Building on its recognized strengths as attested to by its self study and the report of the external review committee, the Department of History will propel its programs in Heritage Preservation/Public History and World History into the forefront of national programs.

**Heritage Preservation and Public History**

The program in Heritage Preservation and Public History is especially well primed for further development. Founded in 1983, GSU's Heritage Preservation Program was one of the only historic preservation programs in the country located within a history department. Over the years HPP has established an impressive track record, employing a combination of GSU faculty and adjunct professors of practice. Today the program boasts outstanding faculty, rigorous training, an interdisciplinary approach, an ongoing and growing international dimension, and a rich record of community engagement and service.

Numerous awards and other professional recognition attest to the core faculty’s extensive expertise and prominence. HPP director Richard Laub has worked in the field of historic preservation for over thirty years, serving for fourteen years as Architectural Reviewer and Community Planning Coordinator for the Georgia Historic Preservation Division. Laub has received the Jenny Thurston Award for Historic Preservation from the Atlanta Urban Design Commission (AUDC), and a Preservation Achievement Award from the Georgia Historic Preservation Division. In 2009 the HPP received the AUDC’s Award for outstanding preservation organization. Cliff Kuhn has served on the council of the Oral History Association, chaired the OHA's Digital Technology and New Media committee, and served as OHA president. Glenn Eskew founded the Georgia Literary Festival, has co-written civil rights nominations for UN World Heritage Sites, and served as consultant on Clint Eastwood's documentary, "Johnny Mercer: The Dream's On Me.” Eskew has also chaired the Georgia National Register Review Board, and organized NEH-funded teacher workshops. Three HPP faculty have received the Georgia Governor’s Award in the Humanities.

The external review of the history department identified HPP as a core strength that “contributed to the University’s national reputation” and an area for high-impact growth. Accordingly, public history has been added as a major PhD field. In 2007 the Department hired Matthew Lasner, an alumnus of Harvard’s Interfaculty PhD Program on Architecture, Landscape Architecture, and Urban Planning, and in 2008 Kathryn Wilson, a public historian with ten years of experience, most recently as the director of education and interpretation at the Historical Society of Pennsylvania, where she directed a series of innovative community-based projects with new immigrant populations.

GSU HPP student work has also been recognized for excellence. In 2004, exhibit planning students won the NCPH Student Project Award for their exhibition, "Rich’s: The Store That Married a City.” The following year HPP preservation students compiled an inventory of 1,200 historic structures along the route of the proposed Atlanta Beltline. The project leader was recognized by the AUDC as the city’s Outstanding Preservation Professional for 2006; the class received an award from the Georgia Planning...
Commission. In 2008, students compiled the supporting documentation for the National Register nomination of the Collier Heights Historic District, Georgia’s most significant mid-20th-century African-American suburb. As a result, Collier Heights became the first African-American suburb in the country to be included on the Register, and at the highest level of significance. These students received a Preservation Achievement award from the Georgia Historic Preservation Division, which noted, “they helped develop a National Register nomination that will set precedents nationally as well as in Georgia in terms of its scope and content.” In 2009 another student in the HPP received the Thurston Award for her work in Collier Heights, Easements Atlanta, and at the Atlanta History Center.

A survey of the 147 public history programs identified by the NCPH indicates that the HPP is distinctive in its interdisciplinary and international approach. The Program is interdisciplinary at its core, including not only courses in history and historic preservation, but also anthropology, folklore, interior design, and public administration, among other subjects. Dovetailing with the department’s World History orientation, the Program has a strong and growing international component. Over the past eighteen years HPP has sponsored annual study abroad to observe preservation and public history efforts on four continents, and brought international scholars to GSU. It also recruits and graduates more African Americans in the field than any other program in the country. Finally, HPP is distinctive among preservation and public history programs in its urban orientation. Metropolitan Atlanta offers a laboratory for HPP students to apply regularly what they have learned, and the Program has had a huge impact in the larger urban community, providing needed assistance to neighborhoods, communities, and organizations in the classroom, through internships, and through the work of our graduates.

The Department’s goal is to strengthen the HPP and move from a position of local and regional to national significance. Over the next few years the HPP will:

- Broaden and deepen the program curriculum to reflect and prepare students for current and emerging issues in the field, including new media, economic revitalization, and community sustainability.

- Increase the availability of graduate and faculty scholarship in applied history fields to the Atlanta Metropolitan area, the university community, and other public history/preservation practitioners.

- Expand and deepen collaborative partnerships across the university, in local communities, across North America, and globally.

- Increase the intellectual quality, diversity, and geographic origin of students admitted to the program.

