# History Department Self Study for Academic Program Review

Approved by the History Department Faculty, November 30, 2007

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Section A: Unit Assessment of Strengths and Weaknesses

A1. Quality of the instruction, research, and service associated with the programs.

The Department of History offers Bachelor of Arts degrees in History and Pre-Education, Magister Artium degrees in History and Public History/Historic Preservation, and a Doctoral degree in History. The Department generates the bulk of its credit hours from three survey courses in the core: World History Before 1500, World History Since 1500, and United States History. Upper-division courses serve majors as well as non-majors who seek greater understanding of the historical context of their disciplines and study areas or for their own intellectual pleasure. The Department has seen an increase in credit hour generation at all levels of instruction in the past three years.

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 (see Table B4B). The Department takes pride in the fact that 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. The Department initiated that reform after assessing its undergraduate program, and we consider the task of assessing and improving the major to be an ongoing one. At the graduate level, the Department’s M.A. and MHP programs serve both full- and part-time students, and we have achieved a five-year completion rate of 63-64%. For Ph.D. students, the progress to degree is improving but remains problematic. The cohort entering in the Fall of 1997 has experienced a nine-year completion rate of only 33%, while the rate for those entering the program in the fall of 2001 was 50% (Table B-4 E). Despite this long time-to-degree, the Department awarded seven Doctorates in 2007, a significant accomplishment because it was more than twice the annual average. This dramatic increase in the graduation rate also included three minority students who are now add to the diversity of the professorate. The Department has succeeded in placing several undergraduate majors and MA students in top-tier graduate history programs.

The Department has built a highly qualified faculty to support its three areas of focus: world history, public history/historic preservation, and teacher preparation. Because of retirements and turn-over, the faculty is relatively young. The three year average of assistant professors is 9.7, associate professors 8, and professors 5.7. With four hires for the fall of 2007 and new hires underway, the Department projects having 16 assistant professors in fall of 2008, with 9 associate professors, and 6 professors (See Table B-5 and Appendix B-4). The Department has two senior lecturers and three lecturers, two of whom are in their first year of appointment. Because of undergraduate demand for the core survey courses, the Department currently has nine visiting lecturers. The Department is addressing the challenge of nurturing the development of a large cohort of junior faculty and of developing an appropriate set of responsibilities for an increasing number of lecturers. The Department needs to develop a plan to convert the visiting lecturer positions to permanent faculty by mixing additional tenure-track positions, lecturers, and post-doctoral appointments.

The Department has a national reputation for its programs in world history and in public history/historic preservation. The Program in World History and Cultures hosted the 2003 annual meeting of the World History Association, drawing some 400 college faculty, high school teachers, and students from around the world. In January 2007, the Program in World History and Cultures became the South East World History Association Secretariat with Dr. Steve Rapp serving as the organization’s Executive Secretary. The Public History/Historic Preservation Program also has a national reputation, with its faculty serving leadership roles in key organizations. Dr. Cliff Kuhn has served as president of the Oral History Association and the Southern Oral History Association. Dr. Tim Crimmins has served on the Board of Directors for the National Council for Public History, as chair of the National Council for Preservation Education, and as vice chair of the National Alliance of Historic Preservation Commissions. Since much of the work of public history is through state and local organizations, other faculty have played key roles at this level. Mr. Richard Laub has
served as chair for the Atlanta Urban Design Commission and Easements Atlanta, while Dr. Glenn Eskew has
served on the Georgia National Register Review Board.

The Department continues to contribute to the development of teachers through its contributions to the
College of Education’s successful TEEMS program. The pre-education track offered to undergraduates
remains an important entry point to MA programs in Education and to teaching careers more generally.
TEEMS students typically take three or more graduate seminars in history and the placement record of these
students as social-studies instructors indicates the quality of the education they receive. The pre-education
track students, who combine a strong history education with a variety of courses in several “allied fields,” also
enjoy strong placement records.

The research productivity of the Department remains very strong despite the relatively small numbers
of tenured faculty. History is a book-based discipline in which the research, writing, and publication time of a
typical monograph averages seven years. From 2004 through 2006, tenure/tenure-track faculty in the
Department published seven books, 25 book chapters, and 28 peer-reviewed articles. Counting the three books
published in 2007, four of the six professors, three of the eight associate professors, and three of the nine
assistant professors have produced single-authored books in the past four years. The Department uses the
post-tenure review process to help associate professors advance the book projects that will lead to promotion,
while assistant professors undergo a third-year review and leave that facilitates the publication of a book that
will culminate in promotion to associate professor and tenure.

The departmental faculty have been awarded highly competitive grants to support faculty research
abroad, and they have also attracted national, state, and local funding for public history and teacher education.
Dr. David McCreery and Dr. Denise Davidson have each been awarded prestigious Fulbright grants for study
in Brazil and France in the past four years, while Dr. Crimmins has received two $155,000 National
Endowment for the Humanities grants from the We the People Program for teacher education that has involved
three other University faculty. Drs. Crimmins, Kuhn, and Eskew have obtained grants from the Georgia
Humanities Council, and Dr. Crimmins has a four-year $200,000 grant from the Atlanta Regional Commission
for the Atlanta Metropolitan Growth Project. Mr. Laub has been awarded grants from the National Park
Service and several local governments (See Table B-2 and Appendix F-5).

The Department of History provides service to the College, University, community, and profession.
The Department maintains a “Historians in the Community” website (http://www2.gsu.edu/~wwwhis/Faculty/Selwood/community_events.htm) with a listing of the faculty
activities that bring historical perspectives to a wide range of public events and media outlets. Departmental
faculty serve in leadership roles in the University Senate. Dr. Hugh Hudson serves as Chair of the Budget
Committee and is a member of the Fiscal Advisory Committee to the President. Dr. McCreery has chaired the
Promotion & Tenure Committee for the College. Dr. Crimmins serves as Director of the Center for
Neighborhood and Metropolitan Studies and Dr. Doug Reynolds is the Interim Director of the Center for Asian
Studies. Members of the Department bring their professional expertise to bear on community problems
through a wide range of talks, advocacy programs, and outreach programs. See Appendix F-8.

The Department’s face to the world is its website (http://www2.gsu.edu/~wwwhis/), which is in need
of a major reworking to make it more useful to a wide range of users. The Department currently lacks staffing
to support the building and maintenance of an improved website.

The Department is handicapped by a profound lack of space for its faculty, staff, and graduate
teaching assistants (GTAs). The Department moved into its current space in 1971, but with a smaller faculty
and only 5 GTAs. It also occupied additional office space on the east side of the floor in what is now the
faculty office space for Modern and Classical Languages. Over the years, despite a dramatic increase in credit
hours and of faculty, the Department has lost offices on the 8th floor of General Classroom Building. The
Department has had to cannibalize support rooms for offices and cram its expanded instructional force of 24
GTAs (along with Graduate Research Assistants (GRAs)) into its one-room “Cube Farm” of dilapidated
cubicles. The History Department is one of the few in the University that has not had its space needs
addressed in the past decade.
A.2 Centrality of the programs to the university

The Department of History considers itself to be central to the programs of the University. In pursuit of the dual goals of excellence and distinctiveness in the context of liberal education the History Department’s mission is to help students acquire historical perspectives and knowledge for intellectual satisfaction, learn how to analyze and interpret information critically, enhance their understanding of the world around them, shape a meaningful life, participate in a democratic society, and – if desired – prepare for a career in history, including applied careers in public history/historic preservation.

The vision for the University in the Strategic Plan (pages 15-16) is “to provide an academic environment conducive to effective and inspired teaching, learning, and scholarship and to be recognized as one of the leading national state-assisted research universities. This entails having significant state, national, and international roles as well as serving the residents of the metropolitan Atlanta region. It requires capitalizing on the comparative advantage of Georgia State’s location in Atlanta.” The Department’s vision for our students “includes exposure to multiple viewpoints and the free exchange of ideas, an appreciation for diversity among peoples of the nation and around the globe, an understanding of their urban environment, preparation to utilize information technology, an ability to judge the quality of information, and experience with collaborative learning on campus and in the community.” A diverse environment such as that encountered at Georgia State produces a balanced, better educated, responsible, contributing and productive global citizen. In striving to reach goals in the area of instruction, progress must also be continued in establishing and maintaining outstanding research programs and activities. Selected undergraduate, graduate, and professional program research efforts – those that are already competitive nationally and internationally or that demonstrate promise of becoming so – will be targeted and supported so that they can maintain their success and reach even higher levels of excellence.

The Department’s targeted programs in teacher education, world history, and public history/historic preservation build on the competitive advantage of being in Atlanta and on “exposure to multiple viewpoints and the free exchange of ideas, an appreciation for diversity among peoples of the nation and around the globe.”

A.3 Viability of programs

The History Department is viable at all levels of instruction. In the past three years, core credit hour production has not only remained stable, but has in fact 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 (See Table B-5). Undergraduate majors in history have increased 22% from 313 to 382, while pre-education track majors have remained stable at a three-year average of 67. At the graduate level, the masters programs have been stable with three year averages of 53.3 (M.A.) and 52.3 (MHP). The Ph.D. program has grown from 47 to 57 students, an increase of 18%. The MA program in history has seen a 100% increase in degrees conferred, from an average of seven per year to 14. It now matches the annual output of the MHP program, where the increase was smaller, from 12 to 14. The Ph.D program has awarded an average of two degrees each year since 2004, and there has been a dramatic increase in calendar year 2007, when the Department awarded seven Doctorates (See Table B-3).

A.4 Strategic focus

History matters. History faculty demonstrate that a proper understanding of history is essential in many ways: working with the College of Education in P-16 education preparation and the TEEMS program, with the core curriculum to advance the university’s goals of general education, with students in international business, and with foreign Universities to facilitate international exchange. A knowledge of History makes possible the transmission of cultures and values from a world perspective, and it prepares students to
comprehend the nature of governing bodies and foundations of economic theories. Our courses help students understand other societies as well as their own, and they give students an intellectual foundation upon which they may develop social policies that are grounded in reality. Through its offerings in U.S., European, and World history, the History Department provides undergraduate students with fundamental cultural knowledge and historical tradition, the absence of which absence of which indicates an intellectual and cultural poverty that doom political and economic endeavors to failure. Students who study history have a better grasp of the past, affecting positively their ability to grapple with the complexities of the present and the future. We enjoy teaching majors and non-majors alike, and it is important to note that history courses remain a popular elective among undergraduates; non-majors make up a significant proportion of students in upper division history courses.

The University Strategic Plan demands that faculty throughout the University develop or enhance “programs of distinction, both disciplinary and multi-disciplinary.” (page 24) The History Department supports a number of interdisciplinary programs. Students in teacher education, international business, area studies, prelaw, media studies, and many other areas require or recommend courses in history. The Department also shares its expertise with other groups such as African American Studies, the Women’s Studies Institute, the Asian Studies Center, the Middle East Institute, and the Center for Latin American Studies. The Department has strongly supported the Writing Across the Curriculum initiative. The Department promotes interdisciplinary work among its students, and undergraduate history majors are required to minor in another department. Pre-education track students pursue coursework in allied fields that prepare them to teach social studies at the K – 12 level.

The Department has worked within the College of Arts and Sciences Graduate Groups structure to offer interdisciplinary cooperation and access to a Ph.D. program to students in Anthropology. History graduate students are advised on appropriate courses in other social sciences or humanities to augment their preparation and must have a reading knowledge in two foreign languages.

As a public research university, Georgia State has the primary mission of promoting the intellectual development of the people of Georgia. History is central to this mission. The History Department’s nationally recognized faculty have produced outstanding research published by leading presses in the United States and Europe on topics ranging from the foundations of modern nationalism in the Caucasus, Europe, Egypt, Africa, and China, to economic development in the United States, Latin America, and Russia. Faculty research demonstrates the world context of European and United States history. The faculty’s emphasis in world, interdisciplinary, and cultural history has brought fresh perspectives to the study of political and intellectual history. The faculty’s research helps undermine the gross ignorance and untruths that have been used to inhibit effective participation in a democratic culture. The Department’s stress on cross-cultural, transregional, transnational, global, and world history assists students and the reading public to escape the blindness of parochialism.

A.5 Financial resource analysis.

In Fiscal Year (FY) 1998 the Department of History operated with a budget of $2,012,015. Of that, $1,915,015 consisted of personal services, of which $123,700 covered the cost of instruction by Part-Time Faculty. One of the greatest improvements in the quality of instruction has been the replacement of instruction effort from Part-Time Instructors (PTIs) to Tentured/Tenure-Track and Visiting Lecturers. In FY 2008, out of a total budget of $3,789,318 with a personal services budget of $3,637,174, only $10,800 was budgeted for PTIs and all of that expenditure was utilized for professionals who contributed to the undergraduate program.

In FY 1998 the Department employed 25 Tenured/Tenure Track professors. In FY 2008, that number was 26. The Department also had 4 regular lecturers and 7.5 Visiting Lecturers. The move away from overutilization of PTIs has been successful. Employing Visiting Lecturers has allowed the Department to increase credit hour generation at all levels of the curriculum. Replacing Visiting Lectures with Tenure-Track professors and regular Lecturers has begun, but is not yet completed. This remains a priority goal.
Support for graduate students in FY 1998 totaled $183,700 of which $123,000 was designated for instruction and $60,000 for research. In FY 2008 graduate student support was $423,500, of which $343,500 was for instruction and $80,000 for research. While the Department has been able to provide significant instructional experience for its Ph.D. students through this funding, those students are required to teach three classes a year during their first three years of support and four classes in the following years. The level of support for a GTAIII Ph.D. student teaching those three to four courses is only $14,700, which does not make the Department competitive nationally. Increasing the stipend levels is a priority goal, and it is expected that improving graduate student support will attract a better-qualified and more-diverse body of graduate students.

In 1998 professional development funds for faculty averaged $1,160 for Tenure/Tenure-track faculty. Ten years later that amount has grown to only $1,300. Given inflation and the weakness of the dollar abroad, that increase has been insufficient to counter rising costs, thus hampering the professional development of the faculty by limiting the number of conferences one may attend or shortening (and at times cancelling) research trips.

The supply budget for the Department in 1998 was $68,000. In FY 2008 the budget had increased to $81,921; however, in 1998 those funds supported a total instructional faculty of only 25. In 2008 those funds support 37.5 instructors (26 T/TT faculty, 4 Lecturers, and 7.5 Visiting Lecturers). Providing the Department with the necessary operating supplies and meeting the expenses for equipment within that budget is all but impossible. The operating budget, aside from “keeping the Department running,” must also cover the service activities of the Department, including bringing outside lecturers to campus, sending faculty to conduct preliminary hiring interviews at national meetings, and bringing candidates to campus.

Appropriately meeting student demand for summer instruction has also proven a challenge. In 1998 the Department had a summer instructional budget of $102,975. In FY 2008, that budget had increased to $155,730. Given the increase in faculty salaries during those ten years, the Department has had to rely increasingly on GTAs and Non-Tenure Track Instructors (NTTs) to cover summer instructional responsibilities. However, the increase in graduate student heads during this period has been from 77 to 201; and in upper-division heads from 149 to 230. Providing instruction during the summer by appropriate faculty thus has not always been possible, to the detriment of student learning and particularly student engagement with senior, research successful faculty.

The funding to support the Heritage Preservation Program is particularly strained. In FY 1998 the Program received $11,500 for hiring PTIs, $7,200 for GRA support, $1,000 for travel, and $4,000 for supplies. In FY 2008, the Program continued to receive only $1,000 for travel and $4,000 for supplies, with $23,700 for professionals providing instruction as PTIs, and $16,200 for GRA support. Credit hour generation from FY 1998 to FY 2007 had grown from 386 hours to 601. Thus while the PTI instructional budget had increased proportional to the growth in the Program, travel and supplies had remained constant.
Section B. Historical and Current Contexts

B.1. Undergraduate Programs

The Department of History contributes to the undergraduate program at Georgia State University by teaching three courses in restricted options in Area E: Social Sciences of the Core Curriculum. The Department staffs 64 sections of world history per academic year and 90 sections of American history in sections with a capacity of 46 students, with averages between 33 and 43 students per section. The credit hours generated by these sections averaged 18,830 per year or 68% of departmental hours. The Department staffs 50 – 55 upper division sections per academic year, averaging 5664 credit hours per year or 20% of departmental hours. The Department staffs 30 graduate sections per academic year, generating on average 3,322 credit hours or 12% of the departmental hours (See Table B-3 and D-1).

The Department has expanded its offerings of upper-division classes to respond to demand from the increasing number of majors. Six years ago, the Department offered three sections per year of History 3000, the introductory course for history majors. It now offers eight sections per year. The Department has also increased the number of Senior Research Seminars (History 4990) to accommodate the increased number of graduating seniors. The Department has also introduced new courses in its signature programs in world history and public history, while initiating a new pre-law major in history anchored in courses in legal and constitutional history. Currently undergraduates can select a pre-law concentration in political science and philosophy, and the History Department seeks to establish reciprocal relationships with the other pre-law programs so that history students can take valuable courses in those areas. Following the lead established by the World History Program’s website, the pre-law program will also have a dedicated presence on the web.

The Department also plans to develop advisory course sequences that students might take if they are interested in concentrating in United States, European, or transnational history or in thematically organized courses in women’s history, urban history, African American history, and other areas of programmatic strength.

B.2 Graduate Programs

The History Department oversees the awarding of four graduate degrees: an MA, a “terminal MA,” a MHP, and the Ph.D. Each provides a set of useful services to the community. The numbers of MA students have fluctuated between 2004 and 2006. The numbers reached an historic high in of 118 in 2004 and have receded to normal levels since. The number of master degrees awarded during the study period increased from 19 to 28, an increase of 32% (Table B-3). Both masters programs serve both full-time and part-time students. The two-year completion for the MHP program has increased from 29% to 39% due to the addition of GRA stipends and the increase in full-time students. The two-year graduate rate for the MA program averages 6%, but the three-year rate is over 50% (Tables B-4C and B-4D). A change in the thesis requirement for the MA program as well as the continuous enrollment requirement of the college will affect progress to degree and shrink the gap between the time a student presents her or his prospectus and the completion of the thesis.

The MA degree attracts developing scholars who are not prepared for the intensity of a Ph.D. program and gives them a wide ranging training in historical scholarship, method, theory, and historiography. The capstone experience of this degree is the execution of an MA thesis rooted in original scholarship. Many graduates of the MA program have used this training to gain admission to nationally-ranked or -recognized Ph.D. programs (recent graduates have been admitted with funding to programs at UCLA, University of Chicago, University of Illinois – Urbana-Champaign, New York University, University of Iowa, University of Virginia, University of Minnesota, Indiana University, Northeastern University, and the University of Colorado). Two theses produced by recent MA graduates (Eryk Tahvonen and Ted Rogers) are to be published as monographs in 2008. The MA degree is also attractive to area educators (particularly those teaching history in local secondary education institutions) who wish to pursue a particular line of research or to bolster their academic credentials. The terminal MA, which requires additional courses and a more robust exam structure in place of an original thesis, is a new program that has just seen its first graduates. The aim of the degree was to provide an option for local members of the community to enjoy exposure to a broad horizon of historical work and to familiarize them with recent historiographical, methodological, and theoretical innovations. The
Department anticipates that this degree will be attractive to students who find they have difficulty producing the thesis and to the large community of local history teachers who would benefit professionally from the experience of a rigorous course of study but who do not necessarily need to engage in the extended production of historical knowledge. Students pursuing both the MA and the terminal MA are required to take two research seminars in their courses of study. The MHP degree is an extremely successful program of study that promotes scholarship in one of two tracks: Historic Preservation or Public History. The degree, in part through its internship program, has facilitated the successful placement of graduates throughout the local HP community.

The Ph.D. is awarded to students who have passed through broad training (student take oral exams in four widely separated fields and written exams in two) and who can successfully execute a dissertation, again based in original scholarship. Doctoral students have been successful in publishing their work as well: our graduates Mary Rolinson and Robert Woodrum have published with academic presses. Ph.D. students who are awarded funding packages typically teach each of the three undergraduate surveys (World History to 1500, World History after 1500, and US History), and it is thought that this broad training in historical scholarship and the ability to teach both US and World history makes our graduates attractive on the job market. Our doctoral students have been placed as ladder faculty in a variety of local and regional two- and four-year institutions (Georgia Perimeter College, Georgia Highlands College, Clark Atlanta, Middle Tennessee State University, as well as within our own Department) or have applied their scholarly training to careers outside the academy, gaining employment, for instance, in the Department of Defense. Appendices D-4A, D-4B, and D-4C list placements of master and graduate students for the past several years. The students in the MHP program, who receive a professional degree preparing them for positions in a variety of public, private, and non-profit agencies and businesses, have accepted jobs in the city, state, and region. On average, the ten graduates annually have been placed in such agencies as the National Park Service, the General Services Administration, the Georgia Department of Transportation, and the Korean Cultural Heritage Administration; in firms like Lord, Aeck, Sargent Architecture, and Moreland-Altobelli Engineering; and with non-profits like the Indiana Trust for Historic Preservation, the Atlanta History Center, and the Marietta Museum of History.

B.3 Faculty Development

The number of full-time history faculty has averaged 36.7, with an increase from 35 in 2005 to 40 in 2007. The increases have been at the assistant professor, lecturer, and visiting lecturer ranks. In the past three years, even with two to three new tenure-track hires per year, with turnover we have increased the size of the faculty by only a single member, to a total of 24. To meet the demands of program growth, the Department has hired non tenure-track faculty, and the number of lecturers and visiting lecturers has increased from seven to 13. The Department has four minority faculty members, two tenured and two tenure-track. Recently, a fifth tenure-track minority faculty member left for a position at Cornell University. The Department is currently recruiting five new faculty members, and we hope to increase minority representation. Hiring over the past decade has increased the number of women in the tenure-track faculty, but they remain underrepresented at the rank of associate and full professor (See Table B-1A).

The departmental faculty are divided by tenure status, and the Department also enjoys the benefit of a pool of non-Tenure Track (NTT) instructors divided among senior lectures, lecturers, and visiting lecturers. The number of NTT faculty has averaged 13.3 over the past three years. Currently the Department has two senior lecturers, three lecturers, and nine visiting lecturers. The faculty structure reflects the relative demands of core instruction with upper-division and graduate offerings. Tenure/tenure-track faculty, whose ranks have been thinned in the past three years with resignations and research leaves, have taught relatively few core sections because of the demands for upper-division and graduate classes. Over 90% of the core classes have been staffed with full-time lecturers, visiting lecturers, and graduate teaching assistants over the past three years. With the larger survey sections staffed with NTT faculty (who also teach 8 sections a year) and the smaller upper-division and graduate seminars staffed with TT faculty (who teach four classes a year), the NTT faculty generate an average of 11,136 annual credit hours to 9,285 annual hours generated by TT faculty. With faculty hires in 2007 and 2008, the percentage of tenure-track-taught survey classes should increase from 10% to 20% (See Tables B-4A and B-5).
The Department has devoted a great deal of its energy to seeking faculty who expand the scope of its world history and public history programs. Table B-1B arranges the faculty by time period, geographic area, and specializations. Table B-1C lists the world history faculty affiliates. Many faculty have teaching and research interests that are transnational and are therefore represented on both tables. Table B1-B shows that nine members of the faculty have the United States as their areas of study and teaching responsibilities, three whose primary areas are historic preservation/public history, seven whose primary focus is Europe, and eight who cover the non-European and American world. The Department anticipates adding five new tenure-track colleagues in the fall of 2008 (one working on Classical Islam/Medieval Mediterranean, one in Public History, one working on West Africa, and two focusing on 19th Century US). Many faculty in US, Europe, and World areas are committed to the goals of the Program in World History, and work to incorporate cross-cultural, transregional, transnational, and global methods into their teaching and research. By time period, four of the faculty address the history of the world before 1800. Table B-1D lists the faculty of the historic preservation/public history programs. It lists the core faculty from Table B1-B and add two members of the Department whose primary responsibility if for the American field, but also teach courses in public history. Like the world history affiliates, the Heritage Preservation faculty are also drawn from other departments of the college. But the faculty list also includes professionals in the field whose expertise in the practice of preservation and public history bring real-world experience to the students in the program.

Table B-6 provides a profile of the Tenure/Tenure Track faculty, Non-Tenure Track faculty, and Graduate Teaching Assistants that indicates the number of Departmental members at each rank, the number of support and administrative staff, the number of credit hours generated by level and instructor type, the productivity of the faculty, and the external awards obtained by faculty.

Peer institutions such as George Mason University, University of South Florida, and Arizona State University provide instructive comparisons. George Mason University unites History and Art History within a single unit that houses 60 Tenure/Tenure-track faculty. History majors at GMU have a remarkably similar course of study to GSU students: they balance course work among geographical regions and temporal periods and go through a gateway/capstone sequence. The MA program at GMU allows students to concentrate in US, European, or World history, and offers four tracks for its MA students: a Predoctoral track, a track in public and applied history that is similar to our MHP program, a track created for students simply seeking intellectual achievement and enrichment, and a teaching track that helps prepare students for entry into the teaching profession. GMU also offers a Doctorate that prepares recipients for “careers in college teaching, digital media, publishing, educational administration, public history, and historical research.”

USF employs 35 Tenure/Tenure-track faculty, split over three campuses (Tampa, St. Petersburg, and Sarasota), and at the time of their last program review boasted having 600 undergraduate majors. They also engage eight adjunct faculty. The Major is structured differently than ours, but it does require a senior seminar while asking students to balance coursework at the upper-division level. USF does not offer a Doctorate in History, but allows MA students to select between thesis and non-thesis options. Graduate students completing the thesis use the degree to move on to Ph.D. granting institutions.

Arizona State employs 41 Tenure/Tenure-track faculty and a number of additional instructors as well. The Department at Arizona State boasts 1,000 undergraduate majors and more than 100 graduate students in the program. Undergraduate majors take a gateway/capstone sequence, and there is an option for aspiring K – 12 educators. ASU offers both an MA and a Doctorate; the MA includes options for those seeking expertise in Public History.

In comparison to these “peer institutions” the Department offers programs of a structurally similar nature. While each institution may credibly claim a specialized form of expertise (e.g. ASU’s focus on Native American history or GMU’s Center for History and New Media) our Department’s commitment to the Program in World History and Cultures and to the MHP program is equally notable. While the number of undergraduate students majoring in History at GSU is small in comparison to these peer institutions, the size of our faculty is also smaller. For a discussion of peer programs, see Appendix B-1.
Section C: Progress Toward Goals and Objectives

As established in the Department’s last self-study and action plan, the goals and objectives of the Department of History at the beginning of the self-study were:

A. further develop the graduate and undergraduate tracks in public history to complement the highly successful Masters of Heritage Preservation degree program.

A1. Increase the close cooperation between the Masters of Heritage Preservation degree program and the Department’s recognized areas of strength in urban, Southern, labor, and African-American history by creating courses that combine professional preparation with instruction in the discipline of history.

A2. Hire faculty who are capable of working within the applied fields of Heritage Preservation and Public History and in traditional areas of historical research.

Analysis. The Department has achieved these goals. It has added the Public History track to its graduate Heritage Preservation Program and an undergraduate course in public history. It hired a very competent faculty member to direct the work of the public history track. This faculty member resigned last year and the Department is currently searching to fill this position. The Department has also expanded the faculty in the public history area by hiring both new positions and replacement positions for some of the part-time faculty who teach in the MHP program. Courses in the public history program include History and the Public, Museum Studies, Exhibit Planning and Production, and Administration and Use of Historic Archives. The Department has added architectural and environmental historians to strengthen the offerings and to provide more full-time faculty for student direction. The faculty consists of a balance between the tenured and tenure track faculty with a excellent group of part time instructors who are practitioners in their fields. These professionals teach approximately 50% of the courses offered and they provide expertise in such diverse fields as preservation law, cultural landscapes, architectural history, museum studies, archaeology, interior design and exhibit planning. It is unreasonable to assume that many of these courses will ever be taught by tenure-track faculty, so their continued contributions to the program are critical to its success. The Heritage Preservation Program also offers an annual Study Abroad opportunity for students wishing to add an international component to their studies. The program has organized trips to England, Egypt, Cuba, Germany, South Africa, Spain, and Italy.

B. further develop the world history program.

B1. Increase course offering at both the graduate and undergraduate level in World History.

B2. Develop an undergraduate concentration in world history to complement the world history concentration in the MA and the Ph.D. field in world history.

B3. Establish a speakers’ series in world history.

B4. Establish an interdisciplinary Center of World History and Cultures.

B5. Establish closer collaboration with the World History Association.

Analysis. The Department has achieved four of these five goals. Since the last program review, it has created a Program in World History and Cultures and added three new faculty lines. It has hired a faculty member to direct the program and added new positions in the Atlantic World and West Africa. It has developed concentrations in the undergraduate and graduate programs and established the World History Affiliate Faculty, consisting of 15 members of the departmental faculty and five members from cooperating departments (See Table B1C). As of fall 2007, seventeen (10 undergraduate, 7 MA) students have completed the concentration and another twenty-eight (21 undergraduate, 7 MA) are currently enrolled. The concentration’s goal is not to rid the profession of its traditional national- and regional- (i.e., area studies)
approaches but to draw attention to the strengths and especially limitations of these and to suggest other, larger-scale approaches to understanding the past. The concentrations’ importance for the Department far exceeds the number of students who have enrolled. First of all, the concentration has “given a home” to the numerous faculty whose research and teaching interests transcend traditional historical investigations that are firmly situated within national/ethnic and area studies boxes. Second, one of the things that sets our program apart from others across the country is the huge support we have received from world-minded Americanists and Europeanists. Indeed, our program, as we have structured it, could not possibly exist without their participation. Simply put, we do not wish to have a “Third World” program; we wish to have a truly world program.

The Program in World History and Cultures has established an annual lecture and developed a close working relationship with the World History Association (WHA). The Department has been fortunate to host some of the most eminent and innovative world historians: Alfred Crosby (University of Texas), Kären Wigen (Stanford University), Adam McKeown (Columbia University), Patrick Manning (then of Northeastern University), Michael Adas (Rutgers University), Jorge Cañizares-Esguerra (University of Texas), and David Christian (San Diego State University). In 2003 Georgia State University, the Department of History, and its Program in World History and Cultures hosted the annual meeting of the WHA (held in conjunction with the South Eastern World History Association, SEWHA). This was one of the most successful conferences in the organization’s history, and drew some 400 attendees while setting a record for financial profitability. In January 2007, the Program in World History and Cultures became the SEWHA Secretariat with Dr Stephen Rapp serving as the organization’s Executive Secretary. The term will last five years.

The Department has not yet established an interdisciplinary Center for World History and Cultures, but the World History Affiliate Faculty is the first step in doing so.

C. further develop collaborative programs with the College of Education.

C1. Increase course offerings for students in the T.E.E.M.S. program.

Analysis: The Department continues to work with the College of Education to provide preparation for TEEMS students to teach world history and American history. It has created the Pre-education program for undergraduates so that the graduates can enter the TEEMS program for teacher certification or move directly into the teaching profession once certified.

D. improve undergraduate and graduate programs.

D1. Convert NTT to TT lines.
D2. Develop experimental large sections of freshman survey courses with breakout sections taught by GTAs.
D3. Use introductory “gateway” course and capstone course as foundations for assessing the major and improving student learning.
D4. Increase availability and quality of internships.
D5. Establish “survival” course for incoming graduate students.
D6. Use the Association of Georgia State University Historians (AGSUH) as means of peer-group support.
D7. Establish individual advisors for graduate students.
D8. Increase stipends for graduate students.

Analysis: D1. Convert NTT to TT lines. Although the Department has been hiring each year – two new assistant professors in 2004, two in 2005, two in 2006, and two in 2007 – retirements and resignations have offset the new hires. The tenure-track faculty has increased by only one position. The Department has
been adding NTT positions to meet increased demand and has increased the number of permanent lecturer positions from three to five.

D2. Develop experimental large sections of freshman survey courses with breakout sections taught by GTAs. The Department used large sections to train GTAs to teach all three survey courses. A large section of the U.S. history survey makes, but large sections of world history have not attracted students, even with breakout sections. Students prefer the “small” sections of 46 for survey courses.

D3. Use introductory “gateway” course and capstone course as foundations for assessing the major and improving student learning. The Department has done this annually. See Section E.

D4. Increase availability and quality of internships. The MHP program uses internships to give students the opportunity to put what they are learning into practice in a supervised work environment. Mr. Richard Laub has been very successful in arranging paid internships for public history and historic preservation students.

D5. Establish “survival” course for incoming graduate students. A one-credit History 8005 has been an important addition to the graduate curriculum. It has been both team-taught and individually taught by junior faculty who have brought their recent graduate experiences to survival discussions.

D6. Use the Association of Georgia State University Historians (AGSUH) as a means of peer group support. The Department supports both AGSUH and Phi Alpha Theta as fora for history students. The graduate student leaders of AGSUH use it to foster discussion of pedagogy and ways to teach the survey courses, for practical exchanges about the development of thesis and dissertation topics, and for discussion about job opportunities. AGSUH has also sponsored peer review sessions and mock job talks.

D7. Establish individual advisors for graduate students. The Graduate Director assigns incoming graduate MA and MHP students to faculty mentors, usually in the field in which a student has an expressed interest. Students are encouraged to seek out a formal advisor sometime within their first year of study. The Director of Freshman Studies assigns GTAs to a faculty mentor who reviews syllabi, visits classroom presentations each semester, and serves as a curricular and classroom decorum advisor.

D8. Increase stipends for graduate students. This is a goal that is not within the power of the Department to effect, yet it remains a top priority of the Department.
Section D: Curricula Quality

D.1 Undergraduate Curriculum Description and Quality Analysis

The History Department requires that our majors take our three survey courses, HIST 1111 (World to 1500), 1112 (World since 1500), and 2110 (US survey). In addition, students must take HIST 3000 (Intro to Historical Studies) near the beginning of their program (they may take no more than 6 hours of 3000/4000 level history courses before completing HIST 3000). HIST 3000 prepares students for their upper-level history classes by introducing them to the key concepts (primary versus secondary sources, historiography, methodology) and the skills (analysis, research, as well as basic necessities like footnotes and bibliographies) required to do well in upper-division history courses. Students are expected to take a total of 30 credit hours worth of upper-level classes. Since the upper-division courses are four-credit hours, students usually take seven courses and a three-hour Maymester class or a two-hour directed study. Of these seven courses, students begin by taking HIST 3000—Introduction to History. At least one course must be in each of our three geographic areas, US history, European history, and World history. Near the end of their program, preferably the last semester, students must take HIST 4990, the capstone research seminar. The rationale for this system is that HIST 3000 prepares students for their upper-level courses, while HIST 4990 allows them to put all the knowledge and skills they have gained over the course of their program into practice as they devote themselves to a semester-long research project. For major requirements see Appendix D-3.

Before the Department changed the upper-division courses from three to four hours, history majors took 10 history courses to satisfy the 30-hour requirement for a major. Of the 10, History 3000 and 4990 served as bookend courses and students could take eight other period or subject classes. After the conversion, students take seven courses, with only five other classes in the subject or area courses. The Department is considering options for expanding the number of required courses by increasing the hour requirement to 32 or 36. Currently, History majors are required to have a minor field of fifteen hours or five three-hour classes.

A different set of requirements apply for our pre-ed track students, as the Department works to help them prepare for the job market as teachers. They must take the three survey courses, like history majors, but only seven additional upper-division courses, rather than eight. They are strongly encouraged, though not required, to take Georgia History, as many will be teaching that themselves. They are required to take HIST 3000, but HIST 4990 is optional. They are not required to have a minor, but instead must take three courses in each of three different allied fields. At least two of those allied fields must be Political Science, Geography, or Economics. One of the allied fields may come from one of the behavior sciences: Anthropology, Sociology, or Psychology. The rationale for these requirements is to help make our students more marketable as teachers of social studies, as most will not be teaching history only. It also helps them prepare for their first, temporary (five-year) certification for teaching; it also helps them prepare for entry into the graduate program that allows them to get permanent certification, TEEMS. The History Department is working with College of Educaiton faculty to revise the pre-ed track program, one of which will be to require students to take 4990.

Curricular quality and variety from the perspective of current upper-division history majors based on quantitative data. Current students were asked a variety of questions about the curriculum; there were 90 responses; 54 (or more than 60%) were provided by women [Appendix D5A-Table 3]. More than 40% of the respondents (37) had taken between six and nine upper-level courses. Roughly 45% had completed between one and five upper-level courses (41), and 13% (12) had taken more than nine [Appendix D5A-Table 4]. History majors take many US or US/World courses (nearly half of the respondents indicated that the bulk of their coursework was concentrated in these areas). More than 20% identified their focus as Europe or Europe/World. Another 20% labeled themselves as having a focus on US and Europe, and the remaining 11% were merely “world.” Together, 62 of the respondents focused in some way on US history, 45 focused in some way on world history, and 36 focused in some way on European history [Appendix D5A-Table 5]. When asked which areas they would like to see expanded courses offerings, students most frequently indicated that
they wished to see a wider variety of “topical” offerings (N=34) and courses in European history (N=19) [Appendix D5A-Table 7]. Together the data indicate that our students take a wide range of courses in the completion of their major degree requirements. They focus on US, Europe, and World coursework in disproportionate ways, but wish to see a greater number of European and topical course offerings.

Appendix D5A-Table 1 summarizes the responses to six questions that allow students to voice their opinions on the level of interest they imagine faculty to take in them, the degree to which the curriculum is challenging, the preparation demonstrated by faculty, the classroom environment, and the ways a history degree “prepares” students for life beyond the academy. Answers to all the questions were positive or strongly positive: all six had mean scores in the top quartile. Respondents most frequently selected “strongly agree” to five of the six questions, indicating very strong student satisfaction with the level of interest of faculty, the “academic challenge” of the curriculum, the preparation of the faculty, the appropriateness of class size, and the way the curriculum and the major prepared them for “professional career and/or further study.” Two-thirds of the respondents agreed or strongly agreed that there was “open communication” between students and faculty regarding student concerns. The data indicate that students agree or strongly agree that their courses are demanding and intellectually challenging. They feel that that their professors are well prepared and have their interests at heart. The class sizes are deemed appropriate to the instructional mission.

Appendix D5A-Table 2 summarizes the responses of current students to eight questions related to advisement, faculty availability and teaching effectiveness, testing regimes, the frequency and variety of course offerings, and the clarity of degree requirements. Six of the eight questions received mean scores in the upper quartile, suggesting general student satisfaction. The two lowest scores related to the availability of career advisement within the Department (mean score: 3.16 out of 5) and the frequency of course offerings (mean score 3.08). Students also indicated that they wished to see a greater variety of course offerings (mean score: 3.49). Students rated teaching effectiveness very highly (4.12) and were similarly pleased with faculty availability (4.03). Seventy respondents (out of 90) rated the “procedures used to evaluate student performance” as good or excellent. The data indicate that students feel that academic and career advisement could be improved, and that courses need to be offered on a more frequent basis. Faculty were thought to be effective teachers and were available to students outside of class. The evaluiative measures were deemed to be appropriate. Students felt that a greater variety of courses could be offered, but that the degree requirements were transparent. Appendix D5E divides student perceptions by the number of upper-division hours taken. The charts that have been produced show that as students progress through the program they show an increasing awareness of the quality of the program. The chart below illustrates this for student perceptions of the effectiveness of the teaching methods used by faculty in the Department.

Appendix D5A-Table 6 summarizes how students evaluated History 3000 and the ways the course prepares them for further upper-level coursework. Nearly 75% of the respondents said that History 3000 met or exceeded their expectations. Table 8 indicates the ways that students assessed the value of writing assignments in the development of their analytical skills. More than half of them (54%) said that their writing assignments “completely” met the objective aim of improving their analytical skills. Another large segment of the student respondents (34%) were less impressed, saying that writing only “partially” met this goal. Very few (5
respondents out of 90) indicated that their assignments “minimally met” or “did not meet” the objective of improving analytical abilities. The data indicate that History 3000, the “gateway course” within the curriculum, fulfilled its function and prepared students for “subsequent upper division history courses.” Writing assignments improved the analytic abilities of students. Undergraduate alumni thought that the senior capstone seminar, the culmination of the history program, was effective as a capstone course. (See Appendix D5C). The two charts below show student satisfaction with the two “bookend” courses that begin and culminate the undergraduate curriculum.

Curricular quality and variety from the perspective of recent history alumni based on quantitative data. Recent graduates were asked a variety of questions about the curriculum; there were 40 responses; 16 (or more than 40%) were provided by women [Appendix D5C-Table 3]. The response rate was 25.5%, less than the University average of 33.1%. Our graduates take many US or US/World courses (more than half of the respondents indicated that the bulk of their coursework was concentrated in these areas). More than 20% identified their focus as Europe or Europe/World. Another 15% labeled themselves as having a focus on US and Europe, and the remaining 10% were merely “world.” Together, 26 of the respondents focused in some way on US history, 19 focused in some way on world history, and 14 focused in some way on European history [Appendix D5C-Table 4]. When asked in which areas they would like to see expanded courses offerings, students most frequently indicated that they wished to see a wider variety of African (N=8), Middle Eastern (N=8), and European (N=7) courses [Appendix D5C-Table 6]. Together the data indicate that our students take a wide range of courses in the completion of their major degree requirements. They focus on US, Europe, and World coursework in disproportionate ways, but wish to see a greater number of World and European course offerings.

Appendix D5C -Table 1 summarizes the responses to six questions that allow students to voice their opinions on the level of interest they imagine faculty took in them, the degree to which the curriculum challenged them, the preparation demonstrated by faculty, the classroom environment, and the ways a history degree “prepared” them for life beyond the academy. Answers to all the questions were positive or strongly positive: five of the six had mean scores in the top quintile, another was in the top quartile. The answers provided by history graduates were equal to or better than those given to the University as a whole (although all differences remained within the standard deviation). Respondents most frequently selected “strongly agree” to three of the six questions, indicating very strong student satisfaction with the level of interest of faculty, the “academic challenge” of the curriculum, and the communication between faculty and students. Graduates most frequently “agreed” with questions related to the preparation of the faculty, the appropriateness of class size, and the way the curriculum and the major prepared them for “professional career and/or further study.” The data indicate that graduates agree or strongly agree that their courses were demanding and intellectually challenging. They feel that that their professors were well prepared and had their interests at heart. The class sizes are deemed appropriate to the instructional mission.

Appendix D5C –Tables 1 and 2 provide comparative data on the responses of History Alumni with those of 25 other Departments at Georgia State. The chart below includes the indicators where the History
Program was highly rated by its graduates. These include academic challenge of the program (85 percentile), open communication with the faculty (73 percentile), faculty preparation (63 percentile), academic advisement (58 percentile), and faculty interest (54 percentile).

<p>| History Department Percentile Ranking Among 25 GSU Departments Undergraduate Alumni N = 40 |
|-----------------------------------------------|-----------------------------------------------|</p>
<table>
<thead>
<tr>
<th>% Rank 25 GSU Deps</th>
<th>Program Academically Challenging</th>
<th>Open Communication</th>
<th>Faculty Prepared</th>
<th>Academic Advisement</th>
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<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
</tbody>
</table>

Appendix DSC—Table 2 summarizes the responses of current students to eight questions related to advisement, faculty availability and teaching effectiveness, testing regimes, the frequency and variety of course offerings, and the clarity of degree requirements. Seven of the eight questions received mean scores in the upper quartile, and all but one received scores higher than the University mean (but still within the standard deviation). The lowest score related to the availability of career advisement within the Department (mean score: 2.83 out of 5). A second area with a relatively low score related to the frequency of course offerings (mean score 3.68). Students rated teaching effectiveness very highly (4.13) and were similarly pleased with faculty availability (3.95). Twenty-eight respondents (out of 40) rated the “procedures used to evaluate student performance” as good or excellent. The data indicate that our graduates were deeply satisfied with most aspects of their educations. Graduates feel that career advisement could be improved, and that courses needed to be offered on a more frequent basis. Faculty were thought to be effective teachers and were available to students outside of class. The evaluative measures were deemed to be appropriate. Students felt that a greater variety of courses could be offered, but that the degree requirements were transparent.

Appendix DSC—Table 5 summarizes how graduates evaluated History 3000 and the ways the course prepared them for upper-level coursework. Nearly 90% of the respondents said that History 3000 met or exceeded their expectations. Appendix DSC—Table 2 addresses academic advisement in the Department. Only 10% thought that it was poor or near poor, while 45% rated it as excellent or near excellent. Undergraduate Alumni had a higher regard for the Department advisement program. Appendix DSC—Table 2 indicates that 60% rated advisement excellent or near excellent. For undergraduate advisement procedures in the Department, see Appendix D-6.

Curricular quality and variety from the perspective of current upper-division history majors based on qualitative data. The qualitative statements submitted by students offered a wide range of suggestions and praise for the Department. Many students indicated the pleasure they took from their course work and genuinely admired the teaching of their professors. Criticisms tended to focus on course offerings, scheduling, and – for students new to the major at least – the value of History 3000. These concerns about History 3000 tended to drop out of the comments made by students who had taken six or more upper-level course. These students were mainly concerned about scheduling the appropriate classes at a wide variety of times, and several expressed the desire for broader swath of course topics (mentioning in particular courses in ancient history, world history, colonial Latin America, and Middle Eastern history).

Curricular quality and variety from the perspective of recent history alumni based on qualitative data. The qualitative statements submitted by graduates offered a wide range of suggestions and praise for the
Department. Many graduates indicated the pleasure they took from their course work and genuinely admired the teaching of their professors, singling several out by name for special attention. Criticisms tended to focus on course offerings, scheduling, and the perceived lack of career advising. Graduates professed a deep affection for History 4990 but many also wished for a wider field of world history offerings. Many were also concerned about the frequency, availability, and variety of course offerings.

D.2 Undergraduate Curriculum Assessment

In 2003 the Department of History adopted five standards for its upper division classes: 1.) “Professional skills” (including use of sources, ability to evaluate evidence, write clearly and imaginatively, document sources appropriately); 2.) Historiography; 3.) Interdisciplinary Awareness; 4.) Comparative/Global Transnational Perspective; 5.) Professional Values (including “fidelity to evidence, tolerance of alternative approaches). See Appendix D1.

Beginning in 2004 the Undergraduate Studies Committee has assessed the major annually by evaluating randomly-selected research essays from different sections of the Department’s capstone course, History 4990 (senior seminar). The full Department has voted to approve each of these reports.

These reports have concluded that the Department is doing a fine job achieving many of its standards, but needs to work harder to achieve others. In general, these reports confirm that our students understand varying scholarly viewpoints and use primary and secondary sources imaginatively. Some students reveal an ability to use interdisciplinary approaches to historical research. Many have shown their ability to use online sources, and a number have incorporated newer methodologies such as oral history interviews.

At the University’s first Undergraduate Research Conference held in 2007, a history student received a prize for the best paper, which was based on her senior seminar essay. Weaknesses in student work include deficiencies of some students in learning how to make a forceful thesis statement, using enough primary sources, and mastering correct documentation form. There have been problems with plagiarism in some cases.

In keeping with our Department’s commitment to providing comparative, global, transnational, and cross-cultural perspectives, the Department now schedules 4990 seminars on a variety of world history topics annually.

In past years, the Undergraduate Studies Committee has had annual discussions with the full faculty about areas of strength and weakness as revealed in the senior seminar essays. This fall, the Committee sponsored two pedagogy meetings at which faculty discussed ways that the Department might use its introduction to the major course, History 3000, to more effectively prepare students for History 4990. At these two sessions, faculty discussed issues like course goals and teaching methodologies, style manuals and their uses, primary sources and their incorporation into writing assignments, rubrics of different professors for evaluating student work, technology and its uses for research and writing, and plagiarism and its prevention.

D.3 Undergraduate Curriculum Writing

The History Department does not currently monitor the amount of writing required of history students in our upper-division courses. However, many faculty have been trained in WAC (Writing Across the Curriculum) and a few have been trained in the new program that has been created to supplement WAC, CTW (Critical Thinking Through Writing). Our faculty generally assign several shorter, and one or two longer papers in each class. As a Department, we agreed that our 3000-level courses would not include a research component, and our 4000-level courses would. Our syllabi indicate that in most cases our faculty are abiding by that policy. Faculty have students complete a variety written assignments, from book reviews to critical response paper to in-class and take-home essay exams. History faculty require students to take writing seriously, and to work on their critical-thinking skills as they do so. Most of our 4000-level classes require some kind of small research project, in addition to the other kinds of writing assignments used in our 3000-level courses. Students are asked to do some primary and secondary research and to produce short research papers. The analytical and writing skills they develop in these assignments helps to prepare them for the larger
research project they must complete in HIST 4990. The survey of current undergraduates indicates that 97% believe that their course work has assisted in the development of their writing abilities, with 60% believing that this goal of the program was fully achieved. See Appendix D-2 for a selection of syllabi from WAC-approved courses by history faculty.

Appendix D5C-Table 7 indicates the ways that graduates assessed the value of writing assignments in the development of their analytical skills. Nearly 75% said that their writing assignments “completely” met the objective aim of improving their analytical skills (N=28). Another large segment of the graduate respondents (23%) indicated that writing only “partially” met this goal (N=9). Very few (2 respondents out of 40) indicated that their assignments “minimally met” or “did not meet” the objective of improving analytical abilities. Table 8 allows graduates to indicate the value of the capstone course, History 4990, within the overall degree. Nearly two-thirds (N=25) labeled the experience of writing a primary-source driven paper to be “very important.” Only two respondents suggested that the experience was “not important.” The data indicate that History 3000, the “gateway course” within the curriculum, fulfilled its function and prepared students for “subsequent upper division history courses.” Writing assignments improved the analytic abilities of graduates. History 4990 was valued highly by graduates, and the experience of producing historical knowledge was deemed “very important” to the overall value of their history degrees.

D.4 Graduate Curriculum Description and Quality Analysis

The History Department of Georgia State University offers graduate programs at the level of MA, MHP and PhD. The graduate program is directed by the graduate faculty in the Department. For criteria for graduate faculty, see Appendix F-1 and for a list of the current graduate faculty, see Appendix F-2.

MA.

The MA program offers two options for the student: the traditional program concluding in a thesis and a recently-introduced non-thesis option, in which the students take an additional three courses and complete oral and written examinations. All candidates take at least 9 courses. These include courses on methodology, broad survey courses, courses chosen from at least three geographical areas, and at least one research seminar. Students must as well demonstrate competence in a foreign language and complete a thesis based on original research. The non-thesis option is intended for students, for example middle and secondary school teachers, who are more interested in content than in preparing themselves for research. Several students have successfully completed this program. For a full statement of program requirements see Appendix D-3.

MHP

The Heritage Preservation Program is one of two Masters degree programs within the GSU Department of History. The program has been awarding degrees in Heritage Preservation for over 20 years. The program was developed initially to respond to the need for training students in historic preservation who were considering either changing careers or supplementing their academic credentials by adding a component emphasizing the historic environment. Certificates in Heritage Preservation as well as degrees are offered. Many students attended part time. Today the program has attracted additional students who are recent graduates and are proceeding through the program full time. Approximately 50% are full time students. Most classes are offered in the evenings to accommodate students who have daytime employment. For program requirements see Appendix D-3.

Analysis of program statistics from graduate student and graduate alumni surveys from the last three years reveals that the MHP program is popular and robust. (See Appendix D5B and Appendix D5D.) History graduate alumni rate their program very highly compared to 28 other Georgia State Departments. The chart below shows that the perceptions of graduate alums in history rate the programs highly in effective teaching
Currently the program serves approximately 47 students, adding an average of 13 new students per academic year with graduations averaging 13 per year as well. The majority of applicants are accepted to the program with approximately 75% actually attending. From AY2004 – 2005 until AY2006 – 2007 the program has averaged 13.6 graduates per year. Of the 16 students who began the program in AY2001 – 2002, 62.5% had graduated in 5 years. With half of the students attending the program on a part time basis, this is encouraging. Over the last six years the Heritage Preservation Program has graduated more students than the History MA and the History PhD program combined (approximately 52%). In addition the program has awarded 10 Heritage Preservation Certificates in the last five years. The opinion of the majority of the students graduating from the program is that it is outstanding, but in need of additional course offerings. (Appendix D4B)

Job placement for graduates from the program has been excellent with students working in firms and organizations in the Atlanta metropolitan area and around the country. Former students are employed at architecture, archaeology, and planning firms, state and city historic preservation offices, city planning and historic preservation commissions, and museums and history centers. In addition, several students are seeking Ph.D.s at various institutions. (See Appendix D-4B Placements of Recent MHP Graduates for a full list of student placements).

Prospective students have noted that they have had difficulty locating the program, but this problem has been helped by the creation of a Heritage Preservation Program web site and assisted by the link to the program from the web site for the National Council for Preservation Education. In addition, the current brochure for the program is out of date and a new one needs to be produced. These will need to be distributed at preservation and public history conferences to help inform potential students.

Over the last six years the program has been split into two academic tracks, one concerned with traditional identification and preservation of historic buildings and landscapes, and the programs and laws that are part of historic preservation practice. The second track focuses on public history, museum studies, archives, oral history and the ways in which history is presented to the public. The public history track is designed to provide the student with a strong foundation in the study of history. The majority of students in the program are still in the historic preservation track and we are seeking to increase the number of public history track students.

One of the ways we have emphasized the public history track is to hire a tenure track faculty position in public history. (Currently there is a departmental search committee working to fill the vacancy created when this faculty member left the institution). In addition, we have created courses in History and the Public,
Museum Studies, Exhibit Planning and Production, and Administration and Use of Historic Archives. Also new tenure track faculty have recently been hired to teach Environmental History and Architectural/Urban History.

The Heritage Preservation Program also offers an annual Study Abroad opportunity for students wishing to add an international component to their studies. The program has organized trips to England, Egypt, Cuba, Germany, South Africa, Spain, and Italy.

The strengths of the program include the rich diversity of the students in age, gender, and race. The course offerings are also diverse in that they cover history, historiography, historic preservation, and public history. The program stresses the need to look outside the Department of History to take advantage of courses taught in other departments such as geography, anthropology, art history, folklore, public administration, and real estate. The faculty consists of a balance between the tenured and tenure track faculty with an excellent group of part time instructors who are practitioners in their fields. These professionals teach approximately 50% of the courses offered and they provide expertise in such diverse fields as preservation law, cultural landscapes, architectural history, museum studies, archaeology, interior design and exhibit planning. It is unreasonable to assume that any of these courses will be taught by tenure-track faculty, so their continued contributions to the program are critical to its success.

The program looks beyond the university to partner with organizations such as the Georgia Trust for Historic Preservation, the Georgia Historic Preservation Division, the National Park Service, the Atlanta Urban Design Commission and the Atlanta History Center to provide students with Graduate Research Assistantships (GRA) and Internship opportunities.

The weaknesses of the program include the need for additional GRA opportunities for students (currently the University provides only six per semester), and the need for additional funds to allow students to take field trips outside the Atlanta area, support guest speakers, to provide new technology, and additional student activities. Most prospective students who are accepted into the program and do not attend have stated that are seeking a degree elsewhere because of the lack of financial support offered. The program needs an additional five GRA positions from the University to augment the three to five positions per semester provided for by outside sources. Because the program functions on an evening schedule, it is difficult to provide student-student and faculty-student interaction outside the classroom setting that is so vital to a graduate school experience. It would be a benefit to all concerned if this type of interaction could increase through events, speakers and field trips. The program currently functions on a Supply and Travel budget that totals $5,000 per year. This budget has not increased in the last six years.

The program currently has use of one carrel in the Department of History for our 47 graduate students. This is clearly inadequate for students who are on campus to access information, study, and produce assignments. Additional space for MHP graduate research assistants is urgently needed.

It is important that the program provide students with additional course offerings in such field as Material Culture, Historic Site Management, the Economics of Preservation, Museum Education, Curation, and Heritage Tourism in order to continue to diversify the program. Some of these courses could be taught by current tenure-track faculty or new hires, but it is essential that the program maintain a balance between full time faculty and adjuncts. The overwhelming majority of students in the program and graduates comment that one of the strengths of the program is this balance between academics and professional practitioners.

Ph.D.

Completion of the PhD requires credit in at least 12 courses beyond those taken for the MA degree, including 7000 level surveys and advanced reading and research seminars. More broadly, the student must prepare himself/herself for comprehensive written and oral examinations in four broad fields, for example, “The United States in the Twentieth Century” or “Early Modern Britain” or “East Asia”. As well the student must give evidence of competence in at least two foreign languages or one language and an approved research methodology. On completion of the required course work and dependent on a satisfactory result on the written
and oral comprehensive examination, the student prepares and defends a dissertation prospectus and then writes and defends a dissertation. For a full statement of program requirements please Appendix D-3.

Because of the slow progress of doctoral students to degree, each instructor completes for the graduate director a form for each student in the course, evaluating the quality of the student’s work. The Department has recently introduced the requirement that in the Spring of each year every Doctoral student provide the graduate director information regarding their progress to date and the specific steps they are taking and expect to take to complete their program as expeditiously as possible; the student then meets with the graduate director to discuss this material. The Department has recently normalized what it regards as satisfactory progress toward completion of a degree and students are notified if they fall behind these “milestones”. The annual progress review required of PhD students will be extended this year to MA students in their second and subsequent years.

Over all the graduate students are satisfied with the program: of the questions provided by the Office of Institutional Research, 80% fell into category #4 or #5. See Appendix D-5B. Our analysis of the data produced the following conclusions:

1. Responses were particularly strong to questions such as faculty interest in the students, faculty preparedness for classes, availability of faculty and the effectiveness of teaching methods. Nevertheless there were indications of problems: Students, especially PhD students were concerned with advisement and career placement. Part of the problem with advisement is related to faculty resignations over the past several years. Students whose theses and dissertations were being directed by departing faculty have had to find new advisors.

2. Students complained that courses were not offered often enough or in a wide enough variety.

3 To the supplementary questions provided by the Department, the graduate alumni responded that 90% found the faculty to be very helpful in preparing for their comprehensive exams and in mentoring them on their theses and dissertations. Breaking this down into MA and PhD students yields the following results: MA students found the program slightly more challenging than did the PhD students, were stronger in their satisfaction with their involvement with faculty, and were slightly more likely to feel that they had open communications with this faculty.

Written comments by graduate students were much more extensive than those provided by the faculty but identified no consistent themes. Among the MA students, while some clearly had a less-than-happy experience in graduate school, others made positive suggestions, including improving advisement and information on available courses, better access to computers for graduate students other than teaching assistants, and a better system for aligning students with professors with relevant interests. Others said simply “Thank you”. The largest number of suggestions came from Ph.D. students but again these covered a wide area with little agreement. They did repeat, however, the complaint regarding the inability of the Department to offer courses as often as the students might like. Some students continue to feel a lack of community, despite the efforts of AGSUH, and several worried about efforts to integrate TEEMS students with students in the regular history programs. Others found the experience “fantastic” and while some complained about inadequate advisement others complemented the Director of Graduate Studies on her availability.

**Graduate Program Assessment**

The quality of the graduate program is assessed each spring semester when a sub-committee of the Department graduate committee reviews a sample of recently completed MA theses and PhD dissertations to see the extent to which they meet the stated learning outcomes. See Appendix D-1 for graduate program learning outcomes and Appendix D-6 for the graduate program assessment plan. A subcommittee of the Graduate Studies committee, consisting of Professors Michelle Brattain and David McCreery, conducted assessment based on a sample of MA theses and dissertations completed in AY 2006 – 2007. Twenty MA
students (18 thesis option/2 non-thesis option) and two PhD students graduated in 2006–2007. The committee read four theses and one dissertation, a sample of about 25%, and assessed them in terms of History’s learning outcomes. The committee also collected input from the directors of the theses and dissertations in the sample.

