

**KINGSBOROUGH COMMUNITY COLLEGE**  
**The City University of New York**

**CURRICULUM TRANSMITTAL COVER PAGE**

Department: \_\_\_\_\_ Date: \_\_\_\_\_

Title Of Course/Degree/Concentration/Certificate: \_\_\_\_\_

**Change(s) Initiated: (Please check)**

- |   |   |
|---|---|
| <input type="checkbox"/> Closing of Degree            | <input type="checkbox"/> Change in Degree or Certificate                              |
| <input type="checkbox"/> Closing of Certificate       | <input type="checkbox"/> Change in Degree: Adding Concentration                       |
| <input type="checkbox"/> New Certificate Proposal     | <input type="checkbox"/> Change in Degree: Deleting Concentration                     |
| <input type="checkbox"/> New Degree Proposal          | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course                   | <input type="checkbox"/> Change in Course Designation                                 |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description                                 |
| <input type="checkbox"/> Deletion of Course(s)        | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours         |
|   | <input type="checkbox"/> Change in Academic Policy                                    |
|   | <input type="checkbox"/> Pathways Submission:   |
|   | <input type="checkbox"/> Life and Physical Science                                    |
|   | <input type="checkbox"/> Math and Quantitative Reasoning                              |
|   | <input type="checkbox"/> A. World Cultures and Global Issues                          |
|   | <input type="checkbox"/> B. U.S. Experience in its Diversity                          |
|   | <input type="checkbox"/> C. Creative Expression                                       |
|   | <input type="checkbox"/> D. Individual and Society                                    |
|   | <input type="checkbox"/> E. Scientific World  |
- Change in Program Learning Outcomes
- Other (please describe): \_\_\_\_\_

**PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES**

**DEPARTMENTAL ACTION**

Action by Department and/or Departmental Committee, if required:

Date Approved: \_\_\_\_\_ Signature, Committee Chairperson: \_\_\_\_\_

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

I have reviewed the attached material/proposal

Signature, Department Chairperson: Jacob Segal

TO: Fall Semester Curriculum Committee

FROM: Prof. Jacob Segal, Chair, Department of History, Philosophy and Political Science

DATE: September 14, 2022

RE: Creation of A.A Liberal Arts History Concentration

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The History, Philosophy and Political Science Concentration proposes the creation of A.A Liberal Arts Concentration in History

**Rationale**

A concentration in history would complement the department's existing disciplinary concentrations in philosophy and political science, as well as other concentrations offered across the liberal arts curriculum. A history concentration meets a real student need for greater disciplinary structure and specialization, especially for students interested in transferring to a four-year college, but without the more structured requirements of an actual major. Our department believes that many of our existing and future students would greatly benefit from such a concentration on a practical and academic level; our faculty members have already encountered students eager for such a program. Student learning experience and learning outcomes—as defined by both the College and the department—would be deeply enriched by the more specialized advisement the concentration would entail. A structured yet flexible disciplinary concentration in history would be extremely valuable not only to students intending to pursue majors in history, but to students broadly interested in different fields of the humanities such as sociology, political science, English, Jewish studies, philosophy and psychology, as the majority of our department's history offerings are interdisciplinary in scope.

Many of our department's history courses (such as HIS 31 Modern Europe or HIS 51 The Ancient World) are very popular, especially those that are Pathways approved. However, there is currently no structured program or motivation for students to take further courses, or guidelines for taking courses in a logical manner as to be most beneficial to students. The structured yet flexible nature of a concentration would give students added incentive to explore further history courses at Kingsborough in a manner that would complement their transferability.

A concentration in history would help further the College's mission statement, particularly its provisions for promoting and respecting diversity and encouraging civility as well as its mission to facilitate students' transfer experience. Learning outcomes across history courses stress students' ability to assess and critically analyze contrasting points of view, which is an important skill in promoting civility and respect for diversity. Global awareness and respect for diversity is also promoted through the department's offerings in World and U.S History, which variously stress the experience of women as well as religious, ethnic, and racial minorities. Several courses are specifically devoted to promoting an awareness of diversity and global issues, including HIS 20/US Migration History, HIS 50/African American History, HIS 64/Modern Jewish History HIS 67/Jewish History: Post-Biblical Times to the Enlightenment. These courses, as well as other offerings in World History, directly relate to Kingsborough's diverse student body. A history concentration (in requiring students to complete coursework in United States

and World History) would give students added guidance and incentives to broaden their knowledge of history while broadly exploring the liberal arts. Finally, in allowing students to build up disciplinary experiences and structure their history courses in a meaningful way in preparation for transfer to a particular school or related humanities major, a history concentration would further the College's mission to facilitate student academic success and transfer to four-year institutions within and beyond the CUNY system.