- Attract broader funding sources to the program to support model projects, conferences and symposia, and other activities.

To achieve these goals, the Department must expand faculty expertise and build on the program’s existing urban, public, and community-based orientations. New faculty
positions will represent a synergistic intersection of trends in the preservation and public history fields and will actively build collaborative relationships with Special Collections, the Andrew Young School of Policy Studies, and other units to leverage existing technologies, partnerships, and other resources for broader impact.

Three areas for future growth require resource allocation: Economic Development, Digital Media, and Urban Environment. A faculty position in Economic Development would provide the department with expertise on the economic impact of historic preservation and public history, including such areas as heritage tourism, cultural resource management, and community and economic development. A faculty person with expertise in Digital Media would train our students and conduct research in this critical venue for public history, bolstering the program’s ability to train graduate students to use these new tools of historical research and interpretation. Ideal candidates would unite technical and history expertise. The department should also add a faculty member with a background in the history of the urban environment, a key field in preservation and history, who has experience with building effective university-community partnerships. Additional resources will be directed over this period toward a part-time web development support position, the acquisition of a dedicated server for digital history projects, and the sponsorship of symposia and guest speakers.

Fulfillment of the plan will increase the diversity and quality of applicants as measured by admission metrics and post-graduation professional placements. It will further lead to the growth of advanced interdisciplinary scholarship in public history and related fields through faculty publications and graduate dissertations. The advanced training and associated projects in digital history, cultural tourism, community history, economic and community development, and heritage asset management made possible by the additional faculty experts will result in expanded recognition by national academic societies and public interest groups, increased participation and visibility of faculty and students in these groups, and enhanced relationships with collaborative partners both across the university (special collections, digital education, and policy studies) and outside the university (preservation, tourism, community development), as well as an increase in number and effectiveness of partnership projects.

World History

The Department will further achieve a national leadership position in World History. The History Department has a long involvement in world history and was among the first in the nation to make the transition long advocated by education reformers and scholars from offering traditional Western Civilization surveys to offering World History at the freshman level (1980). GSU's World faculty helped found the World History Association (1982) and then spearheaded the establishment of the Program of World History and Cultures (2001). Since 2007, the department has housed the Secretariat of the Southeast World History Association, the most active regional affiliate of the WHA. The Program was the first to offer an undergraduate concentration in world history, among the first to offer an MA concentration (both 2000), and one of a small but growing number of departments to offer PhD students world history examination and research fields (2000). In 2009, the department added World History as an option for the major field in the PhD program. Our world-history initiatives have progressed ahead of or in tandem with national developments, including the shift from
the field’s initial primary focus on teaching to a commitment that stresses research and graduate training.

In the past five years, 10 world-history affiliates have produced 13 scholarly monographs published or forthcoming. World-history faculty authored 42 published and forthcoming peer-reviewed journal articles and book chapters. One colleague published a world history textbook; another contributed to a primary-source collection. Historians in the program have secured important fellowships and research positions. Two are currently fellows at the American Academy in Rome. Others have received fellowships from the Center for Humanistic Study at Emory, Fulbright Foundation, National Science Foundation; one was a Visiting Research Scholar at Indiana University. The professional development of world historical faculty equals or exceeds that of our colleagues at aspirational and peer institutions. Our bid for national and international eminence rests on a solid foundation.

The external review panel of the department’s self-study lauded our “national reputation in world history.” It singled out three areas of strength: the wide range and talent of our faculty, an established and innovative curriculum, and our graduate program. Other prominent world historians consulted in the development of plans to create a Center in World History agreed with this assessment. Jerry Bentley (University of Hawai‘i) observes, “It is appropriate to build strong programs in world history at this moment because it is looming larger every day in the discipline of history. GSU has great potential to become one of the nation’s leading centers for the advanced study of world history.” Adam McKeown (Columbia University) similarly notes that due to growing demand for world historians, “many universities have announced intentions to develop world history graduate programs. But many of these programs exist only on paper largely because they lack faculty who focus on the program as their primary interest. The program at Georgia State has been one of the most successful of these programs, producing impressive graduates and maintaining a high profile.”

The Department’s goals for the Program in World History and Cultures include:

- Creation of a Center to support the academic program, focus the research of faculty and graduate students, and provide an intellectual center in the Southeast for World History.

- Growth in publications, fellowships, and awards. The Program enjoys a strong record in faculty publications; we will meet or exceed our recent rate of publication over the next five years. Faculty have obtained several high-profile awards in the past five years; our goal is to obtain at least five more such grants in the next five years. Funding for world history centers is limited but growing. Over the next two years, we plan to launch publication of a journal or book series; over the next five years, we will secure a multi-year grant for a proposed Center in World History and Cultures.