The outcomes assessed were those adopted by the History Department in January 2003: professional skills; historiography; interdisciplinary awareness, comparative/global/transnational perspective; and professional values. After examining the theses and dissertation, our committee concluded that graduate students are meeting the History Department standards. For the most part these works suggest that our students are well prepared to continue doing professional historical research and that they have mastered the skills and knowledge appropriate to the discipline.

The subcommittee concluded that to some extent the different levels of achievement reflect the differences in ability and application of individual students. Although it is conducted with the advice and mentorship of a faculty advisor, a thesis or dissertation is a highly individualized piece of work that must be original and must be carried out by the student independently. Our primary challenge, therefore, is to equip students with the skills that best prepare them to internalize disciplinary and professional standards and to meet them independently in their own research. Assessment should therefore also attempt capture how well we are doing in that process of skill-building before students get to the thesis/dissertation stage.

We concluded that there are some things we could do to better equip our students with essential skills and better assess how students are performing before they get to the thesis/dissertation stage. The graduate committee recently instituted a requirement that all students take at least one research seminar (as opposed to a readings seminar) as a regular part of their coursework before beginning the thesis or dissertation. Although such seminars were available in the past, not all students have taken them, and we could see a very distinct difference in the work of students who had completed a research seminar and students who had not. An opportunity to exercise the skills associated with original research by writing an article-length piece in the structured environment of a weekly course clearly improved student outcomes. We felt this was an important intermediate step all students should attempt before undertaking a lengthy, long-term research project independently. The committee also concluded that there was some disparity in students’ skills at synthesizing secondary literature and integrating alternative arguments and/or theoretical viewpoints into their own writing. To address this, we are going to bring the issue to the attention of our graduate faculty and incorporate formal course-level assessment of these skills as students move through their coursework.

One of the critical challenges for the Department is to find ways of redistributing the workload of the graduate faculty. Appendix F-1 lists the criteria for the appointment of the graduate faculty and Appendix F-2 lists the current roster of graduate faculty. Table D-2 immediately below breaks down the graduate degrees in history by area of student focus. Slightly more than half of the degrees were in historic preservation/public history, whose core faculty constitutes 11% of the Department. The MHP graduates do not write theses, so Table D-3 below breaks out the other half of the history degrees granted by area of study. Here 64% of the topics completed in that time were in American history, compared to 21% in European history, and 15% in world history. The specialties of history faculty were not so distributed. 33% of the faculty have a primary focus in the United States, 26% in Europe, and 30% in the non-US/European world. Table D-4 summarizes the distribution of tenure faculty by area of study and teaching responsibility. Among the Americanists, the workload of thesis and dissertation direction is not evenly distributed. For those in the preservation/public history program, thesis and dissertation loads are lighter, leaving a heavier burden on the remaining Americanists. Furthermore, 33% of the American history faculty are among the recent appointments and have not yet been able to attract significant numbers of graduate students to direct. Because of the imbalances in direction, several member of the Department are no longer accepting students for thesis or dissertation direction.
### TABLE D-2 GRADUATE STUDENT DIRECTION BY DEGREES AWARDED (2001 – 2006)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
<th>American</th>
<th>HP/Public History</th>
<th>Europe</th>
<th>World</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHP</td>
<td>66</td>
<td></td>
<td>66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA</td>
<td>45</td>
<td>28</td>
<td>9</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>PhD</td>
<td>13</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total #</td>
<td>124</td>
<td>37</td>
<td>66</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>% Total</td>
<td>100%</td>
<td>30%</td>
<td>53%</td>
<td>10%</td>
<td>7%</td>
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### TABLE D-3 THESIS/DISSERTATION DIRECTION BY AREA OF STUDY

<table>
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<tr>
<th></th>
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<td>MA</td>
<td>45</td>
<td>28</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>PhD</td>
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<td>9</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total #</td>
<td>58</td>
<td>37</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>% Total</td>
<td>100%</td>
<td>64%</td>
<td>21%</td>
<td>15%</td>
</tr>
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</table>

### TABLE D-4 HISTORY FACULTY BY PRIMARY AREA OF TEACHING AND RESEARCH

<table>
<thead>
<tr>
<th>Field</th>
<th>Public History/ Historic Preservation</th>
<th>American</th>
<th>Europe</th>
<th>Non-U.S./ Europe World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Faculty</td>
<td>3</td>
<td>9</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>% of T/TT Faculty</td>
<td>11%</td>
<td>33%</td>
<td>26%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Section E: Student Quality

E.1. Undergraduate Quality

History undergraduates come to the major in their junior year from students who matriculated at Georgia State and from transfer students from two-year institutions in the Atlanta metropolitan area. The general University admissions policies determine the quality of these students. Students must have achieved a C or better in the required core History survey classes in world and United States history.

Graduating students are meeting the history standards, and many are writing excellent papers in the capstone course, 4990. Several of our recent undergraduates were admitted into graduate programs and professional schools. Recent undergrads have been admitted into history graduate programs at the University of Chicago, Cornell University, the University of Maryland, the University of Pittsburgh, and the University of Florida, among others. One 2007 graduate was accepted to law schools at Berkeley, Cornell, Georgetown, NYU, Emory and Penn.

E.2 Graduate Quality

The student body in the graduate program is quite mixed, including some quite good students who for reasons of family or work must remain in Atlanta, together with other more average students. While not open admissions, the MA program is part of the University’s community service and admits as wide a range of students as possible. The ratio of applications to admissions in 2005 – 2007 ranged from 55% to 71%. During FY 2005 – 2007 the average total GRE score for the MA program were: Applied: 1060; accepted: 1102; enrolled: 1075. The lower GRE scores for those accepted compared to those who actually enrolled reflects the undeniable fact that the program remains a “back up” for students applying to other, more selective programs. By contrast the PhD program has become markedly more selective in recent years; its ratio of admissions to applications has fallen from 73% in 2005 to only 58% for 2007. GRE scores have been: Applied 1075; accepted: 1114; enrolled: 1128. The difference of more than 53 points suggests a superior preparation of the PhD students. The MHP program, with its applied emphasis, admits students with slightly lower GRE scores than the MA program, the MA enrolled scores are 1075, compared to 1034 for MHP students. For FY 2007, the mean GRE score for the two masters programs were over 1100 and the mean for the PhD program was 1283. See Table E-1B and Table E-1C.

A second measure of both student and program quality is the rate of retention and graduation. This has been and continues to be a problem for the University as most of our students are part time. Even PhD students receiving funding from the Department are required to teach one course a semester, slowing progress toward their degrees. Nevertheless, the Department has achieved creditable and improving success at the PhD level, with a seven year graduation rate of up to 50% (for the cohort admitted in 1999, while the graduation rates for 1997 and 1998 were 33% and 20% respectively). (See Table E-5). The MA has been as problematic; here our graduation rates have been on the range of 52% to 63% (Table E-3). To address this, the Department has recently introduced a non-thesis option. This is particularly useful for working students who tend toward a timely completion of their course work but often lose touch as they work on their theses. The first non-thesis-option students graduated this year. The MHP program does not require a thesis and its graduation rates are better with three-year graduation rates over 60% and five-year rates at 75%. (See Table E-4)

While graduation rates for both M.A.s and Ph.D.s have recently taken a dramatic upturn, it is unarguable that the Department faces a long-term problem in moving students effectively through the program. This stems in large part from the fact that most of our students, and especially those at the M.A. level, are part-time and work full or part-time at outside employments. This slows the rate at which they can complete their course work and makes it harder for them to maintain contact with the Department and with other students. A decade ago the Departments addressed this problem with the creation of the Association of GSU Historians (AGSUH) intended to bring faculty and students together in academic and social situations outside the Department; as with all such associations it functions better in some years than others but it continues to be an
important means to keep the students connected to the Department and help them move toward their degree. The chief problem for M.A. students comes at the level of the thesis; many manage to complete the required course work and examinations but feel isolated and lose contact with the Department while working on their thesis. Recent reforms have addressed this in two ways. The University now requires that all graduate students maintain continuous enrollment while working on theses/dissertations, at least 6 hours over every three semesters, and requires that they be enrolled when they graduate. This makes it easier for the Department to keep track of the student and gives the student a financial incentive to complete his/her degree. The “terminal,” or non-thesis option, represents a second reform that aims to improve our retention and graduation rates while still maintaining academic rigor. At the Ph.D. level the problem is chiefly one of funding. If still not adequate, funding for full-time Ph.D. students is regionally competitive, but it requires that the student teach one course a semester; this experience provides valuable training and facilitates job placement but it slows down completion of the required course work. Once the students begin to write their dissertations they face many of the same problems as do the M.A. students, including isolation, work, and other demands on their time. It is important that students be as well oriented in their research as possible and to this end the Department has placed particular emphasis on a well-thought-out dissertation prospectus and a careful defense of this prospectus. Because so many of our students pursue U.S. history several of our faculty are overloaded with students and cannot follow up on each as often as would be best. The hiring this year of two additional U.S. history faculty should improve the situation.
Section F: Faculty Quality

The Department has a national reputation for its programs in world history and public history/historic preservation. In 2003 the departmental Program in World History and Cultures hosted the annual meeting of the World History Association that drew some 400 college faculty, high school teachers, and students from around the world. In January 2007, the Program in World History and Cultures became the South East World History Association Secretariat with Dr. Steve Rapp serving as the organization's Executive Secretary. Dr. Denise Davidson serves on the board and organized the annual conference at Georgia State University for the Consortium on the Revolutionary Era. The Public History/Historic Preservation Program also has a national reputation, with its faculty serving leadership roles in key organizations. Dr. Cliff Kuhn has served as president of the Oral History Association and the Southern Oral History Association. Dr. Tim Crimmins has served on the Board of Directors for the National Council for Public History, as chair of the National Council for Preservation Education, and as vice chair of the National Alliance of Historic Preservation Commissions. Since much of the work of public history is through state and local organizations, other faculty have played key roles at this level. Mr. Richard Laub has served as chair for the Atlanta Urban Design Commission and Easements Atlanta, while Dr. Glenn Eskew has served on the Georgia National Register Review Board. When the American Historical Association met in Atlanta in January 2006, Dr. Michelle Brattain and Dr Tim Crimmins served as co-chairs of the Local Arrangements Committee, and Dr. Crimmins organized a substantial tour program that included Civil Rights tours led by himself, a 1906 Atlanta Race Riot tour led by Dr. Cliff Kuhn, and a historic neighborhood tour led by Mr. Richard Laub.

The research productivity of the Department is very strong despite the relatively small numbers of tenured faculty. History is a book-based discipline in which the research, writing, and publication time averages 7 years. From 2004 through 2006, tenure/tenure-track faculty in the Department have published 7 books, 25 book chapters, and 28 referred articles. For a listing of faculty publications by year from 2004-7, see Appendix F-5. Counting the three books published in 2007, in the past four years, 4 of 6 professors have produced books, 3 of 8 associate professors, 3 of 9 assistant professors. The Department is using the post-tenure review process to help the associate and assistant professors to advance their book projects. The departmental faculty have been successful in competition for highly competitive grants to support faculty research abroad and in attracting national, state, and local funding for public history and teacher education. Dr. David McCreery and Dr. Denise Davidson have been awarded prestigious Fulbright grants in the past four years, and Dr. Crimmins has received two $155,000 National Endowment for the Humanities grants from the We the People Program for teacher education that involve three other university faculty. Drs. Crimmins, Kuhn, and Eskew have obtained grants from the Georgia Humanities Council, and Dr. Crimmins has a four-year $200,000 grant from the Atlanta Regional Commission for the Atlanta Metropolitan Growth Project. Mr. Laub has gotten grants from the National Park Service and several local governments. For a listing of the departmental grants, see Appendix F-6.

The Department has built a highly qualified faculty. For the current faculty roster see Appendix B-4; for résumés of tenure/tenure-track faculty, see Appendix F-3A; and for résumés of non-tenure-track faculty, see Appendix F-3B. The table below shows that the history tenure/tenure track faculty are on target with University norms of scholarship, where 47.1% (compared to 48.1% for the university) of the faculty edited or served on editorial boards in the field of history and 76.5% (compared to 75.2% for the university) refereed one or more articles submitted to history journals. 64.7% of the tenure/tenure-track faculty in history have received outside grants, only slightly less than the 75.2% university norm. For publications, the history faculty are significantly higher that the university mean for books published over the last five years (with a mean of .71 compared to the university mean of .39) and for monographs, manuals, or reviews (with a mean of 1.67 compared to the university mean of .85) because history is a book-oriented field. Harvard University Press and Stanford University Press are among the prestigious presses that have published the work of history faculty (See Appendix F-5). As a consequence of our book publishing record, the publication of articles and book chapters is below the university mean, with 1.76 for history faculty compared to 2.74 for the university.
TABLE F-1 HISTORY T/TT FACULTY SCHOLARSHIP COMPARED TO UNIVERSITY-WIDE FACULTY NORMS

<table>
<thead>
<tr>
<th></th>
<th>Hist T/TT %</th>
<th>Univ %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editor of any journals or served on any editorial boards in your field</td>
<td>47.1</td>
<td>48.1</td>
</tr>
<tr>
<td>awarded any grants from Georgia State University to support research in your field</td>
<td>82.4</td>
<td>61.5</td>
</tr>
<tr>
<td>Awarded any grants from a source other than Georgia State University to support research in your field?</td>
<td>64.7</td>
<td>67.3</td>
</tr>
<tr>
<td>During the last two years, refereed or served as a reviewer of one or more articles submitted to journal(s) in your field</td>
<td>76.5</td>
<td>75.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Hist T/TT Mean</th>
<th>Univ Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional articles or chapters in books published in the last five years</td>
<td>1.76</td>
<td>2.74</td>
</tr>
<tr>
<td>Authored books or edited books published in the last five years</td>
<td>.71</td>
<td>.39</td>
</tr>
<tr>
<td>Monographs, manuals, or reviews published in the last five years</td>
<td>1.67</td>
<td>.85</td>
</tr>
</tbody>
</table>

Departmental faculty are broadly satisfied with the quality of the program (see results of the faculty survey in Appendix F-7). On the question of scholarship 90% rated it either #4 or #5, and there are only minor differences between tenure-track (TT)(mean 4.35) and non-tenure track (NTT) (mean 4.30) members. 90% are happy with the frequency of course offerings and 80% agree that the Department offers a suitably wide variety of courses; 65% agree that the Department’s goals are clear and appropriate. Both tenure-track and non-tenure track also agree that there are problems with the level and quality of clerical support (52.4) -- unfortunately the survey does allow clarification of the problems encountered -- and both would like to see better availability of computer access and software (49.2). On a number of questions, however, there are strong differences between tenure-track and non-tenure track faculty; as might be expected the former are generally more satisfied with conditions in the faculty. For example, on working “together toward program goals” 76.4% of the tenure-track faculty agreed as against only 63.7% of the non-tenure-track. On feeling “comfortable expressing different views and opinions” the results were 82.3% TT and 63.6% NTT, for “opportunities to influence decisions” results were 76.5% TT versus 45.6% NTT, and for “clear guidelines regarding job performance” the split was 88.3% TT and 45.5% NTT. Written comments were few and not concentrated in any specific area.
Section G: Resource Adequacy

G.1. Faculty Resources

The number of T/TT faculty in the History Department has not kept up with the increases in the number of undergraduate majors and PhD students. Despite hiring ten new assistant professors since the fall of 2004, with retirements and resignations, the net increase of new faculty has been only one. Consequently, the College authorized the Department to add four assistant professors in the fall of 2007, bringing up the total T/TT faculty to the current number of 26. (See Appendix B4) The College has authorized the Department to search for four to five T/TT positions for the fall of 2008, which will bring the number of T/TT faculty to thirty or thirty-one. To keep up with demand for core courses at the undergraduate level, the Department was authorized to add two lecturer positions in the fall of 2007, bringing the total number of lecturers to five, although one lecturer, Mr. Richard Laub, heads the Heritage Preservation Program and does not teach core courses (See Table B-1B). This year, the Department was originally budgeted for 7.5 visiting lecturers; however, with two GTAs receiving external fellowships and a tenured faculty member going on medical leave, that number was increased to nine. The goals that arise from the self-study address the conversion of the visiting positions and the appropriate mix of new TT, lecturer, and post-doctoral positions in the Department. The greatest pedagogical concern for the Department is the maintenance of the appropriate number of T/TT faculty to provide appropriate instruction and supervision of graduate students in the MA, MHP, TEEMS MEd Social Studies, and PhD programs. This instruction and supervision cannot be carried out by NTT or visiting faculty.

G.2. Administrative Resources

The Department of History is organized with Bylaws (See Appendix B-3) that provide for elected faculty committees and leadership positions. For an organizational chart, see Appendix B-2. In addition to a Chair—Hugh Hudson, there are administrative positions for an Associate Chair—Michelle Brattain, a Director of Graduate Studies—David McCreery, a Director of Heritage Preservation—Richard Laub, and a Director of Undergraduate Studies—Denise Davidson. Additional support is provided for the Instructor Mentor—Larry Youngs, who oversees the NTTs and GTAs who teach the lower-division survey courses. The Department houses the Center for Neighborhood and Metropolitan Studies, whose Director is Tim Crimmins. These positions are supported with reduced teaching responsibilities and/or summer stipends.

The chair of the Department oversees the work of a business manager who supervises the front office staff and handles the budget processes for the Department, and a senior secretary, who serves as the face of the Department to those who call or walk in, who manages GoSolar data entry, who orders office supplies, and who assists in the supervision of the students assistants. The associate chair supervises an assistant to the graduate director, who manages the data processing for the graduate program, and a now vacant position for web, technology, and undergraduate advisement. Because the University and College are moving Departments toward greater self-reliance for their information technology needs, it is hoped that, when the vacant position is filled, the Department will be able to address its problems with its web site design and maintenance and with the technical support needed by faculty and staff for software for problems on their computer work-stations.

G.3. Technological Resources

Faculty and staff have computers and phones, but with recent changes in support provided through the College the faculty and staff do not now have the technical support to address the inevitable glitches in a timely manner. However, GTAs who teach as many as two sections of 46 students have to share a pool of hand-me-down computers and one phone. The Department has twice requested increased computer support
for its graduate teaching assistants through the technology fee. Although other Departments were successful in the exact same requests, the Department was turned down on both occasions. The University thus is not providing the basic tools of the workplace for this part of the instructional staff.

G.4. Space Resources

The History Department occupies one corridor of the 8th floor of the General Classroom building and has visiting lecturers in offices in the 10 Park Place Building, without easy access to the support provided in the departmental front office. The 24 Graduate Teaching Assistants are assigned to shared cubicles crammed in a room across from the departmental front office. Portable equipment is crammed into a small committee meeting room, which also serves as the departmental video, reading, and reference library. The former small computer lab space has been cannibalized to obtain an additional office for TT faculty. Space needs have not been addressed since the Department moved into its current quarters in 1971. In the meantime, the departments of the AYSPS, the College of Law, the Robinson College of Business, the College of Health and Human Sciences, and the College of Education have moved into spacious new quarters. Within the College of Arts and Sciences, our understanding is that only the Department of Modern and Classical Languages, which shares the 8th floor of the General Classroom Building and one common faculty meeting room, is in the same plight of unaddressed space needs.

G.5. GSU Foundation Resources

The Department of History maintains several small foundation accounts that support modest funds for faculty research, undergraduate and graduate-student scholarships, and general conviviality. The funds in the World History account allow one lecture per year for the World History Program. The funds in the Heritage Preservation account, which was designed to provide additional funding for GRAs, has had to be augmented by funds from the general departmental coffers.

G.6 Library Resources

Basic print collections are adequate for research and particularly teaching needs. The library acquires most university press releases in history and holds a broad range of historical monographs. Annual acquisition budgets for monographs allow faculty to request purchase of books in their specialized fields. This collection offers a good foundation for teaching, particularly at the undergraduate level. It also offers basic background literature for graduate teaching and graduate and faculty research. Limitations on foreign-language acquisitions, however, force many faculty and graduate students to rely heavily on inter-library loan to acquire vital research materials as well those necessary for maintaining currency in one’s subdiscipline. The case is similar for journals. The library has subscriptions to a limited selection of print journals but has replaced many with on-line periodical databases (J-Stor, Historical Abstracts, America History and Life, Academic Search Premier), which offer access to major English-language history journals. Faculty and students interested in more specialized and foreign-language materials again rely on inter-library loan.

Holdings of and access to primary source collections, particularly on-line data bases, are improving but below the standards necessary to support fully faculty and graduate student research. One strength is the holdings of library Special Collections. These include strong archival materials on labor and women’s history in Georgia and the U.S. South, which support original research for graduate students and faculty working on these topics. Access to on-line primary source data bases, however, is relatively limited and remains focused primarily on U.S history. Recently acquired subscriptions to the 19th Century U.S. Newspapers and Early English Books On-Line databases and to the Center for Research Libraries has helped broaden possibilities for primary research but also underscores the limits on available database collections. Peer institutions in general offer wider holdings. In order to support faculty and graduate student research projects, the library needs to expand its subscriptions to on-line primary source databases. A survey conducted among Department faculty in
fall 2007 showed that faculty are particularly interested in acquiring the following databases: The Gerritsen Collection of Aletta H. Jacobs (extensive collection of women’s history materials from cir. 1550 to 1945, in fifteen languages); ProQuest Historical Newspapers (major U.S. newspapers, including LA Times, Chicago Tribune, Atlanta Constitution Journal, etc.); The Avery Index to Architectural Periodicals (Index to full-text articles from journals on architecture, city/urban planning, landscape architecture, historic preservation, archaeology and etc., 1741-present); Alexander Street Press’s Oral History Online (the most comprehensive and evolving guide to oral history collections in the U.S.). These databases are relatively inexpensive and should be acquired as soon as possible.
Section H: Goals and Objectives Resulting from Self Study

Overview: The Department of History has created two signature programs in world history and public history/historic preservation. For teacher education, the Department has developed a strong undergraduate program, worked with the College of Education to provide appropriate graduate-level course work for its professional certification program, and crafted M.A. and Ph.D. programs in history to serve social studies teachers in the Atlanta metropolitan area. The Department’s M.A. degree has also attracted strong students who have completed the program and been admitted to nationally ranked Ph.D. programs in history. The Department has attracted students from underrepresented groups to its graduate programs, serving an important need in diversifying the professorate in history.

To continue the work that it has been doing, the Department has approved the following goals for the next five years.

Goal One: Improve the undergraduate and graduate programs. Objectives:

a. Review the Undergraduate Major. (To be assigned to the Undergraduate Studies Committee) Consider revisions to the major that would:
   i. Increase the number of majors from all sectors of the undergraduate population and encourage students from underrepresented groups to enter our graduate programs,
   ii. expand the cross-cultural, transregional, transnational, and global perspectives in appropriate courses,
   iii. add additional courses in public history and historic preservation,
   iv. strengthen the pre-education track,
   v. increase the number of history courses required for undergraduate major,
   vi. add additional concentrations within the major,
   vii. provide all students with the opportunity to take a course with a research paper in advance of taking History 4990
   viii. investigate the appropriate use of new technologies in instruction, and
   ix. investigate team-taught courses as a means of linking more tightly faculty teaching in US, Europe, and area studies around urbanization, global, and world history topics.

b. Review the Graduate Program. (To be assigned to the Graduate Studies Committee.) Consider revision of the graduate program:
   i. by designating courses that require research papers
   ii. by developing a recommended progression of courses for the M.A. and Ph.D. programs,
   iii. by improving recruitment, advisement, and placement programs
   iv. by reducing the number of courses required for the Ph.D. for students who continue from the M.A. program, and
   v. by reducing the teaching load for 4th and 5th year GTAs to advance progress to degree
   vi. by developing and providing outreach to local K–12 educators
c. Review the Lower-Division Program. (To be assigned to the Freshman Studies Committee) Consider:
   i. ways of attracting majors from the survey courses
   ii. the preparation of GTAs to teach each of the survey courses, and
   iii. instructor-development seminars for survey instructors

Goal Two: Rationalize faculty appointment structure in the Department relative to a large demand for lower-division core classes and a more modest demand for upper-division and graduate classes. Objectives:
   a. For TT appointments, consider targeting additional faculty hires relative to demand for graduate direction and to the need to provide TT faculty with a mix of lower-division, upper-division, and graduate classes to teach.
   b. For appointments to cover core instruction, consider ways of converting the visiting positions in the Department to a mix of lecturers, post docs, and increased numbers of graduate teaching assistants.
   c. Promote a post-doctoral position linked to the world history program with “affiliate” status in the World History Faculty.
   d. Review departmental bylaws relative to the roles of lecturers, academic professionals, and post-docs.
   e. Continue the Department’s success in faculty diversity by taking advantage of College- and University-level “minority recruitment” programs.

Goal Three: Find adequate space for the Department. Objectives: to provide
   a. contiguous offices for all of the full-time faculty and supporting staff,
   b. shared offices for GTAs, places for undergraduates to meet, and
   c. rooms for faculty meetings, seminars, and supplies.

Goal Four: Increase the visibility of the Department on the internet and provide the technical support needed for faculty and staff to do this. Objectives:
   a. to provide for adequate computer support for faculty and staff, and
   b. to provide for departmental website design and maintenance.

Goal Five: Deal with the challenges of retaining and developing the faculty. Objectives:
   a. address the problem of faculty salary compression,
   b. increase the number of GRA and GTA positions and amount of their stipends,
   c. increase the stipends for adjunct faculty who provide valuable real-world teaching for the public history/historic preservation program
   d. increase the amount of funding available for professional development, and
   e. increase the funding available for summer instruction.
TABLE B-1A

HISTORY FACULTY DISTRIBUTION BY NUMBERS FOR 2005-2007

<table>
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<tr>
<th>FY Year</th>
<th>Status</th>
<th>Tenured</th>
<th>Tenure Track</th>
<th>Other</th>
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<td></td>
<td>Prof.</td>
<td>Assoc.</td>
<td>Asst.</td>
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<td>2005</td>
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<tr>
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<td>Male</td>
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<td>6</td>
<td>3</td>
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<tr>
<td>2005</td>
<td>Total</td>
<td>6</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>2005</td>
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<td></td>
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<td>2005</td>
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<td>2</td>
<td></td>
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<tr>
<td>2005</td>
<td>White</td>
<td>6</td>
<td>7</td>
<td>6</td>
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<tr>
<td>2005</td>
<td>Total</td>
<td>6</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>2006</td>
<td>Female</td>
<td>3</td>
<td>6</td>
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<tr>
<td>2006</td>
<td>Male</td>
<td>5</td>
<td>5</td>
<td>4</td>
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<td>5</td>
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<td>2006</td>
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<td>2006</td>
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<td>6</td>
<td>8</td>
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<tr>
<td>2006</td>
<td>Total</td>
<td>5</td>
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<td>10</td>
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<td>2007</td>
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<td>5</td>
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<td>2007</td>
<td>Male</td>
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<td>5</td>
<td>6</td>
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<td>2007</td>
<td>Total</td>
<td>6</td>
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<td>White</td>
<td>6</td>
<td>5</td>
<td>9</td>
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<tr>
<td>2007</td>
<td>Total</td>
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<td>11</td>
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<td>United States</td>
<td>Time/Area</td>
<td>Europe</td>
<td>Time/Area</td>
<td>Non European/ American World</td>
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<td>---------------------</td>
<td>------------------------------</td>
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<tr>
<td>Steffen</td>
<td>18th/Social</td>
<td>Wilding</td>
<td>Early Modern Europe, History of Science</td>
<td>Ali</td>
</tr>
<tr>
<td>Baker</td>
<td>19th/Law and Constitution</td>
<td>Selwood</td>
<td>Early Modern British World</td>
<td>Blumi</td>
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<tr>
<td>Venet</td>
<td>19th/Women/Social</td>
<td>Hudson</td>
<td>18th-20thRussia Social</td>
<td>Reynolds</td>
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<tr>
<td>Eskew</td>
<td>20th/Southern Preservation</td>
<td>Poley</td>
<td>19th/Germany Cultural and Intellectual</td>
<td>Nadri</td>
</tr>
<tr>
<td>Kuhn</td>
<td>20th/Oral/Labor Public/Southern</td>
<td>Davidson</td>
<td>19th/France/ Social, cultural, women</td>
<td>Rapp</td>
</tr>
<tr>
<td>Rouse</td>
<td>20th/African American/Women</td>
<td>Fletcher</td>
<td>19th-20th British Irish Imperial</td>
<td>Ristvet</td>
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<tr>
<td>Brattain</td>
<td>20th/Race, Southern, Cultural</td>
<td>Perry</td>
<td>20th/Germany Social/Cultural</td>
<td>McCreery</td>
</tr>
<tr>
<td>Skwiot</td>
<td>U.S. Transnational; Comparative and Global history</td>
<td></td>
<td></td>
<td>Reid</td>
</tr>
<tr>
<td>Brock</td>
<td>20th Environmental/ Public/Science</td>
<td></td>
<td></td>
<td>Hire for 2008</td>
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<tr>
<td>Hire for 2008</td>
<td>19th Century</td>
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<td>Hire for 2008</td>
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<tr>
<td>Hire for 2008</td>
<td>19th Century</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Preservation Public History**

- Laub (NTT)  Preservation/ Public
- Lasner  20th/Architecture/ Preservation
- Crimmins  20th/Urban/ Preservation
- Hire for 2008  Public
<table>
<thead>
<tr>
<th>Dept</th>
<th>Faculty</th>
<th>PhD</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist</td>
<td>Blumi, Isa</td>
<td>NYU, 2005</td>
<td>Italian, Ottoman, French, Austrian, and British expansion into Red Sea/Arabia and Albanian-speaking territories from 1800 to 1950</td>
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<td>Geo Sci</td>
<td>Crampton, Jeremy</td>
<td>Penn State, 1994</td>
<td>Politics of space &amp; spatial representation; identity of place</td>
</tr>
<tr>
<td>Hist</td>
<td>Davidson, Denise</td>
<td>Pennsylvania, 1997</td>
<td>Gender &amp; public space; consumption &amp; leisure; women</td>
</tr>
<tr>
<td>Hist</td>
<td>Fletcher, Ian Christopher</td>
<td>Johns Hopkins, 1991</td>
<td>Imperialism &amp; social movements in global perspective</td>
</tr>
<tr>
<td>Hist</td>
<td>Guano, Emanuela</td>
<td>Texas, 1999</td>
<td>Modernity; globalization; urban processes &amp; spatial theory</td>
</tr>
<tr>
<td>Hist</td>
<td>Hudson, Hugh</td>
<td>North Carolina, 1981</td>
<td>Russia; comparative revolutions</td>
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<td>Geo Sci</td>
<td>Kozaitis, Kathryn</td>
<td>Michigan, 1993</td>
<td>Global-local articulations; ethnicity; immigrants, migrants &amp; refugees</td>
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<td>Hist</td>
<td>Kuhn, Clifford</td>
<td>North Carolina, 1993</td>
<td>Oral history; Americans overseas after WWII</td>
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<td>Hist</td>
<td>McCreery, David</td>
<td>Tulane, 1973</td>
<td>Latin America; history of work; world commodity chains; frontiers</td>
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<tr>
<td>Hist</td>
<td>Ghulam Nadri</td>
<td>Leiden University, 2007</td>
<td>early-modern society and commercial economy of India in the larger framework of South Asia and the Indian Ocean world</td>
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<td>Hist</td>
<td>Poley, Jared</td>
<td>UCLA, 2001</td>
<td>Cultural &amp; intellectual imperialism; postcolonial theory</td>
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<td>Presley, Cora Ann</td>
<td>Stanford, 1986</td>
<td>African history; women in Africa; African diaspora</td>
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<td>Rapp, Stephen</td>
<td>Michigan, 1997</td>
<td>Medieval Eurasia; Byzantine &amp; Iranian Commonwealths</td>
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<td>Reid, Michele</td>
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<td>Atlantic World; Cuba; 19th century Caribbean and Latin America; African diaspora in Latin America</td>
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<td>Reynolds, Douglas</td>
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<td>Modern China &amp; Japan; modern Sino-Japanese relations in world perspective</td>
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<td>Hist</td>
<td>Ristvet, Lauren</td>
<td>Cambridge, 2005</td>
<td>Bronze Age interactions, environmental history, nomads</td>
</tr>
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<td>19</td>
<td>95</td>
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<td>108</td>
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<tr>
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<td>HIS</td>
<td>USH</td>
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<td>7</td>
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<td>6.7</td>
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<tr>
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<td>HIS</td>
<td>WHI</td>
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<td>3</td>
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<td></td>
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<td>3</td>
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<td>57</td>
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<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>555</td>
<td>89</td>
<td>561</td>
<td>99</td>
<td>627</td>
<td>111</td>
<td>581.0</td>
</tr>
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<td>FACULTY TYPE</td>
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<td>UGRAD</td>
<td>UGRAD</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TENURE TRACK</td>
<td>2,128</td>
<td>4,648</td>
<td>2,477</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NONTENURE TRACK</td>
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<td>836</td>
<td>426</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTI</td>
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<td>18</td>
<td>270</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GTA</td>
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<td>18</td>
<td>270</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td>1,722</td>
<td>38</td>
<td>1,760</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>19,063</td>
<td>5,540</td>
<td>3,173</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| FY 2006 CREDIT HOURS TAUGHT BY HISTORY FACULTY BY LEVEL AND FACULTY TYPE |
|---------------|------|-------|-------|
| FACULTY TYPE  | UGRD | UGRAD | UGRAD |
| TENURE TRACK  | 2,137| 4,637 | 2,424 |
| NONTENURE TRACK | 10,281| 843   | 519   |
| PTI           | 501  | 187   | 232   |
| GTA           | 5,400| 18    | 232   |
| OTHER         | 132  | 13    | 145   |
| TOTAL         | 18,451| 5,680 | 3,175 |

| FY 2007 CREDIT HOURS TAUGHT BY HISTORY FACULTY BY LEVEL AND FACULTY TYPE |
|---------------|------|-------|-------|
| FACULTY TYPE  | UGRD | UGRAD | UGRAD |
| TENURE TRACK  | 1,850| 4,638 | 2,916 |
| NONTENURE TRACK | 9,915| 1,090 | 440   |
| PTI           | 1,089| 36    | 189   |
| GTA           | 6,124| 81    | 6205  |
| OTHER         | 8    | 72    | 80    |
| TOTAL         | 18,978| 81    | 3,617 |
### TABLE B-4B
RETENTION AND GRADUATION RATES FOR HISTORY MAJORS WHO WERE JUNIORS

<table>
<thead>
<tr>
<th>Cohort Hist Majors (Juniors)</th>
<th>Fall 01</th>
<th>Fall 02</th>
<th>Fall 03</th>
<th>2-Year Graduation Rate</th>
<th>Fall 04</th>
<th>Fall 05</th>
<th>Fall 06</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>20</td>
<td>17</td>
<td>8</td>
<td>35%</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>5-Year—80%</td>
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<tr>
<td>Fall 2002</td>
<td>30</td>
<td>18</td>
<td>13</td>
<td>57%</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4-Year—54%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>34</td>
<td>22</td>
<td>15</td>
<td>68%</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>3-Year 61%</td>
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</table>

### TABLE B-4C
RETENTION AND GRADUATION RATES FOR HISTORY MA

<table>
<thead>
<tr>
<th>Cohort Hist MA</th>
<th>Fall 01</th>
<th>Fall 02</th>
<th>Fall 03</th>
<th>2-Year Graduation Rate</th>
<th>Fall 04</th>
<th>Fall 05</th>
<th>Fall 06</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>16</td>
<td>10</td>
<td>7</td>
<td>13%</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>5-Year—63%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>21</td>
<td>14</td>
<td>5%</td>
<td>12</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>4-Year—52%</td>
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<td>Fall 2003</td>
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<td>12</td>
<td>39%</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>3-Year—56%</td>
</tr>
</tbody>
</table>

### TABLE B-4D
RETENTION AND GRADUATION RATES FOR HISTORY MHP

<table>
<thead>
<tr>
<th>Cohort Hist MHP</th>
<th>Fall 01</th>
<th>Fall 02</th>
<th>Fall 03</th>
<th>2-Year Graduation Rate</th>
<th>Fall 04</th>
<th>Fall 05</th>
<th>Fall 06</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>14</td>
<td>10</td>
<td>5</td>
<td>29%</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>5-Year—64%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>7</td>
<td>6</td>
<td>29%</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4-Year—71%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>18</td>
<td>13</td>
<td>9</td>
<td>39%</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>3-Year—67%</td>
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### TABLE B-4E
RETENTION AND GRADUATION RATES FOR HISTORY PHD

<table>
<thead>
<tr>
<th>Cohort Hist PhD</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Graduation Rate</th>
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<tbody>
<tr>
<td>Fall 1997</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>9-Year 33%</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>8-Year 20%</td>
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<tr>
<td>Fall 1999</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>7-Year 50%</td>
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<td>TABLE B-5</td>
<td>HISTORY AVERAGE ANNUAL # OF FACULTY MEMBERS BY RANK AND STATUS</td>
<td></td>
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</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FY 05</td>
<td>FY 06</td>
<td>FY 07</td>
<td>3 YR AVG</td>
</tr>
<tr>
<td>Ten Prof</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>5.7</td>
</tr>
<tr>
<td>T Assoc P</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>8.0</td>
</tr>
<tr>
<td>TT Ast P</td>
<td>8</td>
<td>10</td>
<td>11</td>
<td>9.7</td>
</tr>
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<td>Total TT</td>
<td>23</td>
<td>23</td>
<td>24</td>
<td>23.3</td>
</tr>
<tr>
<td>NTT</td>
<td>11</td>
<td>13</td>
<td>16</td>
<td>13.3</td>
</tr>
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<td>Total FT</td>
<td>34</td>
<td>36</td>
<td>40</td>
<td>36.7</td>
</tr>
<tr>
<td>PTI</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>8.7</td>
</tr>
<tr>
<td>GTA</td>
<td>18</td>
<td>20</td>
<td>22</td>
<td>20.0</td>
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<tr>
<td>Total PT</td>
<td>26</td>
<td>30</td>
<td>30</td>
<td>28.7</td>
</tr>
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</table>

Average Annual Credit Hours by Level

<table>
<thead>
<tr>
<th></th>
<th>FY 05</th>
<th>FY 06</th>
<th>FY 07</th>
<th>3 YR AVG</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG Core</td>
<td>19,063</td>
<td>18,451</td>
<td>18,978</td>
<td>18830.7</td>
</tr>
<tr>
<td>UG Lower</td>
<td></td>
<td></td>
<td>81</td>
<td>27.0</td>
</tr>
<tr>
<td>UG Upper</td>
<td>5,540</td>
<td>5,680</td>
<td>5,772</td>
<td>5664.0</td>
</tr>
<tr>
<td>Grad</td>
<td>3,173</td>
<td>3,175</td>
<td>3,617</td>
<td>3321.7</td>
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</table>

Average Annual Credit Hours by Faculty Type

<table>
<thead>
<tr>
<th></th>
<th>FY 05</th>
<th>FY 06</th>
<th>FY 07</th>
<th>3 YR AVG</th>
</tr>
</thead>
<tbody>
<tr>
<td>TT</td>
<td>9,253</td>
<td>9,198</td>
<td>9,404</td>
<td>9285.0</td>
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<tr>
<td>NTT</td>
<td>10,322</td>
<td>11,643</td>
<td>11,445</td>
<td>11136.7</td>
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</table>
### TABLE B6

**FACULTY NUMBERS, CREDIT HOURS, AND SCHOLARLY PRODUCTIVITY THREE-YEAR AVERAGE 2004-2006**

<table>
<thead>
<tr>
<th>Average annual number of faculty members by rank and status</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Tenured professors</td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td>Tenured associate professors</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Tenure-track assistant professors</td>
<td>9.7</td>
<td></td>
</tr>
<tr>
<td>Non-tenure-track faculty members (fulltime)</td>
<td>13.3</td>
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</tr>
<tr>
<td>Total tenure-track faculty members</td>
<td>23.3</td>
<td></td>
</tr>
<tr>
<td>Total fulltime faculty members</td>
<td>36.7</td>
<td></td>
</tr>
<tr>
<td>Part-time instructors</td>
<td>8.7</td>
<td></td>
</tr>
<tr>
<td>Graduate teaching assistants</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Total for part-time faculty</td>
<td>28.7</td>
<td></td>
</tr>
</tbody>
</table>

**Average annual number and type of staff**

- Administrative staff (fulltime equivalents): 4
- Student assistants (half-time equivalents): 4

**Average annual credit hours by level**

- Undergraduate: Core: 18,831
- Undergraduate: Lower division: 27
- Undergraduate: Upper division: 5,664
- Graduate: 3,322

**Average annual credit hours by faculty type**

- Tenured and tenure-track: 92,085
- Non-tenure track (fulltime): 11,137
- Total for fulltime faculty: 103,222
- Part-time instructors: 1044
- Graduate teaching assistants: 5,716
- Total for part-time faculty: 7,760

**Scholarly and creative productivity**

- Total number of refereed publications—Books: 10
- Total number of refereed publications—Articles/Book Chapters: 55
- Total number of other scholarly works: By author²: 45
- Average annual number of refereed publications: books per tenure-track faculty: .10
- Average annual number of refereed publications: articles per tenure-track faculty: .40
- Average annual number of book chapters per tenure-track faculty: .35
- Average annual number of conference papers per tenure-track faculty: 1.5

**Funding from grant and other sources**

- Total external direct funding: $514,100
- Total external indirect costs: $97,000
- Total internal funding: $49,689
- Average annual external funding per tenure-track faculty: $9,870
- Average annual internal funding per tenure-track faculty: $592
### TABLE D-1

HISTORY DEPARTMENT OFFERINGS BY FISCAL YEAR, COURSE LEVEL, NUMBER OF SECTIONS, NUMBER OF STUDENTS AND AVERAGE NUMBER OF STUDENTS

<table>
<thead>
<tr>
<th>FY</th>
<th>LEVEL</th>
<th>COURSE</th>
<th>NUMBER OF SECTIONS</th>
<th>NUMBER OF STUDENTS</th>
<th>AVG. NUMBER OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2005</td>
<td>CORE</td>
<td>HIST 1111</td>
<td>32</td>
<td>1,270</td>
<td>39.7</td>
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<tr>
<td>FY 2005</td>
<td>CORE</td>
<td>HIST 1112</td>
<td>33</td>
<td>1,290</td>
<td>39.1</td>
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<tr>
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<td>CORE</td>
<td>HIST 1140</td>
<td>1</td>
<td>32</td>
<td>32.0</td>
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<tr>
<td>FY 2005</td>
<td>CORE</td>
<td>HIST 1140/AAS 1140</td>
<td>6</td>
<td>269</td>
<td>44.8</td>
</tr>
<tr>
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<td>CORE</td>
<td>HIST 2110</td>
<td>85</td>
<td>3,654</td>
<td>43.0</td>
</tr>
<tr>
<td>FY 2005</td>
<td>UPPER</td>
<td>HIST 3000</td>
<td>7</td>
<td>175</td>
<td>25.0</td>
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SELECTION RATIO OF APPLICANT/ACCEPTED GRADUATE STUDENTS
FY 2005 - FY 2007

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<td>MAJOR</td>
<td>CONC</td>
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#### TABLE E- 3
HISTORY MA RETENTION AND GRADUATION RATES
FOR ACADEMIC YEARS 2001-02 TO 2003-04

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<th>2003-04 Cohort</th>
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TABLE E-4  
HISTORY MHP RETENTION AND GRADUATION RATES  
FOR ACADEMIC YEARS 2001-02 TO 2003-04

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<th>Grad Fall 03</th>
<th>2-Yr Ret Rate</th>
<th>Retained Fall 04</th>
<th>Grad Fall 04</th>
<th>3-Yr Ret Rate</th>
<th>Retained Fall 05</th>
<th>Grad Fall 05</th>
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**HISTORY PHD RETENTION AND GRADUATION RATES FOR COHORT FALL 1998**

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<th>3-Yr Ret Rate</th>
<th>4-Yr Ret Rate</th>
<th>Graduate Fall 03</th>
<th>5-Yr Ret Rate</th>
<th>Retain Fall 04</th>
<th>6-Yr Ret Rate</th>
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**HISTORY PHD RETENTION AND GRADUATION RATES FOR COHORT FALL 1999**

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<th>4-Yr Ret Rate</th>
<th>5-Yr Ret Rate</th>
<th>Graduated by Fall 05</th>
<th>6-Yr Ret Rate</th>
<th>Retained Fall 06</th>
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<td>2</td>
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<td>75.0%</td>
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<td>25.0%</td>
<td>50.0%</td>
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**TABLE G-1**

**HISTORY**

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<tbody>
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<td># TT Faculty</td>
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<td>23</td>
<td>24</td>
</tr>
<tr>
<td># Undergraduate Majors</td>
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<td>412</td>
<td>456</td>
</tr>
<tr>
<td># Graduate Majors (All)</td>
<td>165</td>
<td>147</td>
<td>165</td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td>16.7</td>
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<td>Grad/TT Ratio</td>
<td>7.2</td>
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<table>
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<th></th>
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</thead>
<tbody>
<tr>
<td># Graduate Faculty</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td># Ph.D. Students</td>
<td>47</td>
<td>52</td>
<td>57</td>
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<tr>
<td>Ph.D./Grad Faculty Ratio</td>
<td>2.1</td>
<td>2.3</td>
<td>2.4</td>
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APPENDIX B1: RATIONALE FOR CHOICES OF PEER PROGRAMS.

The Department was asked to select for comparative purposes institutions whose characteristics either match our own (so-called peer institutions) or represent a desired model (aspirational institutions). The Department chose the University of Pittsburgh as an aspirational institution whose doctoral program has a transnational focus. It selected George Mason University, Temple University, Arizona State University, the University of South Florida, and the University of Houston-University Park as peer institutions. The program review committee contacted department chairs at these institutions asking to see copies of self-studies that may have been prepared for a program-review process for their institutions. This produced only two reports: one from Arizona State University and another from the University of South Florida. The committee also requested credit-hour data from these departments, but were referred to the institutions’ Offices of Institutional Research to obtain this data, a relationship the committee believed was best fostered through administrative contacts between the OIR office at GSU and comparable offices at peer and aspirational institutions. Data related to credit hour generation, numbers of majors, and numbers of degrees for comparative use in the self study are best obtained through University- and not Departmental-level contacts.

Arizona State University is quite similar to Georgia State University, only much larger. It has transformed itself from a commuter to a residential university in the past decade. Its Department of History has grown as a result of the expansion of the university. It has built a strong program in public history. ASU boasts a history department faculty of 40, with a distinguished Visiting Professor and six additional instructors, as well as a number of adjuncts. It has a graduate program of over 100 students, and has been successful in placing its traditional MA and PhD students as well as its public history MA students. Of its recent Ph.D.s, ASU claims: “Our Ph.D. graduates have recently received tenure-track academic appointments and promotions at various institutions including the College of William and Mary; University of Nebraska; University of Montana; Indiana University/Purdue University, Indianapolis; University of Oklahoma; the Pennsylvania State University; University of Alaska – Anchorage; Mesa Community College; Bethel College; University of Southern Mississippi; Grand Valley State University; Creighton University; and Coe College. Two have received Woodrow Wilson postdoctoral fellowships, at Smith College and the University of Virginia.” Public history graduates have accepted positions in a wide range of national, state, local, and private institutions. ASU’s MA and PhD curricula focus on North and Central American History (with a strong concentration in the History of the Southwest) and European History. Its public history curriculum specializes “in local and community history, historic preservation and cultural resources management, historical administration, museum studies, public policy history, and scholarly publishing.”

George Mason University fuses the Art History and History faculty and has a large number of majors. The course requirements for their majors are similar to the Department’s, and the graduate program has comparable characteristics as well. GMU did not provide data or copies of previous program reviews, but the departmental website makes a great deal of comparative data available.

University of South Florida, at the time of their last program review in 2005, had a smaller faculty than ours but was in the process of conducting several hires. They proposed a Ph.D. program be added to existing programs at the MA level and have since added one that is interdisciplinary and environmentally focused. Like GSU, USF generates a large percentage of their credit hours by participating in the core curriculum, and they have also confronted the problem of trying to match massive student demand at the lower division level while also maintaining a faculty that has the opportunity to teach upper-division and graduate-level courses in their fields of specialty.

Temple University and the University of Houston – University Park were did not provide data or reports.

The University of Pittsburgh provides an “aspirational” model in many ways. Its graduate program is informed by the same set of cross-cultural, transregional, transnational, and global concerns as is ours. Pitt also takes seriously the idea that US, Europe, and “World” faculty may work in concert with one another. The University of Pittsburgh has a faculty of thirty-nine, one of whom is Patrick Manning, a leading light in the
world history movement. The graduate program is divided into four areas, each of which are developed through a set of transnational or thematic seminars. Pitt expects “graduate students will explore comparative histories—transnational, transregional, and global themes—as part of a graduate training that will enhance their ability to place the subject of their specific research into a larger historical context.” Pitt promotes a graduate track in Atlantic History, “a dynamic field of historical scholarship and teaching focused on the common, interactive history of Europe, Africa, and the Americas, especially the Caribbean, from the late fifteenth century to the present. It concerns the transnational flows of people, cultures, ideas, and commodities, and their connections across time and space.” The second area of focus, Empires in World History, “addresses political structures that have existed in varying forms for millennia, linking regional centers of power to outlying areas under their military, political, or economic control.” Students may also focus on “Gender, Ethnicity, Race, Religion” in ways that examine these issues as “elements in the creation, maintenance, and transformation of systems of social hierarchy and inequality.” Finally, Pitt offers graduate students the opportunity to work closely on Texts and Contexts, in ways that link “aspects of the history of ideas (historical, political, religious, scientific, legal and cultural) to the modes of their transmission.” Pitt’s graduate program clearly is nationally as well as regionally successful, in part due to its emphasis on world and transnational history. Pitt produces an average of 5 PhDs per year with academic placements that are local and regional and several others in public history or Pittsburgh-area high schools (according to data generated in 2004 and 2006). Dissertation topics indicate that half of the students have written in the field of American history and of these three are built on local history sources in Pittsburgh.

Percentage of PhDs Granted and Employment, by Regional Field, 2001-05 (University of Pittsburgh)

<table>
<thead>
<tr>
<th>Region</th>
<th>N</th>
<th>Tenure-track jobs</th>
<th>Other Academic Jobs</th>
<th>Non-academic</th>
</tr>
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<tbody>
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<td>Atlantic/US</td>
<td>3</td>
<td>67%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>US</td>
<td>8</td>
<td>50%</td>
<td>38%</td>
<td>12%</td>
</tr>
<tr>
<td>Europe</td>
<td>7</td>
<td>29%</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Asia</td>
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<td>100%</td>
<td></td>
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</tr>
<tr>
<td>Latin America</td>
<td>6</td>
<td>83%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>59%</td>
<td>34%</td>
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APPENDIX B2: ORGANIZATION OF UNIT GOVERNANCE AND COMMITTEE STRUCTURE

<table>
<thead>
<tr>
<th>Faculty Positions</th>
<th>Faculty Committees</th>
<th>Administrative Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>History Department Chair--Hugh Hudson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Chair--Michelle Brattain</td>
<td>Executive Committee—Hugh Hudson, Chair</td>
<td>Office Manager—Paula Sorrell</td>
</tr>
<tr>
<td>Director Graduate Studies—David McCreery</td>
<td>Promotion and Tenure I, Tim Crimmins, Chair</td>
<td>Office Senior Secretary—Carolyn Whitters</td>
</tr>
<tr>
<td>Director Heritage Preservation—Richard Laub</td>
<td>Promotion and Tenure II, Tim Crimmins, Chair</td>
<td>Assistant to Associate Chair for Graduate Programs—Robin Jackson</td>
</tr>
<tr>
<td>Director Undergraduate Studies—Denise Davidson</td>
<td>Graduate Studies, David McCreery, Chair</td>
<td>Assistant to Associate Chair for Web, Technology, and Undergraduate Advisement - -Vacant</td>
</tr>
<tr>
<td>Instructor Mentor—Larry Youngs</td>
<td>Undergraduate Studies, Denise Davidson, Chair</td>
<td>Student Assistants—4 part-time</td>
</tr>
<tr>
<td>Director Center for Neighborhood and Metropolitan Studies—Tim Crimmins</td>
<td>Freshman Studies, Chris Lutz, Chair</td>
<td>Advisement, Larry Youngs, Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honors—Glen Eskew, Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heritage Preservation and Public History Programs—Richard Laub, Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>World History Program—Steve Rapp, Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library, Media, and Technology—Joe Perry Chair</td>
</tr>
</tbody>
</table>
APPENDIX B3: BYLAWS OF THE DEPARTMENT OF HISTORY

ARTICLE I: NAME.
The Department of History of Georgia State University

ARTICLE II: OBJECT.
The object of the Department of History is to teach, research, and otherwise encourage the study of history in accord with the mission of Georgia State University.

ARTICLE III: FACULTY.
Section 1. Membership. The faculty of the Department of History shall be comprised of all professors, associate professors, assistant professors, lecturers, and instructors appointed or otherwise employed in the department, as well as full-time faculty members of other departments holding joint appointments in the Department of History.

Section 2. Franchise. Voting members of the faculty shall include all professors, associate professors, assistant professors, instructors and lecturers appointed or otherwise employed in the department, as well as full-time faculty members of other departments holding joint appointments in the Department of History. Non-voting members of the faculty shall include all full-time visiting teaching personnel. There is one exception to this distribution of the franchise: instructors and lecturers may not vote on the recommendations of Search Committees. Non-voting members of the faculty and part-time visiting teaching personnel are encouraged to participate actively in the life and work of the department.

Section 3. Scope of Faculty Governance. The departmental faculty, subject to the direction of the faculty of the College of Arts and Sciences, shall be responsible for the program of studies offered by the department and shall have power to determine matters of administration within the department so long as they do not adversely affect relations with other departments in the college or university.

ARTICLE IV: OFFICERS.
Section 1. Appointment. All officers of the department, with the exception of the Chair, shall be appointed by the Chair, with the advice and consent of the Executive Committee and subject to approval by the voting members of the faculty at the next faculty meeting. Officers serve three-year terms unless otherwise specified.

Section 2. Vacancy. Any vacant position among the officers, with the exception of the Chair, shall be filled by a new appointment by the Chair, with the advice and consent of the Executive Committee and subject to approval by the voting members of the faculty at the next faculty meeting.

Section 3. Chair. The Chair shall be appointed by the Dean of the College of Arts and Sciences following consultation with the voting members of the faculty. The Chair shall act as the head of the department, chair faculty meetings and the Executive Committee, and serve as a non-voting ex officio member of all other departmental committees. The Chair shall:

i. be responsible to the Dean of the College of Arts and Sciences
and have general direction of the work of the department;
ii. be responsible for the formation, in consultation with the faculty, of departmental policies;
iii. execute departmental policy, as well as college and university policies insofar as they affect the work of the department;
iv. represent the department in all official communications with the Dean, the Provost and Vice President for Academic Affairs, the President, other officers of the university, and in departmental communications with the students;
v. be responsible for the quality of the instruction offered in the department;
vi. give close supervision to the teaching done by members of the faculty;
vii. consult from time to time with each member of the department regarding the nature, scope, and quality of his/her work;
viii. assign courses within the department and maintain insofar as possible an equitable distribution of courses and sections;
ix. see that there is no undue overlapping of courses in the department and bring to the attention of the Dean of the College of Arts and Sciences any instance in which another department of the university is offering a course that conflicts with or duplicates a course offered in the Chair’s own department;
x. maintain a general overview of the work of students in the department;
xi. be responsible for recruiting new faculty whose qualifications are consistent with the objectives of the institution;
xii. recommend, after consultation with appropriate members of the faculty, appointments, reappointments, promotions, and, consistent with tenure policy, dismissals of members of the faculty;
xiii. prepare, after consultation with members of the Executive Committee, the annual budget of the department and submit it to the Dean of the College of Arts and Sciences;
xiv. be responsible for the expenditure of departmental funds and the care and use of departmental property;
xv. transmit where applicable through the Dean of the College of Arts and Sciences to the Provost and Vice President for Academic Affairs on forms provided to the Chair, budget amendments, personnel and payroll documents, and requisitions for supplies, equipment, and other materials that may be required by the department;
xvi. prepare such information regarding the courses in the department as may be needed for the catalog and transmit this material to the Dean;
xvii. make an annual report to the Dean on the teaching, research, and service work of the faculty; and
xviii. appoint, if necessary, a temporary Chair, subject to the approval of the Dean of the College.

Section 4. Associate Chair. The Chair may appoint an Associate Chair, following consultation with the voting members of the faculty and subject to the approval of the Dean of the College of Arts and Sciences, to assist the Chair in the performance of his/her duties and carry out any special assignments made by the Chair. The Associate Chair may serve as temporary Chair during absences of more than two days by the Chair. The Associate Chair may not, however, act with the full
authority of the Chair and cannot initiate new policies or change existing policies. The Chair in consultation with the Executive Committee shall determine the duties and responsibilities of the Associate Chair.

Section 5. Director of Graduate Studies. The Director of Graduate Studies shall chair the Graduate Studies Committee, liaise with the Heritage Preservation Program Director and the World History Program Director, and oversee the History M.A. and Ph.D. programs.

Section 6. Heritage Preservation Program Director. The Heritage Preservation Program Director shall chair the Heritage Preservation and Public History Programs Committee, liaise with the Director of Graduate Studies, and oversee the M.H.P. program, including recruitment of and supervision of part-time teaching personnel employed in the program.

Section 7. Director of Undergraduate Studies. The Director of Undergraduate Studies shall chair the Undergraduate Studies Committee and the Advisement Committee, liaise with the Director of Freshman Studies, the Honors Director, and the World History Program Director, and oversee the History B.A. program.

Section 8. Associate Director of Undergraduate Studies. The Chair may appoint an Associate Director of Undergraduate Studies to assist the Director of Undergraduate Studies in the performance of his/her duties. The Chair in consultation with the Executive Committee and the Director of Undergraduate Studies shall determine the duties and responsibilities of the Associate Director of Undergraduate Studies.

Section 9. Director of Freshman Studies. The Director of Freshman Studies shall chair the Freshman Studies Committee, liaise with the Director of Undergraduate Studies, and oversee the introductory History survey courses.

Section 10. Honors Director. The Honors Director shall chair the Honors Committee, liaise with the Director of Undergraduate Studies, and oversee the Presidential Assistants and any special programs of undergraduate study in History not charged to a specific director.

Section 11. World History Program Director. The World History Program Director shall chair the World History Program Committee, liaise with the Director of Graduate Studies and the Director of Undergraduate Studies, and oversee the World History Program.

Section 13. Instructor Mentor. The Instructor Mentor shall guide and assist the graduate teaching instructors and any instructors and part-time visiting teaching personnel not employed by the Heritage Preservation Program.

Section 14. Director of Library, Media, and Technology. The Director of Library, Media, and Technology shall chair the Library, Media, and Technology Committee and oversee the departmental media and technology resources.

Section 15. Director of Programs and Research. The Director of Programs and Research shall chair the Programs and Research Committee and oversee the departmental lectures and seminars.
Section 16. Minor Officers. Minor officers, with narrowly defined tasks, may be appointed by the Chair, with the advice and consent of the Executive Committee and subject to approval by the voting members of the faculty at the next faculty meeting.

Section 17. Recall. All officers, except the Chair, are subject to recall. A motion of recall shall require approval by a two-thirds majority of the voting members of the faculty at a faculty meeting.

ARTICLE V: FACULTY MEETINGS.
Section 1. Scope of Faculty Meetings. All powers belonging to the faculty not specifically designated in these Bylaws to a standing or ad hoc committee shall remain the prerogative of the faculty meeting.

Section 2. Frequency. The faculty shall meet at least twice a semester to conduct departmental business. The Chair shall provide an agenda to the voting members of the faculty, normally at least two working days prior to the meeting. Additional faculty meetings may be called by the Chair, by a majority of the Executive Committee, or by a majority of the voting members of the faculty as attested to by the signatures of such a majority submitted to either the Chair or to any member of the Executive Committee.