In addition, the proposed concentration relates to other programs offered at the college, including the honors program, which currently allows students to receive honors credit for particular disciplines within the liberal arts (in the Honors Strand Curriculum Program). Formally establishing a history concentration would add greater clarity and transparency to programs like the Honors Strand Curriculum.

### **Transferability**

A history concentration would be beneficial to students preparing for a variety of career paths related to the critical reading, writing, analysis and synthesis of texts and differing points of view. Just to name a few practical applications, these fields include careers in museums and public history, teaching, government service, international relations, librarianship and law. While, indeed, a general liberal arts major is useful to all of these fields, none of the existing concentrations explicitly address the sorts of skills (including critical writing and close analysis of primary source texts) routinely taught in the department's history courses and stressed on the department's learning outcomes.

The concentration would be particularly useful to students pursuing four-year degrees at the CUNY senior colleges, as well as at other four-year institutions. Almost all of the four-year CUNY colleges, such as Brooklyn College, Baruch College, Hunter College, City College, John Jay, and Queens Colleges, offer history majors, minors, concentrations and/or some combination thereof. Currently, eighteen history courses (including popular courses like HIS 11/U.S. History I: From the Pre-Colonial Period through the Civil War, HIS 51/The Ancient World, HIS 31/Modern Europe and HIS 36/Europe in the 20<sup>th</sup> Century) have Pathways approval, which count for general education credit across the CUNY system. Plans for Pathways approval are underway for several additional courses.

The proposed history concentration is designed in such a way to maximize students' transfer possibilities in the liberal arts and humanities: specifically, to facilitate the transfer of KBCC history credits towards a history major at one of the CUNY senior colleges, including popular transfer options like Hunter College, Brooklyn College and Queens College. To begin with, the structure of our proposed history concentration mirrors the basic curricular requirements for a history major at these schools in requiring students to balance their coursework between U.S. and non-Western or World History. At Hunter, for instance, students are required to take a minimum of six credits in each of the following fields: 1) United States history; 2) European history (includes Russian and the U.S.S.R.); 3) world/Non-Western (Asia, Africa, Middle East)/Latin American history. The design of the major at Queens College is very similar, with particular requirements that Western and Non-Western coursework be spread out among introductory and upper-division courses. Finally, the major at Brooklyn College is also similar but uses additional chronological and thematic categories, requiring students to take a minimum of three credits in each of the following fields: a) Ancient, medieval, and early modern history; b) European history c) Transnational and comparative history; d) United States History; e) African, Asian, Caribbean, Latin American, and Middle Eastern history. Common among all of these CUNY history majors, however, is

that students are required to take courses in United States, European and non-Western World History. The specific design of our concentration—to require students to complete coursework in U.S. History as well as World History (defined here as European and non-Western)—will allow students to count their KBCC coursework towards a potential major. Provided that KBCC students receive a minimum of a ‘C’ for a KBCC history course, such coursework would directly transfer into these major program requirements.

In addition, numerous KBCC history courses directly equate to those offered in the history programs of CUNY’s four-year colleges. At Hunter, for instance, KBCC’s HIS 11/12 (U.S History I/II) to HIST 15100 and 15200, respectively; KBCC HIS 52 to HIST 1211 (Early Modern Europe 1500-1815) and KBCC’s HIS 44 to HIST 242 (The Holocaust: An Introduction). At Brooklyn College, KBCC’s HIS 52 (Europe in the Middle Ages: Politics, Culture and Society) transfers to HIST 3031 (Medieval Europe); KBCC’s HIS 36 (Europe in the 20<sup>th</sup> Century) to HIS 3208 (The Order of Europe); KBCC’s HIS 44 (The Nazi Holocaust) to HIST 3243 (The Nazi Holocaust), and so on. At Queens College, KBCC’s HIS 31 (Modern Europe) equates to HIST 102 (Modern Europe), KBCC’s HIS 11/12 (U.S History I/II) to HIST 103/104 (American History 1607–1865 and American History, 1865-present) and KBCC’s HIS 51 (The Ancient World) to HIST 113 (Introduction to Ancient History). While this list is not exhaustive, it represents the potential for transferring a KBCC history concentration towards a major or minor at one of the four-year CUNY colleges.