- Expansion of faculty service as officers in national and international organizations and/or on editorial boards. Our goal is to secure three positions of leadership in national or international associations and/or
editorial boards, such as the World History Association, the *Journal of World History*, and *World History Connected*.

- Increase in number of doctorates in world history. The Department just formalized training in World History to PhD students. We seek to increase the number of doctorates awarded in world history.

- Rise in the quality and quantity of applicants to the graduate program in world history. The Program will increase the GRE scores and GPAs of admitted students, attract a greater number of students from ranked institutions, and expand internal and external funding for graduate students. Our PhD students have won nationally and internationally important fellowships. These achievements will grow along with the rising quality of our graduate students.

- Increased placement of undergraduate and MA students in top-ranked graduate programs. We have enjoyed success in this area. The goal of the Program is to increase our placement of students in the highest-ranked and best-funded programs.

- Increased number of undergraduates and MA students obtaining the Certificate in World History. World history is the fastest growing field of study in the discipline. The Program seeks to boost our world history numbers to 25 MA students and 50 undergraduate students in the next two years.

As in the case of the HPP, further progress in the advancement of the Program in World History and Cultures requires resource allocation. In support of the Program’s push to preeminence, the department seeks the addition of three senior historians to increase the global reach of our crosscultural, transnational, and transregional program and to provide additional expertise in critical areas of world historical scholarship. All three hires will increase our ability to publish, obtain grants, recruit and fund better graduate students, and prepare undergraduate and Master’s students for top-flight PhD programs. We seek hires in three areas: Europe and the World, West Africa and the Atlantic World, and Human Rights in Colonial and Postcolonial Contexts.

A hire in Europe and the World will enhance our integration of European history into larger transnational, transregional, and global networks and aid new initiatives to trace the historic processes that connected the Atlantic, Mediterranean, Pacific, and Indian Ocean worlds. A hire in West Africa and the Atlantic World will complement existing strengths in Atlantic and Mediterranean history and close the gap in our Atlantic world expertise—West Africa. This hire will reinforce connections with African American Studies, the Center for Latin American and Latino/a Studies, and the Women’s Studies Institutes. A hire in Human Rights focused on the study of human rights and state violence, will complement strengths in the history of empires, race, anticolonial nationalisms, and social movements and strengthen our pre-law program. This scholar will deepen our relationship with the Center for Human Rights and Democracy and bring

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greater historical depth to it. By deepening our relationship with this center and with Atlanta’s advocacy organizations and think tanks on civil rights and human rights, this hire will help us become a leader in the world history of civil and human rights in a global city that symbolizes diverse peoples’ past and present struggles for these rights.

The Department is committed to adding forceful leadership and vision to its Program in World History and Cultures, expanding avenues for professional development and publications, and further developing connections to national and international world history networks. With a prominent director at the helm, the Center will foster individual and collaborative research, organize thematic colloquia and symposia, edit occasional papers and a journal or book series, encourage interdisciplinary research and teaching and coordinate the training of graduate students and teachers, and facilitate community forums on global topics of local importance.

**Graduate and Undergraduate Instructional Programs**

In advancing these areas, the Department recognizes that the majority of its PhD students are in U.S. history. It is essential that the department have the appropriate balance of Americanists to other areas to train these students properly, to move them through the program at the appropriate speed, and to assure that they are prepared to compete successfully for tenure track positions. The Department is most proud of the success of its students. In 2006-2007, Tommy Bynum, Charmayne Patterson, and Dexter Blackman, all PhD students in the Americanist program, received the highly prestigious Southern Regional Education Board's Doctoral Scholars Fellowship. The following year PhD candidates Derrick Lanois and Falcieno Karcheik Sims-Alvarado also were awarded Southern Regional Education Board Doctoral Scholars Fellowships. In academic year 2008-2009 Denise Turner also received the fellowship. This is a record of success unmatched by any other department. We are also proud of our most recent placement of PhD: Dr. Abou Bamba (Visiting Assistant Professor, Hobart and William Smith), Dr. Dexter Blackman (Assistant Professor, Loyola Marymount University), Dr. Tommy Bynum (Assistant Professor, Middle Tennessee State University), Dr. Fakhri Haghani (Instructor, Rutgers University), Dr. Christine Lutz (Assistant Professor, Fort Valley State University), and Dr. Robert Woodrum (Assistant Professor, Clark Atlanta University).