Section 3. Openness. All faculty meetings shall be announced in advance. All faculty meetings shall be open, unless a majority of the voting members of the faculty agree to close all or part of a meeting due to the confidential nature of the business under consideration as allowed under the Georgia Open Meetings Act.

Section 4. Presiding Officer. Faculty meetings shall be chaired by the Chair or her/his designate in her/his absence.

Section 5. Quorum. The presiding officer shall ascertain at the opening of the meeting if there is a quorum of one-half of the voting members of the faculty currently in residence.

Section 6. Voting. All decisions of the faculty meeting not reached by consensus shall require a majority vote in favor by those voting members of the faculty in attendance, unless Robert’s Rules of Order (Revised) requires a greater percentage or a greater percentage is required by these Bylaws. Normally, non-resident faculty and resident faculty not in attendance at the meeting who otherwise qualify to vote forfeit their right to vote. No proxy voting is permitted. However, on rare occasions when an extraordinarily important issue is at stake and prior to any vote on the motion, a majority of the voting members of the faculty in attendance at the meeting may permit nonresident and absent voting members of the faculty to vote on the motion. On such occasions, the vote on the motion shall be by secret ballot of the voting members of the faculty, the results of which will not be tallied until two working days after the faculty meeting.

Section 7. Exclusion. Faculty members shall not vote on matters directly benefiting themselves individually.
Section 8. Minutes. The Chair shall appoint a secretary for each faculty meeting who will record minutes of the meeting and, within a reasonable period of time, circulate draft minutes to all voting members of the faculty. The secretary will revise the minutes, if necessary, and submit them for approval at the next faculty meeting, prior to transmission to the Dean of the College of Arts and Sciences.

ARTICLE VI: EXECUTIVE COMMITTEE.

Section 1. Membership. The Executive Committee shall be elected directly by a secret ballot of the voting members of the faculty at the first faculty meeting of the academic year. All voting members of the faculty are eligible for election. The Executive Committee shall be composed of the departmental Chair and five elected voting members of the faculty. The Associate Chair, if one is appointed by the Chair, shall serve as a non-voting ex officio member. Executive Committee members shall be elected to staggered terms, with three members normally being selected in one year and two in the alternate year, and each for two-year terms. One slot on the Executive Committee shall be reserved for an untenured assistant professor.

Section 2. Vacancy. Any vacant position on the Executive Committee shall be filled by direct election by a secret ballot of the voting members of the faculty at the next faculty meeting.

Section 3. Frequency. The Executive Committee shall normally meet at least once a month. Additional committee meetings may be called by the Chair or by request of any member of the Executive Committee.

Section 4. Openness. All Executive Committee meetings shall normally be announced in advance. All Executive Committee meetings shall be open, unless a majority of the members of the Executive Committee agree to close all or part of a meeting due to the confidential nature of the business under consideration as allowed under the Georgia Open Meetings Act.

Section 5. Presiding Officer. The Executive Committee shall be chaired by the Chair or his/her designate in his/her absence.

Section 6. Voting. All decisions of the Executive Committee not reached by consensus shall require a majority vote in favor by those members of the committee in attendance, unless other arrangements for voting have been made satisfactory to all members of the committee.

Section 7. Exclusion. Executive Committee members shall not vote on matters directly benefiting themselves individually.

Section 8. Minutes. The Chair shall appoint a secretary for each Executive Committee meeting who will record minutes of the meeting and, within a reasonable period of time, circulate draft minutes to all members of the Executive Committee members. The secretary will revise the minutes, if necessary, before circulating them to all voting members of the faculty within a reasonable period of time.

Section 9. Responsibilities. The duties of the Executive Committee shall be to advise and consult with the Chair on departmental governance, including the following matters:
i. goals in instruction, research and service;
ii. policies and procedures;
iii. work loads;
iv. annual budget;
v. merit raises for faculty;
vi. recruitment of faculty;
vii. allocation of space and equipment; and
viii. work of standing and ad hoc committees.

The Executive Committee is further charged with creating and carrying out the departmental strategic plan in conformity with the University Strategic Plan.

During the five-year review of the departmental strategic plan, the Executive Committee shall solicit feedback from the faculty and submit a revised plan for approval by the voting members of the faculty.

Section 10. Personnel Subcommittee. The Personnel Subcommittee shall be composed of all tenured members of the Executive Committee. It is charged with conducting the annual review for reappointment of non-tenured faculty and the third-year review of tenure-track faculty.

ARTICLE VII: COMMITTEES.

Section 1. Creation. The department shall establish and maintain eleven standing committees:
   i. Promotion and Tenure I;
   ii. Promotion and Tenure II;
   iii. Graduate Studies;
   iv. Undergraduate Studies;
   v. Freshman Studies
   vi. Advisement;
   vii. Honors;
   viii. Heritage Preservation and Public History Programs;
   ix. World History Program;
   x. Library, Media, and Technology; and
   xi. Programs and Research.

The Chair, with the advice and consent of the Executive Committee and subject to approval by the voting members of the faculty at the next faculty meeting, may establish additional ad hoc committees as necessary. Voting members of the faculty shall also enjoy the right to establish ad hoc committees at faculty meetings.

Section 2. Membership. Unless otherwise provided for in these Bylaws, the Chair shall invite voting members of the faculty to state their individual preferences for service on committees. The Executive Committee shall use this information to devise a slate for committee membership for approval by the voting members of the faculty at the first faculty meeting of the academic year. Voting members of the faculty shall also enjoy the right to nominate committee members from the floor.

Section 3. Vacancy. Unless otherwise provided for in these Bylaws, any vacant position on a standing or ad hoc committee shall be filled by a new appointment by the departmental Chair, with the advice and consent of the Executive Committee and subject to approval by the voting members of the faculty at the next faculty meeting.
Section 4. Frequency. All standing and ad hoc committees shall meet at least once a semester. Additional committee meetings may be called by the committee Chair or by a majority of the members of the committee as attested to by the signatures of such a majority submitted to either the committee Chair or the departmental Chair.

Section 5. Openness. All standing and ad hoc committee meetings shall normally be announced in advance. All standing and ad hoc committee meetings shall be open, unless a majority of the members of a committee agree to close all or part of a meeting due to the confidential nature of the business under consideration as allowed under the Georgia Open Meetings Act. The one exception to this rule are meetings of the Promotion and Tenure Committees, which are normally closed to non-members because of the confidential nature of the business under consideration.

Section 6. Voting. All standing and ad hoc committee decisions not reached by consensus shall require a majority vote in favor by those members of the committee in attendance, unless other arrangements for voting have been made satisfactory to all members of the committee.

Section 7. Exclusion. Standing and ad hoc committee members shall not vote on matters directly benefiting themselves individually.

Section 8. Reports. All standing and ad hoc committees shall report on their work at the last faculty meeting of the academic year. Supporting documentation, if deemed necessary by either the reporting committee or a majority of the voting members of the faculty, shall be incorporated into the minutes.

Section 9. Promotion and Tenure Committee I.  
A. Membership. The Promotion and Tenure Committee I shall be composed of all tenured members of the faculty holding the rank of associate professor or professor. The Chair of the Promotion and Tenure Committee I shall be appointed by the departmental Chair with the advice and consent of the Executive Committee.  
B. Responsibilities. The Promotion and Tenure Committee I shall consider candidates holding the rank of:  
   i. instructor for promotion to assistant professor;  
   ii. assistant professor for promotion to associate professor;  
   iii. assistant professor for promotion to associate professor with tenure; and  
   iv. assistant or associate professor for tenure-only recommendations.  
C. Criteria. The Promotion and Tenure Committee I shall evaluate candidates for promotion and tenure based on criteria and procedures in the promotion and tenure manuals of both the College of Arts and Sciences and the Department of History.

Section 10. Promotion and Tenure Committee II.  
A. Membership. The Promotion and Tenure Committee II shall be composed of all tenured members of the faculty holding the rank of professor. The Chair of the Promotion and Tenure Committee II shall be appointed by the departmental Chair with the advice and consent of the Executive Committee.  
B. Responsibilities. The Promotion and Tenure Committee II shall consider candidates holding the rank of:
i. associate professor with tenure for promotion to professor; and
ii. professor for tenure-only recommendations.

C. Criteria. The Promotion and Tenure Committee II shall evaluate candidates for promotion and
tenure based on criteria and procedures in the promotion and tenure manuals of both the College of
Arts and Sciences and the Department of History.

Section 11. Graduate Studies Committee.
A. Membership. The Graduate Studies Committee shall be composed of the
Director of Graduate Studies, at least four elected voting members of the faculty, and a graduate
student representative. The graduate student representative shall be a doctoral student elected by the
graduate students from among their numbers. All members shall have equal voting powers, with the
exception that the graduate student member has no vote on admissions into the graduate program.
B. Responsibilities. The Graduate Studies Committee shall be responsible for the History M.A. and
Ph.D. programs, including student recruitment, recommendations for admission into the M.A. and
Ph.D. programs, and policies and procedures. The committee shall select the recipients of the
department’s graduate awards and prizes. The committee shall also serve as the departmental liaison
with any graduate professional group.

Section 12. Undergraduate Studies Committee.
A. Membership. The Undergraduate Studies Committee shall be composed of the
Director of Undergraduate Studies, the Associate Director of Undergraduate Studies (if one is
appointed), at least four elected voting members of the faculty, and an undergraduate student
representative. The undergraduate student representative shall be a senior student elected by an assembly of undergraduate history majors convened by the local chapter
of the National History Honor Society, Phi Alpha Theta. All members shall have equal voting
powers, with the exception that the student member has no vote on academic petitions.
B. Responsibilities. The Undergraduate Studies Committee shall be responsible for the History B.A.
program, including student recruitment, policies and procedures, and the resolution of undergraduate
academic petitions. The committee shall also serve as the departmental liaison with any
undergraduate professional group.

Section 13. Freshman Studies Committee.
A. Membership. The Freshman Studies Committee shall be composed of the
Director of Freshman Studies, the Instructor Mentor, and at least two elected voting members of the faculty.
B. Responsibilities. The Freshman Studies Committee shall be responsible for the introductory
History survey courses, including policies and procedures.

A. Membership. The Advisement Committee shall be composed of the Director
of Undergraduate Studies and at least six elected voting members of the faculty.
B. Responsibilities. The Advisement Committee shall be responsible for the advisement of history
majors on their program of study, including assisting transfer students with an interest in majoring in
history.

Section 15. Honors Committee.
A. Membership. The Honors Committee shall be composed of the Honors Director and at least two
elected voting members of the faculty.
B. Responsibilities. The Honors Committee shall be responsible for the recommendation of students for Distinction in History, admission into the Presidential Assistants Program, and coordination of any special programs of undergraduate study in History not charged to a specific committee. The committee shall select the recipients of the department’s undergraduate awards and prizes. The committee shall also serve as the departmental liaison with the College Honors Program.

Section 16. Heritage Preservation and Public History Programs Committee.
A. Membership. The Heritage Preservation and Public History Programs Committee shall be composed of the Heritage Preservation Program Director and at least two elected voting members of the faculty.
B. Responsibilities. The Heritage Preservation and Public History Programs Committee shall be responsible for the development of the Heritage Preservation and Public History Programs.

Section 17. World History Program Committee.
A. Membership. The World History Program Committee shall be composed of the World History Program Director and at least two elected voting members of the faculty.
B. Responsibilities. The World History Program Committee shall be responsible for the development of the World History Program.

Section 18. Library, Media, and Technology Committee.
A. Membership. The Library, Media, and Technology Committee shall be composed of the Director of Library, Media, and Technology and at least two elected voting members of the faculty.
B. Responsibilities. The Library, Media, and Technology Committee shall be responsible for the development of the departmental media collection, maintenance of the departmental website, and promotion of instructional technology. The committee shall also serve as the departmental liaison with the Pullen Library.

Section 19. Programs and Research Committee.
A. Membership. The Programs and Research Committee shall be composed of the Director of Programs and Research and at least two elected voting members of the faculty.
B. Responsibilities. The Programs and Research Committee shall be responsible for the departmental lectures and seminars. The committee shall select the recipients of the department’s faculty and alumni/ae awards and prizes. The committee shall also serve as the departmental liaison with other bodies coordinating college, university, and public events of interest to the department.

Section 20. Ad Hoc Committees.
A. Membership. Members of an ad hoc committee shall be appointed by the Chair, with the advice and consent of the Executive Committee and subject to approval by the voting members of the faculty at the next faculty meeting.
B. Presiding Officer. The Chair of an ad hoc committee shall be appointed by the departmental Chair, with the advice and consent of the Executive Committee and subject to approval by the voting members of the faculty at the next faculty meeting.
C. Continuation. The continuation of an ad hoc committee shall be subject to approval by the voting members of the faculty at the first meeting of the academic year.

Section 21. Search Committees.
A. Responsibilities. Search Committees shall be constituted as special ad hoc committees responsible for inviting, interviewing, and recommending candidates for faculty positions.
B. Procedures. Search Committees shall be governed by specific procedures:
   i. after the hiring area has been approved by the voting members of the faculty at a faculty meeting, the Search Committee develops the job description for the new faculty position;
   ii. after the job description has been approved by the faculty meeting, the Search Committee is responsible for conducting the initial search and developing the long list of candidates for initial off-campus interviews;
   iii. following the initial interviews, the Search Committee is charged with developing the short list of candidates to be brought to campus;
   iv. after the on-campus interviews, the Search Committee shall make a hiring recommendation to the faculty meeting and, if the Search Committee so desires, a ranking of the candidates; and
   v. the faculty meeting shall then make a recommendation to the Chair.

ARTICLE VIII: STRATEGIC PLAN
Section 1. Purpose. A departmental strategic plan in conformity with the University Strategic Plan shall be developed with the deliberation of the faculty, coordinated by the Executive Committee. The plan shall present a rationale for the department’s general direction and set appropriate short-term and long-term goals for moving the department in that direction.

Section 2. Approval. The plan shall become effective upon approval by a two-thirds majority of the voting members of the faculty at a faculty meeting.

Section 3. Review. The plan shall be subject to departmental review every fifth academic year. A revised plan shall normally be submitted to the faculty by 1 December of the review year. If the new plan is not approved by a two-thirds majority of the voting members of the faculty by 1 February of the review year, the old plan remains in effect until a new plan is approved by the requisite majority.

ARTICLE IX: PARLIAMENTARY AUTHORITY.
The rules contained in the latest edition of Robert’s Rules of Order (Revised) shall govern this department in all cases to which they are applicable and in which they are not inconsistent with these Bylaws.

ARTICLE X: ADOPTION, AMENDMENT, AND IMPLEMENTATION OF THE BYLAWS.
Section 1. Adoption. These Bylaws shall become effective upon approval by a two-thirds majority of the voting members of the faculty and the Dean of the College of Arts and Sciences.

Section 2. Amendment. These Bylaws may be amended by a two-thirds majority of the voting members of the faculty at a faculty meeting, provided that written notice of the proposed amendment(s) is given at least ten days prior to the meeting. Amendments shall become effective upon approval by the Dean of the College of Arts and Sciences.
Section 3. Implementation. Members of the faculty shall act in accordance with these Bylaws. Concerns about the implementation of these Bylaws may be brought to the attention of the Chair, the Executive Committee, and/or the faculty meeting.
# APPENDIX B-4: CURRENT FACULTY ROSTER

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Tenured</th>
<th>FT/PT</th>
<th>Entry Rank</th>
<th>Appoint Year</th>
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<tbody>
<tr>
<td>TIMOTHY J. CRIMMINS</td>
<td>PROF.</td>
<td>X</td>
<td>FT</td>
<td>ASST PROF</td>
<td>1972</td>
</tr>
<tr>
<td>DAVID J. MCCRREERY, JR.</td>
<td>PROF.</td>
<td>X</td>
<td>FT</td>
<td>ASST PROF</td>
<td>1973</td>
</tr>
<tr>
<td>DOUGLAS R. REYNOLDS</td>
<td>PROF.</td>
<td></td>
<td>FT</td>
<td>ASST PROF</td>
<td>1980</td>
</tr>
<tr>
<td>HUGH D. HUDSON, JR.</td>
<td>PROF.</td>
<td></td>
<td>FT</td>
<td>ASST PROF</td>
<td>1981</td>
</tr>
<tr>
<td>CHARLES G. STEFFEN</td>
<td>PROF.</td>
<td></td>
<td>FT</td>
<td>ASST PROF</td>
<td>1990</td>
</tr>
<tr>
<td>IAN C. FLETCHER</td>
<td>ASSOC. PROF.</td>
<td></td>
<td>FT</td>
<td>ASST PROF</td>
<td>1990</td>
</tr>
<tr>
<td>JACQUELINE A. ROUSE</td>
<td>ASSOC. PROF.</td>
<td></td>
<td>FT</td>
<td>ASST PROF</td>
<td>1991</td>
</tr>
<tr>
<td>MOHAMMED HASSAN ALI</td>
<td>ASSOC. PROF.</td>
<td>X</td>
<td>FT</td>
<td></td>
<td>1992</td>
</tr>
<tr>
<td>GLENN T. ESKEW</td>
<td>ASSOC. PROF.</td>
<td></td>
<td>FT</td>
<td>INSTRUCTOR</td>
<td>1993</td>
</tr>
<tr>
<td>CLIFFORD M. KUHN</td>
<td>ASSOC. PROF.</td>
<td></td>
<td>FT</td>
<td>ASST PROF</td>
<td>1994</td>
</tr>
<tr>
<td>WENDY HAMAND VENET</td>
<td>PROF.</td>
<td>X</td>
<td>FT</td>
<td></td>
<td>1995</td>
</tr>
<tr>
<td>MICHELLE BRATTAIN</td>
<td>ASSOC. PROF.</td>
<td></td>
<td>FT</td>
<td>ASST PROF</td>
<td>1998</td>
</tr>
<tr>
<td>STEPHEN H. RAPP, JR.</td>
<td>ASSOC. PROF.</td>
<td></td>
<td>FT</td>
<td>ASST PROF</td>
<td>1998</td>
</tr>
<tr>
<td>DENISE ZARA DAVIDSON</td>
<td>ASSOC. PROF.</td>
<td></td>
<td>FT</td>
<td>ASST PROF</td>
<td>1999</td>
</tr>
<tr>
<td>JOSEPH B. PERRY</td>
<td>ASSIST. PROF.</td>
<td></td>
<td>FT</td>
<td>ASST PROF</td>
<td>2001</td>
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<tr>
<td>CHRISTINE LUTZ</td>
<td>LECTURER</td>
<td></td>
<td>FT</td>
<td>LECTURER</td>
<td>2002</td>
</tr>
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APPENDIX C1: HISTORY STRATEGIC PLAN AND GOALS AS OF THE BEGINNING OF THE
SELF-STUDY PERIOD

Mission:
The Department of History at Georgia State University is committed to excellence in the
advancement of knowledge through the study of various aspects of humanity's recorded past. Some
members of the department explore the rise and fall of empires, while others describe the everyday
lives of men and women. The department is interested in every period of the past and all parts of the
world. The department also seeks to advance knowledge by examining the principles and theories
that influence the writing of history, seeking to understand the forces that have structured human life
and the ideas that have shaped the way people perceive and experience their worlds. The department
is concerned with change and continuity within societies, and interactions among cultures. The
department pays particular attention to the effect of perspectives and values because the discipline of
history involves the interpretation of findings, not just the collection of facts. Through dedicated
research, teaching, and service, the department’s work benefits students, colleagues, policy makers,
and the public.

Goals:
As established in the department’s last self-study and action plan, the instructional goals of the
Department of History are:

A. further develop the graduate and undergraduate tracks in public history to complement the
highly successful Masters of Heritage Preservation degree program.

B. further develop the world history program.

C. further develop collaborative programs with the College of Education.

D. improve undergraduate and graduate programs.

Objectives:
As specified in the department’s last self-study and action plan, the objectives to meet the
instructional goals are:

A1. Increase the close cooperation between the Masters of Heritage Preservation degree program and
the departments recognized areas of strength in urban, Southern, labor, and African-American history
by creating courses that combine professional preparation with instruction in the discipline of history.

A2. Hire faculty who are capable of working within the applied fields of Heritage Preservation and
Public History and in traditional areas of historical research.

B1. Increase course offering at both the graduate and undergraduate level in World History.
B2. Develop an undergraduate concentration in world history to complement the world history concentration in the MA and the PhD field in world history.

B3. Establish a speakers’ series in world history.

B4. Establish an interdisciplinary Center of World History and Cultures.

B5. Establish closer collaboration with the World History Association.

C1. Increase course offerings for students in the T.E.E.M.S. program.


D1. Convert NTT to TT lines.

D2. Develop experimental large sections of freshman survey courses with breakout sections taught by GTAs.

D3. Use introductory “gateway” course and capstone course as foundations for assessing the major and improving student learning.

D4. Increase availability and quality of internships.

D5. Establish “survival” course for incoming graduate students.

D6. Use the Association of Georgia State University Historians (AGSUH) as means of peer-group support.

D7. Establish individual advisors for graduate students.

D8. Increase stipends for graduate students.
APPENDIX D1: DEPARTMENT OF HISTORY LEARNING OUTCOMES

Lower Division

Standard One: Historical Mindedness. The student demonstrates (1) an understanding of history from a humanistic and world perspective, including an awareness of both individuals and social groups as creators of history; (2) an appreciation of the varieties of political, geographical, and cultural regions of the world; (3) a comprehension of the relationship over time between causes and consequences, change and continuity, and structure and agency in the past.

Standard Two: Multidimensional Analysis. The student demonstrates an awareness of various dimensions of history--political, social, economic, and cultural--and is able to incorporate aspects of ethnicity, gender, race, and class in the explication of these dimensions.

Standard Three: Historical Context. The student has mastered a body of knowledge in American and world history sufficiently to be able (1) to read, comprehend, recall, and discuss historical interpretation and data, and (2) to place events and the interpretation of those events in an appropriate temporal and spatial context, including a meaningful chronological order and within a larger scheme of historical evolution and appreciation of historical epochs. The body of knowledge includes such themes as demographic change and migration, social organization and change, economic organization and change, technological advance, the rise of world religions, urbanization, political evolution and state formation, intellectual and ideological development, cultural evolution and cross-cultural contact, imperialism and post colonialism, and globalization.

Standard Four: Texts. Student understands the problems of interpretation associated with the use of primary and secondary sources and are able to identify and document sources in their analyses.

Standard Five: Presentation. Student demonstrates the ability to create, organize, and support in written form an historical thesis or argument and to engage actively in group discussions which deal with issues in the field of history.

Upper Division

Standard Six: Professional Skills. Student is able to use effectively such resources as the library, archives, and oral interviews. He/she demonstrates computer skills appropriate to the discipline. Student is able to evaluate the relative worth of different types of evidence--(textual, material, media, oral, quantitative and statistical, and visual); to exchange information and ideas and present arguments persuasively; to evaluate and critique different historical perspectives and explanations within a conversational setting; to listen to and learn from others; and to write clearly, economically, imaginatively and persuasively about historical facts, issues, and interpretations. He/she is able to document sources properly.

Standard Seven: Historiography. The student, knowing that history is the interpretation of data, can demonstrate awareness of conflicting interpretations of the same data.

Standard Eight: Interdisciplinary Awareness. The student knows how to appreciate, critique, and use material from other fields such as geography, economics, history of art, literature, psychology, philosophy, statistics, dependant upon their area of specialization.
Standard Nine: Comparative/Global/Transnational Perspective. The student is able to compare historical developments/problems across cultural/geographical boundaries, appreciating how temporal, cultural, and spatial dimensions affect historical responses.

Standard Ten: Professional Values. Student is able to employ methods of historical research and modes of historical discourse that emphasize high standards of fidelity to evidence, tolerance of alternative approaches to obtaining, interpreting, and applying historical knowledge, and an appreciation and articulation of the indebtedness historians have to the work of others.

Graduate

Standard One: Professional Skills. Student is able to use effectively such resources as the library, archives, and oral interviews. He/she demonstrates computer skills appropriate to the discipline. Student is able to evaluate the relative worth of different types of evidence—(textual, material, media, oral, quantitative and statistical, and visual); to exchange information and ideas and present arguments persuasively; to evaluate and critique different historical perspectives and explanations within a conversational setting; to listen to and learn from others; and to write clearly, economically, imaginatively and persuasively about historical facts, issues, and interpretations. He/she is able to document sources properly.

Standard Two: Historiography. The student, knowing that history is the interpretation of data, can demonstrate awareness of conflicting interpretations of the same data.

Standard Three: Interdisciplinary Awareness. The student knows how to appreciate, critique, and use material from other fields such as geography, economics, history of art, literature, psychology, philosophy, statistics, dependant upon their area of specialization.

Standard Four: Comparative/Global/Transnational Perspective. The student is able to compare historical developments/problems across cultural/geographical boundaries, appreciating how temporal, cultural, and spatial dimensions affect historical responses.

Standard Five: Professional Values. Student is able to employ methods of historical research and modes of historical discourse that emphasize high standards of fidelity to evidence, tolerance of alternative approaches to obtaining, interpreting, and applying historical knowledge, and an appreciation and articulation of the indebtedness historians have to the work of others.
APPENDIX D2: CURRENT COURSE SYLLABI FOR ALL APPROVED WRITING INTENSIVE COURSES

**History 4245**: The United States in the 1960s  
Michelle Brattain

**History 4990**: A Culture of Travel and Empire: Europeans at Home and Abroad  
Denise Davidson

**Perspectives 2001**: Global Cities  
Tim Crimmins

**History 3000**: Introduction to Historical Studies  
Jared Poley

**History 4615**: Development of Modern Western Science  
Jared Poley

**History 3620**: Atlantic World  
Michele Reid

**History 4860**: Empires  
Christine Skwiot

**History 4490**: Special Topics/Civil War and Reconstruction  
Wendy Venet

**History 3000**: Introduction to Historical Studies  
Larry Youngs

**History 3000**: Introduction to Historical Studies  
Joe Perry

**History 4580**: Germany in the Twentieth Century  
Joe Perry

**History 4990**: Senior Research Seminar  
Joe Perry
This class is a social and cultural history of the United States in the 1960s that examines the postwar sources of 60s social and intellectual movements and the broader impact that the sixties have had on late 20th century history. Although the class will consider topics in many different fields of history— from political to military to cultural—it will primarily emphasize ideas and culture. We will examine, for example, the intellectual and political roots of the New Left, black power and women’s liberation. We will also consider the roots of the counterculture, some of the major texts and cultural products it produced and its long-term significance in American history.

Course Format:

This course is a writing intensive course following guidelines established by the Writing Across the Curriculum Program. As such, this course will include writing as a means of improving critical thinking. For more information, visit the Writing Across the Curriculum website: www.wac.gsu.edu. We will have daily reading assignments and several short writing assignments. Class time is divided between lectures, discussion, and occasional short in-class writing assignments. About one half of our class time will be devoted to lecture/presentations /film. The rest is devoted to discussion and response.

Required Reading:


Handouts: Other readings will be distributed in class and/or be made available on the web.

Assignments:
Journals – Students will be required to keep a reading journal that we will collect several times during the semester. This journal should contain your responses to the reading and/or questions on the reading as well as short response papers written during class. In essence it is a number of very short writing assignments. I will give you questions to guide your writing, but I also encourage you to record your own ideas and criticisms where appropriate. See the attached guide to analyzing primary documents. More directions will follow in class.

Essay – You will be required to write one 4-5 page essay, based on an essay topic which I will distribute in class. It will be based on primary documents that we've read in class, and the assignment will require you to answer an essay question based on a close reading of the assigned documents. More specifics on the assignment will follow in class.

You must turn in hard copies of all assignments. I will not accept emailed or faxed assignments. You should always keep a second copy of your journal and your essay.

Final Exam:
The final exam is an optional, cumulative, essay exam. It will be given in the final exam period.

Class policies:
I try to make the classroom experience fun as well as informative. But I take my responsibility to every student in my classes very seriously. If I feel that some one is disruptive, disrespectful of other students, or otherwise diminishing the learning experience for other people in the class, I will ask that person to leave the class.

Plagiarism will result in a failing grade—if you are unfamiliar with the GSU policy on plagiarism, please consult the student handbook.

I expect everyone to show courtesy to others by turning off the sound on mobile phones before coming to class. If you must bring a phone, please be considerate of others.

When students come in late, it is distracting, disruptive, and disrespectful of others in the class who come to class on time. I will not tolerate habitual lateness. If you make a habit of coming in late, you may be denied entry to class. Nor will I tolerate any other inappropriate behavior that interferes with the class.

Grades:
Grades will be calculated according to the following formula:

Without Exam:
- Journals 65%
- Essay 20%
- Attendance, Participation, in-class assignments 15%

With optional exam:
Journals    50%
Essay     20%
Attendance, Participation, in-class assignments 15%
Exam 15%

Daily Schedule

January 9  Introduction to the Course

January 11  Cold War culture
Read Anderson, The Movement and the Sixties, Introduction

January 16  Gaps in the Postwar Consensus: Beats, Mailer, Harrington
Read from The Sixties Papers:
“Finding the 1960s in the 1950s” 2-5
Allen Ginsberg, "Howl" 69-72
Norman Mailer, "The White Negro" 93-104

January 18  Jim Crow and the Limits of Liberalism
Read Anderson, The Movement and the Sixties, Chapter 1

January 23  Civil Rights Movement
Read from The Sixties Papers:
“How sit-ins, SNCC, and the Emergence of Political Rebellion” 6-9
Martin Luther King, Jr., Pilgrimage to Nonviolence, 108-112
SNCC founding Statement, 113

January 25  Massive Resistance in the 1960s
JOURNALS DUE

January 30  Black Power
Read from The Sixties Papers:
Stokeley Carmichael, “What We Want” 137-144
Malcolm X, "The Ballot or the Bullet" 126-132

February 1  Turning points: Berkeley in the 1960s

February 6  Turning Points Con’d
ESSAYS DUE

February 8  The New Left
Read from The Sixties Papers:
C. Wright Mills, "Letter to the New Left" 86-92
Port Huron Statement 1962 176-198
February 13  Rebels with a Cause: SDS  
Read Anderson, *The Movement and the Sixties*, Chapter 2  
Mario Savio, "An End to History" online at:  
http://www.fsm-a.org/stacks/endhistorysavio.html

February 15  The Black Panthers  
Read from *The Sixties Papers*:  
The Black Panther Party: Platform and Program 159-164  
Huey P. Newton, "Revolutionary Suicide...." 167-172

February 20  The Vietnam War  
Read Anderson, *The Movement and the Sixties*, Chapter 3

February 22  The Antiwar Movement  
Read from *The Sixties Papers*:  
Paul Potter, “Speech to the April 17, 1965 March on Washington” 218-225  
Don Duncan, "The Whole Thing Was a Lie!" 1966, 286-300  
The Fort Hood Three 301-309

February 27  Vietnam War: the soldier’s experience

March 1  Origin of the Urban Crisis: Case study Detroit, MI

March 5-11  SPRING BREAK

March 13  Urban Crises: Causes and Consequences  
Excerpts from the Kerner Commission Report, online at:  
http://historymatters.gmu.edu/d/6545

March 15  Counterculture

March 20  Icons of the Counterculture: Sex, Drugs, Rock and Roll, and Film  
*Easy Rider*  
Read Anderson, *The Movement and the Sixties*, Chapter 5  
**JOURNALS DUE**

March 22  The Politics of the counterculture  
Read from *The Sixties Papers*:  
Jerry Rubin, “Do It” 439-448

March 27  "Riptides"
Read Anderson, *The Movement and the Sixties*, Chapter 4
Read from *The Sixties Papers*:
Abbie Hoffman “Revolution for the Hell of it” 417-427
Handout:
Richard Nixon, "If Mob Rule Takes Hold in the U.S.

March 29
Power and Liberation
Read Anderson, *The Movement and the Sixties*, Chapter 6
Read from *The Sixties Papers*:
“The Revolted” 318-334

April 3
Sexual Revolutions

April 5
Before and After Stonewall

April 10
Women's Liberation
Read from *The Sixties Papers*:
SNCC Position Paper: Women in the Movement 114-116
Handout: "No More Miss America!"

**JOURNALS DUE**

April 12
Personal Politics
Read from *The Sixties Papers*:
Robin Morgan, "Goodbye to All That," 509-516

April 17
The New Right
Excerpts, Barry Goldwater, *Conscience of a Conservative*
YAF, Sharon Statement, available online at:
http://www.fiu.edu/~yaf/sharon.html

April 19
Weather Underground

April 24
End of the long 1960s: 1969-74
Read Anderson, *The Movement and the Sixties*, Chapter 7
Gil Scott Herron, “Whitey on the Moon” 1970

April 26
Making Sense of the 1960s
**FINAL JOURNALS DUE**
Focusing on the theme of travel and empire in modern Europe, this research seminar introduces students to the methods and subject matter of European cultural history. The reading assignments include works that take a cultural approach to the study of travel and empire, as well as some of the most influential theoretical approaches used by cultural historians. A film that brings in the theme of multiculturalism in contemporary Europe will conclude the course.

Aside from these few common readings on the theories and methods of cultural history and the history of Europeans’ relationship to their empires, the seminar’s main agenda is to assist students with individual research projects. Students will research and write on topics related the growth of tourism within Europe, Europeans traveling around the world, and/or the impact of empire on European culture.

A 15- to 20-page research paper building on the methodologies discussed in the course will be required. Students will decide on topics in consultation with the instructors. A series of deadlines will ensure that students get started researching and writing their papers early in the semester. Significant portions of class time will be devoted to research methods and discussions of how to put together a large research topic. Students will also read and suggest improvements for each other’s papers.

This course emphasizes writing, both as a tool for learning and as a form of communication. Writing is a way for you to know what you know, as well as for you to develop and clarify your ideas. It is a good idea to keep a journal to record your ideas as you are doing your research. You will also be writing short summaries of some of the readings in class, to serve as a gauge of how well you have understood the material. We will discuss the concept of “writing to learn” in greater detail in class.

Required materials (available for purchase at the GSU Bookstore)
Jeffrey Alexander and Steven Seidman, eds., Culture and Society: Contemporary Debates
Mary Louise Pratt, Imperial Eyes
Antoinette Burton, Burdens of History

Breakdown of course grade
- Attendance and participation: 20%
- Response papers and mini-summaries: 20%
- Preliminary assignments: 20%
- Research paper: 40%

Rules and Regulations
The first important rule for this course is to attend class regularly, and to arrive fully prepared. After three absences, your attendance and participation component will lose one full grade per absence. Class will be organized around discussion of readings and of each other’s work. To ensure that you can contribute effectively in class discussions, it is vital that you keep up with the reading, and come to class having thought about what you read.

A second equally important rule is to make sure that all work you turn in is truly your own. It is easy to find information and ideas from the web and from published sources, and you are more than welcome to do that. But it is essential that you cite such sources of information, even when you are not quoting from them directly. Otherwise this constitutes plagiarism. Of course, treating someone else’s words as your own is also plagiarism. Take care in your note-taking to distinguish between your summarizing of the contents of a source, and when you are quoting directly. It is easy to make sloppy mistakes, as evidenced by recent scandals involving established historians who have been accused of plagiarism! For more on plagiarism, see the history department’s policy on plagiarism attached to this syllabus.

Third, it is imperative that we treat each other with respect. It is difficult to accept criticism of one’s work and ideas. For that reason, it is vital that we take care in how we phrase such criticism. Suggestions for improving a draft can be very valuable, but they should be that – suggestions on how to strengthen a piece of work. Be sure that your critique of a peer’s paper could not be construed as a personal attack.

Schedule of readings and assignments
(Students are responsible for any changes in this schedule announced in class.)

Week One What is culture?
Mon. 8/19 Go over syllabus and plans for the course. Discuss introduction to Raymond Williams, Culture and Society (handed out in class).

Wed. 8/21 What is cultural history?
Lynn Hunt, “Introduction,” The New Cultural History (copies passed out in first class.) Discuss cultural history approach and brainstorm potential paper topics.

**Week Two**  
*A cultural history of travel writing*  
Mon. 8/26 Mary Louise Pratt, *Imperial Eyes*  (pp. 1-107)

Wed. 8/28 Pratt, *Imperial Eyes* (pp. 111-226)  
** Response paper on Pratt due at beginning of class

**Week Three**

Mon. 9/2 Labor Day – no class

Wed. 9/4 *Library tour*  
Students meet in Pullen Library (North), second floor seminar room, for training on how to find sources.

**Week Four**  
*Theoretical approaches, I*  
Mon. 9/9 *Culture and Society,* excerpts by Antonio Gramsci, Ferdinand Saussure, and Roland Barthes

Wed. 9/11 *Culture and Society,* excerpts by Marshall Sahlins, Erving Goffmann, and Clifford Geertz

**Week Five**  
*Research and writing week*  
Mon. 9/16 No class: instructors will be available for consultation

Wed. 9/18 ** Submit three-page research proposal and preliminary bibliography

**Week Six**  
*In-class presentations*  
Mon. 9/23 Students give ten-minute presentations on their research projects: define topic, describe sources, explain questions being posed. Bring in copies of

Wed. 9/25 a sample document (or an excerpt from a longer document) for the class to see and discuss.

**Week Seven**  
*The Empire in Europe*  
Mon. 9/30 Antoinette Burton, *Burdens of History*  (pp. 1-96)

Wed. 10/2 Burton, *Burdens of History*  (pp. 97-212)

**Week Eight**  
*Theoretical approaches, II*  
Mon. 10/7 *Culture and Society,* excerpts by Mary Douglas, Carroll Smith-Rosenberg, E.P. Thompson, and Michel Foucault

Wed. 10/9 *Culture and Society,* excerpts by Pierre Bourdieu, Theodor Adorno, and Herbert Marcuse
** Preliminary drafts due: submit five pages of research paper and outline of the rest; bring copies for your group.

** Week Nine **
*Discussion of projects in groups*
Mon. 10/14  Groups one and two
Wed. 10/16  Groups three and four

** Week Ten **
*Writing week*
10/21 & 10/23  Instructors will be available for consultation

** Week Eleven **
*Theoretical approaches, III*
Mon. 10/28  *Culture and Society*, excerpts by Daniel Bell, François Lyotard, and Jurgen Habermas
Wed. 10/30  ** Complete draft of research paper due; bring copies for your group.

** Week Twelve **
*Discussion of papers*
Mon. 11/4  Groups one and two
Wed. 11/6  Groups three and four

** Week Thirteen **
*Re-writing week*
11/11 & 11/13  Instructors will be available to discuss papers

** Week Fourteen **
*Multiculturalism in contemporary France*
Mon. 11/18  Screening of film: *Bye-Bye*
Wed. 11/20  Discussion of film and any further questions with papers

** Week Fifteen **
*More revision and Thanksgiving*
Mon. 11/25  Instructors will be available to meet with students to discuss papers
Wed. 11/27  Thanksgiving break
**Week Sixteen** *The Final Product*

Mon. 12/2  Instructors will be available to meet with students to discuss papers

Wed. 12/4  ** Final draft of research papers due in class
PERS 2001 Sections 013 and 014—Global Cities in Historical Perspective
Fall 2007, Computer numbers 86469, 86470
Wednesday 2:45-4:25, Room 102 Library South

Dr. Tim Crimmins, Department of History, Georgia State University
Office: 837 General Classroom Building
Phone: 404-463-9197 E-mail: TCRIMMIN@GSU.EDU
Office Hours: Wednesday 1:00-2:15 and by appointment

Graduate writing consultants:
Emilie Arnold E-mail: earnold4@student.gsu.edu
Clif Stratton E-mail: dstratton1@student.gsu.edu

SimCity Consultant
Chris Kirkendall E-mail: ckirkendall1@student.gsu.edu
Office Hours: Wednesday By appointment before and after class

SYLLABUS

Course Description
The central purpose of this course is to understand how cities work. Your role in this course will be to observe and record the changing structure and landscape of world cities. As technology and culture have advanced, human settlements have increased in size. Cities first became possible over five millennia ago, though limited technology kept early cities and the proportion of city dwellers relatively small. The situation changed dramatically in the eighteenth century with advances in agricultural and power technology. Then, nineteenth century industrial societies witnessed rapid growth in the size and number of cities, and, by the early twentieth century, more than half of these populations lived in urban areas. Now, at the beginning of the twenty-first century, more than half of the world’s population lives in cities, and in the U.S. the figure jumps to more than 80%! How this phenomenon evolved, and the consequences for us all, are obviously important topics for the social sciences.

This course presents a variety of intellectual approaches to the study of urbanization throughout history, including insights from sociology, anthropology, political science, geography, and urban planning. Further, the course features a laboratory, a living metropolis of over four million inhabitants--Atlanta. You will have the opportunity to combine first-hand observations of Atlanta culture and city patterning with the insights and perspectives of urban theorists from a variety of disciplines. Course study will focus on major problems in social organization that have arisen with the growth of cities, and methods for devising solutions to these problems over time. Hence, you will have the chance to examine the growth of selected global cities to see how culture and technology continue to explain great variations in the form and function of urban areas.
Course Objectives

This is a Writing-Across-the-Curriculum course. It has structured weekly writing assignments and two papers that require redrafting. It will help you to achieve the learning goals of the general education curriculum.

This course has projects that are linked with assignments in other courses. Students who are taking English 1101 in Freshmen Learning Communities (FLCs) will have writing assignments that are linked to postings and papers in this course. Students in the Filming the Metropolis FLCs will have film projects in GSU 1010 that are linked to topics in this course.

By the end of this course, you will be able to:
1. Use writing to refine your ideas about cities;
2. Describe problems, past and present, that challenge the livability of cities throughout the world;
3. Apply methodologies and theoretical concepts from social science disciplines to the historical experiences of specific cities;
4. Present urban planning solutions for growing metropolises through application of computer-based models;
5. Conduct research projects using as your sources (1) primary documents found on the Internet and (2) your observations of the urban environment;
6. Prepare university-level written compositions on social science topics; and
7. Explain key factors that make cities work.

Readings and Other Materials
2. SimCity 4 (Cost: $15—Windows; $50—MAC). Purchase at locally at Game Stock, Target, Best Buy, etc or online from Amazon or Ebay. For an overview of the game see: http://en.wikipedia.org/wiki/SimCity_4
3. Selected assignments available in the Readings Section of ULEARN (Free).

Course Requirements:
1. Attend weekly class lectures. Absence from more than two classes will reduce course grade by 5% for each missed class. Attendance will be taken for each class. The PowerPoint lectures from each class will be posted to ULEARN.
2. Do weekly reading and writing assignments and post on ULEARN. Ten postings and responses will count at 20% of your course grade.
3. Take tests. There will be two short tests scheduled during the term with questions on the readings and lectures. Each test will count as 5% of your course grade.
4. **Write and submit two drafts of two four-page papers.** A grade will be assigned after the second submission. Each paper will count as 15% of your course grade.

5. **Create a SimCity that grows from nothing to a population of at least 150,000 over a period of at least 60 years.** The SimCity project will count as 20% of your course grade.

6. **Complete the final exam.** The exam is cumulative. It will cover the course readings, weekly lectures, and posting assignments. It will count as 20% of your course grade.

1. **Weekly Class Lectures**
   Class lectures will build on your readings and out-of-class assignments. They will generally use PowerPoint and present images of cities, which will be analyzed to explain the physical, social, and geographical changes in cities over the past five hundred years. These images will help you to read in the landscape of cities their historical patterns of change.

In this class you have 119 classmates. If you don't follow a few simple rules, there will be a chaotic environment.

1. Keep your seat. Class will last from 2:45-4:25. Stop by the rest room before class.
2. Keep your cell phone and pagers off and out of sight. Don't take calls or text message during class. Don’t use your computer to catch up on your email.
3. Keep alert. If you can't remain awake during class, take advantage of the absence policy. Students who have their heads down during the lecture will not be counted as present for class. You will be more comfortable sleeping in your bed than in class.

2. **Weekly ULEARN Postings**
   ULEARN is an electronic platform where you will find an electronic copy of the course syllabus (that has many useful hot-links to web sites), the course readings that are not in the textbook, your grades for course assignments, and the bulletin board for your weekly postings.

   **Access to ULEARN.** Since you are enrolled in the course, you will have access to the ULEARN Course Materials for Global Cities. To gain access, go to the Georgia State University Home Page—www.gsu.edu, click the ULEARN icon in the upper right-side banner. To continue from this portal, you will need to login with your student USER ID (your first initial, last name, and a number, e.g. jsmith5) and your GoSolar password. You will need to follow the instructions on the login page on configuring your browser so that all of the features will work. Once you have logged on, this course will appear as “PERSPECTIVE-COMPARATIVE CULTURE - Fall 2007 PERS-2001-185”

   For general information about ULEARN, you can click “Technical Help” on the login page. For problems getting access, call the Computer Help Desk at 404-413-4357.

   **Weekly Postings.** Each student will participate in a small-group (7 members plus one of the writing consultants) discussion using a “bulletin board” on ULEARN. The schedule section of the syllabus details the assignment and the questions for the posting requirement of each week. The posting assignment is to write a one-page (250-word) response to be posted on the discussion bulletin board. These postings are to use informal writing, using your own words to
respond to the questions. Do not use direct quotes from the readings or paste in sections from web sources for your postings.

Post your compositions by noon Tuesday, the day before class meets. Then, before class time on Wednesday, read the postings of the other members of your ULEARN group and then follow up with a posted question or observation about what one of your classmates has written. A grade of 100% will be awarded to a complete posting assignment consist that consists of the 250-word composition and a short response to the postings of others. The instructor and writing consultants will participate in these discussions by posting their observations about your insights.

Follow these steps to post:
1. On the Pers 2001 Home Page, click the Posting icon to get to your small group bulletin board.
2. To post, click the icon of your numbered posting group. Then click create message. In the subject line type in the appropriate posting number and topic from the syllabus:
   Posting One--Urban Gathering Places
   Posting Two-Observing the Metropolis, etc.
3. In text box you can check “HTML Creator” to get the usual word-processing editing assistance, including spell check. When you have finished your composition, click the Post icon below the text box.

3. PAPERS
Students will submit two short type-written papers of 1,000 words (four pages) each. Drafting and redrafting is an essential part of producing a good paper. When you write your papers, pay attention to your opening and closing paragraphs, for here you summarize the points of your paper. Your papers will be reviewed and ultimately graded on the assumption that they have been through several drafts. There are two dates for each paper: a due date for the original draft and a due date for a revision based on comments from the first submission. Emilie Arnold and Clif Stratton, the course writing consultants, will read your first draft, offer suggestions for improvement, and return your original which should be revised and resubmitted with the original and comment sheet on the second due date. The revised papers will be read by the writing consultants and graded by Professor Crimmins. If you have questions about how to improve your writing, set up an appointment with the writing consultant who read your paper. If you have concerns with the grade, check with Dr. Crimmins.

Paper 1: Atlanta's Changing Downtown Landscape.
What is the changing landscape of downtown Atlanta? Write a four-page, 1,000-word account of the changing landscape of downtown Atlanta based on: 1) your reading of Crimmins’ “Atlanta’s Evolution: From Railroad Roots to Sprawling Metropolis,” 2) your observations from the class walking tour of the downtown, and 3) a comparison of what you found on the walking tour with what existed in the 1892 and 1919 Bird’s Eye View of downtown Atlanta. To find the 1892 and 1919 Bird’s-eye-view of downtown Atlanta, go to: http://memory.loc.gov/ammem/pmhtml/panhome.html. Scroll down and then click Browse by Geographic Location. Click Georgia and scroll down the list of cities to Atlanta 1892 or Atlanta
1919. Click the Atlanta icon and the bird's eye view will appear in a small format. Click on the map to get a larger version. To get greater detail of buildings and street and railroad patterns, go to the bottom of the page to use the zoom function. Click the middle zoom in level and then put the cursor on the center of the map to get a larger view of the area you would like to explore.

To do your comparison of then and now, try using several locations at the center of the city where Georgia State University stands today. Start with the blocks that now constitute Woodruff Park just north of Five Points, the intersections of Peachtree, Marietta, Edgewood, Whitehall, and Decatur Street. The block north and east of Edgewood and Peachtree Street is now Woodruff Park. Find some of the existing skyscrapers. Next locate the State Capitol and examine the block of churches to the west of the capitol. Finally, locate the railroad shed over the railroad tracks between Ivy Street/Central Avenue and Pryor Street.

Your composition should begin with a generalization about the changing landscape of the downtown. You can use the Crimmins article to find some big-picture ideas about how Atlanta has changed in the past 160 years. Try to determine: What are the overall patterns of change? What was the influence of the railroads? What has been the effect of automobiles? Using the 1892 and 1919 views, select several areas of the downtown to trace changes in buildings and functions. Which buildings are still standing today? How much industrial activity do you see along the railroad tracks? Why were the industries located where they were in 1919? How extensively did railroads use downtown land in 1919? What occupies much of this land today? What has been done since 1919 to accommodate the expansion of automobile use? What path did MARTA’s rail system follow when it was constructed in the 1970s?

First draft is due October 10th.
Revision with original draft and comment sheet are due October 24th.

Paper 2: SimCity.

Project: Your first task is to use the software package SimCity 4 to grow a city of at least 150,000 over a period of at least 60 years. The goal of this project is to enhance understanding of urban planning and city growth through a simulation created by the SimCity game. You will submit one copy of your city on a CD, labeled with your name and the name of your city. Your city is due on October 31st.

Paper: Answer the question—What have you learned about how cities work from SimCity? Write a four-page, 1000 word paper that describes the history of the development of your SimCity. What is its geography and site? What kind of infrastructure did you begin with? What kind of city did you envision? Detail the problems of managing the growth of your SimCity. What did you find out about the needs of your citizens, the Sims? How did you respond to their needs? What difficulties did you have managing the budget? Your essay should include references to required readings and class lectures. Finally, conclude with some discussion of what you have learned about how cities work from the SimCity game.
Your CD with your name and the SimCity that you built are due October 31st.
First draft of the paper is due November 14th.
Revision with original draft and comment sheet are due December 5th.

4. Sim City Project (Consult the SimCity Handout)

Your SimCity Progress Report 1 is due September 19.
Your SimCity CD Progress Report 2 is due October 17.
Your CD with your name and the SimCity that you built are due October 31st.

You will use the computer game SimCity 4 to create a city that grows from nothing to a population of 150,000 over a period of at least 60 years. As you play the game, you will act as city planner, mayor, entrepreneur, civic leader, utility provider, and pollution-control expert. You will be successful in these roles, if you can attract citizens to your city. As you will discover, your citizens, the Sims, are very demanding. If you can satisfy their needs, you will see your city grow.

Computer Lab Assistance. There are seven “getting started on SimCity” sessions scheduled. Four of them are during English 1101 classes for students in Freshmen Learning Communities. These are listed by the English 1101 or GSU 1010 instructor and the day and time. All groups will meet in Classroom South 305. You must have your copy of SimCity4 for these classes.
Tuesday September 11 1:00 to 2:00    Elizabeth Firestone (GSU 1010)
Thursday September 13 1:00 to 2:00   Elizabeth Firestone (GSU 1010)
Tuesday September 11   9:30 – 10:45  Dan Marshall (English 1101)
Thursday September 13  9:30 – 10:45  Tamera Gosta (English 1101)
Wednesday September 12 1:30 – 2:30 All other Global Cities Students

For your convenience and assistance, Chris Kirkendall, the SimCity consultant, will be available in the computer lab in CS 305 for consulting sessions on Wednesdays before class from 1:30 to 2:30 on the following dates:
Wednesday Sept 12                  Wednesday Sept 19                  Wednesday Sept 36
Wednesday Oct 3                     Wednesday Oct 10                  Wednesday Oct 17
Wednesday Oct 24

4. Final Exam
The final exam will consist of seven essay questions, which will be given out on November 14th. On the day of the final exam, three of the seven questions will be randomly chosen to be answered during the examination period. You must prepare outlines to answer each of the questions and bring them with you to use during the exam time. While you can use these outlines that contain short notations from the readings and class notes, you may not use the readings or your course notes during the final. You will be required to hand in your outlines with you final exam.
CLASS SCHEDULE:

Aug. 22: Introduction—Syllabus; Course Requirements; Large Section Challenges; Reading Photographs as Documents

Aug. 29: Urban Gathering Places—The Creation of Public Parks and Plazas in Atlanta and Global Cities

Posting 1.

1. Read Kotkin, The City, Preface (xv-xvii), Introduction (xviii-xxii), Chronology (xviii-xxix) and Chapter One—Sacred Origins (3-8). Walk through Woodruff Park located north of Edgewood Avenue, between Park Place and Peachtree Street (on the way to the Aderhold Learning Center) or Centennial Park, located across Marietta Street from the CNN Center at the corner of Marietta and Spring Streets. Make ten observations about how the park is constructed, what surrounds the park, and the people who are in the park.

2. Post a 250-word description of what you see and how it compares to what you would have seen in central plazas of one of the following cities discussed by your reading from Kotkin in The City: Ur, Memphis, Teotihuacan, or Harappa. Check Wikipedia for images of these cities.

Sept. 5: Observing the Metropolis—Introduction to SimCity by Chris Kirkendall

Posting 2.

1. Read Kotkin, The City, Chapter 2—Imperial City (9-12) and Chapter 3—Commercial Capitals (13-16). Describe the route that you take from where you live to the Urban Life Building at Georgia State. Make ten observations about Atlanta from this route.

2. Post a 250-word description of the Atlanta that you see on your route. Indicate whether there is anything that you see that would indicate that Atlanta is an imperial city like Babylon or Chang’an or a commercial capital like Tyre or Carthage.

Sept. 12: Atlanta's Changing Downtown—Use Historic Maps to Study Patterns of Change

Posting 3.

1. Read Kotkin, The City, Chapter 4—Greek Achievement (19-26) and Chapter 5—The First Megacity (27-34). Read Timothy J. Crimmins, “Atlanta’s Evolution: From Railroad Roots to Sprawling Metropolis,” Urban Wildlife, 1998, pages 32-41, which is located with the READINGS on the Global Cities ULEARN site or in an easily printable version without the illustrations at: http://sherpaguides.com/georgia/atlanta_urban_wildlife/cultural_history/. Then go to the American Memory web site to examine the Bird’s Eye View of Atlanta in 1892 to see
how big the city was at the end of the 19th century. Go to: 
http://memory.loc.gov/ammem/pmhtml/panhome.html and click Browse by Geographic 
Location. When the map of the United States appears, click on Georgia. When the 
display of Panoramic Maps appears, click number 3 United States--Georgia--Atlanta. 
c1892. When the Atlanta map appears, click on the map for a larger version. Then click 
on Full Image to get the largest size map. Use the Zoom function to magnify the areas of 
the map to see what was downtown in 1892 and what were the edges of the city in 1892. 
To do this select a mid-level zoom and a window size of 640 x 480. Find the railroad 
patterns in the center of the downtown and the State Capitol. Find Georgia Tech on the 
north side of the city. Find Atlanta University on the west side of the city. Find the 
intersection of Capitol Avenue and Georgia Avenue, the site of Turner Field today, on the 
south side of the city. Make ten observations about Atlanta in 1892.

2. Post a 250-word description of what Atlanta looked like a century ago and what remains 
from the 1892 city today. Note how Atlanta in 1892 would have compared to Alexandria 
or Rome in the Classical Period.

Sept. 19: Downtown Atlanta Walking Tour: No Class for FLC Sections
First SimCity Progress Report Due by email to tcrimmin@gsu.edu
The FLC sections will take the downtown walking tour during a session of GSU 
1010 the week of September 17-21. The remainder of the class will meet in the 
classroom for the tour. Wear comfortable shoes and bring an umbrella if rain is 
predicted. The tour will begin in front of the Urban Life Building, proceed west on 
Decatur Street, south on Central Avenue toward Underground Atlanta, east on MLK to 
the Capitol, south on Washington Street to the Georgia Plaza Park, north on Central 
Avenue to the plaza at Underground, and north to Woodruff Park. Your will be making 
ten observations about the presence of the past in the landscape of downtown Atlanta.

Posting 4.
1. Read Kotkin, The City, Chapter 6—Eclipse of the Classical City (35-40). Then go to the 
American Memory site at: http://memory.loc.gov/ammem/pmhtml/panhome.html and 
click Browse by Geographic Location. When the map of the United States appears, click 
on Georgia. When the display of Panoramic Maps appears, click number 4 United 
States--Georgia--Atlanta. c1919. When the Atlanta map appears, click on the map for a 
larger version. Then click on Full Image to get the largest size map. Use the Zoom 
function to magnify the areas of the map to see what was downtown in 1919. Use the 
zoom function to examine the central area of the downtown particularly the railroads. 
Find passenger stations and factories. Follow the railroad lines out from the downtown to 
see what industries were located here in 1919. Make ten observations about Atlanta in 
1919.

2. Post a 250-word description comparing the downtown of the late 19th and early 20th 
century with that of today. On the Atlanta views, look particularly for the railroad lines 
and the buildings that line them. Can you tell what these buildings were used for? If
these buildings are still standing today, what are they being used for? Considering your

Sept. 26: The Islamic Archipelago
Posting 5.
1. Read Kotkin, The City, Chapter 7—The Islamic Archipelago (33-51). Go to the web sites
Cairo (3100 BCE to the present) http://en.wikipedia.org/wiki/Cairo
al-Fustat (640-868) http://menic.utexas.edu/cairo/history/fustat/fustat.html
al-Qatta’i (869-969) http://menic.utexas.edu/cairo/history/qattai/qattai.html, and
al-Qahira (969-1517) http://menic.utexas.edu/cairo/history/qahira/qahira.html
Make 10 observations about Cairo as an Islamic city.
2. Post a 250-word essay describing the change in the locations of al-Fustat, al-Qatta-I, and
al-Qahira. What was the monumental building constructed in the late 800s and early
900s? What made al-Qahira one of the grandest and most developed cities in the world
in 1000 AD? What was the role of Cairo in the Islamic archipelago?

Oct. 2: Capital Cities -- Guest Lecturer: Professor Doug Reynolds, Specialist in Asian
History.
Posting 6. Second Sim City Progress Report Due
1. Read Kotkin, The City, Chapter 8—Cities of the Middle Kingdom (52-57) and Chapter 9
Opportunities Lost (53-61). Also read John Whiney Hall’s “The Castle Town and
Japan’s Modern Urbanization,” pp37-56 from The Far Eastern Quarterly, November
1955. If you are using a GSU campus internet connection, go to
http://www.jstor.org/view/03636917/di973597/97p0131l/0?currentResult=03636917%2b
di973597%2b97p0131l%2b1%2c03%2b19551100%2b9994%2b80448899&searchID=cc
993341.10928522500&frame=noFrame&sortOrder=SCORE&userID=8360ca52@gsu.edu
u/01cc9933410050143f886&dpi=3&viewContent=Article&config=jstor. If you are off
campus, you can find the reading on ULEARN by clicking the Readings Icon and then
2. Post a 250-word essay that describes how castles represented a political structure that
generated city growth in Japan. How do you think this compares to the establishment of
the U. S. Capital in Washington, D. C. or a state capital like Atlanta. How do the
governmental castle complexes in Japan compare to capitol buildings in Washington or
Atlanta?

Oct. 10: Filming the Twentieth-Century Metropolis
No Posting. Changing Atlanta Landscape Paper Due—First Draft
Optional. If you are interested in the history of film, you can visit:
http://www.persocom.com.br/brasilia/metropo.htm to find out about Fritz Lang’s 1926
silent movie, Metropolis. We will view this film in class and then discuss the following
questions. Eighty years ago, what did Lang see as the future of the city? What did
Lang as a basis for his projection of the city of the future?
Oct. 17: European Urbanization
Posting 7.
   OR Venice http://en.wikipedia.org/wiki/Venice Under CONTENTS Sections 1--History through Section 5—Sinking City)
   OR London http://en.wikipedia.org/wiki/London (Under CONTENTS read Sections 1—Defining London through Section 6—Transport) Make ten observations about Europe’s cities from the 1500s to the 1700s and how they compare with Cairo around 1000.
2. Post a 250-word essay that describes the rise of European cities from the 1500s to the 1700s. What were their monumental buildings? Why did they grow? How were they different from Islamic cities?