A history concentration would promote and further student success in the liberal arts by offering students a clearly-iterated learning path and a structured yet flexible curricular focus intended to facilitate transfer and scholarship applications. Part of the advantage of such a concentration would be the more focused advisement such a program would entail. For instance, many of the department’s students currently transfer to other CUNY schools like Brooklyn College or Hunter. The faculty member responsible for directing the concentration could not only provide students with detailed guidance on which department courses qualify for credit, but also advise them which Kingsborough courses might best complement the specific curricular design of their intended transfer school. At Brooklyn College, many students take the History Core Curriculum course, The Shaping of the Modern World, 1500-present; a number of Kingsborough courses including, but not limited to HIS 31/Modern Europe, HIS 32/Modern China or HIS 65/Social Unrest and Revolution in Modern Times, would not only complement but prepare students for such core curriculum offerings as well as more specialized courses.

### **Proposed Structure**

The concentration would require students to complete a minimum of three history courses at Kingsborough, to be distributed in the following areas: 1) at least one course in U.S. History, which may either be a traditional chronological survey or one of the department’s thematic offerings 2) at least one course in World History, which may either be a traditional chronological survey course or a thematic class. The third course is an elective which can fall within either category. Students are encouraged to take advantage of both types of courses offered by the department, i.e. regional/national survey courses as well as the thematic course offerings. In addition, in consultation with the faculty member responsible for advising the concentration, students may wish to consider one of several iterations of a suggested sequence, either in World or U.S. History. These suggested sequences are entirely optional but exist for the purpose of giving motivated history students a more effective, chronologically-structured way of navigating Kingsborough’s offerings in history, as to maximize their potential for transfer success. As detailed above, the majority of Kingsborough’s history offerings are Pathways-approved, which will **enhance** students’ transferability options, especially if History is added as a CUNY-

wide “Gateway” to a major. The division of the concentration between U.S. and World History courses is also designed to increase students’ transfer options because most of the CUNY senior colleges, such as Brooklyn, Queens and Hunter, require students to take a required number of credits in U.S.-, European and non-Western World History, as explained previously.

Students will not be able to utilize liberal arts and concentration requirements for pathway requirements.

### **Learning Outcomes and Assessment**

Interpret historical events from a variety of perspectives, while taking into account categories such as class, gender, race, and nation/ethnicity.

Demonstrate an understanding for the historian's craft of the art of interpreting and assessing historical events.

### **Assessment**

As mentioned above, a full-time faculty member would be responsible for directing the concentration and providing specialized advisement to all interested students. While there are certain advantages to the more general sort of advisement currently in place at the College, our department believes that students would reap great rewards and future success from the more focused and detailed guidance on coursework and career paths that our concentration would provide. The director of the concentration would be responsible for staying abreast of requirements for history majors and concentrations at other CUNY schools, in order to provide students with up-to-date advice, and also serve as a liaison, when necessary, between Kingsborough and other institutions in the case of specific transfer questions. The faculty member would also be required to serve on the department’s curriculum committee and report on CUNY-wide curriculum trends so that the department’s offerings might continue to complement what is offered in the four-year colleges. For example, in recent years the department has expanded its offerings in thematic courses rather than traditional chronological surveys, a shift also indicative of CUNY-wide changes.

The director would also be responsible for developing and assessing specific learning outcomes attached to the concentration. These learning outcomes would be based on those already in place at the course level, as reflected in the standard course outlines that exist for every course. These outcomes include, but are not limited to: developing and cultivating analytical writing skills through written assignments requiring students to use and interpret evidence from opposing points of view; encouraging students to think critically about categories such as class, gender, race, nation and ethnicity useful not only in examining the past but the present-day global community of the present; and to plant appreciation for the historian’s craft as a dynamic, interpretative discipline through the critical evaluation, debate and discussion of assigned class readings and lectures. Students should also demonstrate a mastery of the specific content of each course.

Goals for assessing the program’s learning outcomes would include increased enrollment in the department’s history courses; successful transfer rates into four-year colleges to be measured by specific research among students enrolled in the program, such as program evaluations and surveys to complete throughout and upon exit of the program. To the end of meeting these learning outcomes, the directing faculty member would also develop and lead a series of extra-curricular workshops for

students interested in the concentration, including advice on transfer applications, c.v., resume, and scholarship application and personal statement writing workshops, and speakers on the practical application of history degrees in the workforce