While dedicating itself to the improvement of the History graduate programs, the Department has maintained its commitment to working with the College of Education to train K-12 teachers in social studies and meeting new demand as COE numbers have grown. The number of students in COE's social studies alternative certification program (TEEMS) has increased by 40% since 2006. The department has added six additional sections of graduate history content classes per year to accommodate growth in the TEEMS program and our own graduate programs. In the same years, History's graduate majors have increased 26% (from 92 to 116), and our semester graduate credit hours have increased 30% (from 1390 in Fall 2008 to 1635 in Spring 2009). The department has also raised the limit on seminar courses that are in demand among History and COE students to 20 (optimal size is 12-15), and introduced waiting lists to manage unmet demand. New hires have eased only some of the burden, as new hires added in 2009 offer 3 graduate courses. However, new and ongoing demand has forced the department to continue to reallocate teaching efforts, assigning T/TT faculty a higher graduate teaching load and

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giving lecturers responsibility for some upper division courses required for our undergraduate majors. At this point we are nearing the capacity of how much we can support growth within the COE TEEMS program without compromising our own undergraduate majors and commitment to the core. This will continue to be a challenge for the department in the future.

The Department has not neglected its commitment to undergraduate instruction. Evidence of this is seen in graduation rates:

The three-year graduation rates for Juniors who had declared history as their major are:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Rate</th>
<th>University Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>43.8%</td>
<td>44.6%</td>
</tr>
<tr>
<td>2000</td>
<td>41.0%</td>
<td>53.9%</td>
</tr>
<tr>
<td>2001</td>
<td>60.0%</td>
<td>55.6%</td>
</tr>
<tr>
<td>2002</td>
<td>60.0%</td>
<td>56.4%</td>
</tr>
</tbody>
</table>

With its emphasis on faculty professional development and graduate education, the Department thus still values its undergraduate education role. The Department has succeeded in placing undergraduate majors and MA students in top-tier graduate history programs. It takes particular pride in the fact that following the department’s own analysis of its undergraduate program, the history major was one of the first in the University to require majors to take a “gateway” course at the beginning of their studies within the major and a “capstone” senior research seminar at the end. Since 2004 the Department has seen a 16% increase in its majors from 385 to 456, stability in its masters programs, and a 17% increase in its Ph.D. program. At the undergraduate level, the two-year graduation rate for junior history majors has increased significantly, from 35% to 68% indicating that history majors are moving more quickly to completion of degree. The Department has expanded its offerings of upper-division classes to respond to demand from the increasing number of majors. In the past three years, core credit hour production has increased 9.5% from 17,341 to 18,978, upper-division production has increased 5.3% from 5,540 to 5,836, and graduate production increased 12% from 3,173 to 3,545.

To continue this progress and strengthen the history program the department will:

- Expand recruitment strategies for faculty diversity, especially in the fields of American history and World history.
- Continue to work with the COE in the TEEMS program to prepare K-12 teachers.
- Ensure that PhD students have adequate supervision and areas of instruction, especially in fields of American history.
• Improve the assessment of all programs to provide evidence for continuous program improvement with particular emphasis on the learning outcomes determined by the faculty.

With respect to the long term future of the History Department at Georgia State University, we must note that a top flight history department requires a certain size. For comparison, the History Department at the University of North Carolina at Chapel Hill consists of 51 tenured/tenure-track faculty. At present the History Department at Georgia State University consists of 30 tenure/tenure-track faculty and 7 non-tenure track faculty. The Department is further served by 8 Visitors. To achieve the above research and pedagogical goals and to obtain true national status, the Department must over time first convert the visiting positions to tenure-track and lecturer positions. Although this cannot be achieved in the immediate future, it is imperative for the Department and the university as we seek the next status as a nationally recognized research university. The ultimate staffing goal for the Department thus is a faculty of 43 tenure/tenure-track, 9 non-tenure track, and 3 Visitors (teaching post-docs).

In the immediate, however, the staffing plan of the department, in line with the research and instructional goals presented above, are modest. The department seeks through resources obtained through internal redirection (as made possible by, for example, retirements), successful competition for hiring funds through the Second Century Initiative, and funding to cover additional courses in conjunction with the growth of the university (significantly, but not exclusively, through the increase in core courses and upper-division courses for transfer majors as well as the growth of graduate demand) to hire three positions in Heritage Preservation/Public History and three positions in World History. As detailed above, these strategic investments will strengthen the Program in Heritage Preservation and Public History to move it from a position of local and regional to national significance and permit the Program in World History and Cultures to increase the its global reach and to provide additional expertise in critical areas of world historical scholarship thereby positioning the program at the forefront of World History in the country.