Oct. 24: Capital(ist) Cities
No Posting. Changing Atlanta Landscape Paper Due—Final Revision

Oct. 31: Industrial Cities
Posting 8. Sim City Project Due
2. Post a 250-word description of your neighborhood where you grew up while in high school. How is your neighborhood similar to or different from what Gans describes? Is it “home centered”? In what way? Is it single family, apartment, or mixed? Does it have sidewalks? How many cars do families generally have? What, if any, is its “diversity”? How close is the high school you attended? What are the neighborhood religious institutions? Where do residents go to shop or for entertainment? Where do its residents tend to work?

Nov. 7: City Neighborhoods—Visiting Lecture by Professor Joseph Perry. How is Berlin reshaping its City Signatures? A Case Study of Patzdammer Platz.
Posting 9.
to see images of Potsdamer Platz.
Then use GoogleEarth to examine the suburban areas that ring Atlanta. Type in Roswell, Georgia. Look closely at the street configurations, railroads, expressways, the clustering of parking, the commercial nodes, and the residential neighborhoods. Make five observations about the suburban patterns that you see. Then type in Cuffley, England. Make five observations about the suburban patterns that you see.

2. Post a 250-word essay comparing and contrasting suburban patterns outside of London and Atlanta. Can you speculate on the commuting patterns in each suburban area? Where do the residents in Cuffley work? How do they get there? Where do the residents of Alpharetta work? How do they get there?

Nov. 14: Suburbia
No Posting. Sim City Paper Due—First Draft
Read Kotkin, The City, Chapter 15—Suburbia Triumphant (117-125) and Chapter 15—The Postcolonial Dilemma (126-136).

Nov. 21: NO CLASS—THANKSGIVING BREAK

Nov. 28: World Urbanization—Bangalore
Posting 10.
Make ten observations about how Bangalore is a 21st century city and how growth represents the future of Asian cities.

2. Post a 250-word essay about how technology is reshaping world cities in the late 20th and early 21st centuries. Explain how Bangalore represents the Asian city of the 21st century.

Dec. 5: The Future Urban World and Student City Videos
No Posting. Sim City Paper Due—Final Revision
Read Kotkin, The City, Conclusion—The Urban Future (147-160).

Dec. 12: Final Examination. 2:45-4:45 p.m. Be prepared:
1. bring an outline that you can use to answer each question,
2. bring your course notebook, which will be graded during the final exam period.
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<td>Downtown Atlanta Walking Tour—Wear comfortable shoes, rain gear</td>
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<td>7 Nov</td>
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<td>Final Revision of SimCity paper with original draft and comment sheet</td>
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History 3000: Introduction to Historical Studies
Jared Poley

Spring 2007
Office: 810 General Classroom Building
Phone: 404-651-2250 (Main history dept. office)
Email: jpoley@gsu.edu
Office Hours: Tuesday and Thursday, 9:00 – 9:45 (and by appointment)
Class Meetings: Friday, 9:00 – 12:20 in College of Education 182

Electronic reserves password: PH3000TGD (use all caps at http://reserves.gsu.edu)

Course Description:
This course introduces students to the practice of history. We will explore how historians do their work, what kinds of questions they ask, and what methods they use to frame and answer those questions. We will discuss the nature of historical knowledge, practice the analysis and presentation of historical information, and evaluate different theories that ground history. The seminar will help prepare you for upper-level history courses, and it will develop your abilities in critical thinking and in effective communication, skills that will prove useful both in and beyond the classroom.

Class Policies:
Naturally, the course syllabus is only a general plan for the course; “deviations” may be necessary. You should plan to attend class and to be an engaged and committed learner. Should attendance become a problem, your grade will certainly suffer. I expect vigorous but well mannered contributions to class discussions.

Academic Honesty:
You are expected to follow the guidelines for academic honesty set out in the student handbook (see http://www.gsu.edu/~wwwcam/), but should you have any questions or concerns about what constitutes cheating or plagiarism, please see me. Plagiarism has become increasingly problematic, and you must avoid it. Joseph Gibaldi, the author of the Second Edition of the *MLA Style Manual* (a well-respected and important guide to scholarly writing), gives a useful definition of plagiarism that I have excerpted here. Read it and pay attention to the central issue—intellectual integrity. Gibaldi writes that:

> Scholarly authors generously acknowledge their debts to predecessors by carefully giving credit to each source. Whenever you draw on another’s work, you must specify what you borrowed—whether facts, opinions, or quotations—and where you borrowed it from. Using another person’s ideas or expressions in your writing without acknowledging the source constitutes plagiarism.

> Derived from the Latin world *plagiarus* (“kidnapper”), plagiarism refers to a form of intellectual theft that has been defined as the “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and
presenting it as one’s own” (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). In short, to plagiarize is to give the impression that you wrote or thought something that you in fact borrowed from someone, and to do so is a violation of professional ethics.

Forms of plagiarism include the failure to give appropriate acknowledgement when repeating another’s wording or particularly apt phrase, paraphrasing another’s argument, and presenting another’s line of thinking. You may certainly use another person’s words and thoughts, but the borrowed material must not appear to be your creation.

In your writing, then, you must document everything that you borrow: not only direct quotations and paraphrases but also information and ideas. Of course, common sense as well as ethics determines what you document. For example, you rarely need to give sources for familiar proverbs […], well-known quotations […], or common knowledge […]. But you must indicate the source of any appropriated material that readers might otherwise mistake for yours (Joseph Gibaldi, *MLA Style Manual and Guide to Scholarly Publishing, 2nd Edition* [New York: The Modern Language Association of America, 1998] 151).

In the event that I discover that your work has not been your own, I am required to turn you in. I want to point out that lifting material – unacknowledged – from a website is considered plagiarism. **Possible penalties include failing the paper, failing the course, and expulsion.** Save all of us the hassle and say hello to your little friend: the footnote.

**Drops and Withdrawals:**
If you are registered for a course that you do not want to take, you should drop it. There are a few important dates that you should be aware of:

- You have **until January 12** to drop a course through GoSolar (the class won’t even appear on your transcript).
- **Between January 13 and March 1** you may withdraw from a course but it will appear on your transcript as either a W or a WF (a WF is counted as an F for GPA purposes).
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- You may also be administratively withdrawn for nonattendance.

**Writing Across the Curriculum**
This is a writing intensive class. Many students look askance at such a claim, believing that writing – because it is painful to produce – is something best avoided. While writing may be a laborious and troublesome process, one of the goals of this class is to encourage writing as a way of learning. There will be a lot of writing, but not all of it will factor heavily into your grade: there are many “low-stakes” writing assignments. You will also end up producing a quality paper at the end of the class and there are many small steps built into the semester to smooth the way. To make the entire process easier to manage and to document, students are required to submit many assignments online. Each of you should go to [http://wac.gsu.edu/wow/](http://wac.gsu.edu/wow/) and register for
the course by filling out the appropriate information and clicking the “signup” link. Many short assignments will be submitted online through this site.

Course Requirements:
The following criteria and assignments will make up your final grade:

**Reading Responses and Class Discussion: 30% of your grade**
This class is both reading and writing intensive. You are expected to do the assigned readings before class and to be prepared to discuss the readings vigorously and with intelligence. When reading consider the main points, think about how the arguments were presented, and investigate what sources were used and how—*this means that you need to read footnotes*. To facilitate this, I will expect short written responses (roughly a page) to be produced before the discussion. In these short assignments you must respond to the question posed at the Writing Across the Curriculum site. *This response is due by 9:00 am, before the class discussion; late responses will not be accepted.* You must submit your responses through the Writing Across the Curriculum website. Your contributions to the class discussions—both in quantity and in quality—are also a factor in this portion of your grade. Other short writing assignments will be periodically assigned. Your ability to complete these assignments on time and in the proper spirit will also be included in this portion of your grade.

Each student will be responsible for leading a section of the class discussion on a particular article or book chapter (depending on class enrollments, it is possible that you will have a partner). The discussion leader will need to meet with me in the days before the discussion so that together we can discuss central themes, how those themes relate to other readings and to the broader intellectual goals of the class, and specific discussion-generating questions that may be posed to the class as a whole.

**Library Exercise: 5% of your grade**
There will be a short exercise designed to familiarize you with library materials and online resources. The exercise will be distributed soon and will be *due February 9.*

**Document Exercise (on the My Lai text): 10% of your grade**
After reading and carefully considering all the documents collected in *My Lai: A Brief History with Documents*, select three sources of different varieties and write a short paper (4 – 5 pages) describing what *could* be learned from them. *Due January 26.*

**Peer Review: 15% of your grade**
On *April 20* you will give a rough—but complete—draft of your paper to a colleague in the class, and in turn you will be asked to read the work of someone else. Take this as an opportunity to polish your writing; the idea behind this exercise is to help you produce a paper that is not only of high quality, but one in which you demonstrate your mastery of historical analysis, interpretation, and writing. As part of this peer review you should carefully copy edit and proofread your colleague’s paper. Check to see if the grammar and spelling are correct. Ask yourself if the style is clear. Is the argument easy to follow? Is there a clear thesis? What
evidence is given to support it? Is this evidence persuasive? Is the documentation correct? Will a
Google search reveal that your colleague has stolen the paper? Does the paper demonstrate
fidelity to the “history standards” found at the end of this syllabus? Write comments, thoughts,
and suggestions in the margins. Write a one-paragraph summary of the paper’s argument. If you
can’t do this, there is a problem. Make two lists: three things you really liked, but five things that
need improvement (these can be done in a general sense: needs a stronger thesis; do a spell
check; learn to use commas, etc.). Copies of this summary and the lists should be given both to
me and to your colleague. On April 27 you will each spend roughly 90 minutes critiquing your
colleague’s work and offering your suggestions on how to improve it. It is vital that you have a
completed draft ready to submit in class on April 20 and that you are in class on April 27 to
participate in the reviews. Failing to do either will significantly affect your final grade.

Final Paper: 40% of your grade
You must write a final paper (roughly 15 pages) in which you investigate in greater detail the
history and historiography of a particular theme appropriate to the class. Part of this grade
consists of your ability to do certain things on schedule: on February 9 you need to hand in a 1-
paragraph topic proposal, on February 23 you need to provide copies of a 1-page discussion of
your thesis to the entire class, and on March 23 you must submit an annotated bibliography. As
part of the peer review you must have a completed draft on April 20 and critical comments for
your assigned colleague on April 27.

A Note on Grades:
In Fall 2006 Georgia State University began using the plus/minus system of grades. This was a
good thing for most people, but you should know two important things. First, the grading scale
will be like this: to earn the plus, you need to be in the upper end of the grade range (an 88 or 89
for a B+; a 78 or 79 for a C+, etc.); a minus is at the lower end (an 80, 81, or 82 for a B-; a 70,
71, or 72 for a C-, etc.). Second, there will be two GPAs calculated for each student. One for
GSU will be calculated using the plus/minus system (a B+ is worth more in terms of your GPA
than a B- or a B). The other, employed primarily to determine eligibility for HOPE, will use the
“old” system (which means that a B- and a B+ will each count the same as a B).

Itinerary and Readings:
The following readings are required for the course and are available at the bookstore. Many of
them have also been placed on reserve in Library South; other required readings are available
online or have been placed on reserve.

- My Lai: A Brief History With Documents by James A. Olsen and Randy Roberts
- The Cheese and The Worms: The Cosmos of a Sixteenth-Century Miller by Carlo
  Ginzburg
- A Pocket Guide to Writing in History, 4th edition by Mary Lynn Rampolla
- History and Historians: A Historiographical Introduction, 5th edition by Mark T.
  Gilderhus
- Late Victorian Holocausts by Mike Davis
• *Sweetness and Power* by Sidney Mintz

**January 12: Introductions**

• Introduction to the course: discussion of themes, readings, and assignments. History versus historiography.

**January 19: History’s history**

Reading Assignment:

• *History and Historians* by Mark Gilderhus, chapters 1-5, 7, postscript.

Writing Assignment:

• Submit a response to the question posed on the Writing Across the Curriculum site regarding *History and Historians* by 9:00 am, and bring a hardcopy of your response to class.

**January 26: Working with Sources: My Lai**

Reading Assignment:

• *My Lai: A Brief History With Documents* by James A. Olsen and Randy Roberts.

Writing Assignment:

• After reading and carefully considering all the documents collected in *My Lai: A Brief History with Documents*, select three sources of different varieties and write a short paper (4 – 5 pages) to be handed in during class describing what *could* be learned from them. Analyze them as sources of historical knowledge. Consider, for instance, who wrote the source and why? In what context did it originally appear? Was it public or secret? Was it private or widely known? How did people at the time respond to the particular source? What is the nature of the source—is it an economic report, a legal proceeding, a photograph, a memoir—and how does that determine how an historian could use the document in question? You will present your analysis to the rest of the class.

**February 2: National, World, & Global Histories**

Reading Assignment:


Writing Assignment:
• Submit response to the questions posed on these articles at the Writing Across the Curriculum site by 9:00am. Bring a hardcopy to class.

**February 9: Paper Topics**

**Reading Assignment:**
- *History and Historians*, chapter 6.

**Writing Assignment:**
- Find a potential paper topic; if necessary, consult with the Reference Librarians (call 404.651.2185 for an appointment). Each of you will present your ideas for paper topics to the class. We will have a short discussion regarding its viability and its potential, and drawing upon our collective knowledge we will consider potential sources, theoretical models, and pitfalls. You must submit a one-paragraph description of your topic through the Writing Across the Curriculum site by 9:00am. Bring a hardcopy to class.

**February 16: Big Histories**

**Reading Assignment:**
- *Late Victorian Holocausts* by Mike Davis

**Writing Assignment:**
- Submit response to the questions posed on *Late Victorian Holocausts* at the Writing Across the Curriculum site by 9:00am. Bring a hardcopy to class.

**February 23: Microhistories**

**Reading Assignment:**
- *The Cheese and The Worms: The Cosmos of a Sixteenth-Century Miller* by Carlo Ginzburg
- “The sins of belief: a village remedy for hoof and mouth disease” in *Power in the Blood*, by David Sabean [available on reserve in Library South]

**Writing Assignment:**
- Submit response to the questions posed on these texts at the Writing Across the Curriculum site by 9:00am. Bring a hardcopy to class.
- You must circulate to the class (make enough copies for everyone) a 1 or 2-page description of the *Problematik* you will be considering in your paper. This is a brief but closely-reasoned discussion of your anticipated thesis, argument, and source materials.

**March 2: Thesis workshops**

**Reading Assignment:**
- Read and comment on your colleagues’s 1-page paper descriptions. Be prepared to discuss the ideas of others and to defend your own plan.

**March 9: Spring Break**

**March 16: Histories of Trade and Objects**

**Reading Assignment:**
• *Sweetness and Power* by Sidney Mintz.

**Writing Assignment:**
- Submit response to the questions posed on *Sweetness and Power* at the Writing Across the Curriculum site by 9:00am. Bring a hardcopy to class.

**March 23: Histories of the Mind**

**Reading Assignment:**
- The History of Memory, read “Introduction: Histories: The Philosophies of Today” and “Monuments: Idols of the Emperor” in *The Memory of the Modern* by Matt Matsuda: [available on reserve in Library South]

**Writing Assignment:**
- **You must hand in a rough annotated bibliography.** An annotated bibliography not only gives a list of works that you will be consulting in the course of writing your paper, but it also gives a short description of what the source is, the types of information it contains, and how it will be used to propel your own work.
- Submit response to the questions posed on these texts at the Writing Across the Curriculum site by 9:00am. Bring a hardcopy to class.

**March 30: Histories of the Body**

**Reading Assignment:**
- “Foucault’s Subject in the History of Sexuality” by Lynn Hunt in *Discourses of Sexuality*, [available on reserve in Library South]

**Writing Assignment:**
- Submit response to the questions posed on these texts at the Writing Across the Curriculum site by 9:00am. Bring a hardcopy to class.

**April 6: Gender History; Women’s History**

**Reading Assignment:**

Writing Assignment:
- Submit response to the questions posed on these texts at the Writing Across the Curriculum site by 9:00am. Bring a hardcopy to class.

April 13: Urban, Cinematic, and Art Histories
Reading Assignment:
- “Introduction” and “Self-Portraits” in *Van Gogh and Gaugin: The Search for Sacred Art* by Deborah Silverman [available on reserve in Library South]
- “The Ringstrasse, Its Critics, and the Birth of Urban Modernism” in *Fin-de-Siècle Vienna* by Carl Schorske [available on reserve in Library South]
- “The Sword Became a Flashing Vision”: D.W. Griffith’s *The Birth of a Nation*” in *Ronald Reagan, The Movie and Other Episodes in Political Demonology* by Michael Rogin [available on reserve in Library South]

Writing Assignment:
- Submit response to the questions posed on these texts at the Writing Across the Curriculum site by 9:00am. Bring a hardcopy to class.

April 20: The Limits of History?
Reading Assignment:

Writing Assignment:
- Hand in drafts of the paper for peer review.
- Submit response to the questions posed on these texts at the Writing Across the Curriculum site by 9:00am. Bring a hardcopy to class.

April 27: Peer Review Discussions
Reading Assignment:
- A critical and thoughtful assessment of the paper produced by your colleague

Writing Assignment:
- Aside from a careful proofing of the text, produce the lists described above; one copy goes to the author of the paper, the other copy should be handed in to me.

April 30: Final papers due to my mailbox (805 GCB) by 5:00 pm
Lower Division:

Standard One: **Historical Mindedness.** The student demonstrates (1) an understanding of history from a humanistic and world perspective, including an awareness of both individuals and social groups as creators of history; (2) an appreciation of the varieties of political, geographical, and cultural regions of the world; (3) a comprehension of the relationship over time between causes and consequences, change and continuity, and structure and agency in the past.

Standard Two: **Multidimensional Analysis.** The student demonstrates an awareness of various dimensions of history--political, social, economic, and cultural--and is able to incorporate aspects of ethnicity, gender, race, and class in the explication of these dimensions.

Standard Three: **Historical Context.** The student has mastered a body of knowledge in American and world history sufficiently to be able (1) to read, comprehend, recall, and discuss historical interpretation and data, and (2) to place events and the interpretation of those events in an appropriate temporal and spatial context, including a meaningful chronological order and within a larger scheme of historical evolution and appreciation of historical epochs. The body of knowledge includes such themes as demographic change and migration, social organization and change, economic organization and change, technological advance, the rise of world religions, urbanization, political evolution and state formation, intellectual and ideological development, cultural evolution and cross-cultural contact, imperialism and post colonialism, and globalization.

Standard Four: **Texts.** Student understands the problems of interpretation associated with the use of primary and secondary sources and are able to identify and document sources in their analyses.

Standard Five: **Presentation.** Student demonstrates the ability to create, organize, and support in written form an historical thesis or argument and to engage actively in group discussions which deal with issues in the field of history.

Upper Division:

Standard Six: **Professional Skills.** Student is able to use effectively such resources as the library, archives, and oral interviews. He/she demonstrates computer skills appropriate to the discipline. Student is able to evaluate the relative worth of different types of evidence-- (textual, material, media, oral, quantitative and statistical, and visual); to exchange information and ideas and present arguments persuasively; to evaluate and critique different historical perspectives and explanations within a conversational setting; to listen to and learn from others; and to write clearly, economically, imaginatively and persuasively about historical facts, issues, and interpretations. He/she is able to document sources properly.
Standard Seven: **Historiography.** The student, knowing that history is the interpretation of data, can demonstrate awareness of conflicting interpretations of the same data.

Standard Eight: **Interdisciplinary Awareness.** The student knows how to appreciate, critique, and use material from other fields such as geography, economics, history of art, literature, psychology, philosophy, statistics, dependant upon their area of specialization.

Standard Nine: **Comparative/Global/Transnational Perspective.** The student is able to compare historical developments/problems across cultural/geographical boundaries, appreciating how temporal, cultural, and spatial dimensions effect historical responses.

Standard Ten: **Professional Values.** Student is able to employ methods of historical research and modes of historical discourse that emphasize high standards of fidelity to evidence, tolerance of alternative approaches to obtaining, interpreting, and applying historical knowledge, and an appreciation and articulation of the indebtedness historians have to the work of others.

Jared Poley
History 3000, Spring 2007
Writing Prompts
History’s History
Due Midnight January 19
Read the analytical description of historiography that Mark Gilderhus presents in chapters 1 – 5, 7, and the postscript to his *History and Historians: A Historiographical Introduction (5th ed.)*. Write a short essay (circa 2 - 3 pages) explaining the differences between history and historiography and identifying the main shifts in historical analysis, method, or theory over the last 150 years.

National History, World History
Due Midnight February 2
Write a short essay (again 2 - 3 pages) considering what is gained and lost by shifting one’s focus from the national to the global. What methodological differences may be seen in the work of these political, cultural, and comparative historians?

Big Histories
Due Midnight February 16
How does Mike Davis write the history of the environment? What methods and theoretical models does Davis employ to write a “big history?”

Microhistories
Due Midnight February 23
Ginzburg and Sabeau are both famous “microhistorians,” but by studying isolated examples, do they produce anything useful? Are Mennochio and the Bull-lynchers of Beutelsbach representative or atypical? In what way does microhistory attempt to blend social and cultural history?

History and Trade, History of the Object
Due Midnight March 16
Sugar, if you believe Mintz, was situated not only in the histories of trade, but also of colonization and European ”taste.” Considering that Mintz is trained as an anthropologist, comment on how a blend of anthropology and history opens up new methods for analysis.

Histories of the mind: psychohistory and memory
Due Midnight March 23
After reading Loewenberg: Is the application of Freudian categories to historical conditions a fundamentally ahistorical method? After reading Matsuda: What is the difference between memory and history? Do the two join? Where?

History of Science, History of Sexuality
Due Midnight March 30
Together Briggs and Laqueur present one type of “history of the body,” while Hunt explains some of the theoretical innovations—especially those provided by Michel Foucault—used to understand that history. All of these thinkers, however, begin with the assumption that the ways
people experience their bodies is a condition of their historical context: people "felt" their bodies differently in the past than they do now. How do these historians consider the changes that the body has undergone historically?

**Gender History; Women’s History**
Due Midnight April 6
What are the key methodological and theoretical differences between a history of women and the history of a gender?

**Intellectual Histories, Filmic History, the New Biography**
Due Midnight April 13
These historians analyze various artistic works (paintings, architecture, film). But Schorske suggests that more may be gleaned from such study: the works he studies are a “…visual expression of the values of a social class” (p 25). Explain how Schorske, Rogin, and Silverman use the study of art to comment on larger issues.

**The Limits of History?**
Due Midnight April 20
What are your responsibilities both as readers and as history students to “historical truth?” How have professional historians responded to the issues raised by historical fictions? While it is easy to criticize the author of a historical novel for a “reckless verisimilitude,” are the works in this genre still able to produce knowledge about the past?
History 3000 Library Exercise  
Jared Poley  
Spring 2007

The following is meant to familiarize you with aspects of our library system that will make your lives as history majors infinitely easier. A working knowledge of the library will prove to be invaluable as you proceed through your upper-division course work. Whenever you are asked to provide a citation, please follow the method demonstrated in Rampolla or draw it directly from the *Chicago Manual of Style*. Your responses are due in class on February 9.

Complete the following:

1. Where is the reference desk physically located in Pullen library? [note: sadly, this is likely to change due to the massive upheaval in the library—probably in the next few weeks— but find it at least once]

2. Do a title search in GIL for the *Encyclopedia of Popular Music* (2002). What is the call number?

3. Provide a full citation for any entry in this *Encyclopedia*.

4. Again using GIL, identify the name and call number of any book dealing with the history of the German Enlightenment. Give a complete citation. Find the book on the shelf and list the titles for the books on either side of this text.

5. Using GIL, do an author search for “David Sabean.” List all the entries under this name, but open the record for *What History Tells*. List all the subject headings, but open this link: “Nationalism --Europe --History --20th century”. How many titles are accessible under this subject heading? Perform another author search for David Sabean in the GIL Universal Catalog and identify a book written by Sabean not held at Pullen Library. How would GIL Express allow you to access this text?

6. What is the Galileo password this semester? How did you find it?

7. Using Project Muse, locate an article on the history of money. Give a complete citation.

8. Using JSTOR, locate a book review for Christopher Browning’s *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. Give a complete citation for the review.

9. Using Historical Abstracts, locate a dissertation completed in the last five years on violence in Algeria in the 19th century. Give a complete citation.

10. Using WorldCat, identify the number of libraries holding Alexandra Garbarini’s *Numbered Days: Diaries and the Holocaust* and then indicate the nearest library that
owns this volume. How would you lay your hands on this item without getting into your car?

11. Locate the research guide for history on the library website. Use it to identify our current history librarian, and then to locate a range of international newspapers. Locate the *Worker's Weekly* and identify the years we hold in the library. Give the call number for the microfilm. Where does one go to view microfilm?

12. Imagine that you have been assigned to write a paper on Southern Labor History, using primary sources held at Pullen Library. Identify one of these sources, and give as much identifying information as you can.


14. Point your browser to www.historians.org. Identify the name of the organization and the title of its flagship journal (hint: it isn’t *Perspectives*). Give the full citation for an article published in this journal in the past year.

15. Finally, point your browser to hnn.us. Read the dish, then download Zotero for firefox.
History 4615: The Development of Modern Western Science
Jared Poley
Spring 2007

Office: 810 General Classroom Building
Phone: 404-651-2250 (Main history dept. office)
Email: jpoley@gsu.edu
Office Hours: Tuesday and Thursday, 9:00 – 9:45 (and by appointment)
Class Meetings: T/R 10:00 – 11:40 in Aderhold 224

Electronic reserves password: PH4615CCD (use all caps at http://reserves.gsu.edu)

Course Description:
This course introduces students to the history of modern science and will include a mixture of lectures and seminar-style class discussions. Science has a history, and scientists are subjected to the same historical forces acting on the world outside the lab. This class will explore the histories of science and scientific perception and will integrate transformations in the sciences with social, political, cultural, and economic changes occurring in the broader world. It is useful, but it is not required, for you to have some background either in science or history – and one of the goals of the course will be to examine the interplay between the work of scientists and the broader historical forces within which they existed.

Class Policies:
Naturally, the course syllabus is only a general plan for the course; “deviations” may be necessary. You should plan to attend class and to be an engaged and committed learner. Should attendance become a problem, your grade will certainly suffer. I expect vigorous but well mannered contributions to class discussions.

Academic Honesty:
You are expected to follow the guidelines for academic honesty set out in the student handbook (see http://www.gsu.edu/~wwwcam/), but should you have any questions or concerns about what constitutes cheating or plagiarism, please see me. Plagiarism has become increasingly problematic, and you must avoid it. Joseph Gibaldi, the author of the Second Edition of the MLA Style Manual (a well-respected and important guide to scholarly writing), gives a useful definition of plagiarism that I have excerpted here. Read it and pay attention to the central issue—intellectual integrity. Gibaldi writes that:

Scholarly authors generously acknowledge their debts to predecessors by carefully giving credit to each source. Whenever you draw on another’s work, you must specify what you borrowed—whether facts, opinions, or quotations—and where you borrowed it from. Using another person’s ideas or expressions in your writing without acknowledging the source constitutes plagiarism.

Derived from the Latin world plagiarius (“kidnapper”), plagiarism refers to a form of intellectual theft that has been defined as the “the false assumption of
authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). In short, to plagiarize is to give the impression that you wrote or thought something that you in fact borrowed from someone, and to do so is a violation of professional ethics.

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In the event that I discover that your work has not been your own, I am required to turn you in. I want to point out that lifting material – unacknowledged – from a website is considered plagiarism. **Possible penalties include failing the paper, failing the course, and expulsion.** Save all of us the hassle and say hello to your little friend: the footnote.

**Drops and Withdrawals:**
If you are registered for a course that you do not want to take, you should drop it. There are a few important dates that you should be aware of:

- **You have until January 12** to drop a course through GoSolar (the class won’t even appear on your transcript).
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**Writing Across the Curriculum**
This is a writing intensive class. Many students look askance at such a claim, believing that writing – because it is painful to produce – is something best avoided. While writing may be a laborious and troublesome process, one of the goals of this class is to encourage writing as a way of learning. There will be a lot of writing, but not all of it will factor heavily into your grade: there are many “low-stakes” writing assignments. You will also end up producing a quality paper at the end of the class and there are many small steps built into the semester to smooth the way. To make the entire process easier to manage and to document, students are required to submit many assignments online. Each of you should go to [http://wac.gsu.edu/wow/](http://wac.gsu.edu/wow/) and register for
the course by filling out the appropriate information and clicking the “signup” link. Many short assignments will be submitted online through this site.

**Course Requirements:**
The following criteria and assignments will make up your final grade:

**Reading Responses and Class Discussion: 20% of your grade**
This class is both reading and writing intensive. You are expected to do the assigned readings before class and to be prepared to discuss the readings vigorously and with intelligence. When reading consider the main points, think about how the arguments were presented, and investigate what sources were used and how—*this means that you need to read footnotes*. To facilitate this, I will expect short written responses (roughly a page) to be produced before the discussion. In these short assignments you must respond to the question posed at the Writing Across the Curriculum site. **This response is due at class time; late responses will not be accepted. You must submit your responses through the Writing Across the Curriculum website and bring a hardcopy to class.** These short essays will be graded in the following manner: A paper that is not handed in, that does not answer the question, or does not provide a satisfactory answer will be given a -; an essay that answers the question in a satisfactory way, with a clear thesis and a minimum of spelling and grammatical errors, will earn a . Exceptional papers (those with a thesis, a sophisticated style, and persuasive evidence) will earn a +. Your contributions to the class discussions (both in quantity and in quality) are also a factor in this portion of your grade. Other short writing assignments will be periodically assigned. Your ability to complete these assignments on time and in the proper spirit will also be included in this portion of your grade.

**Midterm Exam: 20% of your grade (March 1)**
The exam is an essay test. Study questions will be distributed beforehand.

**Peer Review: 10% of your grade**
On April 20 you will give a rough – but complete – draft of your paper to a colleague in the class, and in turn you will be asked to read the work of someone else. Take this as an opportunity to polish your writing; the idea behind this exercise is to help you produce a paper that is not only of high quality, but one in which you demonstrate your mastery of historical analysis, interpretation, and writing. As part of this peer review you should carefully copy edit and proofread your colleague’s paper. Check to see if the grammar and spelling are correct. Ask yourself if the style is clear. Is the argument easy to follow? Is there a clear thesis? What evidence is given to support it? Is this evidence persuasive? Is the documentation correct? Will a Google search reveal that your colleague has stolen the paper? Write comments, thoughts, and suggestions in the margins. Write a one-paragraph summary of the paper’s argument. If you can’t do this, there is a problem. Make two lists: three things you really liked, but five things that need improvement (these can be done in a general sense: needs a stronger thesis; do a spell check; learn to use commas, etc.). Copies of this summary and the lists should be given both to me and to your colleague. On April 19 you will each spend roughly 45 minutes critiquing your colleague’s work and offering your suggestions on how to improve it. **It is vital that you have a**
completed draft ready to submit in class on April 17 and that you are in class on April 19 to participate in the reviews. Failing to do either will significantly affect your final grade.

Final Paper: 25% of your grade
You must write a final paper (roughly 15 pages) in which you investigate in greater detail the history and historiography of a particular theme appropriate to the class. Part of this grade consists of your ability to do certain things on schedule: on February 15 you need to hand in a 1-paragraph topic proposal, on February 20 you need to submit a 1-page discussion of your thesis, and on March 13 you must submit an annotated bibliography and a 2 – 3 page “zero” draft. As part of the peer review you must have a completed draft on April 17 and critical comments for your assigned colleague on April 19. Final drafts of the papers are due in class on April 26.

Final Exam: 25% of your grade (Tuesday May 1, 10:15 – 12:15)
Like the midterm, the final exam is an essay test. It will be cumulative, but study questions will be distributed beforehand.

A Note on Grades:
In Fall 2006 Georgia State University began using the plus/minus system of grades. This was a good thing for most people, but you should know two important things. First, the grading scale will be like this: to earn the plus, you need to be in the upper end of the grade range (an 88 or 89 for a B+; a 78 or 79 for a C+, etc.); a minus is at the lower end (an 80, 81, or 82 for a B-; a 70, 71, or 72 for a C-, etc.). Second, there will be two GPAs calculated for each student. One for GSU will be calculated using the plus/minus system (a B+ is worth more in terms of your GPA than a B- or a B). The other, employed primarily to determine eligibility for HOPE, will use the “old” system (which means that a B- and a B+ will each count the same as a B).

Itinerary and Readings:
The following readings are required for the course and are available at the bookstore. Many of them have also been placed on reserve in Library South; other required readings are available online or have been placed on reserve.

Itinerary and Readings:
The following books are required and are available at the campus bookstore. Other required readings are available online through e-reserves.

- *The Structure of Scientific Revolutions (3rd Edition)*, Thomas Kuhn [Chicago, 0226458083]
- *The Genesis and Development of a Scientific Fact*, Ludwik Fleck [Chicago, 0226253252]
- *Discourse on Method/Meditations on First Philosophy (4th Edition)*, René Descartes [Hackett, 0872204200]
- *The Soul Made Flesh*, Carl Zimmer [Free Press, 0743272056]
- *Frankenstein*, Mary Shelley [Norton, 0393964582]
• *Making Sex*, Thomas Laqueur [Harvard, 0674543556]
• *Evolution, the History of an Idea (3rd Edition)*, Peter Bowler [California, 0520236939]
• *The Monk in the Garden*, Robin Henig [Mariner, 0618127410]
• *Dora*, Sigmund Freud [Touchstone, 0684829460]

**Week 1:**
January 9: Introduction: Discussion of themes, readings, assignments

January 11: “Premodern” science and the scientific “revolution”

**Week 2:**
**Assignment:** Read *The Structure of Scientific Revolutions* by Thomas Kuhn. As you read pay particular attention to the differences between what Kuhn calls “normal” and “revolutionary” science. Consider the process of scientific revolution and how paradigms are reconfigured.

January 16: Theories of scientific change I: class discussion of Thomas Kuhn’s *The Structure of Scientific Revolutions*. Submit response to the questions posed on this text at the Writing Across the Curriculum site by 10:00 am. Bring a hardcopy to class.

January 18: Exchanges: Islamic, Amerindian, and Chinese sciences

**Week 3:**
**Assignment:** Read *The Genesis and Development of A Scientific Fact* by Ludwik Fleck. Consider as you read the theoretical and historical place of the autonomous scientist, the history of scientific perception, & relationships between science and power.

January 23: Theories of scientific change II: class discussion of Ludwik Fleck’s *The Genesis and Development of A Scientific Fact*. Submit response to the questions posed on this text at the Writing Across the Curriculum site by 10:00 am. Bring a hardcopy to class.

January 25: Society and science: Galileo and court society

**Week 4:**
**Assignment:** Read René Descartes’s *Discourse on Method/Meditations on 1st Philosophy*

January 30: Natural and experimental science in the early modern: exploration, “bioprospecting,” & colonial science
February 1: Early modern science and the “modern” body: science and selfhood. We will also discuss Descartes’s Discourse on Method/Meditations on 1st Philosophy. Submit response to the questions posed on this text at the Writing Across the Curriculum site by 10:00 am. Bring a hardcopy to class.

Week 5:
Assignment: Read The Soul Made Flesh: The Discovery of the Brain and How it Changed the World by Carl Zimmer. As you read, do two things: first, focus on the issue of scientific communities and Kuhn’s theory of revolution. Does Willis’s “discovery” of the brain conform to the theoretical arguments that Kuhn and Fleck present? Second, consider how these scientists confront religious issues. Finally, consider if the invention of the brain was tied to changes in political theory associated with the English revolution.

February 6: Early modern logic: accounting, Blaise Pascal, and the Port-Royal logicians

February 8: Brains and Revolutions: class discussion of Carl Zimmer’s Soul Made Flesh. Submit response to the questions posed on this text at the Writing Across the Curriculum site by 10:00 am. Bring a hardcopy to class.

Week 6:
February 13: Science in the Enlightenment: From mechanism to vitalism

February 15: topic discussions We will have a short discussion regarding the viability and potential of your paper topic. Drawing upon our collective knowledge, we will consider potential sources, theoretical models, and pitfalls. You must hand in a one-paragraph description of your topic.

Week 7:
Assignment: Read Frankenstein by Mary Shelley.

February 20: Science, colonization, and industrialization; thesis statement/1-paragraph Problematik due

February 22: Romanticism and anxiety about science in the early 19th century: class discussion of Mary Shelley’s Frankenstein. Submit response to the questions posed on this text at the Writing Across the Curriculum site by 10:00 am. Bring a hardcopy to class.

Week 8:
February 27: Midterm review

March 1: Midterm exam

Week 9:
March 6: Spring Break
March 8: Spring Break

Week 10:
Assignment: Read *Making Sex: Body and Gender from the Greeks to Freud* by Thomas Laqueur. Be able to contrast the one- and two-sex models of human sexual difference, and consider the political, social, and cultural ramifications of our modern, sexually-differentiated, bodies. Why was the end of the 18th century so crucial to the development of modern sexual identity? Also read the “The Perception of the Body” in *The Woman Beneath the Skin* by Barbara Duden. When you read Duden, think about the problem of flow as it was understood by mechanical scientists, and then apply that to how Dr. Storch understood his female patients.

March 13: The science of sex and gender: class discussion of Thomas Laqueur’s *Making Sex* and Chapter 4 (“The Perception of the Body”) of Barbara Duden’s *The Woman Beneath the Skin* [on reserve]. Submit response to the questions posed on this text at the Writing Across the Curriculum site by 10:00 am. Bring a hardcopy to class.; annotated bibliography and 2 – 3 page “zero draft” due

March 15: The science of race in the 18th and 19th centuries

Week 11:
Assignment: Read *Evolution: The History of an Idea*, Peter Bowler. Evolution is thought to initiate a critical split between religion and science. While this was certainly one implication of Darwinian thought, there were others. To what degree is Darwin’s fame as the “father of evolution” justified? What does Darwin do to conceptions of humanity, and why were his ideas so critical to Europeans in the 19th century? How did evolution affect European understandings of gender, race, and class?

March 20: Imperial science

March 22: Evolution: class discussion of Peter Bowler’s *Evolution: The History of an Idea (3rd ed.)*. Submit response to the questions posed on this text at the Writing Across the Curriculum site by 10:00 am. Bring a hardcopy to class.

Week 12:
Assignment: Read *The Monk in the Garden* by Robin Henig. Heredity was a key issue for the 19th century. Think about Mendel and the question of scientific community and knowledge transfer, as well as how to begin placing Mendel into relationship with other important 19th century scientists like Charles Darwin.

March 27: The science of time and space
March 29: Genetics: class discussion of Robin Henig’s *The Monk in the Garden*. Submit response to the questions posed on this text at the Writing Across the Curriculum site by 10:00 am. Bring a hardcopy to class.

**Week 13:**
April 3: “Modernist” sciences of the 20th century

April 5: Reading day; work on papers

**Week 14:**
**Assignment:** Read *Dora: Fragment of an Analysis*, Sigmund Freud. Consider how and why the 19th and early 20th centuries were so concerned with the interplay of sexuality and selfhood in such stark contrast to previous and subsequent periods. Think about what “hysteria” was, and how Freud attempted to cure it.

April 10: Science of the mind: class discussion of Sigmund Freud’s *Dora: An Analysis of a Case of Hysteria*. Submit response to the questions posed on this text at the Writing Across the Curriculum site by 10:00 am. Bring a hardcopy to class.

April 12: Fascist & totalitarian science

**Week 15:**
April 17: 20th century biology: DNA & the human genome; **peer review drafts due**

April 19: peer review; prepare the appropriate comments described on pp 3 – 4, above.

**Week 16:**
**Assignment:** Read Jean-François Lyotard’s “The Postmodern Condition, a Report on Knowledge” and Donna Haraway’s “A Cyborg Manifesto”

April 24: postmodern/postcolonial science: class discussion of Lyotard’s *The Postmodern Condition* & Haraway’s *A Cyborg Manifesto*. Submit response to the questions posed on these essays at the Writing Across the Curriculum site by 10:00 am. Bring a hardcopy to class.

April 26: review for final; paper due

**Final Exam:** Tuesday May 1, 10:15 – 12:15
HIST 3620 - Seminar in Atlantic World History
Spring 2007
Fridays, 9am-12:20pm
Kell Hall 101

Instructor: Dr. Michele Reid
Office: GCB 829, History Dept.
Office Hours: Thursdays, 4-5pm, Fridays, 1-2pm, and by appointment
Phone: 404/463-9362
Email: mbreid@gsu.edu

Writing Consultant: Clif Stratton
Office: GCB 876
Office Hours: Mondays, 4-5pm and by appointment
Phone: 404/610-0088
Email: clifstratton5150@yahoo.com

Class Website: http://www2.gsu.edu/~wwwhis/Faculty/fc_home.htm

COURSE DESCRIPTION
This undergraduate seminar course is designed to introduce students to theoretical, comparative, and integrative issues in Atlantic World History from the 15th century through the 19th century. The readings highlight the expansion of Western European empires, the development of the African Diaspora, and indigenous responses to colonialism, particularly in the Caribbean and Latin America. Additional topics for discussion include voluntary and involuntary migration experiences, geopolitical struggles, slavery and abolition, race and gender relations, and rebellion and revolution. Active class discussion, visual images, guest speakers, and a variety of written assignments are designed to focus student inquiry and analysis of Atlantic World History.

REQUIRED BOOKS
John H. Elliott, *Empires of the Atlantic World: Britain and Spain in America 1492-1830*
Alexandra Parma Cook and Noble David Cook, *Good Faith and Truthful Ignorance: A Case of Transatlantic Bigamy*
Marcus Rediker, *Villains of All Nations: Atlantic Pirates in the Golden Age*
Randy L. Sparks, *The Two Princes of Calabar: An Eighteenth-Century Atlantic Odyssey*

*Additional Readings and Primary Documents will be available on the internet or via email.

COURSE OBJECTIVES
This is a Writing Across the Curriculum course designed to improve the students’ ability to read, write and think more critically and historically. They will learn how to read and analyze an array of secondary and primary sources, how to present their findings both in discussion and in writing, and develop the research skills needed to explore additional history topics on their own.

WRITING CONSULTANT
Because this course has a major writing component, a graduate student in the History program will serve as the class Writing Consultant. He is here to help you improve your critical writing skills - make use of this assistance on the assignments, particularly the response papers, the book reviews, and the draft of the research prospectus.
GRADING

Participation  25%
Response Papers  20%
Book & Peer Reviews  20%
Quizzes  10%
Research Prospectus  25%
TOTAL  100%

Participation  25%
Attendance: More than two unexcused absences will result in the reduction of your final grade.

Class Discussion: This class is both reading and writing intensive. Your contributions to class discussions – both in quantity and quality – represent a significant portion of your grade. Students are expected to discuss, analyze, and critique each work and to put the work under view into conversation with those of the other secondary and primary sources we read.

Student Commentators: For each class, two students will present a brief summary of the assigned readings and raise two to three questions about the material.

Reading Questions: For each class, students must prepare and submit one question about the readings to contribute to class discussion. Email your reading question to Dr. Reid (mbreid@gsu.edu) by 12 midnight on Thursdays.

Conference Presentation: Students will present the preliminary findings for their Research Prospectus on a panel during the course’s conference at the end of the semester.

Response Papers  20%  Due by 12 midnight on Thursdays
You must do the assigned readings before class and come prepared to discuss and critique them. To facilitate this, you will read the assignments and prepare answers to the weekly questions in a short Response Paper.

Students must complete 5 of the 7 Response Papers. Regardless of which readings you select to exclude, you must be prepared to discuss the material in class and submit a reading question (see above).

Response Papers must answer the assigned questions and should be 1-2 pages typed (1.5 to 2 inch spacing, 1 inch margins).
Submit your Response Paper via email to Dr. Reid (mbreid@gsu.edu) and Clif Stratton (clifstratton5150@yahoo.com) by 12 midnight on Thursdays with your Reading Question (see above)

**Book and Peer Reviews**  
20%

Book Reviews: Students will prepare a critical review for 2 of the 3 books. Each review must be 2-3 pages in length (excluding endnotes), double-spaced, 1 inch margins, and in 12 point font (Times New Roman preferred). Reviews must contain the following information:

1) a summary of the topic and central themes and arguments of the assigned reading  
2) a critique of the effectiveness of the argument based on the sources, especially primary sources, presented by the author  
3) a commentary on how the book contributes to a particular aspect of Atlantic World History and how it expands your understanding of the historical literature

Peer Review: Pairs of students will prepare a peer review of each other’s research prospectus. We will discuss how to write a peer review in class.

**Quizzes**  
10%

There will be four scheduled quizzes. The quizzes will cover the key terms listed for each quiz. Quizzes may be formatted as short answer, fill in the blank responses, or multiple choice.

**Research Prospectus**  
25%

Students will write a 6-8 page research prospectus for a future project in Atlantic World History. A prospectus is a proposal to undertake a research project. It describes the questions, sources, and methods a researcher will use in her or his research. Each prospectus must contain a clear and concise introduction to the topic, state the main research question(s) that you want to answer, summarize the basic arguments that surround the research topic, discuss the main primary sources (archival and/or published) that will be used to direct the project, and explain your analytical approach(s). Specific details for the prospectus will be provided in class.

**COURSE POLICIES**

*Late assignments will not be accepted.* However, in the event of an emergency, it is your responsibility to contact the professor and to request permission for an extension of the deadline.

Academic Honesty: Please read and abide by the University’s policy on academic honest, as set forth in the student handbook under the student code of conduct (http://www2.gsu.edu/~wwwcam/). Cheating and plagiarism have very serious consequences and will result in failing this course.
Incompletes: The GSU policy states that we may only give incompletes for nonacademic reasons.

Disability: If you have a disability that will require special attention, please see me during the first week of class in order to make arrangements.

The course syllabus provides a general plan for the class; deviations may be necessary.

**SCHEDULE**

***EMAIL WRITTEN ASSIGNMENTS***
Unless instructed otherwise, email your written assignments by 12 midnight on Thursdays to Dr. Reid (mbreid@gsu.edu) and Clif Stratton (clifstratton5150@yahoo.com)

Week 1 – Jan. 12: Introduction and Overview

**Part I**
The Formation of the Atlantic World: Clashes of Power and Culture

Week 2 – Jan. 19: What is Atlantic World History?

Student Comment _____________________________     _____________________________

Due: Response Paper; Reading Question

Questions:

1. Identify and discuss two important aspects of the “wings” of expansion that led to the birth and development of the Atlantic World.

2. According to Bailyn, Atlantic history is “more than the sum of its parts.” (p. 60) What are the challenges and benefits of analyzing the past from an Atlantic history framework? Discuss one benefit and one challenge.

3. Identify and discuss one way in which reading this material helped inform, change, or enhance your understanding of Atlantic World History?
**Week 3 – Jan. 26   Conquest and Occupation**
Reading(s): Elliott, Empires of the Atlantic World, Introduction, Ch. 1 and Ch. 2
Primary Document(s):
1. Letter from Columbus to Luis de Santangel - www.americanjourneys.org/aj-063/
2. Tenochtitlán: Florentine Codex – class website
Student Comment _____________________________     _____________________________

**Quiz 1**
Due: Response Paper; Reading Question

Questions: (Using the book and the primary documents, respond to 2 of the questions below)

1. How did Hernán Cortés/Spain and Christopher Newport/England approach “conquest,” “commerce,” and “conversion”? Discuss one way in which they were similar and one way in which they were different?

2. How were the reactions of the indigenous populations in the Americas to European encroachments similar? How were they different? Discuss one issue for each question.

3. The Spanish and the British “possessed” territories in the Americas via symbolic occupation, physical occupation, and immigration. Select one approach and discuss one way they were similar and one way they were different.

**Quiz 1 - Key Terms:** Hernán Cortés, Christopher Newport, Montezuma, Tenochtitlán, Emperor Charles V, Virginia Company, hidalgo, Jamestown, Tsenacommacah, Powhatan, Captain John Smith, Malinche, Pocahontas, New Spain, Reconquista, Hispaniola, Taino, cacique, repartimiento, encomienda, Queen Elizabeth, symbolic occupation, Roman Law of res nullius, Siete Partidas, Vera Cruz, Norumbega, pasar major, tribute, Casa de Contratación, Privy Council, indentured servants

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**Week 4 – Feb. 2   Confrontations and Exploitations**
Reading(s): Elliot, Empires of the Atlantic World, Ch. 3 and Ch. 4


Primary Document(s):


132
Response Questions for the remaining assigned readings (excluding the books for the critical review):

1. Identify a major issue in each assigned chapter.

2. Discuss how this issue connects to key themes in Atlantic World history (see list below); include one example from the reading to support your point.

3. Explain the impact of the issue/theme, particularly in terms of the human consequences.

Atlantic World History Key Themes: Power, Race, Culture, Commodities/natural resources, Technology, Environment/disease, Migration, Labor, Slavery, Time/chronology

Week 5 - Feb. 9  Consolidating Empire and Ordering Society
Reading(s):  Elliot, *Empires of the Atlantic World*, Ch. 5, Ch. 6, Ch. 7
Primary Document(s): TBA
Student Comment

Due:  Response Paper

Quiz 2
Key Terms:  Composite monarchy, Proprietary colony, Commission for Regulation Plantations, Board of Trade, British Empire in America, Monarquía española, Cabildo, Council of the Indies, Audiencia, Viceroyalty, Patronato of the Indies, Virginia Assembly/Bermuda Assembly, Garrison government, Bacon’s Rebellion, Glorious Revolution (1688), Quakers, Anabaptists, Compadrazgo, English Common Law, 4th Partida, Missions, Reducciones, Apocalyptic tradition, Providential design/vision, Congregationalists, Anglicans, Franciscans, Jesuits, Curaderos, Huacas, Salem Witchcraft Trials

Part II: Atlantic World Lives and Identities

Week 6 - Feb. 16 Empire, Culture, and Identity
Reading(s):  Elliot, *Empires of the Atlantic World*, Ch. 8, Ch. 9
Primary Document(s): TBA
Student Comment

Due:  Response Paper - Questions: TBA; Reading Question

Tentative Bibliography

Quiz 3 – Key Terms: Anglo-Spanish Treaty of Madrid, Maritime and commerce empire, Land-based empire of conquest, Navigation Acts, Vice-admiralty courts, Royal inspectors, King Philip’s War
(1675), Trans-Pacific trade, Inter-regional trade, War of Succession, Treaty of Utrecht, Asiento de negros, War of Jenkins Ear (1739), Flota, Criollo, Peninsular, Cultural/Criolid degeneracy, Climatic determinism, Patria, Silver mining, Voluntary immigration, Involuntary immigration, Charitable giving, Guilds, Frontier, Frontiers of disease, ‘Indian Country’, Iroquois Confederacy, Middle Colonies, Treaty of Madrid (1750), Pueblo Rebellion (1680), Middle ground, Slave societies, Free blacks, Urban slavery, Great Awakening

**Week 7 - Feb. 23  Family Matters**
Reading(s): Alexandra Parma Cook and Noble David Cook, *Good Faith and Truthful Ignorance: A Case of Transatlantic Bigamy*

Student Comment _____________________________     _____________________________
Due: Critical Book Review; Reading Question

**Week 8 – Mar. 2  Contested Empires**

Student Comment _____________________________     _____________________________
Due: Critical Book Review; Reading Question

**Week 9 – Mar. 9  SPRING BREAK - NO CLASS**

***STUDENTS***
Schedule a meeting with Clif Stratton, the class Writing Consultant, to review the first 4-5 pages of your research prospectus before it is due on March 23. He will hold extended office hours during Week 10 and Week 11 (email - clifstratton5150@yahoo.com; office - GCB 876).

**Week 10 - Mar.16  Slavery and Freedom in the African Diaspora**
Reading(s): Randy L. Sparks, *The Two Princes of Calabar: An Eighteenth-Century Atlantic Odyssey*

Student Comment _____________________________     _____________________________
Due: Critical Book Review; Reading Question

***ATTEND WOLRD HISTORY LECTURE ON THURSDAY, MAR. 22***
**NO CLASS ON FRIDAY, MAR. 23**
Week 11 - Mar. 22  4:30pm, LOCATION TBA
Guest Speaker: Jorge Cañizares-Esguerra

Mar. 23 – NO CLASS
Due:  Draft of Research Prospectus
Email the first 4 to 5 pages to Dr. Reid, Clif Stratton, and your assigned reviewer by 12 noon

Week 12 – Mar. 30  Writing Day – No Class
Due:  Draft of Research Prospectus
Email the first 4 to 5 pages to Dr. Reid and Clif Stratton by 1pm on Mar. 30

Part III: Crisis, Revolution, and Abolition

Week 13 – April 6  Empires in Crisis
Reading(s):  *Elliot, Empires of the Atlantic World, Ch. 10, Ch. 11, Ch. 12;
*Haitian Revolution and its Repercussions –
[articles by Franklin Knight “The Haitian Revolution,” p. 225-234
and Paul Lachance, “The Repercussions of the Haitian Revolution in Louisiana,”
p.209-230]
*These readings may count for two separate response papers.
Primary Documents:  Bolivar’s “Jamaica Letter” – excerpt
                         Haitian Act of Independence and Constitution – excerpt

Student Comment  _____________________________     _____________________________

Quiz 4
Due:  *Response Paper for Elliot; Reading Question
*Reading Question for Haitian Revolution and its Repercussions

Key Terms:  Seven Years’ War (1756-63), George III, Charles III, Treaty of Paris (1763),
Plan of Union, Ottawa (Pontiac) War, Enlightenment, Bourbon Reforms, Stamp Act,
Jesuit Expulsion, Cabildo Abierto, Quito Rebellion (1766), Boston Riot (1765), Loyal Nine
Council of Castile, Boston Tea Party, Continental Congress, American Revolution,
Declaration of Independence, Tupac Amaru Rebellion, Comunero Revolt, Gaceta de México,
Boston News-Letter, Thomas Paine, Treaty of Versailles (1783), French Revolution,
Napoleon Bonaparte, Spanish Abdication, Creole Patriotism, Simon Bolívar, Miguel Hidalgo,
Constitution of 1812, National Identity (American), Colonial Legacy (Spanish American),
Haitian Revolution, Toussaint Louverture, Emmanuel Leclerc, Jean-Jacques Dessalines

Week 14 – April 13  Individual Meetings in Kell Hall 101 (regular classroom)
Due:  *Response Paper for Haitian Revolution and its Repercussions; Reading Question

Week 15 – April 20  Student Presentations

Week 16 – April 27  Student Presentations
***FINAL RESEARCH PROSPECTUS – SEND VIA EMAIL***

Email the Final Research Prospectus to Dr. Reid and Clif Stratton on Friday, May 4, 2007 at 12 Noon
HIST 4860
Empires in Modern World History, 1830-1975
Fall 2005
MW 5:30-7:10 p.m.
303 Sparks

Professor Christine Skwiot Writing Consultant Chris Low
Email: hiscms@langate.gsu.edu mlow2@student.gsu.edu
Office: 832 GCB 8 GCB (Cube Farm)
Office Hours: Mon., 3:45-5:15 p.m. Tues., 12:00-2:00 p.m.
Office Hours also by appointment.

Course Website: https://www.wac.gsu.edu/faculty/hiscms

Overview: Modern empires—specifically in this class, the Dutch, English, French, Japanese, and United States overseas empires—profoundly altered cultural, economic, political, and social relationships around the world and helped produced the current age of globalization. Yet these changes did not operate unidirectionally from “metropole” to “periphery.” Despite great disparities of power and wealth, “colonizer” and “colonized” transformed each other. They also remade local, national, regional, and global orders and relationships of class, race, and gender. Just as empire-building remade the world, so did ongoing resistance to it. Anti-colonial nationalisms and decolonization transformed (former) colonies and metropoles alike. Through reading, discussion, and writing, we will focus on the growing connectedness and divisiveness of the world’s peoples, economies, polities, and societies from the era of emancipation and industrialization to the one of decolonization and the contemporary era of globalization.

Grading:
Informal Writings, Log, Reflections 30%
Drafts of Course Project Paper 30%
Leading Discussion / Participation 30%
Peer Reviews 10%

This course is formally designated as a “Writing Across the Curriculum” course, which means that we will focus not just on learning to write but on writing to learn. Accordingly, much of your grade will be based on a series of informal, semiformal, and formal written assignments on the readings, films, discussions, and your ongoing course project. Participation is also a critical component of the grade; therefore, steadfast attendance, completion of all readings and assignments prior to class, frequent and thoughtful contributions, and leading a few discussions are all required. The base participation grade for a student who regularly attends but never or seldom speaks is a C. In order to earn a higher grade, you must prepare for, attend, and participate actively in class. Students who miss more than two classes can expect a reduction of
their participation grade by a full letter grade; students who miss more than five classes will receive a “F” for participation. I anticipate that we will engage in many spirited debates. I expect that we will respect one another’s ideas and opinions and take to heart one of my father’s favorite dictums: “The law of common courtesy has not yet been repealed.”

All assignments will be due prior to or at the beginning of class. No late assignments will be accepted without a legitimate excuse. If you feel that you have a legitimate reason for being unable to complete an assignment on-time, consult with the professor before the due date. Plagiarism and other forms of academic dishonesty will be prosecuted according to the guidelines set forth by GSU and the Department of History.

Books Available at the GSU Bookstore:

- Conklin, Alice L. and Ian Christopher Fletcher, eds., *European Imperialism, 1830-1930*.
- Davis, Mike, *Late Victorian Holocausets: El Niño Famines and the Making of the Third World*.
- Duara, Prasenjit, ed., *Decolonization: Perspectives from Now and Then*.
- Fanon, Frantz, *Wretched of the Earth*, new translation by Richard Philcox with an introduction by Homi Bhabha. It is very important that you get this edition.
- Silva, Noenoe. *Aloha Betrayed: Native Hawaiian Resistance to American Colonialism*.

Course Project:

**Keywords:** assimilation, belonging, capitalism, citizenship, civilization, class, development, disease, equality, independence, intimacy, gender, law, liberty, medicine, modernity, nationalism, native, nature, progress, race, religion, resistance, rights, sexuality, sovereignty, technology, violence.

Although widely separated by time and space, station and stature, language and culture, commentators and students of modern world empires have and continue to engage in ongoing conversations. But sharing a vocabulary does not imply sharing meanings, much less world views. Participants in these conversations often have and do disagree about and contest the meanings of the “keywords” that inform our visions and interpretations of the world and ways of organizing and acting in it.

All the “keywords” and ideas listed above are relational; for example, “civilization” exists only in relation to “barbarism” and “savagery.” “Belonging” exists in relation to “exclusion.” All these ideas and words also describe relationships of power; for example, we speak of a scale of classes—upper, middle, and lower—and probably have little doubt about which of the following, peasant or landlord, wields more power. While all of these categories are designed not only to
describe but establish and maintain hierarchies and boundaries, historic and contemporary fears of “passing”—for white, for aristocrat, for “cool”—demonstrate their instability and malleability. Furthermore, none of these keywords exists in isolation nor exhibits a fixed relationship with others. A case in point: ideas about “proper” sexual behavior remained a central “marker” of civilization even as race came to supplant religion as a defining attribute of the civilized, the barbaric, and the savage.