**CURRENT**

Add/Delete/Change	A.A. LIBERAL ARTS – History Concentration	
	HEGIS: 5649.00	
	PROGRAM CODE: 01044	
	<b><u>CUNY CORE</u></b>	<b>CREDITS</b>
	<b><u>REQUIRED CORE:</u></b> (4 Courses, 12 Credits)	<b>12</b>
	When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.	
	ENG 1200 Composition I	3
	ENG 2400 Composition II	3
	± Mathematical & Quantitative Reasoning	3
	± Life and Physical Sciences	3
	<b><u>FLEXIBLE CORE:</u></b> (6 Courses, 18 Credits)	<b>18</b>
	When Flexible Core courses are specified for a category, they are strongly <i>suggested</i> and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline</i>	
	A. World Cultures and Global Issues	
	B. U.S. Experience In Its Diversity	
	C. Creative Expression	
	D. Individual & Society	
	± E. Scientific World	
	± Plus another course selected from any Group A – E	
<b>CHANGE</b>	<b><u>DEGREE REQUIREMENTS:</u></b> ( <del>09</del> <b>7</b> Courses, <del>27</del> <b>21</b> Credits)	<b><del>27</del> 21</b>
<b>CHANGE</b>	To complete the degree within sixty (6) credits students must select courses that fulfill Major, Concentration, AND Flexible Core Requirements. No more than <u>four</u> (4) of the following nine (9) course may also satisfy a Flexible Core Requirement. <b>Students enrolled in a Concentration cannot use the following required courses to also satisfy a CUNY Flexible Core Requirement.</b>	
	Art <b>or</b>	03
	Media and Film Studies <b>or</b>	

	Music <b>or</b>	
	Theatre	
	<b>AND</b>	
	Speech	03
<b>ADD</b>	<b>AND</b>	
<b>ADD</b>	Literature <b>or</b>	<b>03</b>
<b>ADD</b>	<b>Philosophy</b>	
<b>DELETE</b>	Philosophy	<del>03</del>
	-	
<b>ADD</b>	<b>AND</b>	
<b>ADD</b>	U.S. Politics <b>or</b>	<b>03</b>
<b>ADD</b>	<b>U.S. History</b>	
	-	
<b>DELETE</b>	U.S. History	<del>03</del>
	-	-
<b>ADD</b>	<b>AND</b>	-
		-
<b>ADD</b>	Psychology <b>or</b>	<b>03</b>
	<b>Sociology</b>	
	-	-
<b>DELETE</b>	Sociology	<del>03</del>
	<b>AND</b>	
	World History <b>or</b>	<b>03</b>
	Anthropology <b>or</b>	
	World Languages and Cultures	
<b>ADD</b>	<b>AND</b>	
<b>ADD</b>	<b>Liberal Arts Seminar (LAS)*</b>	<b>03</b>
<b>ADD</b>	<b><u>HISTORY CONCENTRATION</u> (3 Courses, 9 Credits)</b>	<b>9</b>
<b>ADD</b>	<b>Students enrolled in a Concentration cannot use the following required courses to also satisfy a CUNY Flexible Core Requirement.</b>	

ADD	Select three (3) History courses as follows:	
ADD	U.S. History (select one course)	
ADD	World History (select one course)	
ADD	U.S. History OR World History (select one course)	
	ELECTIVES: 0 credits sufficient to meet required total of 60 credits.	0
	TOTAL CREDITS: 60	60
	<b>Note:</b>	
ADD	*Transfer students with 15 or more credits and students coded into the Allied Health Student Group are not required to take the Liberal Arts Seminar (LAS) and instead will take 3 credits of Electives. Consultation with an academic advisor is HIGHLY recommended for students meeting this criteria.	
	World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above.	
	For concentrations other than General, it is recommended that you speak with your academic advisor.	

**Proposed**

Add/Delete/Change	A.A. LIBERAL ARTS – HISTORY CONCENTRATION	
	HEGIS: 5649.00	
	PROGRAM CODE: 01044	
	<b><u>CUNY CORE</u></b>	<b>CREDITS</b>
	<b><u>REQUIRED CORE:</u></b> (4 Courses, 12 Credits)	<b>12</b>
	When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.	
	ENG 1200 Composition I	3
	ENG 2400 Composition II	3
	± Mathematical & Quantitative Reasoning	3
	± Life and Physical Sciences	3



	<b><u>FLEXIBLE CORE:</u></b> (6 Courses, 18 Credits)	<b>18</b>
	When Flexible Core courses are specified for a category, they are strongly <i>suggested</i> and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline</i>	
	A. World Cultures and Global Issues	
	B. U.S. Experience In Its Diversity	
	C. Creative Expression	
	D. Individual & Society	
	± E. Scientific World	
	± Plus another course selected from any Group A – E	
	<b><u>DEGREE REQUIREMENTS:</u></b> (7 Courses, 21 Credits)	<b>21</b>
	<b>Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy a CUNY Flexible Core Requirement.</b>	
	Art <b>or</b>	03
	Media and Film Studies <b>or</b>	
	Music <b>or</b>	
	Theatre	
	<b>AND</b>	
	Speech	03
	<b>AND</b>	
	Literature <b>or</b>	<b>03</b>
	<b>Philosophy</b>	

