

The CMU history faculty thanks the reviewers for their positive comments on Sections 2 and 7. The faculty also wishes reviewers to know that in actual course teaching, HST 111 and 112 do include substantial treatment of the experience of women in the United States. The department recognizes that an update of the Master Course Syllabi for these courses is in order to reflect this positive change.