The ongoing course project for each of you, which ultimately will culminate in a final draft paper of 10-12 pages in length (based on course readings and additional secondary and primary research), is to become an expert on three of the above “keywords” and the relationships among them in both their “big picture” sense and as they apply to discrete times and places, peoples and societies, issues and operations. We’ll talk more in class about choosing keywords, analyzing them in relation to one another, and articulating a particular problem for in-depth examination. Over the course of the semester, each student will keep a log of “quotable-quotes” and reflections on them; your audience will be primarily yourself, Mr. Low, me, and peers with whom you choose to share. In addition, we will engage in a variety of assigned informal, semiformal, and formal writings for a variety of audiences that, while crafted for the entire class to stimulate wide-ranging discussions, generally will be open-ended enough for you to focus your writings around your particular set of keywords and problems.

Unit One: Framings

WEEK 1
M 22 Aug: Course Goals and Overview.

W 24 Aug: Howe, Empire, Chapters 1-3.
Assignment: Sign-Up WAC website for HIST 4860 and Read the Assessment Rubric on-line.
https://www.wac.gsu.edu/faculty/hiscms.
***Everyone must use their gsu.edu address.

WEEK 2
M 29 Aug: Howe, Empire, Chapters 4-5
Chronology, Maps, Introduction in Conklin & Fletcher, European Imperialism.

Sun Yat-Sen, Part I, Duara, ed., Decolonization.
WAC Assignment: Choosing Keywords.

WEEK 3
M 5 Sept: Labor Day, No Class.

Nehru and Ahmad, Part I, Duara, ed., Decolonization.
WAC Assignment: Defining Keywords.
Unit 2: Missions and Counter-Missions

WEEK 4
M 12 Sept: Film, *Hawaii’s Last Queen*
WAC Assignment: The Politics of History.

WEEK 5

Unit 3: Europe in the Empire, the Empire in Europe

WEEK 6

WEEK 7
M 3 Oct: Matsuda, *Empire of Love*, Introduction, Chapters 1-3..
WAC Assignment: Interactions Applied.

WEEK 8
M 10 Oct: First Draft Due.
W 12 Oct: Workshop and Peer Review.

Unit 4: Markets, Madness, Death

WEEKS 9-10
W 19 Oct: Davis, *Late Victorian Holocausets*, Parts II and III.
M 24 Oct: Davis, *Late Victorian Holocausets*, Part IV.
WAC Assignment: The Invisible Hand?
W 26 Oct: Film, *Sugar Cane Alley*.

Unit 5: Japan in the Empire, the Empire in Japan

WEEK 11
WAC Assignment: Comparing Empires and Identities.

Unit 6: Decolonizations, Colonial Nationalisms

WEEK 12
M 7 Nov:  Introduction and Fanon (Part I), Voll (Part III) Duara, *Decolonization*.
W 9 Nov:  Nkrumah (Part I); Kelly & Kaplan, Louis & Robinson (Part II), Grigor Suny (Part III) Duara, ed., *Decolonization*.

Unit 7: Past in Present and Future

WEEK 13
M 14 Nov:  Fanon, *Wretched of the Earth*, Foreword, Preface, Parts I-II.

W 16 Nov:  Fanon, *Wretched of the Earth*, Parts III-IV, Conclusion, On Retranslating Fanon.

WEEK 14
M 21 Nov:  Workshop and Peer Review.
Nov 22-26:  Thanksgiving Holiday

Unit 8: Reframings and Conclusions

WEEK 15
M 28 Nov:  Film: *Utu*.
W 30 Nov:  Second Draft Due.

WEEK 16
M 5 Dec:  Workshop and Peer Review.
W 7 Dec:  Reflections.

FINAL DRAFT DUE:  Noon, Monday, 12 December.
History 4490: Special Topics in American History
The Civil War and Reconstruction

Purpose
This class will focus on the Civil War era, including the war’s causes (1848-1861), the war itself (1861-65), Reconstruction (1865-1877), history and memory of the war (1860s-present). Although this course is not a military history class, we will focus attention on military aspects of the war, including the strategies of the armies, military leadership, major battles, and the experience of being a soldier. Of equal importance, the course will focus on political leadership, economics, constitutional issues, the role of African Americans, women, children, and the war in international context.

Class Format
This class will combine lectures, discussions, documentary films, walking tours, and a visit to our local history museum. The two walking tours will reveal some of the ways in which the Civil War has been commemorated in our community over the past century. One tour will focus on Civil War sites in downtown Atlanta. The second will be a tour of Oakland cemetery, and you will be expected to provide money or tokens to ride on MARTA. Please wear comfortable shoes on "walking tour days." You will also be expected to go to the Atlanta History Center on your own and tour its exhibit called "Turning Points." For those who do not have cars, the History Center can be reached by city bus. The cost of admission to the museum is $12.00 with student ID.

Attendance, Good Citizenship, Disabilities, and Grading Policies
Attendance will be taken daily. Chronic tardiness will not be tolerated. Each student is allowed four unexcused absences. A student with more than four unexcused absences will be dropped from the course. Cellular telephones and beepers must not ring or beep during class. If you have a disability that requires special help or there is something going on in your life that you would like me to know about (family problems, illnesses, etc), please see me right away. All courses in the History Department use the "plus/minus" grading system. An "A" represents work at or
above 93%; A- 90-92%, B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72, D+ 67-69, D 63-66, D- 60-62, F below 60. Please note that you cannot count a course with a C- or below and receive credit in the major.

Readings
The assigned readings are:
  Johannsen and Venet, eds., The Union in Crisis 1850-1877, 2nd ed. (selected documents)
  Ayres, In the Presence of Mine Enemies: The Civil War in the Heart of America
  Frank and Reaves, "Seeing the Elephant": Raw Recruits at the Battle of Shiloh
  Guelzo, Lincoln’s Emancipation Proclamation
  Quigley, Second Founding: New York City, Reconstruction and the Making of American Democracy

All are available in the university bookstore. Please purchase the books immediately so that you do not get behind in the reading.

Assignments
There will be two examinations, each worth 20% and both of them primarily essay in format. The second exam is not comprehensive. In addition, you will be expected to write two research essays (described below), each worth 20%. You will also be expected to complete worksheets based on visits to the Atlanta History Center, Oakland Cemetery, and the downtown Atlanta walking tour. The worksheets are worth 10% collectively. Full credit for the Atlanta History Center worksheet will be given only to those who attach a dated ticket stub. Full credit for the Oakland Cemetery and downtown Atlanta walking tours will be given only to those who attend with the class. The final 10% of the course grade will be determined by extent and quality of class participation.

Research Essay 1
All students must write a research essay of 5-8 pages (12-point type, please) based on an Internet site called "The Valley of the Shadow: Two Communities in the American Civil War." You can find it by using Google. This web site contains archival materials relating to two counties: Augusta County, Virginia and Franklin County, Pennsylvania. If you have used this site before (for History 3000, for example), do not use the same research topic again. Find a topic that interests you based on materials available in this collection. You do not need to use a comparative perspective unless you wish to do so. As you do your research, think of questions to pose in the opening paragraph of your essay. For example, will you investigate attitudes towards Abraham Lincoln’s election? Reactions to the Civil War draft? Will you look at a soldier’s relationship with his wife? A newspaper’s coverage of battles? Scarcities of food and medicine in the Confederacy? Take an analytical approach to your topic, make sure all of your paragraphs pertain to the questions or themes spelled out in your introduction, and draw appropriate conclusions at the end of your paper. You will turn in a "first draft" of your essay to receive extensive comments and then you will turn in a revised or "final" draft. When you hand in your final draft, please turn in research materials, so that I can tell you did the work yourself,
and also attach your first draft. Although your first draft will not receive a grade, your final draft will be evaluated as part of the complete package. I encourage you to consult other sources in addition to the web site. A separate handout will be given regarding correct footnote/endnote and bibliography form. There will be a penalty for lateness of one-half letter grade per day of lateness.

Research Essay 2
The second essay requires you to compare coverage of a topic or event in The Times of London with an American newspaper or newspapers’ coverage of the same topic or event. The London newspaper is available on microfilm. We have a variety of Northern and Southern newspapers in our Georgia State Library. Some are on microfilm and others are online. Online newspapers can be searched by subject and include the New York Times and Harper’s Weekly plus a set of three: New York Herald, Richmond Examiner, and Charleston Mercury. For a list of GSU’s newspapers, look at www.library.gsu.edu, click "research guides," click on "history," click on "primary sources," then click on "U.S. newspapers." Select a topic that interests you. You might choose to look at Anglo-American relations (example: the Trent affair). You might prefer to look at coverage of a battle, an election, or a major event such as signing of the Emancipation Proclamation. Your paper should begin with an explanation of your topic and end with a concluding paragraph. It should be 5-8 pages using 12-point type, should cite a variety of sources, both secondary and primary, and should include appropriate documentation. Two good secondary sources on Anglo-American relations are: Howard Jones, Union in Peril: The Crisis over British Intervention in the Civil War (covering government policy on both sides of the Atlantic) and R.J.M. Blackett, Divided Hearts: Britain and the American Civil War (covering efforts of individuals and groups to influence British public opinion). Both are available in our library and through Gil Express. As with assignment 1, you will be expected to do two drafts. You must turn in research materials and the first draft along with the final draft. There is a penalty for lateness of one-half letter grade per day.

Tentative Schedule

**All lectures are copyright W.H. Venet

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>August 20-22</td>
<td>Introduction</td>
<td>Document 4</td>
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<tr>
<td></td>
<td>The North: A Region in Transition</td>
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<tr>
<td>August 27-29</td>
<td>The South: A Region Steeped in Tradition</td>
<td>Document 6</td>
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<tr>
<td></td>
<td>The Politics of Slavery</td>
<td>Documents 2 &amp; 3</td>
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<tr>
<td>Sept. 3</td>
<td>Labor Day–no class</td>
<td>Documents 8 &amp; 9</td>
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<tr>
<td>Sept. 5</td>
<td>From Secession to War</td>
<td>In the Presence</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>Sept. 10-12</td>
<td>discussion of <em>In the Presence</em></td>
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<td></td>
<td>In the Presence</td>
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<td></td>
<td>1st draft of Research Essay 1 due on 9/12</td>
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<tr>
<td></td>
<td>Film</td>
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<tr>
<td>Sept. 17-19</td>
<td>Organizing for War</td>
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<td>Seeing the Elephant</td>
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<td>Union Victories in the West</td>
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<td>Sept. 24-26</td>
<td>Soldiering in Wartime</td>
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<td></td>
<td>Seeing the Elephant</td>
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<td></td>
<td>Discussion of <em>Seeing the Elephant</em></td>
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<tr>
<td></td>
<td>Documents 11 &amp; 19</td>
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<td>Final draft of Research essay 1 due on 9/26</td>
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<td></td>
<td>Informal oral reports based on essays</td>
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<tr>
<td>Oct. 1-3</td>
<td>The Confederacy at High Tide: Document 17</td>
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<td>Penninsula Campaign, CSA Government, and 2nd Manassas</td>
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<td>Film</td>
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<td>Oct. 8-10</td>
<td>Film and review</td>
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<td>Midterm exam 10/10</td>
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<td>Chancellorsville; Walking tour</td>
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<td>Oct. 15</td>
<td>Last day to drop the course and receive grade of W</td>
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<td></td>
<td>Turning Points II: Lincoln Presidency, Gettysburg</td>
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<td></td>
<td>Document 10</td>
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<td>1st draft of Research essay due on 10/24</td>
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<tr>
<td>Oct. 29</td>
<td>West I: Vicksburg, Southern Homefront; Documents 15 &amp; 18</td>
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<td>Atlanta campaign</td>
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<tr>
<td>Oct. 31</td>
<td>No class–instructor at a conference</td>
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<tr>
<td>Nov. 5-7</td>
<td>West II: Northern Homefront, March to the Sea, End of War</td>
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<td>Final draft of Research essay 2 due on 11/7</td>
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<td></td>
<td>Informal oral reports based on essays</td>
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<tr>
<td>Nov. 12-14</td>
<td>Walking tour of Oakland Cemetery–bring $ for MARTA</td>
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<td>Film</td>
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<td></td>
<td>Documents 12, 14, 16</td>
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<tr>
<td>Nov. 19</td>
<td>Reconstruction</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Nov. 21</td>
<td>Thanksgiving break–no class</td>
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<tr>
<td>Nov. 26-28</td>
<td>Reconstruction</td>
<td>Documents 21-22, 25-33</td>
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<tr>
<td>Dec. 3-5</td>
<td>Reconstruction</td>
<td>Second Founding</td>
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<td></td>
<td>discussion of Second Founding</td>
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<td>Worksheets due on 12/5: History Center, Downtown, Oakland</td>
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<tr>
<td>Dec. 10</td>
<td><strong>Final Exam 2:45-4:45</strong> (covers material since the Midterm exam)</td>
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COURSE OBJECTIVES:
This course is designed to introduce students to the practice of history. Students will be asked to consider the nature of historical knowledge, the problems of historical research, and various methodological and historiographical issues that historians grapple with as they practice their craft. This course should enhance the student’s ability to “think historically” by doing history: reading and evaluating secondary sources, analyzing various types of primary sources, and synthesizing both types of evidence in constructing original interpretations. The skills you learn in this class will prepare you for upper division history courses, including how to go about writing a research paper.

REQUIRED READINGS:

READING & WRITING ASSIGNMENTS:
Assignments are listed in the schedule below. Students are expected to have read assignments before each class. Being prepared will enhance the student’s class participation. Student’s questions and observations are critical to a successful classroom experience. Writing assignments are due on the dates indicated. Late papers will be penalized 5% per day.

ATTENDANCE AND CLASS PARTICIPATION:
Regular attendance is required! Students will be responsible for the contents of lectures, in-class videos, handouts, and class discussions. Because many of the concepts, facts, and interpretations discussed in class will be supplemental to the assigned readings, each student’s success in this course requires both reading all assignments and attending class. Class participation will be worth 15% of each student’s final grade. Students will be penalized for unexcused absences and late papers.

GRADE CALCULATIONS: (Details will be discussed in class)

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation/ Presentations</td>
<td>150</td>
<td>930-1000 = A</td>
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<tr>
<td>Scavenger Hunt</td>
<td>100</td>
<td>900-929 = A-</td>
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<tr>
<td>Public History Analysis</td>
<td>100</td>
<td>870-899 = B+</td>
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TENTATIVE SCHEDULE:

<table>
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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Aug 20</td>
<td>Introduction</td>
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<tr>
<td>Aug 22</td>
<td>The Discipline</td>
<td>“Why Study History?” (1-5/ R)</td>
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<td>“Aims and Purposes” (1-11/ G)</td>
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<tr>
<td>Aug 27</td>
<td>Reading with Purpose</td>
<td>“Typical Assignments in History” (22-38/ R)</td>
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<td>Selecting Evidence/</td>
<td>“The Strange Death of Silas Deane” (ERes)</td>
</tr>
<tr>
<td>Aug 29</td>
<td>Scavenger Hunt</td>
<td>Meet on second floor of Library-North</td>
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<tr>
<td>Sep 3</td>
<td>No Class- Labor Day</td>
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<tr>
<td>Sep 5</td>
<td>Public History</td>
<td>“Mickey Mouse History,” and “Visiting the Past” (ERes)</td>
</tr>
<tr>
<td>Sep 10</td>
<td>Historical Sources &amp; Resources</td>
<td>“The Beginnings of Historical Consciousness” &amp;</td>
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<tr>
<td>50/ G)</td>
<td>Book Reviews</td>
<td>“Historical Consciousness in the Modern Age” (1-</td>
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<tr>
<td>Sep 12</td>
<td>Picking a Research Topic</td>
<td>“Writing a Research Paper” (39-52/ R)</td>
</tr>
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<td>Philosophy of History</td>
<td>“Speculative &amp; Analytical Approaches (51-90/ G)</td>
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<tr>
<td></td>
<td>Scavenger Hunt findings due</td>
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<tr>
<td>Sep 17</td>
<td>U.S. Text Perspective</td>
<td>“Wilson in the Great War” (ERes)</td>
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</table>

There will be no extra credit given in this course!
Sep 19  World Text Perspective  “The Great War” (ERes)
Sep 24  The Internet  Meet on first floor of Library-North (Classroom 2) “Guide to Resources in History” (120-134/ R)
Sep 26  Interpreting Sources  “Working with Sources” (5-21/ R) “Who Killed William Robinson?” (online)
Oct 1  Contemporary Perspectives  “Riddle of the Rhine,” “The German Surprise,” and “Humane or Inhumane?” (Eres)
Text Analysis due
Oct 3  Contemporary Perspectives  “Wilson’s Declaration of War,” “Why We Went to War,” and “Below the Battle.” (ERes)
Oct 8  Popular Perspectives  “Guns East,” Farewell to an Age,” and “Versailles” (Eres)
Oct 10  Research Day  Meet on second floor of Library-North WR Essay draft due (750-1000 words)
Oct 15  Professionals & Postmodernism  “Professional History in Recent Times” & “Culture Wars and Postmodernism” (91-140/ G)
Last day to withdraw and receive a W
Oct 17  The Mechanics  Rethinking Your Draft “Quoting and Documenting Sources” (57-98/ R)
Oct 22  Historiography  “The Balkin Crisis, 1912” (Eres) “The Coming of War” (Eres) “Managing American Minds” (Eres) “Controlling Dissent” (Eres)
Oct 24  Historiography  “Home” (Eres) “The Damnable Dilemma” (Eres) Robinson Essay due (750-1000 words)
Oct 29  Historiography  “World War I and the End of the Ottoman Empire,” And “The Politics of Surrender” (ERes)
Oct 31  The Great War  Films
Nov 5  Topic Reports  *Thesis Statement due (50 words)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>Nov 7</td>
<td>Fiction</td>
<td><em>Ali and Nino</em> Book critique due</td>
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<tr>
<td>Nov 12-14</td>
<td>Consultations</td>
<td><em>Make an Appointment</em></td>
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<tr>
<td>Nov 19</td>
<td>Research Day</td>
<td><em>Meet on second floor of Library North</em></td>
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<tr>
<td><strong>Nov 21-25</strong></td>
<td>Thanksgiving: No Class</td>
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<tr>
<td>Nov 26</td>
<td>Bibliography</td>
<td><em>Draft Bibliography due</em></td>
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<tr>
<td>Nov 28</td>
<td>Class Presentations</td>
<td><em>Deadline for research paper draft</em></td>
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<tr>
<td>Dec 3</td>
<td>Class Presentations</td>
<td><em>Public History Analysis Due</em></td>
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<tr>
<td>Dec 5</td>
<td>Class Presentations</td>
<td></td>
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<tr>
<td>Dec 10</td>
<td></td>
<td><em>Final Papers Due (7-10 pages)</em></td>
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</table>
HISTORY 3000: INTRODUCTION TO HISTORICAL STUDIES
Department of History, Georgia State University/Fall Semester 2007
Friday 9:00-12:20/182 College of Ed Building/CRN: 82813

Professor: Joe Perry/ E-mail: hisjpp@langate.gsu.edu
Office: 836 General Classroom Building
Office Hours: Wednesday 4:00-6:00; Friday 12:30-1:30; By Appointment.

Writing Consultant: Karen Huggin/E-mail: drkhuggin@hotmail.com
Office: History Graduate Student Suites, GCB 8th floor.
Office Hours: After Class/By Appointment

COURSE DESCRIPTION

This is the gateway course for history majors. The main goal is to learn “transferable skills” that will help you succeed in your upper-division history courses: reading, doing research, writing, and delivering presentations. And we will explore what it means to “think historically,” that is, we will discuss the kinds of questions, problems, and issues that interest professional historians.

The content of the course is focused on Weimar Germany, the name given to the time period in Germany between the end of World War I in 1918 and the National Socialist (Nazi) seizure of power in 1933. Yet the goal of the course is not really to learn about German history (though that will happen too). Rather, it is to learn how to be a historian while working on German history.

The main requirements are a series of exercises typical of the assignments in upper-division history courses. You will read different kinds of historical writing, including a textbook, articles, and several monographs. You will analyze different kinds of primary sources, including newspaper articles, government documents, a novel, a documentary and a feature film, propaganda, and art, architecture, and music. You will deliver two presentations. And you will complete different kinds of writing assignments, including reading comments, an essay exam, a historiographic essay, and a research proposal. In-class time will be used for student presentations, and to discuss the best way to approach these various assignments.

This is a Writing Across the Curriculum (WAC) course that follows the WAC maxim: “students will learn to write and write to learn.” Dr. Karen Huggin, the course Writing Consultant, can help you with your writing and is available for one-on-one consultation to discuss your work.

This syllabus is a general plan for the course. Deviations may be necessary. All students are expected to comply with University and History Department policies on academic honesty. Violations of these standards will be reported to the appropriate University authorities. Examples of academic dishonesty include plagiarism, cheating on examinations, unauthorized collaboration on course assignments, and multiple submissions of the same work for credit in
more than one course. The GSU policy on academic honesty is published in *On Campus: The Undergraduate Co-Curricular Affairs Handbook*.

**REQUIRED TEXTS**

Note: Books for sale ONLY at the Georgia Book Store at the corner of Courtland and Edgewood. All texts are on reserve at GSU main library.

**Books**


**Articles/Book Sections**


**LAPTOP POLICY**

Laptop use in class is not allowed without my personal permission. If you want to use a laptop computer to take notes in class, you need to introduce yourself at the start of the semester and explain why the laptop is necessary. Afterwards I reserve the right to ask you at the end of class to show me the work you have completed on the computer.
ASSIGNMENTS/REQUIREMENTS

Point Total: You can earn a total of 100 points during the semester. Your course grade will be based on your point score: 90 points and above A, 80 points and above B, etc.

Attendance/Late Assignments: Attendance will be recorded in each class meeting. Because this course meets just one time a week, you can miss class ONCE ONLY no questions asked, though I don't recommend it. After that, each unexcused absence will lower your final point total by two points. Missing class can have a significant impact on your final grade! No late assignments will be accepted without a written and verified medical excuse. If you think you will have difficulties completing an assignment on time, contact me before the due date. If you attend each and every course meeting, you will earn a two point "perfect attendance bonus."

Participation: Reading assigned texts and watching assigned films outside of class is required. This out-of-class preparation builds the foundation for in-class discussion. You MUST bring texts to class on the day they will be discussed and participation in class discussion is a course requirement (ten points).

In-Class Presentations: A short (five minute) presentation, three to four pages, written out and read aloud in class, on a required text, presented on the day the text is assigned for in-class discussion (ten points).

In-Class Exam: An in-class essay exam, with IDs and essay questions (fifteen points).

Historiography Essay: A paper that evaluates the secondary literature on your topic, with bibliography; five to eight pages (fifteen points).

Research Presentation: A presentation of your project to the class; four to five pages, written out and read aloud (fifteen points).

Assorted Writing Exercises and Reading Quizzes: Short papers on the books by Peukert or Grossmann, the articles by Ross or Elder, the Library Assignment, the book by Gay, selections from *The Weimar Republic Sourcebook*, and other short exercises I will announce in class. You will also take simple multiple-choice reading quizzes designed to test your completion of required readings (combined twenty points).

Research Proposal: Propose a research project, with an initial statement of intent, due in the middle of the semester. The proposal, due in December, will be about five pages and includes a statement of the problem, an overview of the proposed paper, a research agenda, and a bibliography with primary and secondary sources (Twenty Points).

Grade Weights/Points:

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<th>Requirement</th>
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<td>02 Points (Possible)</td>
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<tr>
<td>Participation</td>
<td>10%</td>
<td>10 Points</td>
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</tbody>
</table>

153
In-Class Presentations: 10% 10 Points
In-Class Essay Exam: 10% 10 Points
Historiographic Essay: 15% 15 Points
Research Presentation: 15% 15 Points
Writing Exercises/Reading Quizzes: 20% 20 Points
Research Proposal: 20% 20 Points
Total: 102 Points

COURSE SCHEDULE/DISCUSSION TOPICS, READINGS, ASSIGNMENTS

1. INTRODUCTION

Friday, August 24: Introduction to Course
-Review of Syllabus, Requirements
-History as a Profession
-What Historians Do (Professional Development, Teaching, Service)
-The Big Three: Race, Class, Gender
-What History Majors Do (Reading, Research, Writing, Presenting)

2. READING

Friday, August 31: The Textbook
-Readings from McKay and Schulze (on e-reserves)
-What Do We Look For When We Read?
-Rampolla, Pocket Guide/How to Write a Footnote/Bibliographic Citation
-Practice Lecture: Effective Note Taking

Friday, September 07: The Synthesis
-Peukert, The Weimar Republic

Friday, September 14: The Article
-Kaes, et. al., Weimar Republic Sourcebook

Friday, September 21: The Monograph
-Grossmann, Reforming Sex
-Kaes, et. al., Weimar Republic Sourcebook

3. RESEARCH

Friday, September 28: Research Techniques
-Library and Archive Tour/Research Tools: Print and Electronic
-Newspaper Exercise Due
-Rampolla, Pocket Guide

Friday, October 05: Sources/Traditional Print Sources
-Exercise: Newspapers/News Magazines/Government Documents
-Kaes, et. al., Weimar Republic Sourcebook
-“Treasure Hunt”: Library Assignment Due

Friday, October 12: Sources/The Novel, The Film
-Döblin, Berlin Alexanderplatz (1939)
-Berlin, Symphony of a Great City. Dir. Walter Ruttmann, 1927; 72 minutes
-Kaes, et. al., Weimar Republic Sourcebook

Friday, October 19: Sources/Cinema
-The Blue Angel. Dir. Josef von Sternberg, 1930; 90 minutes
-Kaes, et. al., Weimar Republic Sourcebook

Friday, October 26: Sources/Elite and Popular Culture: Art, Music, and Architecture
-Crunching Sources Exercise, Weimar Era Source Book
-Kaes, et. al., Weimar Republic Sourcebook
-Research Proposal: Statement of Intent Due

4. WRITING

Friday, November 02: The Essay Exam
-In-Class Exam
-Strunk and White, Elements of Style
-Rampolla, Pocket Guide

Friday, November 09: The Reading Response Paper
-Comment on Gay, Weimar Culture

Friday, November 16: The Historiographic Essay
-Paper Due

Friday, November 23: Thanksgiving Break/No Class

Friday, November 30: The Research Paper/Student Presentations
-In-Class Presentations

Friday, December 07: The Research Paper/Student Presentations
-In-Class Presentations

Tuesday, December 11: Research Proposals Due
HISTORY 4580: GERMANY IN THE TWENTIETH CENTURY
Department of History, Georgia State University/Fall Semester, 2006
Tuesday/Thursday 1:00-2:40 p.m./Sparks Hall 300
Computer Code: 86297

Professor: Dr. Joe Perry
Office: 836 GCB
Office Hours: Tues/Thurs 3:00-4:00; By Appt.
E-mail: hisjpp@langate.gsu.edu

Writing Consultant: Dr. Karen Huggin
Office: History Grad Suites, GCB 8th fl.
Office Hours: By Appointment Only
E-mail: drkholmes@hotmail.com

COURSE DESCRIPTION
In weekly lectures, readings, and discussion this course explores modern Germany history in the
twentieth century. Beginning with a brief review of Germany's "long nineteenth century," we
will explore the evolution of German society, politics, and culture from around 1900 to the
present. Main topics include: modernization, imperialism and the state; nationalism,
industrialization and class society; the World War and the Weimar Republic, National Socialism,
the Holocaust, and post-war recovery; politics and daily life in East and West Germany, and the
fall of the wall, reunification after 1989, and the politics of memory. The course concludes with
a brief examination of recent events in a reunited Germany.

Course content draws on recent developments in cultural history. Students will engage theories
that view gender, class, "race," and sexuality as historical constructs. Readings include a short
textbook and a variety of primary and secondary texts, including scholarly articles, fiction,
drama, memoirs, works of art, speeches, manifestos, photos, advertisements, schoolbooks, and
cartoons. We will also view a series of contemporary feature films over the course of the
semester.

This is a Writing Across the Curriculum course. Students will learn to write and write to learn.
Dr. Huggin, the course Writing Consultant, will help evaluate your writing and is available for
one-on-one consultation to discuss your work. Written assignments include a series of short
response papers on readings and films, a written in-class presentation, and a ten to fifteen page
term paper. The term paper can be a research paper or a bibliographic essay, your choice. Either
way, the paper assignment includes a statement of purpose and bibliography, a proposal, a first
draft and peer review, and a final draft. Please note that successful completion of these
assignments will require substantial out-of-class preparation time.

This syllabus is a general plan for the course. Deviations may be necessary. All students are
expected to comply with University and History Department policies on academic honesty.
Violations of these standards will be reported to the appropriate University authorities.
Examples of academic dishonesty include plagiarism, cheating on examinations, unauthorized
collaboration on course assignments, and multiple submissions of the same work for credit in
more than one course. The GSU policy on academic honesty is published in On Campus: The
Undergraduate Co-Curricular Affairs Handbook.
REQUIRED TEXTS

Required Books:

(Note: Available ONLY at the Georgia Book Store at the corner of Courtland and Edgewood.)


Electronic Reserves:


Ernst Toller, "Hoppla, That's Life!" in *Seven Plays by Ernst Toller* (London: Liveright, 1936).

A selection of various drawings and collages from George Grosz and John Heartfield, circa 1920-1935.


Course Packet:

SCREENINGS

Metropolis. Dir. Fritz Lang, 1926; 90 minutes.
The Blue Angel. Dir. Josef von Sternberg, 1930; 90 minutes.
Berlin, Symphony of a Great City. Dir. Walter Ruttmann, 1927; 72 minutes.
Hitler Youth Quex. Dir. Heinz Steinhoff, 1933; 100 minutes.
Murderers Are Among Us. Dir. Wolfgang Staudte, 1946; 84 minutes.
Germany Pale Mother. Dir. Helma Sanders-Brahms, 1979; 123 minutes.

ASSIGNMENTS

Point Total: You can earn a total of 100 points during the semester. Your course grade will be based on your point score. 90 points and above A, 80 points and above B, etc.

Attendance: Attendance will be recorded in each class meeting. You can miss class three times, no questions asked, though I don't recommend it. After that, each unexcused absence will lower your final point total by 2 points. Missing class more than three times can have a significant impact on your final grade! No late assignments will be accepted without a written and verified medical excuse. If you think you will have difficulties completing an assignment on time, contact me before the due date. If you attend each and every course meeting, you will be awarded a 2 point "perfect attendance bonus."

Participation: Reading assigned texts and watching assigned films outside of class is mandatory. This out-of-class preparation will build the foundation for in-class discussion. You MUST bring texts to class on the day they will be discussed. Participation in class discussions is required. 5 points.

Reading Presentation: One short five minute presentation, written out and read aloud in class, on an assigned reading or film, presented on the day the text or film is assigned for in-class discussion. 10 points.

Reading Response Comments: Two to three page comments on assigned texts and films. You will need to write on 2 written texts and 2 films, your choice, but not the text you present to the class. These are due the day the text or film is assigned for in-class discussion. Graded on Pass/Fail basis. 10 total points.

Take-Home Midterm Exam and Final Exam: Based on coursework to that date, the final is inclusive. 20 points each.

Term Paper: Ten to fifteen pages on a topic of your choice, with my approval. The term paper can be a research paper or a bibliographic essay, your choice. Either way, the paper assignment includes a statement of purpose and bibliography, a proposal, a first draft and peer review, and a final draft. Details discussed in class. 35 points.

Grade Weights/Points:

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<td>2 points (possible)</td>
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<td>10 points</td>
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<tr>
<td>Reading Comments</td>
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<td>10 points</td>
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<tr>
<td>Mid-Term Exam</td>
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<td>20 points</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
<td>20 points</td>
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</tbody>
</table>
COURSE SCHEDULE/DISCUSSION TOPICS, READINGS, ASSIGNMENTS

1. INTRODUCTION

Tuesday, 22 August: Course Overview

Thursday, 24 August: Potsdamer Platz: The Politics of Space
Presentation and Discussion.

Tuesday, 29 August: The Big Picture/Master Narratives of German History
Writing Workshop
Schulze, chapters 1-5 (recommended).

2. KRIEGSERLEBNIS: FACING TOTAL WAR

Thursday, 31 August: Politics and Society in Wilhelmine Germany
Schulze, chapters 6-8.

Tuesday, 05 September: Class and Sex/The Evolution of the Social Democratic Party
Selections from *The German Worker.*
Presentation and Discussion.

Thursday, 07 September: World War I
Schulze, chapter 9.

Tuesday, 12 September: The Front Experience
Ernst Jünger, *Copse 125.*
Hüppauf, "Langemarck."
Presentation and Discussion.

Thursday, 14 September: Revolution and Recovery

3. WEIMAR MODERN

Tuesday, 19 September: Weimar/Pathologies of Modernity
Schulze, chapter 10.
In-Class Screening: *Metropolis* (part 1).
Presentation and Discussion.
Statement of Purpose Due!
Thursday, 21 September: Fantasies of Distopia
   In-Class Screening: *Metropolis* (part 2).
   Krakauer, "Calico World" and "Little Shopgirls go to the Movies"
   Presentation and Discussion.

Tuesday, 26 September: Politics and Art in the Weimar Republic
   Ernst Toller, *Hoppla Wir Leben!*
   Selected artworks by Grosz and Heartfield
   Presentation and Discussion.

Thursday, 28 September: Gender and Sexuality in the Weimar Republic
   In-Class Screening: *The Blue Angel* (part 1).
   Presentation and Discussion.

Tuesday, 03 October: Life is a Cabaret (Tag der deutsche Einheit)
   In-Class Screening: *The Blue Angel* (part 2).

Thursday, 05 October: The Modern City
   In-Class Screening: *Berlin, Symphony for a Great City*
   Take-Home Midterm Due!!!

4. NATIONAL SOCIALISM

Tuesday, 10 October: The Nazi Revolution
   In-Class Screening: *Hitler Youth Quex* (part 1).
   Rentschler, Chapter on Quex.
   Presentation and Discussion.
   Schulze, chapter 11.

Thursday, 12 October: Daily Life in Nazi Germany/Conformity and Resistance
   In-Class Screening: *Hitler Youth Quex* (part 2).
   Presentation and Discussion (Rentschler).
   Proposal Due!

Tuesday, 17 October: World War II
   Schulze, chapter 12.

Thursday, 19 October: The Holocaust
   Articles by Browning, Peukert, and Borowski.
   Presentation and Discussion.

Tuesday 24 October: Occupation, Division, and Early Cold War

5. GERMANY DIVIDED
Thursday, 26 October: The Rubble Years
   In-Class Screening: *The Murderers Are Among Us.*
   Presentation and Discussion.

Tuesday, 31 October: Economic Miracle and West German Recovery
   Schulze, Chapter 13.

Thursday, 02 November: War Stories/Cultures of Memory in the Postwar Decades
   Grass, *Cat and Mouse.*
   Moeller, "War Stories."
   Presentation and Discussion.

Tuesday, 07 November: The Politics of Domesticity
   First Draft Due!

Thursday, 09 November: Thursday, 16 November: Love or Terror? The "68ers"
   Baumann, *How It All Began.*
   Presentation and Discussion.

Tuesday, 14 November: Building Socialism in the East Block
   Wierling, "The Hitler Youth Generation"
   Peer Review Due!

Tuesday, 21 November/Thursday 23 November: Thanksgiving Break

Tuesday 28 November: Culture and Society in East Germany
   Wolf, *Divided Heaven.*
   Presentation and Discussion.

Thursday, 30 November: Film and the Politics of Memory
   Film: *The Nasty Girl.*
   Presentation and Discussion

Tuesday, 05 December: The Fall of the Wall and Reunification
   Final Draft Due!

Thursday, 07 December: Germany in the New Millenium
   Schulze, Chapter 14.

Take-Home Final Exam: Due 13 December, 5:00 p.m.
History 4580/Germany in the Twentieth Century
Professor: Joe Perry, Department of History
Research Paper Assessment Form

Name: ___________________   Final Score: _______

(90+ Excellent; 80-89 Very Good; 70-79 Satisfactory; 60-69 Marginal Pass; 0-59 Fail)

Note: The letter grades below indicate your main strengths and weaknesses. Your final grade is not a sum total of the grades below but rather reflects the impression made by your work as a whole; the whole is usually stronger than the parts. Thanks to Dai Hounsell, "Reappraising and recasting the historical essay" in The Practice of University Teaching (Manchester: Manchester University Press, 2000), 181-193.

<table>
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<th>Category</th>
<th>Description</th>
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<tr>
<td>Engagement</td>
<td>shows enthusiasm for subject and writing — engages material with creativity and energy</td>
<td>A B C D E</td>
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<td>Knowledge</td>
<td>covers topic with no serious omissions — concentrates on central issues — demonstrates adequate background reading</td>
<td>A B C D E</td>
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<td>Research</td>
<td>essay is based on original research — author draws effectively on secondary sources to inform interpretation</td>
<td>A B C D E</td>
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<td>Analysis</td>
<td>understands and applies theories, arguments, and interpretations of different historians to material — able to describe and evaluate historical concepts and questions relevant to chosen topic</td>
<td>A B C D E</td>
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<tr>
<td>Structure/Essay</td>
<td>essay has a coherent organization — right balance of narrative and analysis — no irrelevance or repetition — introduction tells reader what to expect in body of essay — arguments supported by use of evidence, examples from course materials — transitions between sections sum up and move argument forward</td>
<td>A B C D E</td>
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<tr>
<td>Structure/Paragraph</td>
<td>individual paragraphs have strong topic sentences — arguments in clear order and effectively linked — no run-on paragraphs — each paragraph presents a concise idea that develops the argument as a whole — transitions between paragraphs clear and effective</td>
<td>A B C D E</td>
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<tr>
<td>Style/Presentation</td>
<td>clear and well written — no major faults of grammar, spelling — no generalization or colloquialisms — effective introduction and conclusion — accurate use of footnotes, in-text quotations — correct length</td>
<td>A B C D E</td>
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Specific elements of presentation which may need more attention:

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<th>C. Conclusion</th>
<th>C. Use of Paragraphs</th>
<th>C. Grammar</th>
<th>C. Sentence Construction</th>
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(Further Comments on Back.)
HISTORY 4990: AMERICAN MEN/LOCAL MASCULINITIES
READING AND RESEARCH SEMINAR
Department of History, Georgia State University/Spring Semester, 2006
Tuesday/Thursday, 1:00-2:40 pm/General Classroom 517/Computer Code: 12970

Professor: Dr. Joe Perry
Office: 836 GCB
Office Hours:  Tues/Thurs 3:00-4:30; By Appt.
E-mail: hisjpp@langate.gsu.edu

Writing Consultant: Dr. Karen Huggin
Office: History Grad Suites, GCB 8th fl.
Office Hours: By Appointment Only
E-mail: drkholmes@hotmail.com

COURSE DESCRIPTION
This reading and research seminar examines the history of masculinity in the United States during the
nineteenth and twentieth centuries, with particular focus on local cultures of manhood in Atlanta and the
U. S. South. In a series of initial readings, we explore changes in men's gender roles over the last two
centuries, moving from the "genteel patriarch" and the "self made man" of the early 1890s to the late
Victorian Pater Familias, from the end-of-the-century "strenuous male" embodied in Teddy Roosevelt to
the post-World War II suburban breadwinner and the post-feminist "New Sensitive Man." We will also
look at challenges "from the margins," based on race, class, and gender, to the white, middle-class
heterosexuality that is the national norm. Course readings are linked by broader themes, which
demonstrate that masculinity is an unstable construction that takes many forms; that conceptions of
manhood change over time; and that masculinity interacts with other sources of identity (race, class,
ethnicity, sexuality, region, religion). This is a Writing Across the Curriculum course. Students will learn
to write and write to learn. Dr. Huggin, the course Writing Consultant, will help evaluate your writing
and is available for one-on-one consultation to discuss your work.

The main goal of this readings and research seminar is to generate a full-length paper, based on original
research, that addresses some of these questions. You are encouraged to consider a "local history" topic
dealing with the history of memory in Atlanta and/or Georgia, but you can write on something else if you
can truly demonstrate that primary sources exist to support your study. The Atlanta area has strong
document collections to support a variety of student projects (see attached article). Doing local studies
gives participants a chance to conduct original research with unique sources. The originality of the
material allows the creative use of the theories and methods discussed in class. This local perspective is
also intended to help course participants come to grips with the impact of masculinity on their own lives.

The course is divided into four main sections. After a brief introduction to the field, we will read a series
of books and articles on American masculinities. These materials are exemplary case studies, that is, you
should model your own work on this work. Several weeks of independent research follow, with limited
course meetings. In the final section of the course, we meet again in the last weeks of the semester to
present the results of our work to the class as a whole. To assist the development of the paper,
participants will be assigned to three-person peer groups; members will share and comment on each
other's writing. In addition, the course includes a series of writing workshops that cover the basics of
designing, researching, and writing a major paper.

This syllabus is a general plan for the course; deviations may be necessary and I reserve the right to
change the syllabus if need be. All students are expected to comply with University and History
Department policies on academic honesty. Violations of these standards will be reported to the
appropriate University authorities and any act of plagiarism will result in a grade of "F" for the course. The GSU policy on academic honesty is published in On Campus: The Undergraduate Co-Curricular Affairs Handbook.

ASSIGNMENTS/REQUIREMENTS
Detailed descriptions of all assignments will be discussed in class.

Point Total: You can earn a total of 100 points during the semester. Your course grade will be based on your point score on a scale of 90 and above A, 80 and above B, etc.

Attendance Policy: You are allowed TWO unexcused absences, no questions asked—though I don't recommend it. After that, each unexcused absence will lower your final point total by 2 points. Note that missing more than twice can have a significant impact on your final grade! If you attend each and every course meeting, you will get a 2 point "perfect attendance bonus."

Deadlines: All deadlines are hard and fast; in most cases, members of your peer group depend on you to complete your assignments on time, so they can complete their assignments on time. No late assignments will be accepted without a written and verified medical excuse. If you foresee difficulties completing an assignment on time, contact me before the due date.

Participation: Attendance is mandatory; reading assigned texts and participation in class discussions is required. You are expected to share ideas about assigned readings in EACH AND EVERY class meeting and you will be evaluated after each class (10 points).

Reading Quizzes: Doing the assigned reading is a crucial component of the course, and short multiple choice reading quizzes to test your knowledge of the required reading may be administered on the day we will discuss the texts in class (10 points).

Reading Presentation: A group presentation the assigned readings, written and read aloud, strictly limited to five minutes/2.5 pages each (10 points).

Research Presentation: A solo presentation of your research results, written and read aloud, limited to ten minutes/5 pages (20 points).

Research Paper: A fifteen to twenty page paper on a local history topic that requires original research in primary and archival sources, an interpretative framework drawn from course or outside readings, and bibliographical research in secondary materials. The formal assignments for the research paper include a topic statement, two research reports, a proposal with outline and bibliography, a rough draft, two peer written reviews, and a final draft (total: 50 points).

Peer Teams: You will be assigned to a peer team of three students. Members of each team will share all written work, preferably in advance of due dates.

Grade Weights/Points:
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<tr>
<td>Reading Quizzes</td>
<td>10%</td>
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<tr>
<td>Reading Presentation</td>
<td>10%</td>
<td>10</td>
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<tr>
<td>Research Presentation</td>
<td>20%</td>
<td>10</td>
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<tr>
<td>Research Paper (inc. drafts etc.)</td>
<td>50%</td>
<td>50</td>
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**COURSE TEXTS**

*Required Textbooks*

(Note: Available ONLY at the Georgia Book Store at the corner of Courtland and Edgewood.)


*Articles/Book Selections on Electronic Reserve* (See below for access information.)


COURSE SCHEDULE
READINGS, DISCUSSION TOPICS, ASSIGNMENTS

1. INTRODUCTION/OVERVIEW
Tuesday, 09 January/Course Introduction

Thursday, 11 January/Theorizing Masculinity

Tuesday, 16 January/Overview 1
Kimmel, Manhood in America: Parts 1 and 2.

Thursday, 18 January/Writing Workshop: How to Plan a Research Project

Tuesday, 23 January/Overview 2
Kimmel, Manhood in America: Parts 3 and 4.

Review and Bring ALL books to class (required).

2. CASE STUDIES
Tuesday, 30 January/Slavery and Manliness: Take I
Greenberg, Honor & Slavery.

Thursday, 01 February/Writing Workshop: How to Conduct Research

Tuesday, 06 February/Slavery and Manliness: Take II
Craig Thompson Friend and Lorri Glover, eds., Southern Manhood (selections).

Thursday, 08 February/Archive Visit: Auburn Avenue Research Center

Tuesday, 13 February/Manliness and Civilization
Donna Haraway, "Teddy Bear Patriarchy."

Thursday, 15 February/Writing Workshop: How to Write a Research Proposal

Friday, 19 February/Research Report Due

Tuesday, 20 February/Who was the Flapper's Boyfriend?
White, *The First Sexual Revolution*.

**Thursday, 22 February/Southern Man**
Presentation: Steve Blankenship will discuss his dissertation research on southern manhood.

**Tuesday, 27 February/Manhood and Civil Rights**
Estes, *I Am a Man!: Race, Manhood, and the Civil Rights Movement*.

**Thursday, 01 March/Research Proposals Due**
Peer Review Teams meet.

**Monday, 5 March - Sunday, 11 March/Spring Break/No Class**

**Tuesday, 13 March/Gay and Queer Studies**
Chauncey, *Gay New York* (selections)
Zeeland, *Masculine Marine*.

**3. R & R (RESEARCH AND WRITING)**
**Thursday, 15 March/Research**

**Tuesday, 20 March/Research**

**Thursday, 22 March/Research**

**Tuesday, 27 March/Writing Workshop: Evaluating Your Research**
Report on Research Progress Due/Vince Jarocki will discuss his work on masculinity and sports advertising.

**Thursday, 29 March/Research-Writing**

**Tuesday, 03 April/Research-Writing**

**Thursday, 05 April/Writing Workshop: Revising Your Draft**
First Draft Due for Peer Review.

**Tuesday, 10 April: Writing**

**Thursday, 12 April: Writing Workshop: Peer Reviews**
Peer Review Due.

**4. RESULTS (PRESENTATIONS!)**
**Tuesday, 17 April: Student Presentations I**
Thursday, 19 April: Student Presentations II

Tuesday, 24 April: Student Presentations III

Thursday, 26 April: Student Presentations IV

Friday, 04 May: Final Draft Due

HOW TO ACCESS ELECTRONIC RESERVE MATERIALS
Files for Hist4990. In order to comply with the Board of Regents copyright guidelines, ERes pages are automatically archived at the end of every semester. The pages must contain complete citations, and the password for these pages must be changed for every semester that they are in use. Pages may be renewed upon request once the current semester has ended. Students obtain the password from their instructor.

Your new password for Hist4990 is: PH4990KND

To review your page, go to:
1) Go to http://reserves.gsu.edu
2) Click on “Electronic Reserves and Course Materials”
3) Click on the tab at the top that says "Course Reserve Pages by Instructor"
3) Arrow down to find your instructor's name
4) Click “View” beside your instructor's name
5) Click on the course page that you would like to view
6) Enter the password [Passwords are case sensitive and are in all caps. Get the password from your instructor.]
7) Agree to the copyright
8) The page will come up

Please contact the library reserves staff or reply to this email with questions or concerns.
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PARTIAL GUIDE TO EDITORIAL NOTATION
S-V Agreement subject and verb do not agree

SP spelling
awk/AWK awkward sentence or clause
COL/colloq colloquialism
T.S./TS topic sentence
par/ paragraph
w/ with
PV passive voice
vague referent/VR referent of pronoun or clause is unclear
Incomplete Bibliography of Books on (Southern U.S.) Masculinity


Catherine Clinton and Michele Gillispie, eds., *The Devil's Lane: Sex & Race in the Early South* (New York: Oxford University Press, 1997).


**Journals on Masculinity Studies**

Masculinities (MISG)

Men's Studies Review

Men and Masculinities

Research on Men and Masculinities Series
APPENDIX D3: DEGREE REQUIREMENTS B.A. M.A. M.H.P. PH.D.

Part One—Undergraduate Degrees

BA, History
BA, History with Pre-Ed Concentration
BA, History with World History Concentration

Program Degree Requirements
Students should complete the freshman courses in history in the core curriculum and Hist 3000 Introduction to Historical Studies before enrolling in other history courses numbered 3000 and above. In all lower-division history courses the department requires that majors attain a minimum grade of C. The department requires a total of 30 hours in upper-division history. At least one course must be taken from each of the areas of American, European, and African/Asian/Latin American/Middle Eastern History. All majors must take Hist 4990 (Historical Research) after completing Hist 3000 and at least four other upper-division courses. No more than 15 hours of upper-division history may be transfer credits. In addition to the Program Degree Requirements, students must fulfill the College of Arts and Sciences Degree Requirements (see section 3030) and the University Degree Requirements (see section 1400).

Area F: Courses Appropriate to the Major Field (18)
1. Select one (whichever is not taken in Area E). (3)
   Hist 1111 Survey of World History to 1500 (3)
   Hist 1112 Survey of World History since 1500 (3)
   Hist 2110 Survey of United States History (3)
2. Foreign Language (3) The Department of History recommends that all majors complete the foreign language sequence
   Required Course: Lang 1002 Elementary Foreign Language II (3)
   Recommended Course (listed as an elective): Lang 2001 Intermediate Foreign Language I (3)
3. Electives (12)

Area G: Major Courses (30)
BA, History

Unless otherwise specified, Hist 1111, 1112, and 2110 are prerequisites for all advanced course work in history. History majors may complete no more than eight hours of 3000-4000 level history courses before completing History 3000. A minimum total of 30 hours must be taken from courses at the 3000-4000 level, and must include one course from each of the following:
1. Hist 3000 Introduction to Historical Studies (4) (should be taken first among upper-division courses)
2. U. S. History (one course)
3. European History (one course)
4. African, Asian, Latin American, or Middle Eastern History (one course)
5. Hist 4990 Historical Research (4) (Prerequisite: Hist 3000 and at least four other upper-division courses.)

**B.A. in History--Pre-Education Concentration**

The Department of History offers a pre-education track for those students who plan to teach at the middle school or high school level. Students have the opportunity to take a variety of courses in U.S., European, and world history, which will provide the analytic and writing skills, the global perspective, and the historical content that they will need to teach in the public schools. Along with the B.A. in History, students earn a certificate in Pre-Education Broad Field Social Science before they enter the Alternative M.Ed. Program in Social Studies Education in the College of Education at Georgia State or a similar program elsewhere to complete the requirements for state certification. Students in the pre-education track will take seven history courses at the 3000-4000 level distributed as follows:

1. Hist 3000 Introduction to Historical Studies (4) (should be taken first among upper-division courses).
2. Two courses in U.S. history. The department strongly recommends that one of these be History 4310 (Georgia).
3. One course in European history.
4. One course in African, Asian, Latin American, Middle Eastern, or world history.
5. Two electives in history at the 3000-4000 level.

Students in the pre-education track will also complete course work in three of the following allied fields:
1. Political Science
2. Geography
3. Economics
4. One of the behavioral sciences: anthropology, sociology, or psychology

History as an allied field consists of three courses at the 3000-4000 level: one in U.S. history, one in European history, and one in African, Asian, Latin American, or Middle Eastern history.

**BA in History—World History Concentration**

Georgia State University’s undergraduate concentration in world history offers students the opportunity to explore large-scale history from perspectives encompassing and transcending civilizations, cultures, regions, nations and social/ethnic groups. It emphasizes historical work employing broad temporal or spatial contexts and interdisciplinary approaches which expose the interconnections among human societies. The concentration is appropriate for all History BA candidates regardless of specialization. Successful completion of the concentration leads to a degree in “History: Concentration in World History” and a certificate in World History.
The undergraduate concentration in world history is an integral part of GSU’s Program in World History and Cultures situated within a rapidly growing urban university in the heart of cosmopolitan Atlanta. Students choosing the concentration must be History majors and must formally register and plan their programs with an advisor designated by the department’s World History Committee.

Students must meet all requirements for the History BA degree and complete the following:

- HIST 3000, Introduction to Historical Studies
- A course in US History
- A course in European History
- A course in African, Asian, Latin American, or Middle Eastern History
- Two courses in Cross-Cultural, Transregional, or Transnational History. Courses in this area emphasize the theoretical, methodological, and historiographical aspects of the New World History.
- An additional course in US, European, or African/Asian/Latin American/Middle Eastern history. It is recommended that this course have a prominent world history dimension.
- HIST 4990, Historical Research. Students in the world history concentration should consult their instructors about the possibility of giving their research projects a world history dimension. Pre-Education Track students may substitute an additional course from area 5.

Notes: All courses in Area G must be upper level. At least two of the courses under items G.2-6 must have a chronological focus before 1800 AD/CE

Area H: Minor and Additional Courses

1. History majors must select a minor consisting of at least 15 hours in one department other than history, including at least nine hours at the 3000 level or above. The requirements for a minor must be fulfilled in a department that offers a baccalaureate degree and with courses at the 3000-4000 level, unless the courses are otherwise specified by the minor-granting department/school/institute. A grade of C or higher is required in all minor courses.
2. Additional courses from departments other than the major must be taken to complete a minimum of 120 hours, exclusive of 1000/2000-level physical education or military science. The department strongly recommends that majors take the fourth semester of a foreign language: Lang 2002.
3. World History Concentration. Three of the five courses for the minor (upper-level courses taken in another department) must have a prominent cross-cultural, transregional, and/or transnational dimension.

Part Two—Graduate Degrees

Master of Arts in History

The Master of Arts (M.A.) degree program prepares students to teach in junior, community, or small liberal arts colleges; for careers in the management and use of historical records in archives or museums and in historic preservation; and for admission into a doctoral program in history. The department has recently introduced a concentration in world history at the M.A. level.

Additional Admission Requirements
In addition to the general requirements of the College of Arts and Sciences, the Department of History has the following requirements:
1. An undergraduate major in history or its equivalent, which includes survey courses in both American and European history.
2. Acceptable scores on the General (Aptitude) Test of the Graduate Record Examination.
3. A high standard of undergraduate achievement, especially in the major.
4. A statement of the applicant’s educational and professional goals.
5. A writing sample.
6. Three letters of recommendation from faculty members (preferably in history) with whom the applicant has studied.
7. Official transcripts of all previous college and graduate level work.

Degree Requirements Master of Arts
M.A. students are required to take a total of nine courses. These courses include:
1. Six courses in history. Four of these must be courses offered exclusively for graduate students. For students entering after Fall 2005, one of these six courses must be a research seminar. These six courses should include:
   a. One course in U.S. history
   b. One course in European history
   c. One course in African, Asian, Latin American, or Middle Eastern history
   d. Hist 8000 Introduction to Historical Methods and Theory (4)
   e. One course from among History 7010, 7020, or 7030. (This course may also be used to satisfy a., b., or c. above.)
   f. One (or two) courses of electives in history, in order to reach a total of six. Two courses in a related field of study, which may be in the Department of History or another academic department
2. History 8005 Introduction to Graduate Studies in History
3. Proficiency in one alternate language
4. A general oral examination to be taken within one semester after completion of coursework. This examination will be conducted by a committee that will consist of at least three faculty members with whom the student has taken coursework. The examination may be repeated once following a minimum interval of three months. A student who fails the examination for the second time will be subject to scholastic termination. Committees for both the thesis and the non-thesis option are nominated by the student and appointed by the chair of the department.

6a. Thesis option:
   1. One course in Hist 8999 Thesis Research
   2. A thesis prospectus, approved by a director and a second reader, and a thesis.

6b. Non-Thesis Option
   1. Three additional graduate history classes. When possible, these classes should be chosen to form a concentration. Concentrations can be defined geographically (as in Areas A, B, or C, see below) or thematically (as in Area D, see below), in consultation with the student’s advisor.
   2. A written examination, to be administered by an examination committee, which will consist of the advisor and one additional faculty member.
World History Concentration

The History Department offers a concentration in World History at the M.A. level. The concentration combines the theoretical and empirical frameworks of world history with opportunities to conduct more detailed research within chosen areas of interest. Students will apply theoretical approaches and empirical methodologies that support the comparative study of societies and cultures as well as the interconnections among different world regions.

The requirements fit into the framework of a regular M.A. in history, with several more specific stipulations as noted below:
1. As in the regular History M.A., the six required history courses, including one each in (a) U.S.; (b) European; and (c) African, Asian, Latin American, or Middle Eastern history. Either the U.S. or the European course should have a world dimension, which is also desirable for the course chosen above under (c). In addition, students must take:
   - Hist 7030 Issues and Interpretations in World History (4)
   - Hist 8000 Introduction to Historical Methods and Theory (4)
   One of the two elective history courses must be in world history.
2. One of the two required courses in a related field of study must be from another department.
3. Foreign language, oral examination, and requirements for the thesis or non-thesis option are the same as for a regular MA.

The Program Director will advise students on courses qualifying as world history. Students may petition the World History Committee for the inclusion of other courses with conspicuous world dimensions.

Master of Heritage Preservation

The Master of Heritage Preservation (M.H.P.) degree program is designed to train professionals in the field of cultural resource management. The program seeks first to acquaint students with the broad range of disciplines that constitute the field of heritage preservation. Second, it seeks to develop skills in administration, research, analysis, field survey, and interpretation that will be necessary in professional practice. Third, it provides practical experience in heritage conservation through classroom practica, team research projects, and internships in the field.

The Program in Heritage Preservation offers a degree in which the student can choose to concentrate in either historic preservation or public history. The program seeks to provide trained personnel for careers in (1) cultural resource planning and management on the local, state, and federal levels; (2) administration of historical sites, historical societies and commissions, and museums; and (3) research positions in public and private agencies. The program consists of a series of overview courses in the field including archeology, history, folklore, architectural history, and preservation planning that are complemented by specialized courses in preservation administration and law. Students choose a specialty area for more coursework, such as archeology, planning, architectural history, public history, or historical research. Finally, students engage in research projects through an interdisciplinary research seminar and an internship with an agency that specializes in historic preservation or public history.

Additional Admission Requirements
In addition to the general requirements of the College of Arts and Sciences, the Program in Heritage Preservation has the following requirements:
  1. Three letters of recommendation from individuals who can evaluate the applicant’s potential to do graduate work.
  2. A statement of educational and career goals.

Degree Requirements
Historic Preservation Track (45 hours)
Area 1: Cultural Resources (12 hours). To gain an overview of the field of heritage preservation, students must take four of the following five courses. Students with undergraduate or graduate backgrounds in one of these disciplines may be exempted by the program director from one or more courses in Area 1.
  - Folk 8200 Folklore (3)
  - Hist 8600 Introduction to Historic Preservation (3)
  - Hist 8690 American Architectural History (3)
  - Hist 8635 The U.S. City (3)
  - Hist 8620 Conservation of Historic Building Materials (3)

Area 2: Buildings and Environment (15 hours). In order to understand the preservation building interiors, legal, cultural, and landscaped environments, students will take courses in the history of preservation law, interior design, and landscape architecture as well as courses in preservation planning and public archaeology. Students should select five out of the six courses below.
  - Anth 8240 Public Archaeology (3)
  - Hist 8610 Preservation Law (3)
  - Hist 8640 Preservation Planning (3)
  - Hist 8645 Historic Resource Evaluation (3)
  - Hist 8650 Historic American Landscapes and Gardens (3)
  - ID 8650 History of Interior Design I: Antiquities to the Nineteenth Century (3)

Area 3: Area of Concentration (12 hours minimum).
In order to tailor their programs to such career interests as neighborhood revitalization, preservation planning, preservation administration, research and analysis, restoration finance, or architectural evaluation, students will select appropriate courses from preservation disciplines represented in the program. Courses may be taken from one or several disciplines and will be selected with the approval of the program director. Below is a list of possible options:
  - Anth 6200 Urban Anthropology (4)
  - Anth 6590 Archeological Methods (4)
  - Folk 6020 American Folk Crafts (3)
  - Folk 8200 Folklore (3)
  - Geog 6532 Introduction to Geographic Information Systems (4)
  - Geog 6774 Contemporary Urban Theory and Issues (3)
  - Hadm 8500 Economic and Cultural Impact of Travel and Tourism (3)
  - Hist 6320 Metropolitan Atlanta (3)
  - Hist 6940 Administration and Use of Historical Archives (3)
  - Hist 8640 Preservation Planning (3)
  - Hist 8645 Historic Resources Evaluation (3)
Hist 8660 Case Studies in International Preservation (3)
Hist 8710 History and the Public (3)
Hist 8720 Museum Studies (3)
Hist 8840 Seminar in Urban History (4)
Paus 8021 Urban Policy Planning (3)
Paus 8211 Nonprofit Management (3)
Paus 8231 Nonprofit Leadership and Management (3)

Area 4: Applied Studies (6-9 hours). In order to gain experience in the practical work of heritage preservation, students will take courses that require preservation research projects and that offer the opportunity to see the operations of preservation organizations. For these purposes, there are internships, directed studies, and thesis options available to students where classroom and seminar knowledge may be applied to actual preservation needs. Students will take the following courses, or appropriate substitutes, approved by the program director:
   Hist 8700 Case Studies in Historic Preservation (3)
   Hist 8680 Internship (3-6 hours)

Area 5: Oral Examination
Students must pass a general oral examination in order to graduate.