	-	
	<b>AND</b>	
	U.S. Politics <b>or</b>	<b>03</b>
	<b>U.S. History</b>	
-	-	-
	<b>AND</b>	-
		-
<b>ADD</b>	Psychology <b>or</b>	<b>03</b>
-	<b>Sociology</b>	
-	-	-
	<b>AND</b>	
	World History <b>or</b>	<b>03</b>
	Anthropology <b>or</b>	
	World Languages and Cultures	
	<b>AND</b>	
	<b>Liberal Arts Seminar (LAS)*</b>	<b>03</b>
	HISTORY CONCENTRATION (3 Courses, 9 Credits)	<b>9</b>
	Students enrolled in a Concentration cannot use the following required courses to also satisfy a CUNY Flexible Core Requirement.	
	Select three (3) History courses as follows:	
	U.S. History (select one course)	
	World History (select one course)	
	U.S. History OR World History (select one course)	

	<b>ELECTIVES: 0 credits sufficient to meet required total of 60 credits.</b>	<b>0</b>
	<b>TOTAL CREDITS: 60</b>	<b>60</b>
	Note:	
<b>ADD</b>	*Transfer students with 15 or more credits and students coded into the Allied Health Student Group are not required to take the Liberal Arts Seminar (LAS) and instead will take 3 credits of Electives. Consultation with an academic advisor is HIGHLY recommended for students meeting this criteria.	
	World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above.	
	For concentrations other than General, it is recommended that you speak with your academic advisor.	

Learning Outcome		HIS 11- U.S History I	HIS 12-U.S History II	HIS 1500- Era of the Civil War 1828-1877	HIS 1900- His US Civil Rights & Movement	HIS 2100- United States Poplular Culture	HIS 3100- Napoleon/Hitler 1789-1945	HIS 3600- Europe in the 20th Century	HIS 4200- Caribbean 1492- Pres	HIS 4400- The Nazi Holocaust	HIS 5000 - African-American History	HIS 5100- The Ancient World	HIS 5200- Europe in the Middle Ages	HIS 5300- Russian History 1860- Present	HIS 6200- History of New York City	HIS 6800- Women in U.S. History	
PLO 1: Demonstrate & Apply Ethical Judgment to Real-World Problems and Issues while Recognizing Multiple Perspectives		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Assessment Artifact:	Final Exam	Exam Exam	Term Paper	Final Exam	Final Exam	Research Paper	Taking Sides Essay Final paper	Research Project	Final Exam	final exam	short papers	Final exam	Final Exam	Final Exam	Final Exam	
PLO 2: Apply Knowledge of human cultures, languages, or the natural world to problems and issues experienced across diverse community		x	x		x	x		x	x	x			x	x			x
	Assessment Artifact:	Final Exam	Final Exam		Final Exam	Final Exam	Research Paper	Taking Sides Essay Final paper	Research Project	Final Exam	final exam	short papers	Final exam	Final Exam	Final Exam	Final Exam	
PLO 3: Produce or analyze creative works according to a field or discipline's vocabulary and theory, using relevant techniques and processes, and in response to best practices					x	x	x	x		x							x
	Assessment Artifact:				Term Paper												
Concentration LO 1: Interpret historical events from a variety of perspectives, while taking into account categories such as class, gender, race, and nation/ethnicity			x		x	x	x	x	x		x					x	
	Assessment Artifact:		Final Examal Exam		Final Exam	Final Exam	Research Paper	Taking Sides Essay Final paper		Final Exam	final exam	short papers	Final exam	Final Exam			
Concentration LO 2: Demonstrate an understanding for the historian's craft of the art of interpreting and assessing historical events.		x	x	x	x	x	x	x	x	x	x	x	x	x	x		
	Assessment Artifact:	Final Exam	Final Exam	Term Paper	Term Paper	Final Exam	Research Paper	Taking Sides Essay Final paper	Research Project	Final Exam	final exam	short papers	Final exam	Final Exam			

Instructions: For each course, indicate whether the course learning outcomes align with each Liberal Arts PLO and the two History Concentration LOs.

Indicate that the LO is met by either putting X's in the courses where the LO is present, or by using the I/D/M scale: I = Introductory (Information is introduced), D = Developing (Students receive chances to deepen their understanding of the outcome), M = Mastery (Students receive chances to demonstrate mastery of the outcome)

Then, use the Assessment Artifact row to identify how the students in the course can demonstrate proficiency in this area (e.g., a written assignment, exam, discussion, presentation, etc.)