Degree Requirements
Public History Track (45 hours)
Area 1: Historical Foundations (15 hours). To gain an overview of the field of public history, students must take five out of the six courses listed.
   Hist 8710 History and the Public (3) (required)
   Hist 6920 Oral History (4)
   Hist 7010 Issues and Interpretations in American History (4)
   Hist 8000 Introduction to Historical Methods and Theory
   Hist 8060 Seminar in the History of the South (4)
   Hist 8635 U.S. Cities (3)

Area 2: Professional Concentrations (15 hours). In order to understand the diverse options in the field of public history, students will take courses in folk studies, archives, preservation, and museum operations. Students should select five out of the seven courses below.
   Folk 6020 American Folk Crafts (3)
   Hist 6940 Administration and Use of Historical Archives (3)
   Hist 8600 Introduction to Historic Preservation (3)
   Hist 8640 Preservation Planning (3)
   Hist 8700 Case Studies in Historic Preservation (3)
   Hist 8720 Museum Studies (3)
   Paus 8211 Nonprofit Management (3)

Area 3: Electives (9 hours).
In order to tailor their programs to such career interests, students will select appropriate courses from preservation and public history disciplines represented in the program. Other graduate courses in history may be substituted at the discretion of the program director. Other
courses in documentary film, etc., can be substituted at the discretion of program director and with permission of other program directors. Below is a list of possible options:

Anth 6480 Ethnographic Analysis (4)
Anth 8240 Public Archaeology (3)
Folk 6020 American Folk Crafts (3)
Folk 8200 Folklore (3)
Geog 6644 Environmental Conservation (4)
Geog 6760 Cultural Geography (3)
Geog 8025 Seminar in Cultural Geography of the United States (3)
Hist 6320 Metropolitan Atlanta (3)
Hist 8050 Southern Cities (3)
Hist 8060 Seminar in the History of the South (4)
Hist 8600 Introduction to Historic Preservation (3)
Hist 8610 Preservation Law (3)
Hist 8620 Conservation of Historic Building Materials (3)
Hist 8640 Preservation Planning (3)
Hist 8645 Historic Resource Evaluation (3)
Hist 8650 Historic American Landscapes and Gardens (3)
Hist 8660 Case Studies in International Preservation (3)
Hist 8670 Seminar in Archives Administration and Use (3)
Hist 8690 American Architectural History (3)
Hist 8840 Seminar in Urban History (4)
Paus 8211 Nonprofit Management (3)
Paus 8221 Fundraising for Voluntary Nonprofit Organizations (3)
Paus 8231 Nonprofit Leadership and Management (3)
Paus 8241 Marketing in the Nonprofit Sector (3)

Area 4: Capstone Courses (6 hours). In order to gain experience in the practical work of public history, students will take courses that require research projects and that offer the opportunity to see the operations of public history organizations. For these purposes, there are internships, directed studies, and thesis options available to students where classroom and seminar knowledge may be applied to actual preservation needs. Students will take the following courses, or appropriate substitutes, approved by the program director:

Hist 8680 Internship (1-15)
Hist 8890 Special Topics in History (3-4)

Area 5 Oral Examination
Students must pass a general oral examination in order to graduate.

**Doctor of Philosophy in History**

The Doctor of Philosophy (Ph.D.) degree program concentrates primarily on United State history and European history, with additional fields in Asian, Latin American, African and Middle-Eastern history. Students are encouraged to specialize in a wide range of areas including labor, urban, twentieth-century United States, twentieth-century European history, world history, historic
preservation, and public history. The program prepares students to teach in junior, community, small liberal arts, and senior colleges; for productive postdoctoral research in history; and for careers in public service.

Requirements for Full Graduate Status Admission

1. A high standard of undergraduate achievement, in undergraduate and graduate work, especially in the major field.
2. Ordinarily, the M.A. degree in history. Additional course work may be required if the department deems previous graduate work inadequate for Ph.D. study in history.
3. Acceptable scores on the General (Aptitude) Test of the Graduate Record Examination.
4. Language skills deemed adequate by the department. This will normally include evidence of proficiency in at least one alternate language.
5. Positive evidence of research aptitude and skill, such as the M.A. thesis, and a sample of the applicant’s research and written work.
6. A statement of the applicant’s educational and professional goals.
7. Recommendations from three faculty members (preferably in history), who have had the student in graduate courses.
8. Official transcripts of all previous college and graduate level work.

Procedural Rules
1. The Department of History may require a personal interview with the Ph.D. applicant.
2. Admission to the Ph.D. program is not automatic on the completion of the M.A. in history at Georgia State University.
3. Normally, a student may not take three degrees—the bachelor’s, master’s, and doctorate—in the Department of History at Georgia State University.

Degree Requirements

1. Twelve courses, of which ten must be graduate history courses. Two may be taken in an allied field outside the department.

Each student must take two classes at the 7000 level. One of these classes must be Hist 7030; Students, in consultation with their adviser may choose between Hist 7010 and 7020. Each student will select four fields from the areas listed below to prepare for their General Examination:

   a. One each from A, B, and C
   b. One from any of the four areas (A, B, C, D)

AREA A: United States History

1. United States before 1800
2. United States in the Nineteenth Century
3. United States in the Twentieth Century
4. United States Foreign Relations
5. The American South
6. African-American History

AREA B: European History
1. Ancient History  
2. Medieval and Renaissance  
3. Early Modern Europe  
4. Europe Since 1789  
5. Early Modern Britain  
6. Modern Britain, Ireland, and the British Empire  
7. Russian and Soviet History  

AREA C: African, Asian, Latin American, and Middle Eastern  
1. Africa  
2. East Asia  
3. South Asia  
4. Latin America  
5. Middle East  

AREA D: Topics in History and Allied Fields  
1. Archival Administration  
2. Historic Preservation and Public History  
3. History of Gender  
4. Labor History  
5. Urban History  
6. World History  
7. An appropriate field approved in consultation with the student’s adviser and the graduate director.

2. History 8000 Introduction of Historical Methods and Theory (unless completed at the M.A. level).  
3. History 8005 Introduction to Graduate Studies in History (unless completed at the M.A. level).  
4. The student must successfully complete a reading-knowledge examination in two alternate languages (see Section VII). In certain circumstances an alternate research skill may be substituted for one foreign language.  
5. Students in the doctoral program are required to be in residence for four semesters, two of which must be consecutive. In all four semesters the students must register for at least eight hours of coursework.  
6. Upon completion of the language requirements and the course work in the doctoral program, the doctoral student will be required to complete successfully a general examination (consisting of written and oral parts) which shall be administered by an examination committee.

   a. The general examination will cover the four fields which the student has chosen from the areas listed above. There will be two major fields in which the student will be required to take both written and oral examinations. One of these fields must be that in which the student intends to write the doctoral dissertation. There will be two minor fields in which the student will be required only to take an oral examination.

   b. The oral part of the general examination will be scheduled within one week of the completion of the last part of the written examination. All members of the examination committee will participate in the oral part of the examination.
c. At the conclusion of the general examination, the members of the examination committee will determine whether the student has passed or failed. A unanimous vote of the committee is required to pass. Should a student fail the general examination, the committee shall determine the conditions under which the student will be permitted to re-take the examination or portions thereof in accordance with the regulations of the Graduate Division of the College of Arts and Sciences. The examination may be repeated once following a minimum interval of six months. A student who fails the examination a second time will be subject to termination. The examination must be passed at least one academic year prior to the conferral of the degree.

7. On the successful completion of the written and oral parts of the general examination, the student will be required to submit a prospectus of the dissertation to a scheduled meeting of members of the dissertation committee (which will normally comprise three professors of the Department of History faculty), who are nominated by the student and appointed by the chair of the department. The prospectus will include a carefully prepared and closely reasoned statement or exposition of the topic or subject which the student has chosen to research in consultation with the dissertation adviser. The acceptance or rejection of the student’s prospectus and dissertation will be the responsibility of the dissertation committee.

8. After completing the language, course work, general examination and dissertation prospectus requirements, the student will be admitted to candidacy for the degree.

9. The student must complete satisfactorily a dissertation and earn not less than twenty hours of credit in History 9999 (Dissertation Research), supervised by the dissertation director.

10. Dissertation Defense. Upon completion of the dissertation, the candidate will be required to pass a final examination which shall be devoted to a defense of the dissertation. The examination will be conducted by the candidate’s dissertation committee.
### APPENDIX D-4A PLACEMENTS OF RECENT MA GRADUATES

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<th>Degree</th>
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<tr>
<td>Walter Harris</td>
<td>MA</td>
<td>2003</td>
<td>teaching secondary school</td>
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<tr>
<td>Peter McDade</td>
<td>MA</td>
<td>2003</td>
<td>teaching secondary school</td>
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<tr>
<td>Jayne Cosson</td>
<td>MA</td>
<td>2004</td>
<td>Program, George Mason</td>
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<tr>
<td>Michael Gannon</td>
<td>MA</td>
<td>2004</td>
<td>teaching secondary school</td>
</tr>
<tr>
<td>David Moon</td>
<td>MA</td>
<td>2004</td>
<td>PhD Program, GSU</td>
</tr>
<tr>
<td>Michael Gannon</td>
<td>MA</td>
<td>2004</td>
<td>teaching secondary school</td>
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<tr>
<td>Kevin Goldberg</td>
<td>MA</td>
<td>2004</td>
<td>PhD Program, UCLA</td>
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<tr>
<td>Casey Cater</td>
<td>MA</td>
<td>2005</td>
<td>PhD program, GSU</td>
</tr>
<tr>
<td>Jennifer Gonzalez</td>
<td>MA</td>
<td>2005</td>
<td>teaching secondary school</td>
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<tr>
<td>Brian Miller</td>
<td>MA</td>
<td>2005</td>
<td>PhD Program, U Iowa</td>
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<tr>
<td>Michael Sloan</td>
<td>MA</td>
<td>2005</td>
<td>law school</td>
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<tr>
<td>Sam Negus</td>
<td>MA</td>
<td>2005</td>
<td>PhD program, U of Texas, Austin</td>
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<tr>
<td>Eryk Tahvonen</td>
<td>MA</td>
<td>2006</td>
<td>PhD Program, U Chicago</td>
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<tr>
<td>Kristina Graves</td>
<td>MA</td>
<td>2006</td>
<td>teaching secondary school</td>
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<td>Waugh-Benton</td>
<td>MA</td>
<td>2006</td>
<td>PhD (in Communications) Program, GSU</td>
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<tr>
<td>Darrell Kefentse</td>
<td>MA</td>
<td>2007</td>
<td>GA Perimeter College, on-line instructor</td>
</tr>
<tr>
<td>Theodore Rogers</td>
<td>MA</td>
<td>2007</td>
<td>PhD program U Colorado</td>
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### APPENDIX D-4B PLACEMENTS OF RECENT MHP GRADUATES

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<th>Name</th>
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<tr>
<td>Leslie Canaan</td>
<td>MHP</td>
<td>2003</td>
<td>Urban Planner, Atlanta Urban Design Commission, Atlanta</td>
</tr>
<tr>
<td>Frances Ethridge</td>
<td>MHP</td>
<td>2003</td>
<td>Program Assistant, Georgia Historic Preservation Division, Atlanta</td>
</tr>
<tr>
<td>Thomas Little</td>
<td>MHP</td>
<td>2003</td>
<td>Architect, Surber-Barber Architects, Atlanta</td>
</tr>
<tr>
<td>Brandon McCuin</td>
<td>MHP</td>
<td>2003</td>
<td>Architectural Historian, Gray and Pape consultants, Cincinnati, Ohio</td>
</tr>
<tr>
<td>John Sylvest</td>
<td>MHP</td>
<td>2003</td>
<td>Historian, South Carolina Historic Preservation Office, Columbia, South Carolina</td>
</tr>
<tr>
<td>Sarah Waldemer</td>
<td>MHP</td>
<td>2003</td>
<td>Staff, United States Geological Survey, Virginia</td>
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<tr>
<td>Marisa Benson</td>
<td>MHP</td>
<td>2003</td>
<td>Information Technology, Emory University, Atlanta</td>
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<tr>
<td>Jeffrey Jenson</td>
<td>MHP</td>
<td>2003</td>
<td>Architectural Historian, United States General Services Administration, Atlanta</td>
</tr>
<tr>
<td>Melanie Nable</td>
<td>MHP</td>
<td>2003</td>
<td>Historian, Moreland-Altobelli Engineering, Atlanta</td>
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<tr>
<td>Sylvia Cleveland</td>
<td>MHP</td>
<td>2004</td>
<td>Architectural Historian, Gray and Pape Consulting, Cincinnati, Ohio</td>
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<td>Barbara Orsolits</td>
<td>MHP</td>
<td>2004</td>
<td>PHD Candidate in History, Georgia State University</td>
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<tr>
<td>Samia Hanafi</td>
<td>MHP</td>
<td>2004</td>
<td>Law School, University of South Carolina</td>
</tr>
<tr>
<td>Gilmour Reeve</td>
<td>MHP</td>
<td>2004</td>
<td>Main Street Manager, Jefferson, Georgia</td>
</tr>
<tr>
<td>Terri Gillett</td>
<td>MHP</td>
<td>2004</td>
<td>Architectural Historian, New South Associates</td>
</tr>
<tr>
<td>Name</td>
<td>Affiliation</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------</td>
<td>------</td>
<td></td>
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<tr>
<td>Sharman Southall</td>
<td>Historian, Georgia Department of Transportation, Atlanta</td>
<td>2004</td>
<td></td>
</tr>
<tr>
<td>Chad Carlson</td>
<td>Historian, Georgia Department of Transportation, Atlanta</td>
<td>2005</td>
<td></td>
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<tr>
<td>Laura Drummond</td>
<td>Independent Historic Preservation Consultant</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>Kyung Hwan Kang</td>
<td>Director, International Affairs Division, Cultural Heritage Administration, Korea</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>Sarah Messick</td>
<td>Teacher, St Pius High School, Atlanta</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>Andrew Reisinger</td>
<td>PHD Candidate in History, GSU</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>Barry Brown</td>
<td>Staff, Georgia Civil War Commission, Atlanta</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>Heather Colston</td>
<td>Historian, Cultural Resource Management Firm, Atlanta</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>Kelli Gantt</td>
<td>Preservationist, Lord, Aeck, and Sargent Architects, Atlanta</td>
<td>2005</td>
<td></td>
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<tr>
<td>Cristina Wilkerson</td>
<td>Real Estate Sales, Atlanta</td>
<td>2005</td>
<td></td>
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<tr>
<td>Denise Toranzo</td>
<td>Education Director, Atlanta History Center, Atlanta</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>Thomas Frank</td>
<td>Professor, Emory University, Atlanta</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Bonnie Garvin</td>
<td>Teacher, Newton County, Georgia</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>William Reynolds</td>
<td>Archaeologist, Brockington and Associates, Atlanta</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Bethany Serafine</td>
<td>Historian, National Park Service, Atlanta</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Lauren Thompson</td>
<td>Historian, Georgia Department of Transportation, Atlanta</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Christa Weinberger</td>
<td>Registrar, Marietta Museum of History, Marietta, Georgia</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Kadambari Badami</td>
<td>Urban Planner, Urban Collage, Atlanta</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Deena Booth</td>
<td>Historian, Moreland-Altobelli Engineering, Atlanta</td>
<td>2006</td>
<td></td>
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<tr>
<td>Philip Garnet</td>
<td>Real Estate Specialist, General Services Administration, Atlanta</td>
<td>2006</td>
<td></td>
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<tr>
<td>Hadley Howell</td>
<td>Staff, OJP Architects, Atlanta</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Tiffany Tolbert</td>
<td>Indiana Trust for Historic Preservation</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Holly Ferguson</td>
<td>Real Estate Sales, Harry Norman, Atlanta</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Carrie Hutcherson</td>
<td>Historian, Georgia State Capitol, Atlanta</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Brandy Morrison</td>
<td>Architect, re:FORM, inc, Decatur, Georgia</td>
<td>2006</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX D-4C PLACEMENTS OF RECENT PHD GRADUATES AND ABD’S

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Year</th>
<th>Position/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Lutz</td>
<td>PhD</td>
<td>2002</td>
<td>lecturer GSU</td>
</tr>
<tr>
<td>Mary Rollinson</td>
<td>PhD</td>
<td>2002</td>
<td>lecturer GSU</td>
</tr>
<tr>
<td>Eric Kleist</td>
<td>PhD</td>
<td>2003</td>
<td>Department of Defense</td>
</tr>
<tr>
<td>Louisa Moffitt</td>
<td>PhD</td>
<td>2003</td>
<td>Marist School, secondary school teaching</td>
</tr>
<tr>
<td>Robert Woodrum</td>
<td>PhD</td>
<td>2003</td>
<td>visiting professor, Clark Atlanta</td>
</tr>
<tr>
<td>Laura Musselwhite</td>
<td>PhD</td>
<td>2004</td>
<td>assistant professor, Georgia Highlands College</td>
</tr>
<tr>
<td>William Nicholson</td>
<td>PhD</td>
<td>2004</td>
<td>Woodward Academy, secondary school teaching</td>
</tr>
<tr>
<td>Christopher Huffman</td>
<td>PhD</td>
<td>2005</td>
<td>adjunct teaching Atlanta colleges</td>
</tr>
<tr>
<td>Joseph Meeler</td>
<td>PhD</td>
<td>2006</td>
<td>visiting lecturer GSU</td>
</tr>
<tr>
<td>Stephen Blanksenship</td>
<td>PhD</td>
<td>2007</td>
<td>Assistant Professor, Georgia Highlands College</td>
</tr>
<tr>
<td>Tommy Bynum</td>
<td>PhD</td>
<td>2007</td>
<td>Assistant Professor, Middle Tenn. State U</td>
</tr>
<tr>
<td>Jennifer Dickey</td>
<td>PhD</td>
<td>2007</td>
<td>Director Oak Hill and Martha Berry Museum, Berry College</td>
</tr>
<tr>
<td>Albert Ouattara</td>
<td>PhD</td>
<td>2007</td>
<td>visiting lecturer, GSU</td>
</tr>
<tr>
<td>Michael Stevens</td>
<td>PhD</td>
<td>2007</td>
<td>seeking teaching position, California</td>
</tr>
<tr>
<td>Charmayne Patterson</td>
<td>PhD</td>
<td>2007</td>
<td>visiting lecturer GSU</td>
</tr>
<tr>
<td>John Farris</td>
<td>ABD</td>
<td></td>
<td>assistant professor Georgia Perimeter College</td>
</tr>
<tr>
<td>John Moody</td>
<td>ABD</td>
<td></td>
<td>assistant professor, Florida Community College, Jacksonville</td>
</tr>
<tr>
<td>William Simpson</td>
<td>ABD</td>
<td></td>
<td>assistant professor, Georgia Perimeter College</td>
</tr>
</tbody>
</table>
APPENDIX D5A: SUMMARY OF UNDERGRADUATE SURVEYS

December 2006 N = 90 (N based on respondents who report taking one or more upper-division history course).

Table 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/Not applicable</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department are interested in the academic development of undergraduate majors.</td>
<td>6</td>
<td>6.7</td>
<td>3</td>
<td>3.3</td>
<td>11</td>
<td>12.2</td>
<td>31</td>
<td>34.4</td>
</tr>
<tr>
<td>The undergraduate program of study is academically challenging.</td>
<td>4</td>
<td>4.4</td>
<td>1</td>
<td>1.1</td>
<td>8</td>
<td>8.9</td>
<td>34</td>
<td>37.8</td>
</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>5</td>
<td>5.6</td>
<td>0</td>
<td>.0</td>
<td>4</td>
<td>4.4</td>
<td>37</td>
<td>41.1</td>
</tr>
<tr>
<td>I feel the undergraduate program is preparing me for my professional career and/or further study.</td>
<td>6</td>
<td>6.7</td>
<td>5</td>
<td>5.6</td>
<td>14</td>
<td>15.7</td>
<td>28</td>
<td>31.5</td>
</tr>
<tr>
<td>There is open communication between faculty and undergraduate students about student concerns.</td>
<td>5</td>
<td>5.6</td>
<td>6</td>
<td>6.7</td>
<td>16</td>
<td>17.8</td>
<td>29</td>
<td>32.2</td>
</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td>6</td>
<td>6.7</td>
<td>1</td>
<td>1.1</td>
<td>11</td>
<td>12.2</td>
<td>33</td>
<td>36.7</td>
</tr>
</tbody>
</table>

Graph 1: Faculty members in the department are interested in the academic development of undergraduate majors.

Graph 2: The undergraduate program of study is academically challenging.

Graph 3: Faculty in the department are appropriately prepared for their courses.
I feel the undergraduate program is preparing me for my professional career and/or further study.

There is open communication between faculty and undergraduate students about student concerns.

Class size is suitable for effective learning.

Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/Not applicable</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
<td>6</td>
<td>6.7</td>
<td>9</td>
<td>10.0</td>
<td>24</td>
<td>26.7</td>
<td>16</td>
<td>17.8</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>4</td>
<td>4.4</td>
<td>14</td>
<td>15.6</td>
<td>22</td>
<td>24.4</td>
<td>10</td>
<td>11.1</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>2</td>
<td>2.2</td>
<td>5</td>
<td>5.6</td>
<td>14</td>
<td>15.7</td>
<td>32</td>
<td>36.0</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>1</td>
<td>1.1</td>
<td>2</td>
<td>2.2</td>
<td>15</td>
<td>16.7</td>
<td>38</td>
<td>42.2</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>1</td>
<td>1.1</td>
<td>1</td>
<td>1.1</td>
<td>15</td>
<td>16.7</td>
<td>50</td>
<td>55.6</td>
</tr>
<tr>
<td>Frequency of undergraduate major course offerings</td>
<td>7</td>
<td>7.9</td>
<td>26</td>
<td>29.2</td>
<td>19</td>
<td>21.3</td>
<td>21</td>
<td>23.6</td>
</tr>
<tr>
<td>Variety of undergraduate major course offerings</td>
<td>8</td>
<td>8.9</td>
<td>13</td>
<td>14.4</td>
<td>21</td>
<td>23.3</td>
<td>20</td>
<td>22.2</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>4</td>
<td>4.4</td>
<td>5</td>
<td>5.6</td>
<td>20</td>
<td>22.2</td>
<td>24</td>
<td>26.7</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; “Don’t know/not applicable excluded from analysis.
Effectiveness of teaching methods used by faculty

Procedures used to evaluate student performance

Frequency of undergraduate major course offerings

Variety of undergraduate major course offerings

Clarity of degree requirements

Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>54</td>
<td>60.7</td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td>39.3</td>
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</table>
Table 4

<table>
<thead>
<tr>
<th>How many upper division history courses (all 3000 and 4000 level courses) have you taken?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>20</td>
<td>22.2</td>
</tr>
<tr>
<td>3-5</td>
<td>21</td>
<td>23.3</td>
</tr>
<tr>
<td>6-9</td>
<td>37</td>
<td>41.1</td>
</tr>
<tr>
<td>9-12</td>
<td>10</td>
<td>11.1</td>
</tr>
<tr>
<td>Over 12</td>
<td>2</td>
<td>2.2</td>
</tr>
</tbody>
</table>

Graph 16

How many upper division history courses (all 3000 and 4000 level courses) have you taken?

Table 5

<table>
<thead>
<tr>
<th>Which of the categories below best describes the majority of your history course work that you have taken or intend to take?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>America</td>
<td>21</td>
<td>23.3</td>
</tr>
<tr>
<td>Europe</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td>World</td>
<td>10</td>
<td>11.1</td>
</tr>
<tr>
<td>America and World</td>
<td>23</td>
<td>25.6</td>
</tr>
<tr>
<td>Europe and World</td>
<td>12</td>
<td>13.3</td>
</tr>
<tr>
<td>America and Europe</td>
<td>18</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Graph 17

Which of the categories below best describes the majority of your history course work that you have taken or intend to take?
Table 6

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Exceeded expectations</td>
<td>16</td>
<td>17.8</td>
</tr>
<tr>
<td>Met expectations</td>
<td>51</td>
<td>56.7</td>
</tr>
<tr>
<td>Did not meet expectations</td>
<td>16</td>
<td>17.8</td>
</tr>
<tr>
<td>Have not taken History 3000</td>
<td>7</td>
<td>7.8</td>
</tr>
</tbody>
</table>

Table 7

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>12</td>
<td>13.5</td>
</tr>
<tr>
<td>Latin America</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td>Europe</td>
<td>19</td>
<td>21.3</td>
</tr>
<tr>
<td>Africa</td>
<td>9</td>
<td>10.1</td>
</tr>
<tr>
<td>Asia</td>
<td>9</td>
<td>10.1</td>
</tr>
<tr>
<td>Topical</td>
<td>34</td>
<td>38.2</td>
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</table>

Table 8

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely met this objective</td>
<td>54</td>
<td>60.0</td>
</tr>
<tr>
<td>Partially met this objective</td>
<td>31</td>
<td>34.4</td>
</tr>
<tr>
<td>Minimally met this objective</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>Did not meet this objective</td>
<td>2</td>
<td>2.2</td>
</tr>
</tbody>
</table>

Graph 18

In terms of an introductory course, to what extent did Introduction to History (History 3000) meet your expectations to prepare you for subsequent upper division history courses?

Graph 19

If the history department were to increase the number of course offerings, in which one would you most like to see additional course selections?

Graph 20

One purpose of history course writing assignments is to help students develop analytical skills. To what extent have the written assignments in your history courses met this objective?
### APPENDIX D5B: SUMMARY OF GRADUATE SURVEYS

(N = 71 response rate = 56.3%) December 2006

Table 1 | Graph 1
--- | ---
| N | % |
MA | 24 | 33.8 |
MHP | 16 | 22.5 |
PhD | 31 | 43.7 |
Total | 71 | 100.0 |

Table 2

<table>
<thead>
<tr>
<th>Degree program</th>
<th>MA</th>
<th>N</th>
<th>%</th>
<th>MHP</th>
<th>N</th>
<th>%</th>
<th>PhD</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department were interested in the academic development of graduate majors.</td>
<td>Strongly disagree</td>
<td>1</td>
<td>4.3</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>3.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>4.3</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>9.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
<td>4.3</td>
<td>6</td>
<td>37.5</td>
<td>6</td>
<td>19.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>21.7</td>
<td>0</td>
<td>.0</td>
<td>11</td>
<td>35.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>15</td>
<td>65.2</td>
<td>10</td>
<td>62.5</td>
<td>10</td>
<td>32.3</td>
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<td></td>
<td></td>
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<tr>
<td>The graduate program of study was academically challenging.</td>
<td>Strongly disagree</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>8.3</td>
<td>1</td>
<td>6.3</td>
<td>1</td>
<td>3.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
<td>4.2</td>
<td>1</td>
<td>6.3</td>
<td>4</td>
<td>12.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>7</td>
<td>29.2</td>
<td>7</td>
<td>43.8</td>
<td>10</td>
<td>32.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>58.3</td>
<td>7</td>
<td>43.8</td>
<td>14</td>
<td>45.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>Strongly disagree</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>3.2</td>
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<td>4.2</td>
<td>1</td>
<td>6.3</td>
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<td>.0</td>
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<td>12.5</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>12.5</td>
<td>5</td>
<td>31.3</td>
<td>1</td>
<td>3.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>20</td>
<td>83.3</td>
<td>8</td>
<td>50.0</td>
<td>21</td>
<td>67.7</td>
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*Mean range: 1=strongly disagree to 5=strongly agree

Graph 2

Graph 3

Graph 4

Graph 5

Faculty members in the department were interested in the academic development of graduate majors.

The graduate program of study was academically challenging.

Faculty in the department were appropriately prepared for their courses.

I feel the graduate program prepared me for my professional career and/or further study.
There was open communication between faculty and graduate students about student concerns.

Class size was suitable for effective learning.

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*Mean range: 1=poor to 5=excellent. Don’t know/NA excluded from analysis.
Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom

Effectiveness of teaching methods used by faculty

Procedures used to evaluate student performance

Frequency of graduate course offerings

193
Graph 14

Variety of graduate course offerings

Graph 15

Clarity of degree requirements

PhD

MHP

MA

0.0 - 20.0 - 40.0 - 60.0 - 80.0 - 100.0 -

Percent

PhD

MHP

MA

0.0 - 20.0 - 40.0 - 60.0 - 80.0 - 100.0 -

Percent

Excellent

3

4

Excellent

3

4

Excellent

3

4

Excellent
APPENDIX D5C—UNDERGRADUATE ALUMNI SURVEY REPORT SUMMARY
January 2007 N = 40 (response rate = 25.5 percent)
University (25 departments) N = 1478 (response rate = 33.1 percent)

Table 1

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<td>N</td>
<td>%</td>
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<td>%</td>
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*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable” excluded from analysis.
**Percentile Ranking based on 26 Departments

Graph 1

Graph 2

Graph 3

Faculty members in the department were interested in academic development of undergraduate majors.
The undergraduate program of study was academically challenging.
Faculty in the department were appropriately prepared for their courses.
I feel the undergraduate program prepared me for my professional career and/or further study.

There was open communication between faculty and undergraduate students about student concerns.

Class size was suitable for effective learning.

Table 2

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<td>Mean*</td>
<td>SD</td>
<td>Mean*</td>
<td>% Rank**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic advisement available in the department</td>
<td>3.82</td>
<td>1.07</td>
<td>3.58</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>2.83</td>
<td>1.24</td>
<td>3.01</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>3.95</td>
<td>1.09</td>
<td>3.87</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>4.13</td>
<td>.853</td>
<td>3.97</td>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>3.92</td>
<td>.929</td>
<td>3.77</td>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency of undergraduate major course offerings</td>
<td>3.68</td>
<td>1.09</td>
<td>3.52</td>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of undergraduate major course offerings</td>
<td>3.80</td>
<td>1.06</td>
<td>3.60</td>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>4.08</td>
<td>1.04</td>
<td>4.05</td>
<td>35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; “Don’t know/not applicable excluded” from analysis.
**Percentile Ranking based on 26 Departments
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>16</td>
<td>42.1</td>
</tr>
<tr>
<td>Male</td>
<td>22</td>
<td>57.9</td>
</tr>
</tbody>
</table>
Supplemental Questions Provided by the Department of History

Table 4

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>America</td>
<td>9</td>
<td>23.7</td>
</tr>
<tr>
<td>Europe</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>World</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>America and World</td>
<td>11</td>
<td>28.9</td>
</tr>
<tr>
<td>Europe and World</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>America and Europe</td>
<td>6</td>
<td>15.8</td>
</tr>
</tbody>
</table>

Which of the categories below best describes the majority of your history course work that you completed during your degree program?

Table 5

<table>
<thead>
<tr>
<th>Extent of expectations</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded expectations</td>
<td>11</td>
<td>28.9</td>
</tr>
<tr>
<td>Met expectations</td>
<td>23</td>
<td>60.5</td>
</tr>
<tr>
<td>Did not meet expectations</td>
<td>4</td>
<td>10.5</td>
</tr>
</tbody>
</table>

In terms of an introductory course, to what extent did Introduction to History (History 3000) meet your expectations to prepare you for subsequent upper division history courses?

Table 6

<table>
<thead>
<tr>
<th>Region</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>6</td>
<td>15.8</td>
</tr>
<tr>
<td>Latin America</td>
<td>5</td>
<td>13.2</td>
</tr>
<tr>
<td>Europe</td>
<td>7</td>
<td>18.4</td>
</tr>
<tr>
<td>Africa</td>
<td>8</td>
<td>21.1</td>
</tr>
<tr>
<td>Middle East</td>
<td>8</td>
<td>21.1</td>
</tr>
<tr>
<td>Asia</td>
<td>4</td>
<td>10.5</td>
</tr>
</tbody>
</table>

Looking back to your history course work, in which one of the following areas would you like to have taken additional history courses?
Looking back to your history course work, in which one of the following areas would you like to have taken additional history courses?

Table 7

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>100.0</td>
</tr>
<tr>
<td>Latin America</td>
<td>80.0</td>
</tr>
<tr>
<td>Europe</td>
<td>60.0</td>
</tr>
<tr>
<td>Africa</td>
<td>40.0</td>
</tr>
<tr>
<td>Middle East</td>
<td>20.0</td>
</tr>
<tr>
<td>Asia</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Table 8

<table>
<thead>
<tr>
<th>Importance of Written Assignment</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>25</td>
<td>64.1</td>
</tr>
<tr>
<td>Important</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Not important</td>
<td>2</td>
<td>5.1</td>
</tr>
</tbody>
</table>

One purpose of history course writing assignments is to help students develop historical analytical skills. To what extent did the written assignments in your history courses meet this objective?

Table 8

<table>
<thead>
<tr>
<th>Importance of Written Assignment</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely met this objective</td>
<td>28</td>
<td>71.</td>
</tr>
<tr>
<td>Partially met this objective</td>
<td>9</td>
<td>23.</td>
</tr>
<tr>
<td>Minimally met this objective</td>
<td>2</td>
<td>5.</td>
</tr>
<tr>
<td>Did not meet this objective</td>
<td>0</td>
<td>0.</td>
</tr>
</tbody>
</table>

Graph 19

The history senior capstone course, History 4990, required a written paper using primary historical sources. How would you rate the importance of this written assignment to your history degree program?

Table 8

<table>
<thead>
<tr>
<th>Importance of Written Assignment</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>25</td>
<td>64.1</td>
</tr>
<tr>
<td>Important</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Not important</td>
<td>2</td>
<td>5.1</td>
</tr>
</tbody>
</table>

Graph 20

The history senior capstone course, History 4990, required a written paper using primary historical sources. How
APPENDIX D5—GRADUATE ALUMNI SURVEY REPORT SUMMARY

January 2007 N = 25 (response rate = 45.3 percent)
University (27 departments) N = 1152 (response rate = 44.2 percent)

Table 1

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/Not applicable</th>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Faculty members in the department were interested in the academic development of graduate majors.</td>
<td>2</td>
<td>8.3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>The graduate program of study was academically challenging.</td>
<td>2</td>
<td>8.3</td>
<td>1</td>
<td>4.2</td>
<td>1</td>
<td>4.2</td>
<td>11</td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>2</td>
<td>8.3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4.2</td>
<td>9</td>
</tr>
<tr>
<td>I feel the graduate program prepared me for my professional career and/or further study.</td>
<td>3</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8.3</td>
<td>7</td>
</tr>
<tr>
<td>There was open communication between faculty and graduate students about student concerns.</td>
<td>2</td>
<td>8.3</td>
<td>2</td>
<td>8.3</td>
<td>1</td>
<td>4.2</td>
<td>7</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>2</td>
<td>8.3</td>
<td>1</td>
<td>4.2</td>
<td>2</td>
<td>8.3</td>
<td>2</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable” excluded from analysis. **Percentile Ranking based on 28 Departments.
Table 2

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/Not applicable</th>
<th>Dept. Mean**</th>
<th>SD</th>
<th>Univ. Mean**</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>450.00</td>
<td>4.04</td>
<td>1.19</td>
<td>3.60</td>
<td>79</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>3</td>
<td>12.5</td>
<td>4</td>
<td>16.7</td>
<td>6</td>
<td>25.0</td>
<td>7</td>
<td>29.2</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>8.3</td>
<td>6</td>
<td>25.0</td>
<td>14</td>
<td>58.3</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>12.5</td>
<td>6</td>
<td>25.0</td>
<td>14</td>
<td>58.3</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>12.5</td>
<td>10</td>
<td>41.7</td>
<td>10</td>
<td>41.7</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>8.3</td>
<td>7</td>
<td>29.2</td>
<td>10</td>
<td>41.7</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>2</td>
<td>8.3</td>
<td>2</td>
<td>8.3</td>
<td>4</td>
<td>16.7</td>
<td>9</td>
<td>37.5</td>
<td>7</td>
<td>29.2</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>4.2</td>
<td>1</td>
<td>4.2</td>
<td>6</td>
<td>25.0</td>
<td>15</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; "Don't know/not applicable" excluded from analysis.

**Percentile Ranking based on 28 Departments

Graph 7

Graph 8

Graph 9

Graph 10

Graph 11

Graph 12
Effectiveness of teaching methods used by faculty

Procedures used to evaluate student performance

Frequency of graduate major course offerings

Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>9</td>
<td>50.0</td>
</tr>
<tr>
<td>Male</td>
<td>9</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Supplemental Questions Provided by the Department of History

Table 4

Graph 16
In which graduate degree program did you receive your degree?

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>6</td>
<td>26.1</td>
</tr>
<tr>
<td>MHP</td>
<td>11</td>
<td>47.8</td>
</tr>
<tr>
<td>PhD</td>
<td>6</td>
<td>26.1</td>
</tr>
</tbody>
</table>

Table 5

How would you rate the quality of mentoring from your faculty advisor during the thesis/dissertation phase?

<table>
<thead>
<tr>
<th>Rating</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>13</td>
<td>86.7</td>
</tr>
<tr>
<td>Good</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Fair</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>6.7</td>
</tr>
</tbody>
</table>

Table 6

If you are employed in a history or preservation related field, how well did your degree program prepare you for your current professional responsibilities?

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very prepared</td>
<td>10</td>
<td>45.5</td>
</tr>
<tr>
<td>Moderately prepared</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>Minimally prepared</td>
<td>3</td>
<td>13.2</td>
</tr>
<tr>
<td>Not prepared</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Not employed in history or preservation field</td>
<td>5</td>
<td>22.2</td>
</tr>
</tbody>
</table>
Looking back on your oral and/or written degree examinations, to what extent were departmental faculty helpful in advising you about how to prepare for the examination process?

<table>
<thead>
<tr>
<th>Extremity</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely helpful</td>
<td>12</td>
<td>52.2</td>
</tr>
<tr>
<td>Sufficiently helpful</td>
<td>9</td>
<td>39.1</td>
</tr>
<tr>
<td>Minimally helpful</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Not at all helpful</td>
<td>1</td>
<td>4.3</td>
</tr>
</tbody>
</table>

Would you say the history degree program was more difficult than you thought it would be, less difficult than you thought it would be, or about what you expected?

<table>
<thead>
<tr>
<th>Extremity</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>More difficult</td>
<td>4</td>
<td>17.4</td>
</tr>
<tr>
<td>Less difficult</td>
<td>4</td>
<td>17.4</td>
</tr>
<tr>
<td>About what was</td>
<td>15</td>
<td>65.2</td>
</tr>
<tr>
<td>expected</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cross Tabulations by Degree Program

Table 9

<table>
<thead>
<tr>
<th>Faculty members in the department were interested in the academic development of graduate majors.</th>
<th>MA N</th>
<th>%</th>
<th>MHP N</th>
<th>%</th>
<th>PhD N</th>
<th>%</th>
<th>Mean*</th>
<th>SD</th>
<th>Mean*</th>
<th>SD</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>0</td>
<td>9.1</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>100.0</td>
<td>5</td>
<td>45.5</td>
<td>3</td>
<td>50.0</td>
<td>5</td>
<td>50.0</td>
<td>5</td>
<td>50.0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Don't know/NA</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9.1</td>
<td>0</td>
<td>1</td>
<td>9.1</td>
<td>0</td>
<td>1</td>
<td>9.1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The graduate program of study was academically challenging.</th>
<th>MA N</th>
<th>%</th>
<th>MHP N</th>
<th>%</th>
<th>PhD N</th>
<th>%</th>
<th>Mean*</th>
<th>SD</th>
<th>Mean*</th>
<th>SD</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9.1</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>100.0</td>
<td>7</td>
<td>63.6</td>
<td>2</td>
<td>33.3</td>
<td>4</td>
<td>33.3</td>
<td>4</td>
<td>33.3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Don't know/NA</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9.1</td>
<td>0</td>
<td>1</td>
<td>9.1</td>
<td>0</td>
<td>1</td>
<td>9.1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty in the department were appropriately prepared for their courses.</th>
<th>MA N</th>
<th>%</th>
<th>MHP N</th>
<th>%</th>
<th>PhD N</th>
<th>%</th>
<th>Mean*</th>
<th>SD</th>
<th>Mean*</th>
<th>SD</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9.1</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>100.0</td>
<td>5</td>
<td>45.5</td>
<td>2</td>
<td>33.3</td>
<td>4</td>
<td>33.3</td>
<td>4</td>
<td>33.3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Don't know/NA</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9.1</td>
<td>0</td>
<td>1</td>
<td>9.1</td>
<td>0</td>
<td>1</td>
<td>9.1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable” excluded from analysis.

Graph 21

Graph 22

Graph 23
There was open communication between faculty and undergraduate students about student concerns.

I feel the graduate program prepared me for my professional career and/or further study.

**Table 10**

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*Mean range: 1=poor to 5=excellent; "Don't know/not applicable" excluded from analysis.
Academic advisement available in the department

Excellent Poor
Percent 100.0

PhD MHP MA Degree Program

Career advisement available in the department

Excellent Poor
Percent 100.0

PhD MHP MA Degree Program

Availability of faculty to students outside the classroom

Excellent Poor
Percent 100.0

PhD MHP MA Degree Program

Effectiveness of teaching methods used by faculty

Excellent Poor
Percent 100.0

PhD MHP MA Degree Program

Procedures used to evaluate student performance

Excellent Poor
Percent 100.0

PhD MHP MA Degree Program

Frequency of graduate major course offerings

Excellent Poor
Percent 100.0

PhD MHP MA Degree Program

Variety of graduate major course offerings

Excellent Poor
Percent 100.0

PhD MHP MA Degree Program

Clarity of degree requirements

Excellent Poor
Percent 100.0

PhD MHP MA Degree Program

Clarity of degree requirements
Table 11

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Table 12

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<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
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Graph 35

Graph 36

If you are employed in a history or preservation related field, how well did your degree program prepare you for your current professional responsibilities?
Table 13

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<td>Looking back on your oral and/or written degree examinations, to what extent were departmental faculty helpful in advising you about how to prepare for the examination process?</td>
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Graph 37

Table 14

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<td>Would you say the history degree program was more difficult than you thought it would be, less difficult than you thought it would be, or about what you expected?</td>
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<td>1 9.1</td>
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<td>5 83.3</td>
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Graph 38
Table 1

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<td>Five or fewer upper-division classes</td>
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<td>Six or more upper-division classes</td>
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Graph 1

Five or fewer upper-division classes
Six or more upper-division classes

Graph 2

Faculty members in the department are interested in the academic development of undergraduate majors.

Graph 3

The undergraduate program of study is academically challenging.
Faculty in the department are appropriately prepared for their courses.

I feel the undergraduate program is preparing me for my professional career and/or further study.

There is open communication between faculty and undergraduate students about student concerns.

Class size is suitable for effective learning.
Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom

Effectiveness of teaching methods used by faculty

Procedures used to evaluate student performance

Frequency of undergraduate major course offerings
Which of the categories below best describes the majority of your history course work that you have taken or intend to take?

Graph 18

If the history department were to increase the number of course offerings in which of the following fields, which would you most like to see an increase?

Graph 19

One purpose of history course writing assignments is to help students develop historical analytical skills. To what extent have the writing assignments in your history courses met this objective?

Graph 19
APPENDIX D-6  UNDERGRADUATE AND GRADUATE ADVISEMENT PROCEDURES

Undergraduate Advisement Procedures

I. Undergraduate Advisor: The Undergraduate Advisor keeps regular office hours each week, as well meeting students at other designated appointment times. Over the past two academic years, the Advisor has met with approximately 80 students each semester for a total of 470 students. The Advisor also regularly advises students via email and telephone (local and long distance).

II. Fall Open House: Each fall, the History Department sends letters to all history majors inviting them in for advisement before the beginning of spring registration. Each faculty member of the Advisement Committee (there are presently 14 members of the committee) sets aside at least one two-hour block of time for advisement. The Chair of the Advisement Committee creates a schedule with at least three two-hour blocks at different times each day over a two week period. Approximately 60 students take advantage of the open house each fall.

III. College and University Major Fairs: During each full semester, the Undergraduate Advisor attends the University’s Panther Preview to advise prospective students interested in majoring in history and the College of Arts and Science’s Major Matters Fair for advising declared majors and recruiting undeclared students. Occasionally, the Undergraduate Advisor attends other organized events designed to provide general advisement for students and parents interested in history as a major.

IV. Departmental and Inter-departmental Liaison: In addition to serving as Chair of the Advisement Committee, the Undergraduate Advisor serves on the History Department’s Undergraduate Studies Committee and the Freshman Studies Committee. The advisor also maintains an ongoing working relationship with representatives in the Office of Academic Assistance, the Dean’s Office, the Freshman Learning Community Program, the Writing Across the Curriculum Program, and the College of Education.

V. Advisement Issues: The primary role of history department advisors is to help students keep on track either as regular history majors or as pre-education majors. Other typical advisement issues include: scheduling, transfer credits, study abroad credits, internships, graduation audits, authorization for restricted courses, time management, post-graduate careers, among others.

Graduate Advisement Procedures

The History Department’s Graduate Student Manual is available at its web page and includes Department procedures and all degree requirements; prospective students are invited to review this and discuss any questions they may have with the Director of Graduate Studies (DGS) before and while applying to the program. Upon being accepted into the MA or PhD program new students are directed to meet with the DGS to work out their particular plan to study. At this time the DGS assigns each student a mentor to help him/her develop their studies until they acquire a thesis or dissertation director. As well, all graduate students are required as soon as possible to take History 8005, a 1 hour credit course intended to help them adapt to graduate school; as part of this course the DGS meets with the new students as a group to review degree requirements and answer questions about the programs. The DGS keeps regular office hours and responds, as well, to on-line and telephone inquiries, and the Department recently has employed a Graduate Secretary who is available to handle technical problems students may have with registration and graduation requirements.
Beginning last year the Department requires that all Ph.D. candidates submit a report -- following an outline provided in the Graduate Student Manual -- during the Spring semester, documenting their progress to date and their plans for completing degree requirements, the Department has recently normed expected completion times for coursework, comprehensive examinations, and dissertation prospectus and the student’s progress is evaluated against these and, if necessary the student is advised on way to accelerate his/her progress. This allows the DGS to much more effectively advise graduate students and to quickly discover those who are lagging behind in their work. This year the Graduate Committee is considering whether to extend the system of annual reports to the M.A. students.
APPENDIX F1: DEFINITION OF GRADUATE FACULTY AND CRITERIA FOR SELECTION OF GRADUATE FACULTY

Department of History Graduate Faculty only can fulfill the following duties:

1. Teach doctoral courses and research-oriented masters courses, as defined by the unit. The history Department defines research-oriented courses as designated research seminars or courses specifically directed toward the preparation of theses or dissertations.

2. Serve as chair, member, or reader of doctoral dissertation committees and direct masters theses. A dissertation committee may include one member who is not of the Graduate Faculty in order to accommodate researchers and other professionals who may bring special expertise to the committee.

Eligibility:

1. A member of the Graduate Faculty must hold the appropriate terminal degree and be actively engaged in scholarly or creative activities.

2. All new tenure-track and tenured faculty, because they are hired under the requirement of “current scholarly competence,” will be appointed to full Graduate Faculty status upon hiring. Tenure-track faculty who complete pre-tenure review will be continued on full Graduate Faculty status until their tenure review.

3. Non-tenure track and adjunct faculty, who hold the appropriate terminal degree in their field, whose position and assigned workload allows for involvement in graduate education programs, and who meet the University, College and Department criteria for “current scholarly competence” and teaching effectiveness are eligible to be considered for Graduate Faculty status by the departmental Graduate Committee. However, in accordance with the College of Arts and Sciences policy, non-tenure track and adjunct members of the Graduate Faculty may not chair dissertation committees.

4. A primary requirement for Graduate faculty is current scholarly competence. The university handbook defines this as an active and productive scholar, who can demonstrate recent, active scholarship in the form of books, refereed articles in scholarly journals, chapters in scholarly books, abstracts in scholarly conference proceedings, successful external research grant applications, juried shows, editorships, or the equivalent as determined by the individual academic unit. The history department also recognizes evidence of scholarly competence specific to specializations in heritage preservation and public history. Specific standards for evaluating current scholarly competence appropriate to history graduate instruction are defined below under appointment procedures.

5. Graduate faculty must also demonstrate effective teaching at the graduate level. The University handbook defines evidence of graduate teaching effectiveness as including teaching awards, successful instructional innovation grants, student evaluations, student accomplishments, guidance of graduate students' research projects, peer reviews, innovations in course design or delivery, publications in area of pedagogy, or other quantitative and qualitative evidence as determined by the individual academic unit. Specific standards for evaluating teaching effectiveness at the graduate level in history are defined below under appointment procedures.

Appointment to Graduate Faculty Status:

Tenure-track and tenured faculty members who do not hold Graduate Faculty status may request consideration from the department Graduate Committee at the beginning of Spring Semester each year.
Non-tenure track and adjunct faculty must be nominated by a member of the department’s Graduate Faculty and the nomination may come at the time of the initial appointment or at the beginning of Spring Semester. They will have their status reviewed at least every three years.

Tenure-track and tenured faculty members who have Graduate Faculty status will have their status reviewed by their departmental Graduate Committee, and its continuation recommended, or denied, as part of the tenure or post-tenure review processes. The evidence for “current scholarly competence” beyond that defined in the University policy will be based on the guidelines defined in this document.

Tenure-track and tenured faculty from outside the History Department may request Graduate Faculty status in the History Department via a request to the chair of History Department at the time of their initial appointment, or at the beginning of Spring Semester. Their continuation in Graduate Faculty status in the History Department will also be reviewed at the same time as their pre-tenure, tenure or post-tenure reviews in their primary department.

Appointment procedures and guidelines:

The Graduate Committee of the Department of History will evaluate nominations to the Graduate Faculty to determine whether nominees meet University, College and Departmental criteria for current scholarly competence and graduate teaching effectiveness.

Current scholarly competence will be determined in accordance with the definition of professional development outlined in the Department of History’s promotion and tenure manual. Evidence of current scholarly competence may include:

1) books and monographs, scholarly writings in journals, chapters in books, and book reviews,
2) awards and grants,
3) presentations at professional meetings,
4) significant professional services,
5) general recognition within one’s discipline,
6) recognition by national, scholarly, and professional associations, and
7) specialized professional activities appropriate to the discipline, particularly for fields of applied history, e.g. historic preservation, oral history, and teacher education.

Teaching Effectiveness will be determined in accordance with the Department of History’s promotion and tenure manual. Evidence of teaching effectiveness may include:
1) syllabi and list of courses taught
2) student course evaluations
3) honors
4) evidence of instructional service beyond the classroom
5) published materials
6) other materials
The candidate may not solicit letters to include in any of these categories.

Normally, tenured and tenure-track faculty nominated to be graduate faculty will be evaluated at the time of their third year review, promotion, or tenure, and the Graduate Committee will examine the materials submitted for these reviews for evidence of current scholarly competence and teaching effectiveness. The nominee should also submit a current c.v. to the Graduate Committee at the time of their nomination.
Non-tenure track faculty, lecturers and adjunct faculty should submit a current c.v., and other evidence of their current scholarly competence and teaching effectiveness to the Graduate Committee at the time of their nomination.

The Graduate Committee will inform the chair of its decision in writing. Any changes in a faculty member’s Graduate Faculty status must also be approved by the Dean’s office.

Faculty members denied Graduate Faculty status by the Graduate Committee may appeal the decision. Appeals should be made in writing to the Graduate Faculty of the history department. The Director of Graduate Studies should supply a written response to the Graduate Faculty. The Graduate Faculty will deliberate and determine whether to affirm or reverse the decision of the Graduate Studies Committee.
### APPENDIX F-2 LIST OF GRADUATE FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOHAMMED HASSEN ALI</td>
<td>ASSOC. PROF.</td>
</tr>
<tr>
<td>ROBERT BAKER</td>
<td>ASSIST. PROF.</td>
</tr>
<tr>
<td>MICHELLE BRATTAINE</td>
<td>ASSOC. PROF.</td>
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<tr>
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<td>TIMOTHY J. CRIMMINS</td>
<td>PROF.</td>
</tr>
<tr>
<td>DENISE ZARA DAVIDSON</td>
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<tr>
<td>GLENN T. ESKEW</td>
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<td>JAN C. FLETCHER</td>
<td>ASSOC. PROF.</td>
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<tr>
<td>HUGH D. HUDSON, JR.</td>
<td>PROF.</td>
</tr>
<tr>
<td>CLIFFORD M. KUHN</td>
<td>ASSOC. PROF.</td>
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<tr>
<td>MATTHEW LASNER</td>
<td>ASSIST. PROF.</td>
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<tr>
<td>RICHARD LAUB</td>
<td>SENIOR LECT.</td>
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<tr>
<td>DAVID J. MCCREERY, JR.</td>
<td>PROF.</td>
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<tr>
<td>GHULAM NADRI</td>
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<tr>
<td>JOSEPH B. PERRY</td>
<td>ASSIST. PROF.</td>
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<td>JARED POLEY</td>
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<tr>
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<tr>
<td>WENDY HAMAND VENET</td>
<td>PROF.</td>
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<tr>
<td>NICHOLAS WILDING</td>
<td>ASSIST. PROF.</td>
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<tr>
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</tr>
</tbody>
</table>
Mohammed Hassen Ali, Ph.D.
672 Royal Abbey Drive
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EMPLOYMENT:

1/1/1992 – Present
Associate Professor
Department of History
Georgia State University
University Plaza
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9/88 – 12/31/91
Associate Professor
Department of Black & Puerto Rican Studies
Hunter College at the City University of New York

9/87 – 8/88
Chair, Department of Afro-American Studies and
Assistant Professor of History

85/8 – 8/88
Adjunct Professor of History
Morehouse College

8/83 – 12/84
Independent Researcher
Wrote a number of articles while helping Oromo Relief Association (a humanitarian
organization) in preparation of literacy material for Oromo-speaking Ethiopian refugees in
the Sudan.

1980 – 1983
Founding member and the first Chairman
Oromo Relief Association of the United Kingdom
London, England

EDUCATIONAL BACKGROUND:

1978 -1983
Ph.D., Dissertation entitled: AThe Oromo of Ethiopia, 1500 B 1850: With Special Emphasis on
the Gibe Region.”

1968 - 1973
B.A., History and Education
Addis Ababa University, Addis Ababa, Ethiopia
PUBLICATIONS:

Articles


"The Significance of Antoine d'Abbadie in Oromo Studies" The Journal of Oromo Studies, Volume 14, Number 1 (February/March 2007), pp.147-164.


**Books:**


**Chapters in Books:**


CONFERENCE PROCEEDINGS

The 17th Oromo Studies Association Conference Proceedings, compiled by Mohammed Hassen, Atlanta, Georgia, 2004.


AWARDS:
• Georgia State University, Department of History, Summer Research Grant, 2004.
• Georgia State University, College of Arts and Sciences, Spring Semester 2003, Research Leave.
• Georgia State University, Department of History, Summer Research Grant, 2002.
• Georgia State University, Department of History, Summer Research Grant, 2000.
• Georgia State University, Department of History, Summer Research Grant, 1998.
• Ten months Fulbright Award for Research visit to Ethiopia, 1996-1997.
• Georgia State University African American Research and Development Grant, 1994 - 2,000.
• Georgia State University, Department of History, Summer Research Grant, 1993 - 3,000.
• Georgia State University, African-American Faculty Retention and Development Summer Research Grant, 1993 - 2,500.
• Georgia State University, Department of History, Summer Research Grant, 1992 - 3,000.
• The United Negro College Fund Individual Grant to Conduct research in England, Summer 1988 - 4,100.
• Co-Director, Proposal, “Dialogue on Africa: Present Day Issues in Historical Perspective,” Georgia Endowment for the Humanities Award to the Department of History, Atlanta University, Atlanta, Georgia, 1988, 7,034.
• Africa Educational Trust Fund Grant, 1983.
• Central Research Fund of the University of London Grant, 1979.

Research in Progress

“The City of Harar and the Surrounding Oromo from 1500 to 1900.”

MEMBERSHIP ON EDITORIAL BOARDS

• Eritrean Studies Review
• The Horn of Africa
• The Horn Review
• The Journal of Oromo Studies
• The Oromo Commentary
• Oromo Studies Association Newsletter
H. Robert Baker
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Education

University of California Los Angeles, Los Angeles, CA.

University of Manitoba, Winnipeg, MB, Canada.
M.A. in Interdisciplinary Studies, Law/History/Sociology, October 1996.

Pomona College, Claremont, CA.
Graduated Magna Cum Laude and Phi Beta Kappa.

Employment

Georgia State University, Assistant Professor, Department of History.
Fall 2006—present.

Marquette University, Visiting Assistant Professor, Department of History.
Fall 2004—Spring 2006.

Roosevelt University, Instructor, School of Liberal Studies.
Fall 2003—Summer 2004.

University of California, Irvine, Lecturer, Department of History.
Fall 2002—Spring 2003.

California State University, San Bernardino, Lecturer, Department of History.
Fall 2001—Spring 2002.

Books and Peer-Reviewed Articles


“Digging Through the Lynde Family Papers,” Milwaukee History: The Magazine of the Milwaukee County Historical Society 26 (Spring-Summer 2003): 8-11. [Although dated 2003, this magazine was released in 2006.]

“Creating Order in the Wilderness: Transplanting the English Law to Rupert’s Land,”
Encyclopedia Articles and Book Reviews


Articles authored:
- Citizenship
- Eleventh Amendment
- Market Revolution
- Sentimentalism
- Twelfth Amendment
- Voluntary and Civic Associations
- Wisconsin Territory


Conference Presentations


Honors, Grants, and Fellowships

UCLA Summer Research Grant, 1999.
Graduate Student Prize, Pacific Coast Conference of British Studies, 1998.
5-Year Fellowship in the Department of History, UCLA, 1996.

Teaching Awards

Howard L. Willett Most Valuable Adjunct Faculty Award.
Roosevelt University, 2003-04.

Professional Associations and Memberships

American Historical Association
American Society for Legal History
Organization of American Historians

Consulting

Referee for Milwaukee History: the Magazine of the Milwaukee County Historical Society.
Constitutional Law and History Consultant, WTMJ 620 Milwaukee (NBC affiliate).
Dr. Isa Blumi

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EDUCATION:

1996-2005  New York University, New York, NY

• Departments of History and Middle Eastern/Islamic Studies.
• Committee: Zachary Lockman (Chair), Frederick Cooper, Khaled Fahmy, and Ruth Ben-Ghiat, New York University, and Maria Todorova, University of Illinois at Urbana-Champaign.

1997-1998  San‘a’ University, San‘a’, Yemen

• Directed Study under Sayyid Mustapha Salim


• Advisors: Charles Tilly, Aristide Zolberg and Eric Hobsbawm.


• Première et deuxième années de DEUG
• Histoire Contemporaine de l’Afrique du Nord et du Proche Orient.
• Advisor: Claude-André Julien.


• B.A. Political Science, June, 1993.
• Advisors: Talal Asad and Aldo-Lauria Santiago

LANGUAGES:

Fluency: English (US), Albanian, French.
Advanced Proficiency: Modern Turkish, Arabic, Spanish and Italian.
Reading Knowledge: German, Ottoman (19th and 20th century), and Serbo-Croatian.

MAJOR ACADEMIC FELLOWSHIPS:
• American Research Institute of Turkey/NEH Dissertation Fellowship, 2002.
• SSRC Near and Middle Eastern Dissertation Research Fellowship, 2001.
• American Research Institute of Turkey Dissertation Fellowship, 2000.
• Fulbright Fellowship, 1999-2000.
• Foreign Languages and Area Studies (FLAS) Fellowship, Title VI (Arabic, Ottoman and Turkish) full year 1997, 1998 and 2003 and summer 1997 and 1998.
• Lang Scholarship for BA/MA program, 1988-1990.

TEACHING:

2006-Present  Georgia State University (GSU), Atlanta, GA
• Assistant Professor, History Department
• Courses Taught: “Middle East History, 600-1800,” “Graduate Seminar in Modern Middle Eastern History,” “Modern Balkan History,” and “The Middle East since 1800”

2005-2006 American University of Sharjah (AUS), United Arab Emirates
• Assistant Professor, History/International Studies

2004-2005 Trinity College, Hartford, CT.
• Visiting Lecturer, History/International Studies Departments

• Thesis Supervisor for 4 Senior Projects and 1 Master’s thesis “A Political Journey: Rashid Rida”

ACADEMIC SERVICES
• Member of the Medieval Mediterranean/Islamic World Search, 2007-Georgia State University
• Member of the Advisement, World History and Arabic Language/Literature search committees, 2006-Georgia State University.
• Coordinator of Lecture Series: Partnership in Democracy in the Middle East, (Guests included Guy Caruso, Giacomo Luciani, Nathan Brown and Juerge Meyer). November 2005-AUS.. 
• Trainer of Graduate and Undergraduate level faculty in strategies to teach world history and the history of Islam, University of Prishtina, KIPRED, 2002-2003.
• Designed and graded PhD qualifying exams in Islamic History. Prishtina University, 1999-2002.

PUBLICATIONS:

BOOKS AND MONOGRAPHS:

• Internalized Marginality: Ethnic Borders to Democratic Growth in Kosova (Florence: RSCAS, 2000).
• Editor, Administration and Governance in Kosovo: Lessons Learned and Lessons to be Learned (Geneva: CASIN, 2003).
• Rethinking the Late Ottoman Empire: A Comparative Social and Political History of Albania and Yemen, 1878-1918 (Istanbul: ISIS Press, 2003).
  Reviewed in Electronic Journal of Middle East Studies, Arab Studies Journal, Zëri (Tirana, Albania), The Toyo Gakuho (Tokyo), Südost-Forschungen, and Balkanistica.
• The Consequences of Empire: Transformations of the Modern World at the Edges of the Ottoman Empire (under review at Oxford University Press USA).
• Critically Albanian: A Revisionist History of Identity and Political Marginality in the Modern Balkans (manuscript).
• Between Nation and Faith: A Social History of Albanian Muslims since the Ottoman Era (manuscript commissioned by University of Utah Press, completion due spring of 2008).

REFEREED ARTICLES:

• “Capitalizing Empires and the Political Economy of Reform: Rescuing the Ottoman Balkans, 1872-1908,” Südost-Forschungen [Forthcoming].
• “The Evolution of Red Sea Trade in the 19th Century and Ottoman Yemen,” Journal of Turkish Studies [Forthcoming].
• “Seeing Beyond the River Drin: Sarajevo, Ottoman Albanians and Imperial Rivalry in the Balkans after 1878,” Kakanien (Vienna, Austria) [21/9 2007]: 1-9.
• “Demystifying the Mystical in Kosova,” Ojo de Pez (Barcelona) [November 2006]: 114-141.
• “Thwarting the Ottoman Empire: Smuggling through the Empire's New Frontiers in Ottoman Yemen and Albania, 1878-1910.” International Journal of Turkish Studies [Vol. 9 No. 1-2, Summer 2003]: 255-274.
• “Capitulations in the Late Ottoman Empire: The shifting parameters of Russian and Austrian interests in Ottoman Albania, 1878-1912,” Oriente Moderno 83/3 [2003]: 635-647.
• “A Story of Mitigated Ambitions: Kosova’s Torturous Path to its Postwar Future.” Alternatives: Turkish Journal of International Relations [Vol. 1 No. 4, 2002]: 30-52.
• “Teaching Loyalty in the Late Ottoman Balkans: Educational Reform in the Vilayets of Manastir and Yanya, 1878-1912” Comparative Studies of South Asia, Africa and the Middle East [Vol. 21, October 2001]: 15-23.
• “Forging a New Kosovo,” Central European Review [Vol. 2 No. 26, July 2000].
• “Makedonya Arnavutlari” (in Turkish), Avrasya Dosyası [Vol. 4 No. 1, Spring-Summer, 1998]: 150-161.
• “Albanians in Macedonia: Has the Rain Come?” International Journal of Albanian Studies [Vol. 1 No. 1, Fall 1997]: 32-56.

BOOK CHAPTERS:

• “The Frontier as the Definitive Measure of Imperial Power: Limits of Government in the Face of Resistance in Yemen, 1872 to 1908,” AGC Peacock (ed.) Ottoman Frontiers: Political History of Territorial Limits [Cambridge U Press, Forthcoming]
• “Harboring Misconceptions and Introducing New Pathologies of Failure in the Balkans: A Critical Assessment of EU/UN Administration in Kosovo and How we can Teach it.” Illiriani et al. (eds.) Political Science and Balkan Society: Challenges of Democratization, Development and European Integration. [Tirana: Forthcoming].
• “Seeing Beyond the River Drin: Sarajevo, Ottoman Albanians and Imperial Rivalry in the Balkans after 1878.” Usha Reber, Clemens Ruthner and Raymond Detrez (eds.), WechselWirkungen. The political, social and cultural impact of the Austro-Hungarian occupation of Bosnia-Herzegovina (1878-1918), [New York: Peter Lang, 2008].
• “Women, Gender and Pastoral Economies: The Ottoman Empire,” Encyclopedia of Women and Islamic Cultures [Brill, 2007].
• “Is Kosova a Late Creation of the Yugoslav State and Should it be Considered the Cradle of the Serb Nation?” Anna Di Lellio (ed.) The Case for Kosova: Passage to Independence. [London: Anthem Press, 2006].
• “Is it True that Decentralization is the Key to Security and Stability in Kosova?” Anna Di Lellio (ed.) The Case for Kosova: Passage to Independence. [London: Anthem Press, 2006].


• “Intersection of Race, Ethnicity and Gender in the Construction of Difference in Islamic Countries and Communities: The Ottoman Empire,” Encyclopedia of Women and Islamic Cultures [Brill, 2005].

• “Undressing the Albanian: Finding Social History in Ottoman Material Cultures” Ottoman Costumes: From Textile to Identity Neumann and Faroqhi (eds.) [Istanbul: Eren, 2004], 123-151.


• “The Ottoman Empire and Yemeni Politics in the Sancaq of Ta’izz, 1911-1918,” in The Empire in the City: Arab Provincial Capitals in the Late Ottoman Empire Hanssen, Weber, and Philipp (eds.) [Beirut: Beiruter Texte und Studien 88, 2002]: 349-367.


• “To Be Imam: Empire and the Quest for Power in Ottoman Yemen during World War I,” in Ottoman Civilization. vol. 1, H. Inalcık, S. Shaw et al. (eds.) [Istanbul: Yeni Türkiye Odası, 2000]: 134-153.

MICHELLE BRATTAIN

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EDUCATION
Ph.D. United States History, Minor Field in Labor History, Cognate Field in Women's History, Rutgers University, 1997.


ACADEMIC POSITIONS
Associate Professor, Department of History, United States History, Labor History, Georgia State University, May 2003 to present.
   Director of Graduate Studies, May 2004 to 2007.
   Associate Chair, January 2006 to present.

Assistant Professor, United States History, Labor History, Georgia State University, Atlanta, GA, August 1998 to present.

Lecturer (Tenure Track), United States History, University of Auckland, Auckland, New Zealand, July 1997 to August 1998.

Instructor, California Institute of Technology, Pasadena, CA, Spring 1997.

FELLOWSHIPS AND AWARDS


Outstanding Junior Faculty Award, College of Arts and Sciences, Georgia State University, 2002.
Dale Somers Award, for research, Department of History, Georgia State University, 2002.

Research Initiation Grant, Georgia State University, July 2001-July 2002.

Copen Faculty Grant, GSU History Department, summer 2001.

NEH summer stipend, Summer 1999.


PUBLICATIONS


“A town as small as that”: Tallapoosa, Georgia and Operation Dixie,” Georgia Historical Quarterly 81 (Summer 1997) 395-425.

WORKS CURRENTLY IN PROGRESS

“What Race Was: Life Sciences and the Construction of Human Difference in the Late Twentieth Century,” book manuscript in progress.

“The Politics of Racial Identity at Work: Segregation, the State, and the Determination of Black and White in Jim Crow Louisiana,” article manuscript.

PAPERS PRESENTED


OTHER PROFESSIONAL ACTIVITIES

Labor and Working-Class History Association Program Committee, 2006-07.


Co-Organizer, Atlanta Area Seminar in Comparative History and Society (SCHAS), [Formerly the Seminar in Comparative History of Labor, Industry, Technology, and Society (SCHLITS)] Annual Roundtable and Seminar series organized in collaboration Georgia Tech and Emory faculty, 1998-present.


Editorial Board, Americana, 2003-present.

Editorial Board, Journal of Southern History, 2007-present
Emily Brock

*Curriculum Vitae*

Department of History
Georgia State University
P.O. Box 4117
Atlanta, GA 30302-4117

hisekb@langate.gsu.edu
(650) 215-0023 cell

Current Positions
Assistant Professor, History Department, Georgia State University

Past Positions
Visiting Scholar, History Department and Bill Lane Center for the Study of the North American West, Stanford University
Adjunct Professor, San Francisco State University
Postdoctoral Fellow, Bill Lane Center for the Study of the North American West, Stanford University, 2004-2006.

Education

  Advisor: Andrew Isenberg.
  Dissertation Committee members: Nancy Langston, Angela Creager, Henry Horn.
  General Preliminary Examinations completed April 2001.
    Major Field: History of Biology in the Nineteenth and Twentieth Centuries
    Minor Fields: Gender and Science
    American Environmental History
M.A., Biology (Ecology and Evolutionary Biology), University of Oregon, Eugene. June 1997
  Thesis title: *Outbreeding Depression in the Restoration of Plant Populations.*
B.A., Liberal Arts, St. John’s College, Annapolis, Maryland. May 1994

Conference and Colloquium Presentations

“What Is Industrial Forestry? Pushing the Boundaries of Forest Science in the Interwar Years”
History of Science Society Annual Meeting, November 1-3, 2007 (scheduled)
Invited participant, Conference on the Oxford Handbook of Environmental History, Temple University, September 28-29, 2007 (scheduled)


“Timber is a Crop: Inventing a Permanent Forest Resource in the Pacific Northwest” Western History Association Annual Meeting, St. Louis, Missouri, September 2006


“Forests Resisting Reforestation in the Western U.S., 1919-1945”
American Society for Environmental History Annual Meeting, Providence, R.I., April 2003.
Joint Atlantic Seminar for the History of Biology, Rockefeller University, April 2003

“Failures in Reforestation in the Pacific Northwest”

History of Science Society Annual Meeting, Vancouver, B.C., November 2001

“From Woodswards to Foresters: English Forestry 1650-1800”

*Teaching Experience*

Assistant Professor, Georgia State University
HIS 2110 Survey of United States History (Fall 2007) Lecture course
HIS 8890 Special Topics in American History: Environmental History (Fall 2007)
HIS 4490 Special Topics in American History: Environmental History (Fall 2007)

Lecturer, San Francisco State University
WOMS 150 Women in American History and Society (Spring 2007) Lecture course.
Instructor, Stanford University

AH SUM  Experiencing Yosemite (Summer 2007) Co-teaching the history component of an interdisciplinary course accompanying Cantor Art Center exhibit titled *Yosemite's Structure and Textures*

HIS 153 American Environmental History from Pre-Columbian America to Today’s World (Fall 2006) Lecture course. Cross listed with Earth Systems.

HPS 299 History of Ecology: Graduate Directed Readings Course in History of Science

HIS 258B Rivers in American Life (Winter 2005)


HIS 265E American Ecologies and Environments (Fall 2005). Cross listed with History of Science.

**Honors and Awards**

Postdoctoral Fellowship, Bill Lane Center for the Study of the North American West, 2004-2006

Davis Prize Fellowship, Princeton University, 2003-2004


Princeton University Preceptorship, 2002-2003

Mellon Summer Seminar Fellowship, 2001

Princeton University History Department Research Grant, 2000

University of Oregon Graduate Teaching Fellowship, 1995-1997

St. John’s College Senior Essay Prize (Best Senior Thesis), 1994

Telluride Association Fellowship, 1990

**Publications: chapters and articles**


**Works in Progress**
“‘We Need Something More’: American Forestry and the Founding of the Wilderness Society.” Paper in revision.


“Ecosystems as Microcosms and Microcosms as Model Ecosystems.” Paper in revision.

Events Organized

“Sustainable Forestry in the West: Past, Present, and Future.” A conference at the Bill Lane Center for the Study of the North American West scheduled for February 2006. The conference examines the meaning of sustainability in western forests through an interdisciplinary gathering of scholars and professionals.


Public History work

Research partner for Imagine Southern Oregon, a multimedia public history project centered in Ashland, Oregon (beginning early 2007)

Languages

French and German proficiency
Some Ancient Greek, Russian
TIMOTHY J. CRIMMINS

Professor of History
Director, Center for Neighborhood and Metropolitan Studies
Address: Department of History, Georgia State University, Atlanta, GA 30303

Degrees:
- B.A., La Salle University, 1966 (Magna Cum Laude)
- M.A., George Washington University, 1970
- Ph.D., Emory University, 1972

Fellowships and Awards:
- Georgia State University Alumni Distinguished Professor Award for the College of Urban Life, 1976-1977
- National Endowment for the Humanities Grant for the History of Atlanta Project, 1977-82
- Franklin Garrett Award for the Best Article in the Atlanta Historical Journal, 1982-1983
- Georgia Trust for Historic Preservation Award for Distinguished Contribution to Preservation Education, 1992
- Georgia State University, Outstanding Service Award, 1997.
- Governor’s Award for the Humanities, Georgia Humanities Council, 1999.
- Georgia Trust for Historic Preservation Mary Jewett Award for Distinguished Contributions to Historic Preservation in Georgia, 2002.
- Governor’s Award for Excellence in Historic Preservation, Georgia Department of Natural Resources, 2003.

Positions:
- Fairmount Hill Vocational High School, Baltimore, Maryland, 1968-1970
- Georgia State University, Atlanta, Georgia, Assistant Professor of History, 1972-76; Associate Professor of History, 1977-88; Professor, 1988-; Director of Master of Heritage Preservation Program, 1983-98; Acting Chairman, 1989-90; Chair 1991-98. Associate Provost for Academic Programs, 1998-2001. Director, Center for Neighborhood and Metropolitan Studies, 2003-

Publications:
- "Commonweal Catholics," The South Atlantic Quarterly, 71 (Spring 1972), 189-204.
- "The Crystal Stair: A Study of the Effects of Class and Caste on Secondary Education in Late Nineteenth Century Atlanta, Georgia," Urban Education, 8 (Fall, 1973), 401-421.


"Peachtree Street Atlanta," Stadt Bauwelt (June 18, 1996), 1398-1403.


**Government Reports:**


**Grants:**


**Exhibits:** (Principal Historical Consultant)

- "Four Cheers for Atlanta" (1976), "Business Atlanta" (1983), "Resurgens Atlanta" (1987), Atlanta History Center, Atlanta, Georgia.

**Television:**

Denise Zara Davidson

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Georgia State University Decatur, GA 30030
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Fax: 404-413-6384
hisdzd@langate.gsu.edu

EDUCATION
Ph.D., History, 1997, University of Pennsylvania, Philadelphia, PA
M.A., History, 1992, University of Maryland, College Park, MD
B.A., History, 1989, Rutgers College, Rutgers University, New Brunswick, NJ

PROFESSIONAL APPOINTMENTS
History Department, Georgia State University, Atlanta, GA
Associate Professor, 2007-present
Assistant Professor, 1999-2007
History Department, Saint Law rence University, Canton, NY
Visiting Assistant Professor, 1998-1999
History Department, University of Pennsylvania, Philadelphia, PA
Lecturer, 1997-1998
Département d’Anglais, Université Lyon II, Lyon, France
Lectrice anglaise (Instructor of English), 1993-1994

HONORS/Awards
Fulbright Research Fellowship for France, 2006-2007
Research Initiation Grant, Georgia State University, 2004-2005
Chimicles Fellowship in the Teaching of Writing (Univ. of Penn.), 1997-1998 (declined)
French Institute for Culture and Technology Travel Grant, 1997
Andrew W. Mellon Dissertation Fellowship, 1996-1997
Bourse Chateaubriand, Fellowship for Research in France, 1995-1996
Mellon Pre-Dissertation Travel Grant, Summer 1993
Graduate School Fellowship, University of Maryland, 1990-1991
WORK IN PROGRESS

“Fashioning the Female Consumer in Early Nineteenth-Century France: The Journal des dames et des modes” (article under revision).


Le jeux de l’amour et de la raison: lettres de couples sous la Révolution et l’Empire (book project in collaboration with Anne Verjus, under review with Tallandier in Paris).

PUBLICATIONS (BOOKS)


PUBLICATIONS (ARTICLES, BOOK CHAPTERS, REVIEW ESSAYS, ENCYCLOPEDIA ENTRIES)


PUBLICATIONS


PAPERS AND PRESENTATIONS


“Bourgeois Letters: Familial Correspondence and Social Networks in Early Nineteenth-Century France,” paper presented at Friday Faculty Workshop, History Department, Georgia State University, October 2007.


PROFESSIONAL MEMBERSHIPS AND SERVICE

American Historical Association
American Society for Eighteenth-Century Studies
Consortium on the Revolutionary Era, 1750-1850
   (formerly Consortium on Revolutionary Europe)
   Board of Directors, 2000-present
   2006 Conference Organizer
GLENN T. ESKEW

ADDRESS:  P.O. Box 816  OFFICE:  (404) 651-2250
Madison, Ga.  30650   HOME:  (706) 342-3700

STATUS: Associate Professor in History, Georgia State University, Atlanta 30302-4117.

EDUCATION:

Ph.D. degree in history from the University of Georgia.
M.A. degree from the University of Georgia, 1987.
B.A. degrees in history and journalism from Auburn University, 1984.

HONORS AND AWARDS:

• State of Georgia and Humanities Council’s Governor’s Award in the Humanities, 2006.
• Francis Butler Simkins Award, 1997-1998, SHA and Longwood College.
• William Somers Award for 1997, Georgia State University.
• Robert C. Anderson Memorial Award for UGA's best dissertation of 1993.
• Outstanding Teaching Assistant, University of Georgia campus-wide competition, 1990.
• Graduate Student Representative to the history faculty, elected in 1990.
• Phelps-Stokes Graduate Fellowship, UGA campus-wide competition, 1988.
• Warner-Fite Award for Outstanding Student in American History, 1987.
• Phi Alpha Theta History Honor Society, local chapter president, 1987.
• Phi Kappa Phi National Honor Society.

TEACHING FELLOWSHIPS

Lead Scholar, "Stony the Road We Trod," National Endowment for the Humanities “We The People” Grant, Birmingham Civil Rights Institute, June-July 2005, Alabama.


Faculty director of "Alabama and the Civil Rights Movement," an NEH-funded summer institute for Alabama high school teachers coordinated through the Alabama Humanities Foundation, Birmingham, Montgomery, and Selma, Alabama, July 8-22, 2000.

National Endowment for the Humanities, Summer Institute for College Teachers: Teaching the History of the Southern Civil Rights Movement, W. E. B. Du Bois Institute, Harvard University, Cambridge, Massachusetts, June - July 1995. One of twenty-four fellows in the NEH Summer Institute taught by Professors Julian Bond, John Dittmer, Vincent Harding, Patricia Sullivan, Kathleen Cleaver, and the staff of the Civil Rights Project at Blackside, which produced the award-winning television series "Eyes on the Prize."

RESEARCH FELLOWSHIPS:


Johnny Mercer Foundation, time off from teaching as support for editing and annotating Mercer’s “Autobiography” for publication, Fall Semester 2003.

Episcopal Women's History Project Travel Grant to conduct research in Savannah during the summer of 2000 on Mary Stites Anderson Mercer and Johnny Mercer.


PUBLICATIONS:


“Commemorating the Civil Rights Movement By Building Memorials in the American South,” in Daves Rossell and David Gobel, eds., Commemoration and the City (Charlottesville: University of Virginia Press, forthcoming, 2007).


“King Center” and “National Park Service King Site” for New Georgia Encyclopedia, 2005.


"Memorializing the Movement: The Struggle to Build Civil Rights Museums in the South," in Winfred B. Moore, Jr., Kyle S. Sinisi, and David H. White Jr., eds., Warm Ashes:


Paternalism in a Southern City: Race, Religion, and Gender in Augusta, Georgia (co-edited with Edward J. Cashin) (University of Georgia Press, 2001).


But for Birmingham: The Local and National Movements in the Civil Rights Struggle (University of North Carolina Press, November 1997).


PAPERS PRESENTED:


‘Civil Rights in Perspective: the U. S. South and South Africa,” University of Limpopo and the University of Venda, South Africa, September 18-19, 2006.

“Selling the Civil Rights Movement in the American South,” University of Pretoria, South Africa, September 15, 2006.


‘The New Deal and All That Jazz!” invited speaker for the Teaching American History Grant, Troup County Historical Society, LaGrange, Georgia, June 8, 2006.

“Recording the Recent Past as Material for Heritage Tourism: The Georgia Southwestern State University Oral History Project,” invited speaker, Georgia Southwestern State University, Americus, Georgia, April 19, 2006.


"Civil Rights Legacies," Geneva College Civil Rights Tour, Georgia State University, Atlanta, GA., June 12, 2005.

“Selma Markets the Movement,” paper presented at the “Black Belt Symposium” of the University of West Alabama, Livingston, Alabama, April 21, 2005.


"Memorializing the Man; Coretta Scott King and Atlanta's King Center and Historic Site," Southern Association for Women Historians Sixth Southern Conference on Women's History, Athens, Georgia, June 7, 2003.


"Commemorating the Movement: The Struggle To Build Civil Rights Memorials in the South," 3rd Savannah Symposium: Commemoration and the City, Savannah College of Art and Design in Georgia, February 21, 2003.


"Governor George and Governor Lurleen: The Wallaces," invited speaker for the Alabama Governors Conference, Auburn University, April 5, 2002.


PROFESSIONAL ACTIVITIES:


Board of Curators, Georgia Historical Society, 1997-2000.

PUBLIC HISTORY GRANTS:

Georgia Humanities Council, $1,000 grant to develop a plan to incorporate local history into the Morgan County African American Museum, Inc., 2006-2007.

Georgia Historical Records Advisory Board, $5,000 grant to the Morgan County Historical Society to conduct the Morgan County Bicentennial Project, 2006-2007.

Georgia Humanities Council, $2,000 grant to fund “Neat Pieces” lectures for the Madison Morgan County Cultural Center, March 2006

Georgia Folk Arts Council, $850 grant to fund 2005 Morgan County Historical Society

Georgia Folk Arts Council, $2,700 grant to fund 2001 Eatonton Literary Festival

Georgia Humanities Council $1,350 grant to fund 2000 Eatonton Literary Festival

Georgia Humanities Council $4,798 grant to fund 1999 Eatonton Literary Festival

GA Arts Council Grassroots Arts Program $1,530 grant to fund 1999 Eatonton Festival
IAN CHRISTOPHER FLETCHER
{PRIVATE }Department of History
Georgia State University
38 Peachtree Center Ave
Atlanta GA 30303 USA
404/413-6355
icfletcher@gsu.edu

Education

M.A. The Johns Hopkins University, 1984, History.
A.B. Harvard College, cum laude, 1979, History and Literature.

Fellowships and Honors (Selected)

Dissertation research fellowship, Fulbright Commission, 1984-85.
Frederic C. Lane teaching fellowship, The Johns Hopkins University, 1983-84.

Academic Appointments

Associate professor, Georgia State University, 1999- .
Assistant professor, Georgia State University, 1990-99.
Lecturer, University of Delaware, 1988-90.
Instructor, The Johns Hopkins University, spring 1988.
Instructor, University of Delaware, 1987-88.

Work in Progress (Selected)

"Empire, Nation, Diaspora: Frontiers of Rule and Recognition in the Edwardian Era" (article, under review).

"Imperialism and American Empire in Global Perspective" (commissioned essay for Empire Online, Adam Matthew Publications, co-author Yaël Simpson Fletcher).

"Melodramatizing the Crisis: Suffragists, Socialists, and the 1913 Queenie Gerald Case" (article).


Books

260


Edited Journal Issues


Microform Collection (Consultant Editor)

Sex and Gender: Manuscript Sources from the Public Record Office, Parts 1 & 2: Empire and Suffrage (Adam Matthew Publications, 2003), 36 reels.

Sex and Gender: Manuscript Sources from the Public Record Office, Parts 1 & 2: Empire and Suffrage: A Listing and Guide to the Microfilm Collection (Adam Matthew Publications, 2003), 1-56 (consultant-editorial introduction, 7-8).

Articles, Chapters, and Essays (Selected)


**Interview**


**Edited Journal Issue Sections**


Reviews


**Conference Papers (Selected)**


"Graduate Students, the Academic Job Market, and Publishing," Department of History Workshop for Graduate Students, Georgia State University, May 1996.


"‘Luring Our Maidens from the Paths of Virtue’: Social Purity, Popular Radicalism, and the Melodramatization of the 1913 Queenie Gerald Case," Department of History Faculty-Graduate Student Colloquium, University of Delaware, December 1995.


"Holding the Ring?: The Liberal State and the 'Don't Shoot' Prosecutions during the Edwardian Labor Unrest," Southern Conference on British Studies, Atlanta, Georgia, November 1992.


**Radio Segments**


“This Week in People’s History,” Radio Diaspora, Voice of the Latin American and Caribbean Community Center, WRFG 89.3 FM, Atlanta, Georgia, 13 May 2006-23 December 2006. Co-authors/co-producers Abou Bamba, Duane J. Corpis, Yaël Simpson Fletcher, Lauren Kata, and Aaron Sachs.
Hugh D. Hudson, Jr.
Georgia State University
Atlanta, Georgia 30303-3083
(404) 651-2250

EDUCATION
Ph.D. University of North Carolina at Chapel Hill, 1981
M.A. University of Maryland, 1974
B.A., s.c.l. Furman University, 1972

ACADEMIC POSITIONS
2003- Chair, Department of History, Georgia State University
2002-2003 Acting Chair, Department of History, Georgia State University
2000-2003 Associate Dean, College of Arts and Sciences, Georgia State University
1994- Professor of History, Georgia State University
1987-1994 Associate Professor of History, Georgia State University
1981-1987 Assistant Professor of History, Georgia State University

PUBLICATIONS

Books and Monographs:


Articles and Book Chapters:

The Myth of the Tsar and Peasant-State Relations During the Formative Years of the New Economic Policy, Canadian Slavonic Papers, under review.


An Unimaginable Community: The Failure of Nationalism in Russia During the Nineteenth and Early-Twentieth Centuries, *Russian History*, 26, No. 3 (1999): 299-314.


SELECTED PAPERS

Language and Politics in the Struggle to Communicate with the Peasantry During the Formative Years of the Soviet Union. Seventh International Symposium on Comparative Literature, Cairo, December 2002.


Law, Social Evolution and Popular Violence in Russia. World Congress on Violence and Human Coexistence, University College, Dublin, August 1997.


Resisting “Modernization”: Peasant Responses to Attempted Social Engineering. Summer Research Laboratory on Russian and Eastern Europe, University of Illinois at Urbana-Champaign, July 1995.


Peasants, Tsars, and Factories: The Search for Workers. Southern Conference on Slavic Studies Annual Meeting, Emory University, October 1983.


SELECTED FELLOWSHIPS AND GRANTS:

Georgia State University Research Initiation Grant, 1995.
National Endowment for the Humanities Summer Institute, Moscow, Russia, 1994.
Georgia Humanities Council, Special Program Grant, 1993.

Board of Regents, University System of Georgia, Teacher Preparation Innovation Grant, 1992.

American Council of Learned Societies/USSR Academy of Sciences Exchange for Senior Scholars administered by the International Research and Exchanges Board, 1990.
US-USSR Graduate Student and Young Faculty Exchange administered by the International Research and Exchanges Board, 1986-87.

Georgia State University, University Research Grant, 1986.
Georgia Department of Education Summer Russian Institute Grant (Director), 1986.

CLIFFORD M. KUHN

960 Los Angeles Avenue, N.E.
Atlanta, GA 30306
(404) 873-6254

CURRENT EMPLOYMENT

Associate Professor and Director, Georgia Government Documentation Project, Georgia State University, Atlanta, Georgia.

EDUCATION

1974 B.A., American Studies, Yale University.

1993 Ph.D., History, University of North Carolina at Chapel Hill.

Dissertation: “‘A Full History of the Strike As I Saw It’: Atlanta’s Fulton Bag and Cotton Mills Workers and Their Representations Through the 1914-1915 Strike”

HONORS AND AWARDS

Organization of American Historians Distinguished Lecturer, 2003-present.

Dale Somers Memorial Award for contributions to scholarship, Georgia State University History Department, 1991, 2001


R.J. Reynolds Research Fellowship, University of North Carolina, Fall 1981.

National Federation of Community Broadcasters Achievement Award for "The Atlanta Black Crackers Baseball Team" radio program, 1981.
TEACHING EXPERIENCE


September 1974 through June 1975: Teacher, Area III Learning Center, Atlanta Public Schools, Atlanta, Georgia.

PUBLICATIONS

Books


In progress: “At the Crossroads: Arthur Raper, the South and the World.”

In progress: “Red was the Midnight: the 1906 Atlanta Race Riot in History and Memory” (co-edited with Clarissa Myrick-Harris), proposal submitted to University of Georgia Press.

Articles and chapters

“‘We All Felt Really Good at What We Had Done’: Atlantans Remember World War II,” Atlanta History, vol. 47, nos. 1 and 2 (2005), pp. 5-13.


“‘There’s a Footnote to History!’ Memory and the History of Martin Luther King’s October 1960 Arrest and Its Aftermath,” Journal of American History 84 (September 1997), 583-595.


“Introduction to "Politics and Labor in the New South" section, in Gary M Fink and Merl Reed, eds., Race, Class and Culture: Selected Essays From the Seventh Southern Labor Studies Conference (Tuscaloosa, 1994).


Co-editor, Atlanta History XXXVI (Winter 1993). Special issue on Atlanta labor and working-class history.

“‘We Lived That Way’: An Oral History Interview with Joe Jacobs,” Atlanta History XXXVI (Winter 1993).


“Anne Braden Looks Back,” Southern Changes X (September-October, 1988).


“‘Nonviolence was a way of Life’: The Civil Rights Movement in Nashville, Tennessee,” The Organizer IX (Spring, 1982).

“Twenty-five Years After the Movement,” (with Marc Miller and Barbara Taylor), Southern Exposure IX (Spring, 1981).

“‘The Police Only Laughed’” (with Harlon Joye and Bernard West) Southern Exposure VIII (Spring, 1980).

PAPERS AND PRESENTATIONS

“‘There had Been a Riot Here’: Memories of the Atlanta Race riot, Oral History Association, October 2007.


“‘On a basis of common interest’: Arthur Raper’s descriptions of America and the developing world,” Jubilee Conference of the Historical Association of South Africa, June 2006.


“‘Before I’ll Work for a Crowd of Jews’: Class Conflict and Antisemitism in Early Twentieth Century Atlanta,” Symposium on Jewish Life in Twentieth Century Atlanta, Kennesaw State University, February 27, 2004.

Chair and commentator, “Institutional Change and Individual Trajectories in the Post-Civil Rights Era, Oral History Association, October 2003


MEDIA EXPERIENCE


PROFESSIONAL EXPERIENCE


March 2007 to present, Co-chair, Content Council, Center for Civil and Human
Rights.

June 2006 to present: Co-convener, Coalition to Remember the 1906 Atlanta Race Riot.

2004-present: Co-chair, Public Education committee and member of Steering committee, Coalition to Remember the 1906 Atlanta Race Riot.

2002-2005: Chair, Digital Technologies and New Media committee, Oral History Association.

2000-2001: president, Oral History Association

1999-2000: Vice-President/President-Elect, Oral History Association
1998-1999: First Vice-President, Oral History Association

1999-2000: Chair, Annual meeting task force, Oral History Association


1994 to 1997, Member of Council, Oral History Association.


1993 to 1996: Co-editor for media and public history, Oral History Review.


March through August 1987: Consultant and Panelist, “150 Years of Key Decisions in Atlanta” forum series, Atlanta Historical Society, Atlanta, Georgia.
Matthew Gordon Lasner

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Atlanta, Georgia 30309
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telephone & fax: 404-892-2508
mobile telephone: 917-640-0908

Education

Harvard University, Graduate School of Arts and Sciences, Cambridge, Massachusetts
Ph.D., Architecture (history and theory), Interfaculty Program on Architecture, Landscape
Architecture, and Urban Planning, 2007
A.M., Architecture (history and theory), 2003

London School of Economics and Political Science, London, United Kingdom
M.S., Regional and Urban Planning Studies, 1997

Columbia College, Columbia University, New York, New York

Faculty Appointments

Assistant Professor of History, Georgia State University, Atlanta, Georgia, 2007 –

Fields of Specialization

Major field: history and theory of the U.S. built environment since 1850
Minor field: history and theory of urban planning and design, U.S. and Europe

Dissertation

“No Lawn to Mow: Co-ops, Condominiums, and the Revolution in Collective
Homeownership in Metropolitan America, 1881-1973.”
Committee: Margaret Crawford, Eve Blau, Daniel Abramson (Tufts University),
Robert Bruegmann (University of Illinois at Chicago)
Honors and Awards

Real Estate Academic Initiative at Harvard University Research Grant, 2006
Graduate Society Dissertation Completion Fellowship, Harvard University, 2005 – 2006
Frederick Sheldon Traveling Fellowship, Harvard University, 2004 – 2005
Nominated for Levenson Memorial Teaching Prize by Harvard Undergraduate Council, 2003
Harvard University Certificate of Distinction in Teaching, 2002
Interfaculty Program on Architecture, Landscape Architecture, and Urban Planning, Harvard University, grants toward and above tuition, 2000 – 2004

Other Teaching Experience

New York University / Gallatin School of Individualized Study:
Instructor, “A Sense of Place,” 2007. Filled in for Prof. Steve Hutkins, on temporary leave. Interdisciplinary seminar exploring American places of work, travel, play, and residence through cultural geography, urban studies, and architectural history.

Harvard University / Harvard College:
Instructor, Junior Tutorial for Special Concentration in Urban Studies, 2002-03. Created syllabus, devised and graded writing assignments, led sections, supervised research for term paper.
Head Teaching Fellow, “Designing the American City: Civic Aspirations and Urban Form,” Prof. Alex Krieger, 2003. Led weekly discussion sections, supervised seven Teaching Fellows, selected course readings. Undergraduate course surveying the history of the design of U.S. cities and towns since the eighteenth century.

Harvard University / Graduate School of Design:
Teaching Fellow, “Introduction to Urban Planning and Design,” Prof. François Vigier 2002. Selected course readings, gave one lecture. Graduate and undergraduate course surveying methodologies of urban planning and design, with emphasis on affordable housing.

Publications

Public Lectures


Untitled lecture, Harvard Design School, forthcoming (October 2007), Cambridge, Massachusetts

Juried Conference Papers

“Beyond Suburb and Slum: Condominium Living in the Postwar City,” Third Biennial Meeting of the Urban History Association, October 20 – 22, 2006, Tempe, Arizona


“The Condominium and the Production of a New American Landscape,” Tenth National Conference on Planning History, November 6 – 9, 2003, St. Louis, Missouri


Languages

Fluent Spanish (oral, written); basic German, Italian, French (reading)

Other Experience

Partnerships for Parks, New York, New York, 1997 – 1999
David Jameson McCreery Jr.

Born: 4 May, 1944                Nationality: U.S.A.
Family: Married, two children

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Work: Department of History          Home: 2170 East Lake Rd. NE
Georgia State University             Atlanta, Georgia 30307
Atlanta, Georgia 30303
Telephone (404) 463 9205             (404) 378 5468 (h)
FAX (404) 651 1745                 (404) 378 5468 (h)
E-Mail hisdjm@langate.gsu.edu

EDUCATION
1975 Diploma in Social Anthropology, University of London.
1973 Doctor of Philosophy (History), Tulane University
1969 Master of Arts (Latin American Studies), Tulane University
1966 Bachelor of Arts (Political Science), Cum Laude, with Honors in Political Science, University of Pennsylvania

PROFESSIONAL EXPERIENCE
6/06-8/06 Exchange Visiting Professor, Department of History, University of Pretoria, South Africa
7/04-12/04 Visiting Researcher/Professor, Nucleo de Estudos Americanos, Federal University of Pernambuco, Brazil
9/00-12/04 Director of Graduate Studies, Department of History, Georgia State University
9/93-12/04 Visiting Researcher/Professor, Graduate Program in Rural History, Federal University of Goiás, Brazil
9/93- Professor, Department of History, Georgia State University
9/90-12/90 Visiting Associate Professor, Department of History, Tulane University
1/88-8/94 Director, Latin American Studies Consortium, University System of Georgia and editor of LASC Newsletter
9/84-9/93 Associate Professor, Department of History, Georgia State University.
9/84-12/84 Visiting Assistant Professor, Department of History, University of Wisconsin, Madison.
9/77-8/84 Assistant Professor, Dept. of History, Georgia State University
1/76-9/77 Profesor Adjunto (Associate Professor), Departments of History and Political Science, Federal University of Minas Gerais, Brazil
1/76-9/77 Director of Research, Program in Comparative Latin American Studies, Federal University of Minas Gerais
9/72-6/73 Teaching Assistant, Department of History, Tulane University
9/70-6/71 Instructor, Dept. of History, University of New Orleans [LSU-NO]

FELLOWSHIPS
Senior Fulbright Fellowship, Federal University of Pernambuco, 5 months, 2004
Americas Council (Georgia), Spring, 1997: research in Brazil  
National Research Council [CNPq](Brazil), Visiting Researcher, 1993-4  
Fulbright Senior Research Fellowship, Guatemala, 1986-87  
Fulbright-Hays Faculty Research Abroad Fellowship, Guatemala, 1980-81  
Social Science Research Council Grant, Guatemala, 1981

PROFESSIONAL SERVICE
Screener, SSRC-IDRF competition, 2002-04  
Editorial Board, Hispanic American Historical Review, 1996-2001  
Area Editor, The Americas, 1997-2002  
President, Central America Committee, Conference on Latin American History, 1998-2000  
Grant Referee, National Endowment for the Humanities, 1988- and Social Science Research Council, 2001-  
Member, Steering Committee, Labor Studies Group, LASA, 1992-96  
Chair, CLAH Award Committee, 1997  
Member, Robertson Prize Committee, CLAH, 1996  
Member, Americas Council of Georgia, 1996-1999

LANGUAGES
Spanish  
Portuguese

PROFESSIONAL ASSOCIATIONS
Academia de Geografía e Historia de Guatemala; LASA; CLAH; SECOLAS; French (read) GAH; ANPUH

PUBLICATIONS
Books (under review, forthcoming, and published):  
Frontier Goiás, 1822-1889, Stanford University Press, 2006;  
The Sweat of Their Brows: Work in the History of Latin America, M. E. Sharpe, 2000;  
Development and the State in Reforma Guatemala, (Latin American monograph #10, International Studies, Ohio University, 1983);  

“Coastal Shipping in Northeastern Brazil under the Empire, 1820-1870,” International Journal of Maritime History, forthcoming

“Gift of the Devil: Brazilian Industrial Labor and the Origins of the ‘New Unionism’” (review essay), Social History, forthcoming;


"Brazil,"[with Joan Meznar and Dain Borges], Handbook of Latin of Latin American Studies, 58 (Library of Congress: Wash., DC), 458-489;


"Outpost of Empire: Goiás and Brazil's Western Frontier in the Nineteenth Century," Estudios [Universidade Católica de Goiás (Brazil)] v. 28: Mar. 2002, 441-463;


"Smuggling and the 'Internal Economy' of Nineteenth Century Brazil: The Case of Goiás," The Americas (Jan., 1997), 333-51;


and in Spanish translation in Anuario de estudios centroamericanos (Costa Rica);


"Caja, Cofradía, and Cabildo: The Transformation of "Broker" Institutions in Nineteenth Century Guatemala," Columbus and the Consequences of 1492, La Trobe University, Australia, 1994, pp.45-63;

"Wireless Empire: The United States and Radio Communications in Central America and the Caribbean, 1904-1926," Southeastern Latin Americanist (Summer, 1993), 23-41;

"The Cargo of the Montserrat: Gilbertese Labor in Guatemala, 1892-1908," [with Prof. D. Munro, University of the South Pacific], The Americas (January, 1993), 271-295, and in translation in Mesoamérica, 25 (junio, 1993), 1-26;


"La pandemia de influenza de 1918-1919 en la ciudad de Guatemala, Anales de la Academia de Geografía e Historia de Guatemala, LXX (1995), 111-32;


"Wireless Empire: The United States and Radio Communications in Central America and the Caribbean, 1904-1926," South Eastern Latin Americanist (Summer, 1993), 23-41;


"Guatemala in la época nacional: Estado de nuestros conocimientos y oportunidades para el historiador," Mesoamérica, 1:2 (Junio, 1981), 171-183;
"Imitating Life: O. Henry and Guatemala," The Mississippi Quarterly, XXXIV:2 (Spring, 1981), 113-121;
"Marxist Approaches in England," Dialectical Anthropology, 4 (1979),75-82 [review article];
"Coffee and Class: The Structure of Development in Liberal Guatemala," Hispanic American Historical Review, 56:3 (August, 1976), 438-460 and in Spanish translation in the Anales de la Academia de Geografía y Historia [LVIII (enero-diciembre, 1982) and as cuaderno #10 by the Seminario de Integración Social, Guatemala (1987);

PAPERS/COMMENTS AT PROFESSIONAL MEETINGS
“New Directions in Late Colonial Central America History,” CLAH/AHA, Atlanta, January, 2007, commentator;
“New Directions on Late Colonial Mobility and Power,” BRASA, Nashville, TN, October, 2006, chair and commentator
“Labor Systems in Nineteenth and Twentieth Latin America,” Rethinking Worlds of Labour, University of Witwaterstrand, Johannesburg, South Africa, July, 2006
“Land and Labour on a Cattle Frontier: Goiás (Brazil), 1822-89” Interdepartmental Seminar, University of Pretoria, South Africa, June, 2006
“Community Building and Identity Formation: A Comparative Analysis of Lay Religious Brotherhoods in Mesoamerica (Cofradías) and Brazil (Irmandades), Historical Association of South Africa, Pretoria, South Africa, June, 2006
"Joaquim Nabuco and the New Panamericanism," Fundação Joaquim Nabuco, Recife, Brazil, November, 2004
"Spanish Central America at Thirty Years," roundtable, SECOLAS, Chapel Hill, NC, March, 2003
"A Economia de Goiás no Século XIX," public talk, Federal University of Goiás, June, 2002
"Commodity Chains," comment, Stanford University, November, 2001
"Outpost of Empire: Goiás and the Brazil's Western Frontier in the Nineteenth Century," paper, LASA, September, 2001
"State Formation on Brazil's Western Frontier under the Empire," ANPUH-Tocantins, Araguaia, June, 2000
"Central America in the Post-Cold War," chair/commentator, CLAH/AHA, January, 2000
Ghulam Ahmad Nadri
Assistant Professor
South Asia/Indian Ocean History
Department of History
College of Arts and Sciences
Georgia State University
Atlanta, GA, 30303
USA
E-mail: hisgan@langate.gsu.edu

Educational Qualifications:

PhD, History Department, Leiden University, the Netherlands, 2007
Title of the thesis: ‘Eighteenth-Century Gujarat: The Dynamics of its Political Economy, 1750-1800’

Advanced Masters, Leiden University, the Netherlands, 2003
M. Phil., Aligarh Muslim University, Aligarh, India, 1996
Title of the dissertation: ‘Indigo Industry and Trade in Gujarat in the Seventeenth Century’

M. A. (Medieval Indian History), Aligarh Muslim University, Aligarh, India, 1993

B. A. Honours (History & Economics), Aligarh Muslim University, Aligarh, India, 1991

Language Proficiency: Fluent in English, Urdu and Hindi; ability to handle old Persian scripts and language; good grasp over 17th-18th-century Dutch and a knowledge of modern Dutch; a working knowledge of Arabic.

Teaching experience: Taught ‘Medieval Indian history’ and ‘European history’ to undergraduate students at Zakir Hussain Post-Graduate Evening College, University of Delhi, India, September 1998- December 2002.

Currently teaching ‘World History since 1500’ (HIST 1112) and ‘South Asian history up to 1757’ (HIST 3800).

Publications


__ ‘Merchants in the Late Mughal Gujarat: Evidence from Two Major Persian Sources’, PIHC, Bangalore, 1997.


Research and Publication in Progress


__ ‘Exploring the Gulf of Kachh in the middle of the Eighteenth Century’, accepted for publication in Journal of Economic and Social History of the Orient (early 2008).

__ ‘The Trading World of Indian Ocean Merchants in Pre-colonial Gujarat 1600-1750’, in Om Prakash ed., Trading World of the Indian Ocean 1500-1800 under the project History of Science, Philosophy and Culture in Indian Civilisation (PHISPC), the Centre for Studies in Civilisations, Calcutta (expected publication mid-2008).
‘Sailing in Hazardous Waters: The Trading World of Indian Ocean Merchants in Pre-colonial Gujarat 1750-1800’, in Om Prakash ed., Trading World of the Indian Ocean 1500-1800 under the project History of Science, Philosophy and Culture in Indian Civilisation (PHISPC), the Centre for Studies in Civilisations, Calcutta (expected publication mid-2008).


Papers presented at Workshops and Conferences


Round table on ‘elites in Asian history’, Department of History, University of Bonn, Germany, 6 July 2007.


JOE PERRY

Department of History                           669 Durant Place NE #4
Georgia State University               Atlanta, GA 30308-2037
38 Peachtree Center Ave.                     Home: 404/881-0369
Atlanta, GA 30303                            Email: hisjpp@langate.gsu.edu

ACADEMIC POSITIONS
Assistant Professor, Department of History, Georgia State University, 2001-present.
Visiting Lecturer, Department of History, University of Illinois at Urbana-Champaign, 2000-01.

EDUCATION
Ph.D., Modern European History, University of Illinois at Urbana-Champaign, May 2001.
  Major Field: Modern European History. Minor Fields: Comparative Gender and Women’s
  History; Cultural and Intellectual History; Imperialism and Post-Colonial Theory.
M.A. in European History, Boston University, 1989.

SCHOLARSHIP
Book Manuscript
Silent Night, Holy Nation: Christmas in Germany 1800-1970, under contract, University of
  North Carolina Press. Examines the cultural, social, and political history of German
  Christmas. The book explores competing appropriations of Germany’s most popular holiday
  to argue that cultures of domesticity and private life played a central role in the construction
  of German communities and national identities.

Current Research Project
Broadcast Communities: Television and Consumer Citizens in East and West Germany, 1953-
  1970, second book project; explores the emergence and consolidation of German television
  and its role in shaping notions of citizenship and making citizens in competing consumption
  regimes.

Refereed Articles
“Healthy for Family Life: Television, Masculinity, and Domestic Modernity during West
  Germany's Miracle Years,” German History (December 2007): 560-595; invited submission
  to special issue on “Modernity, Domesticity and Technology.”
“The Madonna of Stalingrad: Mastering the (Christmas) Past and West German National Identity
“Mastering the (Christmas) Past: Manhood, Memory, and the German ‘War Christmas,’”
  Thematica: Historical Research and Review (Spring 1995): 57-76.
Review Articles

Exhibition Reviews
1945--Der Krieg und seine Folgen: Kriegsende und Erinnerungspolitik in Deutschland [1945--The War and its Results: War’s End and Memory Politics in Germany], Exhibition at the German History Museum, 28 April to 28 August 2005, H-Net German, posted July 2005 (http://www.h-net.org/%7Egerman/reviews/perry8mai0706.htm).

Book Reviews

Conference Session Reviews

Translations

FELLOWSHIPS AND GRANTS
Georgia State University, Research Initiation Grant, 2005.
Georgia State University, Department of History Summer Research Grant, 2004; 2002.
University of Illinois, University Dissertation Completion Fellowship, 1999-2000.
American Historical Association, Bernadotte E. Schmitt Research Grant, 1996.
German Historical Institute, Transatlantic Cooperative Research Grant, 1997.
German Historical Institute, Transatlantic Doctoral Seminar Grant, 1996.
University of Illinois, University Fellowship, 1995-1996.
Nelle M. Signor Fellowship in International Relations, University of Illinois, 1996.
Council For European Studies, Pre-Dissertation Research Fellowship, 1995.

PRESENTATIONS

At Professional Meetings
Comment on the panel “Writing the Gendered Nation.” Second Annual Graduate Symposium on Women’s and Gender History, University of Illinois, March 2001.


“Mastering the (Christmas) Past: German War Christmas and Postwar Memory,” Fourth Annual Midwest Graduate Conference in German Studies; Goethe Institute, Chicago, May 1995.

“Masculinity and the 'TV-Debate' in 1950s West Germany,” Fourth Annual Midwest Graduate Conference in German Studies; Goethe Institute, Chicago, May 1995.

By Invitation


"Complicity and Memory in Everyday Life: The Film Shop on Main Street and Memories of the Holocaust in 1960s Czechoslovakia," Emory University Center for Russian and East European Studies, Atlanta, November 2002.

“Modern Technology for Modern People: Television and West Germany’s ‘Leveled-Out Petite-Bourgeois Middle-Class Society,’” Georgia State University Department of History Faculty Colloquium, Atlanta, October 2002.

“German and Other European Perspectives on War with Iraq,” Georgia State University Public Colloquium on Perspectives on War With Iraq, September 2002.


“Leni Riefenstahl's Triumph of the Will and the Nazi Propaganda Spectacle.” Women's History Month Celebration; University of Illinois, April 1994.

At Workshops


“Memory and Ritual in German History,” Third Midwest German History Workshop, University of Wisconsin-Madison, November 1999.


“Front Christmas 1914-1918: A Community of Longing,” Transatlantic Doctoral Seminar in German History, German Historical Institute, Bochum, Germany, April 1996.

**SERVICE**

**Professional Organizations**

Co-Founder and Steering Committee Member, Southern Regional German Studies Workshop, 2006-present.

Jared Poley  
Assistant Professor, Department of History, Georgia State University

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Decatur, GA 30030  
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jpoley@gsu.edu

EDUCATION:  
Doctor of Philosophy, University of California, Los Angeles (December 2001, History)  
Dissertation: “Ant People and Voodoo Queens: Hanns Heinz Ewers, The Occupied Rhineland, and German Decolonization”  
Committee: David Sabean (Chair), Saul Friedländer, Russell Jacoby, and Vincent Pecora  

Master of Arts, University of California, Los Angeles (December 1998, History)  
Thesis: “Sinking Vessels: A Cultural History of the Titanic Disaster”  
Committee: Robert Pois (Chair), Susan Kent, Martha Hanna, and Barbara Engel

Bachelor of Arts, University of Colorado at Boulder (May 1992)  
Majors: History, English

CURRENT RESEARCH PROGRAM:  
A Modern History of Greed: Religion, Economics, Culture

PUBLICATIONS:  
Books:  

Refereed Articles:  
“Analysis of a Nazi Titanic” in New German Review 17 (2001/2002), pp. 7 – 27  
[http://www.germanic.ucla.edu/NGR/ngr17/Analysis_of_a_Nazi_Titanic.htm]

Book Chapters:  
Reviews:

SELECTED CONFERENCE PRESENTATIONS & INVITED LECTURES:
“The History of the Brain” at ION Workshop, Emory (11 June 2007)

“Race During Weimar: Global Patterns and German Contexts,” at the German Studies Association Meeting (Pittsburgh, PA, 30 Sep 2006)


Panel Chair: “Practices and Institutions of the Nation: Clinics, Languages, Teachers, Empires” at Association for the Study of Nationalities Annual Meeting, Columbia University; March 2006

“Nation, Empire, and Decolonization: The German Context” at Association for the Study of Nationalities Annual Meeting, Columbia University; March 2006

“Misogyny’s Soundtrack: Leo Tolstoy, Leoš Janáček, Kreutzer Sonata” at Callanwolde Fine Arts Center; April 2005 [Rebroadcast on WABE 90.1, October 2005]

“The Colonization of the Rhineland by France”: Imperial Anxieties and Nationalist Responses during the Early Weimar Republic” at Association for the Study of Nationalities Annual Meeting, Columbia University; April 2005

Panel Chair: “Global Knowledges: Paradigms, Possibilities, and Pitfalls of World History” at the American Historical Association Annual Meeting, Seattle; January 2005

“Europe at the Abyss: Questioning Race in Weimar Germany” at The Twenty–seventh Annual Colloquium on Literature and Film (Race and Racism in Literature and Film), West Virginia University; October 2002

“Whipping and Empire” at The State of Sex in German Studies Conference, UCLA; February 2002

“Occupation, Empire, Sexual Violence, and Race: Thoughts on the ‘Schwarze Schmach’ as Consequence of German Decolonization” at the European History and Culture Colloquium, UCLA; October 2000

“Ant People and Voodoo Queens: Hanns Heinz Ewers and German Colonial Imagination” at the European History and Culture Colloquium, UCLA; June 1998

“Religion and Modernity in Theodor Fontane’s L’Adultera” at the Warren Sussman Memorial Conference, Rutgers; April 1997
RESEARCH LANGUAGES:  
German & French

COURSES DESIGNED AND TAUGHT (Visiting Lecturer & Assistant Professor):

- *European Intellectual History* (History 8280), Georgia State University; Spring 2007; Teaching Evaluations: 5.0 on a 5-point scale
- *Issues and Interpretations in European History* (History 7020), Georgia State University; Fall 2005, Fall 2007; Teaching Evaluations: 4.6 on a 5-point scale
- *Issues and Interpretations in World History* (History 7030), Georgia State University; Spring 2005, Summer, Fall 2006; Teaching Evaluations: 4.8 – 5.0 on a 5-point scale
- *Seminar on Nineteenth Century European History* (History 8230), Georgia State University; Spring 2005; Teaching Evaluations: 5.0 on a 5-point scale
- *Globalization, 1400 – 1800* (History 4830), Georgia State University; Fall 2004; Teaching evaluations: 5.0 on a 5-point scale.
- *Development of Modern Western Science* (History 4615) [was *Foundations of Modern Science* (History 4890/8890 & Biology 4930/6930)], Georgia State University; Summer 2004, Summer 2005, Spring 2007; Teaching evaluations: 4.8 – 5.0 on a 5-point scale.
- *Survey of American History* (History 2110), Georgia State University; Spring 2004; Teaching evaluations: 4.7 – 4.8 on a 5-point scale.
- *Introduction to Historical Studies* (History 3000), Georgia State University; Summer 2003, Spring 2006, Spring 2007; Teaching Evaluations: 4.6 – 5.0 on a 5-point scale.
- *Europe: Culture and Ideas/Colonial Sexuality* (History 4620), Georgia State University; Summer 2003; Teaching Evaluations: 4.6 on a 5-point scale.
- *World History Survey (1500 to the present)* (History 1112), Georgia State University; Fall 2002 – Present; Teaching evaluations: 4.4 – 4.8 on a 5-point scale.
- *Baroque and Enlightenment Germany* (History 129a), UCLA; Winter 2002. Teaching evaluations: 8.82 on a 9-point scale

FELLOWSHIPS & AWARDS:

- Dissertation Fellowship, UCLA
- Henry J. Bruman Fellowship in German History, UCLA
- ICFOG Research Fellowship, UCLA
- Center for German and European Studies Pre-Dissertation Research Award, Berkeley
Stephen H. Rapp Jr.

Associate Professor, Department of History
Director, Program in World History & Cultures
Georgia State University
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srapp@gsu.edu

Education

B.A. Political Science with Area Certificate in Russian and Eastern European Studies, Indiana University—Bloomington, May 1990.

Academic employment

Associate Professor of Eurasian and World History, Georgia State University, May 2004-present
Assistant Professor of Eurasian and World History, Georgia State University, August 1998-May 1999

Major publications

Published books

Published articles & chapters


“Caucasia, region” and “Mary of Alania Byzantine empress, ca. 1050-after 1103,” entries for the International Encyclopedia for the Middle Ages—Online: A Supplement to Lexikon des Mittelalters (LexMA)—Online. Turnhout: Brepols, 2006. Available online at www.brepolis.net/bme


1998 K’art’lis c’xovreba: The Georgian Royal Annals and Their Medieval Armenian Adaptation, 2 vols., Anatolian and Caucasian Studies. Delmar, NY, 1998. NB: I was the general editor of these two volumes and provided two new English introductions.


1995 “Archives and Access: T’bilisi, Republic of Georgia,” IREX Newsletter (Autumn 1995); repr. in the Newsletter of the Society for the Study of Caucasia (Spring 1996) and mirrored on several Internet sites.


In press/accepted/commissioned (with projected publication dates)


**In progress** (with projected completion dates)


**Editing of English-language materials**


**Presentations, symposia, & conferences**

2007 “The Christianization of Southern Caucasia: A Cross-Cultural Perspective,” paper to be read at the Eighth Annual Conference of the Central Eurasian Studies Society (CESS), University of Washington, Seattle, October 2007. (I also organized the panel in which this paper will appear.)


“The Making of the Medieval European Georgian Nation,” Seventh Annual Conference of the Central Eurasian Studies Society, the University of Michigan, Ann Arbor, Michigan, October 2006.

Invited lecture, “Mongol Eurasia,” World History Teachers Institute, Kennesaw State University, Georgia, June 2006.


Chair and commentator, “Political and Social Function of Literary Landscapes,” Mythical Landscapes: Then and Now, sponsored by Erevan State University and DAAD, Erevan State
University, Erevan, Armenia, September 2005.

Invited lecture, “From Roman Empire to Byzantine Commonwealth: An Afro-Eurasian Perspective,” World History Teaching Institute, Kennesaw State University, Georgia, June 2005.

“Who Surrendered Byzantine Egypt to the Arabs?: A Fresh Look at Cyrus, Patriarch of Alexandria,” The American Research Center in Egypt (ARCE), Cairo, May 2005.


Roundtable on Graduate Programs in World History, participant, at the conference World History: The Next Ten Years, World History Center, Northeastern University, Boston, March 2004.


Chair, “Conceptions of World History” (Zhang Weiwei, Patrick Manning, Deborah Smith Johnston, and Andre Gunder Frank participants), World History Association annual conference, Georgia State University, Atlanta, June 2003.


“Numismatics and the World Survey (or, Coins, Crossroads, and World History),” SEWHA annual conference, Columbus State University, Georgia, October 2002.


“Negotiating the Edge of Empire: Royal Ideology on the Byzantine Periphery,” annual conference of the Medieval Academy of America, Arizona State University, Tempe, March 2001.


Excavation & archaeological survey experience

2006  Co-founder and participant in the Şərur Rayon Archaeological Project (SRAP) in Naxçivan, Azerbaijan, July 11-August 6. Over the course of the season, I took part in the excavation of test pits and the gathering of materials for C14 analysis at the Early Bronze Age/Kura-Araxes Culture sites at Kültəpə II and Maxta I as well as the surveying of numerous ancient, late antique, and medieval sites along the Arpaçay River in Naxçivan’s Şərur region.

Project website: http://www.cas.gsu.edu/Azerbaijan/Azerbaijan%20Home.htm

Major awards, fellowships, residencies, & promotions
2007  Georgia State University, Department of History, Summer Research Grant.
2006-2007  Georgia State University, Team Research Initiation Grant with Dr. Lauren Ristvet for “Şərur Rayon Archaeological Project (Naxçıvan, Azerbaijan).”
2005  Dale Somers Memorial Award for Scholarship, Georgia State University, Department of History, April 2005.
2004  Promoted to associate professor, Georgia State University, Department of History, April 2004.
        Outstanding Junior Faculty Award, Georgia State University’s College of Arts and Sciences, April 2004.
        Georgia State University, Department of History, Summer Research Grant.
2002  Copen Faculty Development Grant, Georgia State University.
2001  WebCT Technology Development Grant, part of Georgia State University’s College of Education PT-3 Grant, summer-fall 2001.
1999-2000  Georgia State University, Instructional Improvement Grant.
1999  Georgia State University, Department of History, Summer Research Grant.

Professional boards & committees
Southeast World History Association, Executive Secretary (2007-present)
Southeast World History Association, Executive Council (2003-present)
Steering Committee, American Research Institute of the Southern Caucasus (2005-present)
World History Network, Inc., Board of Directors (2004-present)
Central Eurasian Studies Society, 2007 Conference Committee (2006-2007)
Sasanika: The History and Culture of the Sasanians, Advisory Board (2005-present)
H-WORLD, Board of Directors (2004-present)
WHA Local Teachers’ Workshop Sub-Committee (2002-2003)
WHA Paper Selection Committee (2003)
WHA Conference Committee (2003-2004)
WHA Education Task Force (2000-2001)
WHA Pre-Service Teaching Committee (2000-2001)
Michele B. Reid

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Department of History
Georgia State University
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HOME ADDRESS
3049 Lauren Parc Road
Decatur, Georgia 30032
Phone: (404) 323-0090
Email: mreid2145@yahoo.com

EDUCATION
Ph.D. August 2004. The University of Texas at Austin, Latin American History.
Dissertation: “Negotiating a Slave Regime: Free People of Color in Cuba, 1844-1868.”
Supervisors: Professors Aline Helg and Toyin Falola
Research Areas: nineteenth-century Atlantic World; constructions and politics of race, gender, and immigration; African Diaspora/free people of color in Latin America; Cuba/Spanish Caribbean

M.A. May 2000. The University of Texas at Austin, Latin American History.

M.M. May 1997. The University of Maryland at College Park, Ethnomusicology/Jazz Studies.

B.A. May 1990. Emory University. Music and Spanish

PROFESSIONAL EXPERIENCE
Assistant Professor, Department of History, Georgia State University, August 2005-present.
Andrew W. Mellon Postdoctoral Fellow, Center for the Americas, Wesleyan University, July 2004-2005.

COURSES TAUGHT
Courses Taught:
Undergraduate
Atlantic World History
Cuban Revolution: Politics and Society
Modern Cuba: History and Politics
World History since 1500
Introduction to Historical Studies
Survey of Spanish Caribbean History

Graduate
Atlantic World History
Cuba and the Atlantic World
African Diaspora in Latin America
Introduction to Historical Studies
Discourses of the Haitian Revolution

PUBLICATIONS


WORKS IN PROGRESS

Books:

*Negotiating a Slave Regime: Free People of Color in Cuba and the Atlantic World, 1820-1868*

*Caribbean Crossings: Comparative Black Emigration in the Age of Revolution*

CONFERENCES AND INVITED LECTURES


Invited Presentation, “Race, Gender, and Colonial Identities in Cuba,” Fourth Annual Workshop on Race and Blackness in Latin America, Center for Africana Studies, Johns Hopkins University, March 2007.


Chair, “The Black Experience in Spanish America,” Blacker Than Thou: Authenticity & Identity in the Diaspora, Annual Symposium on African American Culture and Philosophy, Purdue University, December 2006.
Invited Talk, “A Lo Cubano: Celebrating Cuban Hip Hop,” Hispanic Heritage Month, Georgia College and State University, September 2006.


Invited Talk, “Researching Race, Revolt, and Repression in Cuba and the Atlantic World, Phil Alpha Theta, University of Toledo, Toledo, Ohio, April 2006.

“Negotiating Freedom: Race and Repression in 19th-Century Cuba” Georgia Association of Historians, Atlanta, Georgia, April 2006.


**SELECT AWARDS**

Professional Advancement Grant, Center for Latin American and Latino Studies, Georgia State University, November 2007.


Professional Development Funding, Office of the Provost and the Office for Underrepresented Faculty, Georgia State University, January 2007.

Writing Across the Curriculum – Intensive Writing Course Development Grant, Georgia State University, May 2006.

Professional Development Funding, Office of the Provost and the Office for Underrepresented Faculty, Georgia State University, March 2006.

Professional Development Grant, Center for Latin American and Latino Studies, Georgia State University, October 2005.


Institutional Support Grant, Center for Latin American and Latino Studies, Georgia State University, July 2005.

Chancellor’s Award for Collaborative Excellence, Georgia State University, March 2005.

Andrew W. Mellon Postdoctoral Fellowship, Center for the Americas, Wesleyan University, July 2004.
Lydia Cabrera Award for Cuban Historical Studies, Conference on Latin American History, 2002.

SERVICE
Advisory Board Member, W.E.B. DuBois Society, Georgia State University, present.
Organizing Committee, “Atlantic Crossings: The Movement of People, Labor, and Commodity Between Spain, Africa, and the Americas,” Spring Symposium, Center for Latin American and Latino/a Studies, Georgia State University, present.
World History Committee, Department of History Georgia State University, 2005-present.
Advising Committee, Department of History, Georgia State University, 2005-present.
Search Committee, West Africa, Department of History, Georgia State University, Fall 2007.
Search Committee, South Asia/Indian Ocean World, Department of History, Georgia State University, 2006-07.
Organizing Committee, “Reflections on Empire: Latin American Depiction of Colonization Through History, Literature and Cinema,” Spring Symposium, Center for Latin American and Latino/a Studies, Georgia State University, March 2006
Panelist, “Getting into Graduate School,” Phi Alpha Theta History Honor Society, Department of History, Georgia State University, September 2005.
Panelist, “Grant Writing Seminar,” Association of Graduate Students, Department of History, Georgia State University, September 2005.

STUDENT EXAMS AND COMMITTEES
Exams:
Carrie Whitney, Doctoral Exams, Minor Field-Black Atlantic/African Diaspora, Department of History, Georgia State University, November 2007.
Clif Stratton, Doctoral Exams, Major Field-Atlantic World, Department of History, Georgia State University, September 2007.
Julie Anderson, Doctoral Exams, Minor Field-Race and Identity in Latin America, Department of History, Georgia State University, April 2007.
Derrick Lanois, Doctoral Exams, Minor Field-Race and Identity in Latin America, Department of History, Georgia State University, April 2007.
Durf Humpheries, M.A. Exams, Department of History, Georgia State University, April 2006.

M.A.:
Molloy Baraco, Department of History, Georgia State University.

Dissertation:
Anju Reejhsinghani, Department of History, University of Texas at Austin.

**FOREIGN LANGUAGES**
Spanish: Fluent  
Portuguese: Intermediate  
French: Reading

**AFFILIATIONS**
American Historical Association  
Latin American Studies Association  
Association of Caribbean Historians
DOUGLAS R. REYNOLDS

Office: Department of History Georgia State University    Atlanta, Georgia 30303-4117

EDUCATION

1976  Ph.D., Columbia University (Modern Chinese History)
1968  M.A., Columbia University (Modern Chinese History);
Certificate, East Asian Institute, Columbia University
1965  B.A., Colgate University (Political Science)
1961  H.S., Brent School, Baguio City, Philippines

TEACHING APPOINTMENTS

1998-  Professor, Georgia State University, Atlanta
1987-98 Associate Professor, Georgia State University
1980-87  Assistant Professor, Georgia State University
1978  Spring  Waseda University, Tokyo
1972 75  Skidmore College, Saratoga Springs, NY

AWARDS AND GRANTS (most recent first)
Tō-A Dōbun Shoin Memorial Prize, Tokyo. A prize certificate and one million yen (US$10,000).  Awarded annually since 1993, “to keep alive [Tō-A Dōbun Shoin’s] founding spirit of Sino-Japanese friendship, and for distinguished achievements on behalf of Sino-Japanese friendship.” Reynolds is this prize’s tenth recipient (six Japanese, three Chinese, and himself, the sole Westerner).  Recipients are selected by the Tō-A Dōbun Shoin Memorial Prize Committee, Tokyo.  Awarded in Tokyo, September 6, 1996.
Georgia State University, Department of History, Dale Alan Somers Memorial Award ("in recognition of contributions to scholarship"), 1993-94.
Committee on Scholarly Communication with the People's Republic of China (CSCPRC), National Academy of Sciences, China Conference Travel Grant to attend The Second International Symposium on Sino-Japanese Relations in the Last Century, Beijing, January 4-8, 1993.
Association for Asian Studies, Modern Sino-Japanese Relations Prize, 1988 ("to recognize outstanding contributions in historic scholarship"), administered by the Mid-Atlantic Region, AAS.  For the best article published in the three-year cycle, 1985-1987:

PUBLICATIONS AND WRITINGS

In Progress:


Monographs and Translated Volumes (most recent first):


Articles and Chapters (most recent first; **most significant articles)

“Shingai kakumei zengo no Son Bun to Kirisutokyō” [Sun Yatsen and Christianity in the 1911 Revolution Era], in Shingai kakumei no tagen kōzō: Shingai Kakumei 90 Shūnen Kokusai Gakujutsu Tōronkai (Kobe) [Frameworks of Understanding China’s 1911 Revolution: The International Symposium Commemorating the 90th Anniversary of China’s 1911 Revolution], ed. Son Bun Kenkyūkai (Tokyo: Kyūko Shoin, 2003), 24-43. (In Japanese.)


“Yihetuan Yundong yu Jidujiao: Jiasu Zhongguo Jidujiao bensehua ji qi beijing” [The Boxer Uprising and Christianity: Speeding Up the Indigenization of Christianity in China (And Its Background)], in Yihetuan Yundong Yibai Zhounian Guoji Xueshu


reprinted in Zhongguo jindai shi (“Modern History of China”) (No. 4, 1995), pp. 75-81. Li Kan’s misunderstandings of the “Golden Decade” are perpetuated, unfortunately, in:


“Chūgoku kikō zuisō” (Random Notes on My Travels in China), Shin'gai kakumei kenkyū (Studies of China's 1911 Revolution), 8 (December 1988), 93 and 20. (In Japanese.)

“Kindai Nit-Chi kankei shi no naka no wasurerareta ōgon no jūnen” (A Forgotten Golden Decade in Modern Japan-China Relations), Tō-A (Asia Monthly), 250 (April 1988), 9-11. (In Japanese.)


“The Indusco Files at Columbia University: Primary Source for the Wartime Gung Ho Movement,” research note in Republican China, 12.2 (April 1987), 44-64.


“Tō-A Dōbun Shoin Daigaku shi: Sōritsu hachijū shūnen kinen shi” (History of Tō-A Dōbun Shoin University: Commemorating its 80th Anniversary), review article in Aziya [Ajia] kenkyū (Asian Studies), 33.2 (October 1986), 110-115. (In English.)


PROFESSIONAL PAPERS AND PUBLIC PRESENTATIONS (most recent first)


“China Discovers the Americas? 600th Anniversary of Zheng He’s Ocean Voyages, 1405-1433,” powerpoint presentation for International Education Week, Columbus State University, Columbus, GA, October 6, 2005.


“China and Japan: Contrasts in History,” guest lecture to about 200 students and faculty at Morehouse College, Atlanta, October 9, 2001.


“Cultural Adjustments” and “Cross-Cultural Insights for Classroom Teaching,” two presentations at the orientation program, Fulbright Summer Seminar in China, Columbus State University, Columbus, GA, June 13, 1997.

“Roundtable: Is World History Possible?” presenter at the annual meeting, Georgia Association of Historians, Morehouse College, Atlanta, April 11-12, 1997.

Lauren M. Ristvet
Department of History
Georgia State University
Atlanta, GA 30303
e-mail: lristvet@gsu.edu

Education


B.A. Anthropology, Yale University, May 1999. Magna Cum Laude, Distinction in Major.

Professional Employment
Assistant Professor of Ancient Mediterranean and Near Eastern History, Georgia State University, August 2005-present

Research Assistant for Near Eastern and Aegean Archaeology, Yale Peabody Museum, 9/00-9/01 Co-ordinator of publications from recent seasons of excavation and survey by the Yale Tell Leilan Project. Researched paleoclimatology and environmental archaeology in second millennium Greece and Crete for EMAPP (Eastern Mediterranean Archaeology and Paleoclimatology Program).

Research Experience
Director, Şərur Rayon Archaeological Project, Naxçıvan, Azerbaijan, 12/2005-Present


Translation and Editing, 11/2001-1/2002
Responsible for revision of language and style of non-Anglophone authors and translation of articles from French in *The Origins of North Mesopotamian Civilization: Ninevite 5*

Augusta McMahon, Önhan Tunca, Abdel-Massieh Baghdo, dirs.
Supervised excavations and analyzed ceramics of the second millennium BC.

Researcher, Yale Babylonian Collection, 7/99-9/99
Participant in project to catalogue the 60,000+ tablets within this collection. Research Assistant to Marcel Sigrist, Professor of Assyriology at l’Ecole Biblique, Jerusalem.

Publications

Forthcoming

“What is Akkadian?: Ceramics from the Leilan Acropolis Northwest Excavation.” In preparation, will be submitted to the American Journal of Archaeology.

“Ritual Space, Political Space: Envisioning Geography in Northern Mesopotamia in the 2nd Millennium BC.” In preparation, will be submitted to Antiquity.

The Great Transition. Contexts, Connections, and Comparisons: Explorations in World History. Boston: McGraw-Hill. This is an introduction to prehistory and ancient history, slated for publication in Winter 2006. The original manuscript was submitted in November 2004, a revised version was submitted in December 2005. [peer reviewed]

“The Third Millennium City Wall at Tell Leilan, Syria: Identity, Authority, and Urbanism.” In Power and Architecture: Monumental Public Architecture in the Bronze Age Near East and Aegean, edited by G. Jans and J. Bretschneider, Leuven. The original manuscript was submitted May 2003, revised manuscript was submitted May 2004. [peer-reviewed]

Ristvet, Lauren and Andrew McCarthy. Tell Leilan: Excavations at the City Gate; with contributions by Besonen, M., Cremaschi, M., de Moulins, D., Guilderson, T., McCarthy, A., Putzolu, C., Ristvet, L., and Weiss, H. Yale Tell Leilan Research 3, in preparation.

Ristvet, Lauren and Harvey Weiss. “The Old Babylonian Period in the Habur.” In History and Archaeology of Syria, edited by Michel al-Maqdissi, Paolo Matthiae, and Winfried Orthmann vol. 2. Saarbrücken : Saarbrücker Druckerei und Verlag. The original manuscript was submitted August 2004, the revised manuscript was submitted and accepted December 2005.


Grant Support

2006 Georgia State University, Research Initiation Grant, Team Grant, $15,000 to support the Şərur Rayon Archaeological Project, Naxçıvan, Azerbaijan, the first joint-American-Azerbaijani archaeological/historical project.

2003 King’s College, Ferris Travel Grant, £400 (ca. $800) for travel to Venice in order to analyze pottery sherds related to her PhD dissertation.

King’s College, Graduate Student Fund, £240 (ca. $500) for the purchase of satellite imagery and their processing related to her PhD dissertation.

2002 King’s College, Graduate Student Travel Fund, £500 (ca. $1000) for travel and fieldwork in Syria.

2001-2004 O.R.S. Award Recipient, Cambridge University. Paid approximately £5000 per year of overseas student fees (£15,000 total).

2000 King’s College, Ferris Travel Grant, £500 (ca. $1000) for travel and fieldwork in Greece.

1999-2000, 2001-2004 Cambridge Overseas Trust Scholar, Cambridge University. Approximately £5000/year for four years ($10,000) paid the remainder of Cambridge fees.

1999-2000, 2001-2003 H.M. Chadwick Fellowship, Department of Anglo-Saxon, Norse and Celtic, Cambridge University. £500/year, £1500 total ($1000/$3000), in order to support ongoing excavation and analysis in Syria.

1999-2000, 2001-2004 C.H.W. Johns Memorial Fellowship, Faculty of Oriental Studies, Cambridge University. Grants ranging from £6000-£8000/year ($12,000-$16,000) for four years supporting master’s and dissertation research.

Conference Papers and Workshops

“Inventing the State: Nomads, Urbanism, and Political Legitimacy in Northern Mesopotamia, 2600-2200 BCE,” paper presented at the Anthropology Speaker’s Forum, Georgia State University, Atlanta, GA, October 13, 2005

"The land of Apum... and the whole of the land of Hana”: Tribalism and the Rise of the Tribalized State in the Tell Leilan Region, 2200-1700 BC,” paper presented at the Assyriology Colloquium, Yale University, New Haven, CT, May 2, 2005.


“Volumes of History: Volume Calculations from 3D Sections at the Tell Leilan City Gate Operation,” paper presented with Cristiano Putzolu and Andrew McCarthy at Enter the Past: Computer Applications in Archaeology 2003, Vienna, Austria, April 8-11, 2003.


Language Proficiency
Reading: (Modern languages) German, French; some Italian, Spanish, Turkish and Russian. (Ancient languages) Akkadian (all dialects of Babylonian and Assyrian), Sumerian, Eblaite; some Hurrian, Latin and Sanskrit.
Speaking: German, French; some Turkish, Arabic, Italian, Russian and Kurdish.
JACQUELINE ANNE ROUSE
Department of History
Georgia State University

EDUCATION

Ph.D. Emory University, Atlanta, Georgia (American Studies)
M.A. Atlanta University, Atlanta, Georgia (African-American History)
B.A. Howard University, Washington, D.C. (Broadcast Journalism and Afro-American History/Studies)

TEACHING AND CAREER EXPERIENCES

1991 - present Associate Professor
1991 - 2003 Core Faculty, Women Studies Institute
Adjunct Faculty, Department of African American Studies
1999- 2000 Womanist Scholar, Interdenominational Theological Center
1993 - 1994 Carter G. Woodson Distinguished Scholar-in-Residence
Association for the Study of Afro-American Life and History, Inc.
1992 - 1993 Coordinator Creation of African-American Studies Department
Georgia State University
1989 - 1991 Landmarks Associate Professor Department of History
The American University
Program of African - American Culture National Museum of
American History Smithsonian Institution
1983 - 1990 Associate Professor Department of History Morehouse College
1983 - 1989 Assistant Editor The Journal of Negro History
1973 - 1980 Senior Instructor Department of Social Sciences
Palm Beach Junior College

PUBLICATIONS

Articles


“‘Literacy Means Liberation’: Honoring Activism and Accountability –
Septima P. Clark’s Mission of Service,” (Submitted to Black Women in Church and Society, Interdenominational Theological Center, to be included in an forthcoming anthology on Black Woman and Womanist Theology. (Forthcoming Fall 2007).


"The Legacy of Community Organizing: Lugenia Burns Hope and the Neighborhood Union," The Journal of Negro History (Summer/Fall 1984): 114-133.


Books


Dictionaries / Encyclopedias / Documentaries


Professional Meetings and Conferences

Panelist, “Reflections of Women’s Organizations in the Academy,” American Historical Association, Atlanta, Georgia, January 2007.


Chair, “African American Fraternal Organizations and Community Building,” Association for the Study of Afro American Life and History, Atlanta, Georgia September 2006.

Presenter, “‘Thy Neighbor as Thyself’: Lugenia Burns Hope and Her Social Activism in Atlanta,” Southern Historical Association, Atlanta, Georgia, November 2005.


Chair, "Teaching South History Workshop" Southern Historical Association, Houston, Texas, November 2003.

Panelist, Interview and Job Placement Workshop, Graduate Students, Southern Association of Women Historians Conference, Athens, Georgia, June 2003.


Presider, Keynote Plenary Session, " African American Women's History and Biography, " Fifth Conference, Southern Association of Women Historians, University of Richmond, June 2000.


Introduction of Speaker, Keynote Address, Southern Oral History Organization, April 1996.


Moderator, "Gender Dynamics in the Black Panther Party," Georgia State University, October 1996.


Workshops, Institutes, Public Programs, Museums, Speeches


Awards, Grants, Honors, and Fellowships

Faculty Mentor of the Year, The Compact for Faculty Diversity, Southern Regional Education Board (SREB), Institute on Teaching and Mentoring, Fall 2007.
Jacob Selwood,
B.A. (Hons.), M.A., Ph.D.

Personal Information

Address: 905 Sycamore Drive, Decatur, GA, 30030.
Telephone: (404) 373-6684
E-mail: jselwood@gsu.edu

Employment and Teaching

Fall 2005 – Present: Assistant Professor of History, Georgia State University.

Academic Experience

Advisor: Dr. Cynthia B. Herrup.

Major field of interest: early modern England.
Other fields: early modern Europe, early America, modern Britain.


Nov. 1997: Master of Arts degree in history, Carleton University, Ottawa, Canada.
Advisor: Dr. Robert Goheen.

Major field of interest: early modern England.
Courses assisted: ‘History of Medieval England,’ ‘History of Science.’

Nov. 1995: B.A. (Honours) degree in history, Carleton University, Ottawa, Canada.
Areas of study: Early modern British history; eighteenth-century intellectual history; twentieth-century diplomatic history.
Academic Awards and Scholarships

2002: Katherine A. Stern Dissertation Year Fellowship.
2000: Andrew W. Mellon Foundation Fellow (two month Huntington Library fellowship).
1997: Doctoral Fellowship, Social Sciences and Humanities Research Council of Canada; Fellowship, Duke University Department of History.
1995: Graduate Scholarship, Carleton University Department of History.
1994: Dean's Honour List, Carleton University.
1993: Fitzroy Township Historical Society Scholarship.

Publications


Conference Papers


“Native Birth, Alien Progeny: Subjects or Strangers?” Paper presented at the Sixth Annual Claremont Early Modern Studies Graduate Symposium, Claremont Graduate University, Claremont, California, March 2002.


Christine M. Skwiot

Department of History 69 Shawsheen Rd.
Georgia State University Andover, MA
Atlanta, GA 30303 978.475.4674
hiscms@langate.gsu.edu

Education
Ph.D. in History, Rutgers, The State University, New Brunswick, New Jersey, 2002.
M.A. in History, University of Delaware, Newark, Delaware, 1991.

Academic Positions
Visiting Research Scholar, American Studies, Indiana University, Spring 2007.
Assistant Professor, History, Georgia State University, 2003-present, on-leave 2006-2007.
Visiting Assistant Professor, History, University of Missouri, Columbia, 2002-2003.

Scholarship

Manuscripts in Progress
“The Learning Curves of Race and Empire in the Atlantic and Pacific, 1850-1950,”
second research project.
“The Purposes of Paradise: Empire, Intimacy, and Tourism in Cuba and Hawai‘i, 1820 to

Articles and Chapters
“Genealogies and Histories in Collision: Tourism and Colonial Contestations in Hawai‘i,
1900-1930,” in Tony Ballantyne and Antoinette Burton, eds., Gender, Mobility,
and Intimacy in An Age of Empire, (Urbana-Champaign: University of Illinois
Press), forthcoming.
“Atlantic and Pacific Crossings: Race, Empire, and the ‘Labor Problem’ in the Late
Nineteenth Century” Radical History Review 91 (Winter 2005): 40-61, co-author
Matthew Guterl.

Reviews
Ann Laura Stoler, ed., Haunted by Empire: Geographies of Intimacy in North American
Antony Best, Jussi M. Hanhimäki, Joseph A. Maiolo, Kirsten E. Schulze, International
History of the Twentieth Century (2003), for The Journal of Colonialism and
Hal Rothman, Neon Metropolis: How Las Vegas Started the Twenty-First Century (2002),
Orvar Löfgren, On Holiday: A History of Vacationing (1999), for Enterprise and Society 1
Papers and Presentations
“Sexual License as Imperial Discipline: Miscegenation and Hawai‘i, 1819-1959,” American Historical Association, January 2006.

Professional Experience

Peer Reviews of Scholarly Articles

Professional Associations
American Historical Association.
American Studies Association.
Society for Historians of American Foreign Relations.
World History Association.

Fellowships, Grants, and Honors
Visiting Research Professor, American Studies, Indiana University, Spring 2007.
Junior Faculty Leave, College of Arts and Sciences, Georgia State University, Fall 2007.
Writing Across the Curriculum Course Development Grant, Georgia State University, Summer 2005.
Summer Faculty Grant, Department of History, Georgia State University, Summer 2004.
Rutgers Dialogue Grant to internationalize the curriculum awarded to Matt Matsuda, Don Roden, and Christine Skwiot for “Rethinking the Pacific Century: History and Globalization,” Office of the Vice President for Undergraduate Education, Rutgers, 1999.
J. Walter Thompson Company Fellowship, John W. Hartman Center for Sales, Advertising, and Marketing History, Duke University, Fall 1996.
Library Travel Grant, Center for Latin American Studies, University of Florida, Summer 1995.
Pass with Distinction, Major Field Exam, Rutgers, May 1994.
Bassett-Ferguson Graduate Student Award, University of Delaware, 1990.
Charles G. Steffen

History Department

Home:
864 Vistavia Circle
Decatur, GA
30033

Atlanta, GA 30303-3083
404-651-2250

404-633-7265

DEGREES:

Ph.D. 1977 Northwestern University
B.A. 1973 University of California, San Diego

EMPLOYMENT:

1993- Professor, Georgia State University
1990-93 Associate Professor, Georgia State University
1988-90 Professor, Murray State University
1984-85 Associate Professor, Murray State University
1977-84 Assistant Professor, Murray State University

AWARDS:

1990 Fulbright Lecturer, University of Buenos Aires
1980-81 Visiting Scholar, Historian's Office, Department of Energy
1980 Presidential Fellow, Murray State University
1974-75 William Randolph Hearst Fellow, Northwestern University

COURSES:

U.S. History to 1865; U.S. History since 1865; American Revolution; American Colonial Period; U.S. History, 1789-1815; Comparative Colonial History; Historical methodology; Sports in America; Latin American History; American Labor History; World History to 1500; World History since 1500; Pre-Columbian History
**BOOKS:**

From Gentlemen to Townsmen: The Gentry of Baltimore County, Maryland, 1660-1776 (Lexington: University Press of Kentucky, 1993)


**ARTICLES:**

"Newspapers for Free: The Economies of Newspaper Circulation in the Early Republic," *Journal of the Early Republic*, 23 (Fall 2003), 381-419

"In Search of the Good Overseer: The Failure of Agricultural Reform in Low country South Carolina, 1821-1834," *Journal of Southern History*, LXIII (November 1997), 753-802


Wendy Hamand Venet
Professor, Georgia State University

I. EDUCATION

Ph.D. University of Illinois, Champaign-Urbana, 1985
M.A. University of Illinois, Champaign-Urbana, 1979
B.A. University of Illinois, Champaign-Urbana, 1977

II. PROFESSIONAL CREDENTIALS

Professor, Georgia State University, 2006-
Associate Professor, Georgia State University, 1998-
Assistant Professor, Georgia State University, 1995-
Associate Professor, Eastern Illinois University, 1988-
Assistant Professor, Eastern Illinois University, 1985-

III. TEACHING EXPERIENCE

Georgia State University, 1995-
Eastern Illinois University, 1985-1995

IV. INTELLECTUAL CONTRIBUTIONS

Books/Monographs

A Strong-Minded Woman: The Life of Mary Livermore (University of Massachusetts Press, 2005)

Neither Ballots nor Bullets: Women Abolitionists and the Civil War (University Press of Virginia, 1991)

Edited/Co-edited Volumes

The Union in Crisis 1850-1877, 2nd ed., co-edited with Robert W. Johannsen (Copley Press, 2003)
Midwestern Women: Work, Community, and Leadership at the Crossroads, co-edited with Lucy Eldersveld Murphy (Indiana University Press, 1997)

The Papers of Ulysses S. Grant, vol. 16 assisted with this volume under the name Wendy F. Hamand (Southern Illinois University Press, 1988)

**Articles**
{tc\l2 "Articles"}


The Emergence of a Suffragist: Mary Livermore, Civil War Activism, and the Moral Power of Women *Civil War History* 48 (June 2002): 143-64


“No Voice from England”: Mrs. Stowe, Mr. Lincoln, and the British in the Civil War *New England Quarterly* 61 (March 1988): 3-24

**Work in Progress**


**Professional Presentations**

Roundtable discussion: Writing and Teaching about Women in the U.S. Civil War American Historical Association, Philadelphia, January 2006

Chair: session on Family, Authority and Revolution in France and the United States, Consortium on the Revolutionary Era, 1750-1850, Atlanta, March 2006

Chair: session on Administrators and Emancipators: Female Slaveholders and Plantation Management Southern Historical Association, Atlanta, November 2005
Chair: session on The Intimate Lincoln, Conference celebrating the inauguration of the Abraham Lincoln Museum and Library, Springfield, April 2005

Chair and comment: Changing Dressings, Changing Manhood and Changing Politics: The Changing Meanings of Amputation and Medicine During the American Civil War, Organization of American Historians Southern Regional Conference, Atlanta, July 2004

Presentation: Mary A. Livermore and Midwestern Women’s Activism Session on Regional Activism, International Contexts: Midwestern Women and Reform Berkshire Conference on the History of Women, June 2002

Chair: session on Women, Race, and Identity on a Multicultural Great Lakes Frontier, Berkshire Conference on the History of Women, Chapel Hill, 1996

Presentation: “Cry Aloud and Spare Not”: Antislavery Women and John Brown’s Raid, American Historical Association Pacific Coast Branch, Corvallis, 1992

Comment: session on Notable American Women, Duquesne History Forum, Pittsburgh, October 1990

Presentation: Women Abolitionists and the Civil War, Southern Historical Association, Norfolk, November 1988


Editorial/Reviewer Projects

Book Review Sub-Editor, American history to 1865, The Historian, Phi Alpha Theta’s scholarly journal, 1995-2005


Grants and External Funding

Georgia State University Research Initiation Grant, 1996

NHPRC Fellowship, Papers of Ulysses S. Grant, 1984-85

V. PROFESSIONAL AND HONOR ORGANIZATION ACTIVITIES

Memberships: Phi Beta Kappa

Phi Alpha Theta
Organization of American Historians
Society of Civil War Historians


Advisory Council, The Lincoln Prize (Gettysburg College), 1999-

VI. HONORS, AWARDS, AND RECOGNITION

Appreciation for Outstanding Service, as faculty advisor for Mu Tau chapter, Phi Alpha Theta, Georgia State University, May 1997
NICK WILDING
Department of History
Georgia State University
Atlanta, GA 30302-4117
Email: nwilding@gsu.edu
Office: (404) 413-6375
Mobile: (646) 753-1248

• ACADEMIC POSITIONS

Georgia State University Assistant Professor of European History, 2007 – present

University of Miami Visiting Assistant Professor, Department of History, 2006 – 2007

Columbia University Associate Research Fellow, Italian Academy for Advanced Studies in America at Columbia University, 2005 – 2006

University of Cambridge British Academy Post Doctoral Fellow, Department of History and Philosophy of Science, 2002 – 2005


• EDUCATION

European University Institute, Fiesole, Italy, Department of History and Civilization
PhD. Thesis: ‘Writing the book of nature: natural philosophy and communication in early modern Europe.’ Committee: John Brewer (Supervisor, E.U.I.), Simon Schaffer (External Supervisor, Department of the History and Philosophy of Science, University of Cambridge), Paula Findlen (Department of History, Stanford University), Mario Biagioli (Department of the History of Science, Harvard University) and Peter Becker (E.U.I.), 2000

University of Warwick
M.A., Renaissance Studies, 1993
University of Oxford (New College)

B.A. (Hons.), English Language and Literature, First Class with Distinction (awarded to the top four graduates), 1992
• FELLOWSHIPS & GRANTS

The Gladys Krieble Delmas Foundation, Grant for Independent Research on Venetian History and Culture, 2007

Italian Academy for Advanced Studies in America at Columbia University Fellow, 2005 – 2006

The British Academy, Post Doctoral Fellow, 2002 – 2005. (Thirty 3-year Fellowships were awarded to ‘outstanding early career researchers’ from over 550 applicants).

The British Academy, British Conference Grant, 2005

The Medici Archive Project, Fellow, 2001 – 2002

Stanford University, Hite Post Doctoral Fellow in Science, Technology and Society, 2000 – 2001

The European University Institute, Research Grant, The Athanasius Kircher Correspondence Project, 1998

• BOOK PROJECTS


Galileo’s Idol: Gianfrancesco Sagredo and the republic of knowledge – an analysis of experimental life through instrument, manuscript and book culture across the early modern Venetian Mediterranean.

• PUBLICATIONS – BOOKS AND EDITIONS


• PUBLICATIONS – ARTICLES


‘“If you have a secret, either keep it, or reveal it”: Cryptography and Universal Language’ in The Great Art of Knowing – The Baroque Encyclopedia of Athanasius Kircher, edited by Daniel Stolzenberg, (Stanford University Libraries, Edizioni Cadmo, Fiesole, 2001), pp.93 – 103.


• CONFERENCES, TALKS, AND SEMINARS

‘Gianfrancesco Sagredo, or, Philosophy in the Boudoir,’ Renaissance Society of America Annual Meeting, Miami. 2007

‘Galileo’s Idol,’ Renaissance Society of America Annual Meeting, San Francisco. 2006

‘Crime and the Renaissance University’ (Chair), Renaissance Society of America Annual Meeting, San Francisco. 2006

‘Two lost portraits of Sagredo by Leandro and Gerolamo Bassano,’ Italian Academy for Advanced Studies at Columbia University. 2006


‘Thomas Salusbury’s Life of Galileo,’ conference on ‘Discourses and Dialogues: Conversing with Early Modern Natural Philosophy’ (Convenor), CRASSH: Centre for Research in the Arts, Social Sciences, and Humanities, University of Cambridge. 2005

‘It’s News’ (Chair), Renaissance Society of America Annual Meeting, Cambridge. 2005

‘The War of Writing: Gianfrancesco Sagredo and Seventeenth-Century Natural Philosophy,’ University of Warwick in Venice, 37th Annual Symposium, Fondazione Querini Stampalia, Venice. 2004
‘Pseudonymity in seventeenth-century natural philosophy,’ Early Modern Philosophy and the Scientific Imagination Seminar, University of London. 2004

‘The War of Writing,’ Departmental Seminar, Department of History and Philosophy of Science, University of Cambridge. 2004

‘The Medici Archive Project and the Athanasius Kircher Correspondence Project,’ conference on ‘Internet projects and history of science,’ Maison française, Oxford. 2004


‘Virtue and Instruments,’ (Convener), European University Institute, Fiesole, 1996.

• **PROFESSIONAL SERVICE**

Georgia State University, Committee for Undergraduate Studies, 2007.
Science in Context, Article referee, 2006.
Brown University, Project Evaluator, The Virtual Humanities Lab, 2006.
University of Cambridge, Centre for Research in the Arts, Social Sciences, and Humanities, Conference Convener, ‘Discourses and Dialogues: Conversing with Early Modern Natural Philosophy,’ 2005.

• **FOREIGN LANGUAGES**

Italian (read, spoken, written); French (read, spoken); Spanish (read); Latin (read).
APPENDIX F3-B CURRENT CURRICULUM VITAE FOR FULL-TIME NON-TENURE-TRACK FACULTY MEMBERS

<table>
<thead>
<tr>
<th>NAME</th>
<th>RANK</th>
<th>APPOINT YEAR</th>
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<tbody>
<tr>
<td>RICHARD LAUB</td>
<td>SENIOR LECTURER</td>
<td>2002</td>
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<tr>
<td>LARRY YOUNGS</td>
<td>SENIOR LECTURER</td>
<td>2002</td>
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<tr>
<td>CHRISTINE LUTZ</td>
<td>LECTURER</td>
<td>2002</td>
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<tr>
<td>LARRY GRUBBS</td>
<td>LECTURER</td>
<td>2002</td>
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<tr>
<td>MARY ROLINSON</td>
<td>LECTURER</td>
<td>2007</td>
</tr>
<tr>
<td>MARNI DAVIS</td>
<td>VISITING LECTURER</td>
<td>2007</td>
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<tr>
<td>DENIS GAINTY</td>
<td>VISITING LECTURER</td>
<td>2007</td>
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<tr>
<td>GNIMBIN OUATTARA</td>
<td>VISITING LECTURER</td>
<td>2007</td>
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<tr>
<td>MICHAEL LOW</td>
<td>VISITING INSTRUCTOR</td>
<td>2007</td>
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<tr>
<td>CHARMAYNE PATTERSON</td>
<td>VISITING LECTURER</td>
<td>2007</td>
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<tr>
<td>MATTHEW HILD</td>
<td>VISITING LECTURER</td>
<td>2005</td>
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<tr>
<td>SARAH HEATH</td>
<td>VISITING LECTURER</td>
<td>2006</td>
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<tr>
<td>JOE MEELER</td>
<td>VISITING LECTURER</td>
<td>2006</td>
</tr>
</tbody>
</table>
RICHARD E. LAUB
165 Hale Street, N. E.  Atlanta, Georgia 30307
(Home) 404-681-0866   (Work) 404-463-9206

Curriculum Vitae

Employment Experience:

8/01-Present - Director, Master of Heritage Preservation Program, Department of History, Georgia State University. Responsibilities include administration of the Program, public service to the community and class instruction. Administration of the Program includes recruitment and advisement of students, scheduling classes, recruitment of adjunct faculty, managing the Program budget, coordinating and supervising Graduate Research Assistants and advising the Department Chair and faculty of the Department of History on Program issues. Instruction responsibilities include teaching courses including Introduction to Historic Preservation, the Conservation of Historic Building Materials, Historic Preservation Planning, Case Studies in International Preservation and Case Studies in Historic Preservation. In addition, coordinating and supervising Internships and Directed Readings. Organize and participate in the Case Studies in International Preservation course including coordination of logistics of travel in foreign countries and evaluation of student products.

7/91-8/01 - Community Planning Coordinator, Georgia Historic Preservation Division within the Department of Natural Resources. Coordinating the statewide Regional Historic Preservation Planner Program. Assisting local governments and individuals with historic preservation planning activities and architectural conservation. Acting as liaison with the statewide Main Street and Better Hometown economic development programs. Contributing author to several publications issued by the Division pertaining to historic preservation issues.

8/98-8/01 - Acting Director of the Master of Heritage Preservation Degree Program in the Department of History at Georgia State University. Responsible for scheduling of classes, recruiting and advisement of students, recruiting adjunct faculty, maintaining student records, coordinating Graduate Research Assistants, and advising the Chair and faculty of the Department of History on Program issues.


9/87-7/91 - Architectural Services Planner for the Georgia Historic Preservation Division. Reviewed federal and state projects affecting historic resources. Reviewed federal and state
tax incentive projects. Provided general architectural conservation assistance. Reviewed, evaluated and monitored grant projects.

6/86-8/87 - Program Assistant for Albemarle County, Virginia, Department of Planning and Community Development. Assisted in administering a Department of Housing and Urban Development, Section 8, Moderate Rehabilitation Program.

5/80-12/85 - Restoration Craftsman for the National Trust for Historic Preservation. Supervised and implemented a wide variety of restoration projects on various museum buildings owned by the National Trust and the National Park Service.

Education:

1987 - Master of Planning with Certification in Historic Preservation from the University of Virginia.

1985 - International Architectural Conservation Course, at the International Centre for the Study of the Preservation and the Restoration of Cultural Property (ICCROM) in Rome, Italy. One of two Americans chosen to attend.

1973 - Bachelor of Science in Biology from the University of Central Florida.

Publications/Reviews:

Reviewed and commented on draft of the Georgia Historic Preservation Plan 2007-2011: Building a Preservation Ethic, for the Georgia Historic Preservation Division, Department of Natural Resources

Reviewed and commented on final draft of manuscript for publication by the University of Georgia Press, Scholar-Architect: The Architecture of Francis Palmer Smith, by Dr. Robert M. Craig, June 2006

Reviewed and commented for the National Park Service, draft of the Historic Resource Study for the Chattahoochee River National Recreational Area, July, 2005


Presentations:


Commentator, the Georgia Association of Historians, Annual meeting, “Historic Preservation: Then and Now,” April, 2006.


“Historic Preservation Tax Incentives” presented to participants at the Preservation Tax Incentive Workshop at Georgia State University, September, 2005

“Preservation and Interpretation of the Tabby Slave Quarters on Ossabaw Island,” presented to the University System of Georgia Board of Regents, Ossabaw Island, Georgia, April 2005


“Historic Preservation in the City of Atlanta,” presented to International Visitors, Georgia Council for International Visitors, Atlanta History Center, Atlanta, October 2004.

“Generating Broad Based Support for Local Preservation,” presented to the National Alliance of Preservation Commissions, Biannual Form, San Antonio, Texas, August 2002.


“How Historic Preservation can be Used as a Growth Management Tool,” presented to the Quality Growth Resource Team, Pike County, Georgia, November 2002.


Training:

1995 - Introduction to Federal Projects and Historic Preservation Law, (Section 106 Training) a three-day training course by the Advisory Council on Historic Preservation.

1993 - Preservation Leadership Training Institute, a four-day training course conducted by the National Trust for Historic Preservation.

Service:

2006 – Member, Downtown Design Awards Committee, for Central Atlanta Progress, Design Awards, Fall 2006

2006 – Served as Chair for the Field Sessions Committee for the September 2006 Association for Preservation Technology International annual conference in Atlanta

2006 – Served as Chair for the Infill Design Track, for the April 2006 Georgia State Historic Preservation Conference

2006-Present – Member of the Higher Education Committee of the Georgia Trust for Historic Preservation.

2004-Present – President of Board of Easements Atlanta, Inc.

2006-Present – Member of the Steering Committee for Georgia African-American Historic Preservation Network
2006-Present – Member of the Board of Trustees, Georgia Trust for Historic Preservation.

2006-2007 – Member of the Department of History Search Committee, search for American Environmental Historian, Faculty position.

2005 – Member of Department of History Search Committee, search for Architectural Historian Faculty position.

2005 – Served as a member of the School of Art and Design Search Committee, on successful search for Interior Design faculty position

2004-Present – Treasurer for DOCOMOMO_GA

2001-Present – Member, Georgians for Preservation Action

2006 – Member of the Infill Forum Committee for the Atlanta Chapter of the American Institute of Architects.

2001-Present – Chair of the Heritage Preservation Program Committee, Department of History, Georgia State University.

2001-Present – Member of the Graduate Studies Committee, Department of History, Georgia State University.


2003-2004- Char of Department of History Search Committee, successful search for Public History faculty member.

2002-Present – Chairman of the Georgia Trust for Historic Preservation Awards Committee.

1995-1999 and 2002-2006 - Member of and Chairman (1997-98) for the Atlanta Urban Design Commission, the historic preservation commission for the City of Atlanta.

1992 - Served as Vice President for Historic Preservation for the Inman Park Neighborhood Association.

Awards:

1994 - Jenny D. Thurston Memorial Award to an Outstanding Preservation Professional in Atlanta from the Atlanta Urban Design Commission.
1987 - Paul Dulaney Award for the Outstanding Graduate Student in Environmental Planning from the University of Virginia.

**Professional Memberships:**

- National Trust for Historic Preservation
- National Council for Public History
- Association for Preservation Technology International – (Chair of Field Session Committee for 2006 Annual Conference)
- DOCOMOMO, Georgia (Officer)
- Atlanta History Center
- Georgia Trust for Historic Preservation
- Atlanta Preservation Center
LARRY ROBERT YOUNGS
510 East Ponce de Leon Ave., Unit F, Decatur, GA. 30030
(404)378-7987 home / (404)463-9198 work / email: hislry@langate.gsu.edu

EDUCATION:

Ph. D.: History / Georgia State University (2001)

M. A.: History / Florida Atlantic University (1994)


B. A.: History – Philosophy / North Texas State University (1973)

TEACHING EXPERIENCE:

Lecturer: Georgia State University (2002-2007)
- History 8900: Directed Readings (3 students)
- History 8890: The Gilded Age and Progressive Era (2 grad seminars)
- History 7010: Issues & Interpretations in U.S. History: (3 grad seminars)
- History 4999: Directed Readings (5 students)
- History 4990: Historical Research (1 class of 20)
- History 4980: Internship (2 students)
- History 4840: Global Urbanization (2 classes of 35)
- History 4490: Special Topics in American History: “Sport in U.S. History” (1 class of 25)
- History 4220: The American City (3 classes of 35)
- History 4200: U. S. Cultural History (2 classes of 35)
- History 3000: Introduction to Historical Methods (7 classes of 25)
- History 2110: U.S. History 1492 to the Present (15 classes of 46)
- History 1111: World Civilizations to 1500 (11 classes of 46)
- GSU 1010: Filming the Metropolis (3 classes of 25)

Visiting Lecturer: Georgia State University (2001-2002)
- History 4200: U. S. Cultural History (1 class of 25)
- History 2110: U.S. History 1492 to the Present (4 classes of 45)
- History 1112: World Civilizations from 1500 (3 classes of 45)
- History 1111: World Civilizations to 1500 (2 classes of 45)

Graduate Teaching Instructor: Georgia State University (1995-2001)
- History 113 (2110): U.S. History 1492 to the Present (18 classes of 40)
- History 112 (1112): World Civilizations from 1500 (4 classes of 40)
- History 111 (1111): World Civilizations to 1500 (3 classes of 40)

Instructor: Kennesaw State University (1997-1999)
- History 151: U.S. History to 1865 (4 classes of 54)
History 152: U.S. History from 1865 (3 classes of 54)
History 2112: U.S. History from 1890 (2 classes of 54)

**Graduate Teaching Assistant:** Florida Atlantic University (1992-1993)

History 103: Western Civilization to 1500 (20 student breakouts)
History 101: World Civilization to 1500 (20 student breakouts)

**SERVICE: History Department & GSU College of Arts and Sciences**

Director of Undergraduate Advisement (Summer 2006-)
Co-Director of Undergraduate Advisement (Fall 2005-Spring 2006)
Advisement Committee (Chair) (Fall 2005-)
Advisement Committee (member) (Spring 2004-Summer 2005)
Department Liaison for Visiting Lecturers and Lecturers (Fall 2007-)
Freshman Studies Committee (member) (Spring 2003-)
Undergraduate Studies Committee (member) (Fall 2005-)
Provost’s General Education Outcomes Assessment Sub-committee (Spring & Fall 2005)
Content Knowledge Committee of the PEF (Fall 2006-)
Majors Matters/ Student Retention Program (Liaison for History Department) (Fall 2006-)
Faculty Advisor for Association of Georgia State University Historians (Fall 2005-)
Teaching Mentor (One Graduate Teaching Assistant per semester) (Spring 2006-)
Dissertation Committee Member (3 students)
Master’s Thesis Committee Member (1 student)
Ph. D. Comprehensive Exam Committee Member (3 students)
Master’s Comprehensive Exam Committee Member (2 students)
Freshman Learning Community Program (Filming the Metropolis & American Studies) (Summer 2005 & 2006)
Incept Faculty Panels (Summer 2005 & 2006)
Supplemental Instruction Program (Spring & Fall 2006)
Panther Preview Representative (Fall 2005 & Fall 2006)
Georgia History Day Judge (2003-2004)
Journalism History Society Judge (2004-)
CampusMovieFest (faculty advisor for graduate student film project) (Spring 2006)
CampusMovieFest Judge for city-wide competition (Spring 2006)
Applied Linguistics Department Project: “A Grammar & Vocabulary Study and Corpus Development Project” (Spring 2003/Fall 2005)
Graduation Ceremonies (Fall 2004 & Fall 2005)
Freshman Convocation (Summer 2006)
Student Awards Ceremony (Spring 2005 & Spring 2006)

**PUBLICATIONS AND WORKS IN PROGRESS:**


Of Southern History


CONFERENCE ACTIVITIES:

“Rethinking Florida History from a Global Perspective.” Panelist at the annual conference of the *Southern Historical Association.* Memphis, Tennessee. (Nov. 2004)

“Pushing Northern Borderlands into the South Atlantic States.” Paper delivered at the regional conference of the *Organization of American Historians.* Atlanta, Georgia (July 2004)

“Elizabeth ‘Lulie’ Hitchcock: Matriarch of Aiken, South Carolina’s ‘Horsey Set.’” Paper delivered at the annual conference of the *North American Society of Sport Historians.* Ohio State University. (May 2003)


“Northern Commuters, Southern Towns, and Seasonal Communities.” Paper delivered at the annual conference of the *Georgia Association of Historians.* Augusta, Georgia. (April 2002)

“Fantastic Escapes: 20th Century Popular Amusement.” Commentator for this session at the regional conference of *Phi Alpha Theta.* Georgia State University, Atlanta, Georgia. (March 2001)

“Olympism Atlanta Style: The Role of Voluntarism during the Centennial Olympic Games.” Paper delivered at the annual conference of the *North American Society of Sport Historians.* Banff, Alberta,
Canada. (May 2000)


“Using the American History Survey Course to Teach Students to ‘Think Historically.’” Paper delivered at the annual meeting of the Florida Conference of Historians. Daytona Beach, Fl. (March 1998)


“Social History: Revelations of Community Studies.” Commentator for this session at the annual conference of the Georgia Association of Historians. Moorehouse College, Atlanta, Georgia. (April 1997)

“The Courses are Too Crowed: The Demand for and Diversity of Golf Clubs in Early Palm Beach County, 1897-1927.” Paper delivered at the annual meeting of the Florida Conference of Historians. Jacksonville University, Jacksonville, Florida. (Feb. 1997)


“Golf Course Communities in South Florida, 1897-1925.” Lecture presented during the annual lecture series of the Historical Society of Palm Beach County. Palm Beach, Florida. (April 1995)

PUBLIC HISTORY AND PROFESSIONAL EXPERIENCE:

Writing Across the Curriculum Workshop. Georgia State University. (Summer 2006)

Supervised graduate student writing consultants in WAC courses Fall 2006 and Spring 2007.


Historical Consultant. Prudential Relocation International. Teaching two-hour courses on U.S. Cultural History to foreign executives and their families. (1999-present)

Applied Linguistics Department / History Department Project analyzing students’ note-taking skills. (Aug 2002-May 2003)

Director of the Atlanta Olympic Oral History Project. Sponsored by The Georgia Amateur Athletics Foundation in cooperation with The Atlanta History Center. (1998-2000)

FELLOWSHIPS, GRANTS, AND HONORS:
Thompson Award. Granted by the Florida Historical Association for the best article published in The Florida Historical Quarterly that year. (2006)
John A. Alexander Memorial Award. Outstanding graduate student in the Georgia State University History Department. (2001)
Roberta Park Student Travel Grants. Travel grants awarded to students delivering papers at the 27th & 28th Annual Conventions of the North American Society of Sport History. Penn State University and Banff, Alberta, Canada, respectively. (1999 & 2000)
Georgia State University Dissertation Grant. Competitive (university wide) travel grant awarded for dissertation research, with matching funds from the GSU Department of History. (1999)
Georgia State University Student Leader Award. (1997)
Georgia State University Student Travel Grant. Competitive award granted for travel to the Social Science History Association Conference. New Orleans, Louisiana. (1996)
Georgia State University Student Government Association Travel Grant. Competitive award for travel to present a paper at the Southern Labor Studies Conference. University of Texas, Austin. (1995)
Internship. Historical Society of Palm Beach County. Responsible for assisting the Archivist and Director. (1994)
Graduate Research Assistant. Responsible for assisting Department Chair and two Associate Professors. Educational Foundations Department. University of Nevada, Reno. (1977)
PROFESSIONAL ORGANIZATIONS:

Organization of American Historians (2003-)
Association of Gilded Age and Progressive Era Historians (2002-)
Association of Georgia State University Historians (Charter Member and Past President) (1996-)
North American Society of Sport History (1996-)
Georgia Association of Historians (1996-)
The Southern Historical Association (1993-)
Christine Lutz  
Curriculum Vitae

Department of History  
Post Office Box 4117  
Georgia State University  
Atlanta, Georgia 30302-4117

4300 North Park Drive  
Tucker, Georgia 30084  
chrisalutz@comcast.net ; 770-270-9312

hiscll@langate.gsu.edu

Education

Doctor of Philosophy  
Georgia State University, 2001  
Fields of study: African-American, Africa, labor  

Master of Arts  
Georgia State University, 1993  
Thesis: “The Tender Branch: ‘Contraband’ Women during the Civil War”

Bachelor of Arts  
University of the State of New York, 1986

Related Publications

Book review, “Slavery and African Ethnicities in the Americas: Restoring the Links,”  
The North Carolina Historical Review 73 (April 2006), 273-274.

Book review, “A Voting Rights Odyssey: Black Enfranchisement in Georgia,” The  


“‘Ignore Them, They’ll Go Away’ -- Will They?” Kinship Magazine, Spring 1986.

Related Professional Experience

Georgia State University, 1994-present
Fulltime Lecturer, 2001- present; previously, Visiting Lecturer, Part-time Instructor
Survey of World History Since 1500
Cold War (4990)
Survey of World History Before 1500
Survey of United States History
Kenan Research Assistant, Emory University, 1997-1999
Field worker, Southern Labor History Archives, Georgia State University, 1995
Field worker, African-American Educational Archives, Wayne State University, 1994
Graduate Research Assistant, King Papers Project, Emory University, 1991-1994
Graduate Research Assistant, Georgia State University, 1991-1993

Professional Papers and Panels
“Southern Women’s Biracial Activism in the Civil Rights Movement and Second
Wave Feminism,” chair, Organization of American Historians, Southern Regional
Conference, 2004
“W. Alphaeus Hunton: A Pan-Africanist in the American Labor Movement,” Race and
Place Conference, 2004
“Labor History 101,” United Students Against Sweatshops National Conference, Georgia
State University, 2004.
“W. Alphaeus Hunton: A Pan-Africanist in the American Labor Movement,” Southern
Labor Studies Conference, 2002
“The Horn of Africa and the American Left” Southeastern Regional Seminar on African
Studies, 2002
“World History,” comment, Phi Alpha Theta regional meeting, 2001
“Civil Rights and Public Memory in Atlanta, the City Too Busy to Remember,” Historic
“Addie Hunton, Pan-Africanism and Peace,” Association for the Study of African-
American Life And History Conference, 1999
“W. Alphaeus Hunton: A Pan-Africanist in the American Labor Movement,”
UCLEA/AFL-CIO Education Conference, 1999
“Mississippi Masonite Workers Confront the Civil Rights Movement” Southern Labor
“Good Ol’ Boys, Sabotage, and the 1955 Southern Bell Strike” Southern Labor Studies
Conference, 1995
History Association, 1995 annual conference
“Female Troubles: Feminism and the Carter Administration,” Phi Alpha Theta, 1994 regional meeting
“Contraband Women: African-American Women during the Civil War” Georgia Association of Historians, 1993 annual conference

Awards, Honors

John M. Matthews Distinguished Thesis and Dissertation Award, Georgia State University, 2002
Georgia State University dissertation grant, 1998
John A. Alexander Award, Department of History, Georgia State University, 1996
Joseph Baylen Scholar, Department of History, Georgia State University, 1992-1993
Phi Alpha Theta, 1993

Related Service

Lecture & PowerPoint, “How to Write a Research Paper,” McNair Foundation, Georgia State University, 2007
Freshman Studies Committee, Department of History, Georgia State University, 2001-present; chair, 2005-present. Led committee to write and publish Guide to Teaching the History Survey.
Honors Committee, Department of History, Georgia State University, 2002-2005
Association of Georgia State University Historians, 1995-2004
Tucker Historical Society, 2002-present
Tucker Woman’s Club, 2003-present; president, 2006; introduced and worked with GSU service group for two years; brought GSU speakers to group
Tucker Garden Club, 2003-present
  Wrote & published Seventy Years Of Service, 2004, three blue ribbons, one peach ribbon (best of entries)
Redbud District [Metro Atlanta] of the Garden Club of Georgia
  Wrote & published Forty Years of the Redbud District, 2006, blue ribbon
DeKalb Federation of Garden Clubs
  Wrote & published History of the DeKalb Federation of Garden Clubs, 2005; 2 blue ribbons
Delta Kappa Gamma honor society for educators, Alpha Rho chapter, 2005-2007
LARRY GRUBBS
Georgia State University
Department of History
Atlanta, GA 30302-4117

(706) 540-6004 (H)
lgrubbs@gsu.edu
819 General Classroom

POSITION

Lecturer
Department of History, Georgia State University, Atlanta, GA
August 2007 to present

EDUCATION

Ph.D., History, University of South Carolina, Columbia, South Carolina, May 2003
M.A., History, University of South Carolina, Columbia, South Carolina, 1999
B.A., History, Columbus College, Columbus, Georgia, 1995

BOOK

Secular Missionaries: Americans and African Development in the 1960s (To be submitted for review, 2007)

PUBLICATIONS -- ARTICLES

“‘Workshop of a Continent’: American Representations of Whiteness and Modernity in 1960s South Africa,” Diplomatic History (Accepted for Publication, Forthcoming, 2008)


PUBLICATIONS -- ESSAYS AND REVIEWS

“Sub-Saharan Africa,” and “South African Sanctions Movement” in James Ciment, ed.,


WORK IN PROGRESS

"Mixing Nigerian Cocktails: Imagining a Model African Nation in the 1960s" (Article in preparation)

*America and Australia in the World: A Cultural History* (book project)

FELLOWSHIPS AND AWARDS

Franklin Teaching Fellowship, University of Georgia, Athens, Georgia, 2004 to present.


PRESENTATIONS


TEACHING EXPERIENCE

Georgia State University, Atlanta, GA
Lecturer
2007 to present

University of Georgia, Athens, GA
Franklin Postdoctoral Teaching Fellow and Assistant Professor
2004 to 2007

Kennesaw State University, Kennesaw, GA
Instructor
2004

Clayton College and State University, Morrow, Georgia
Instructor
2003 to 2004
MARY G. ROLINSON

**Education:**
Ph.D. history, Georgia State University, 2002  
M.A. history, University of Georgia, 1989  
B.A. history, University of Virginia, 1985

**Publications:**


“The Universal Negro Improvement Association in Georgia” and “The NAACP in Georgia” in *The New Georgia Encyclopedia* (Athens: The University of Georgia Press, online at www.georgiaencyclopedia.org


Courses Taught:

Teaching Experience:
Georgia State University, Lecturer, Fall 2007- present.
Georgia State University, Visiting Lecturer, Fall 2005- Fall 2007.
Oxford College of Emory University, Visiting Assistant Professor, Spring 2005.
Georgia State University, graduate instructor, 1997-2001.

Professional Conference Papers and Participation:
“African Americans from Georgia Shaping American Foreign Policy Toward Africa: The Case of Mabel Murphy Smythe,” Georgia Consortium on History Symposium, Savannah, Georgia, June 12, 2005.
“Text and Context,” commentator, Georgia Association of Historians (GAH), 31st Annual Meeting, Columbus, Georgia, April 8, 2005.
“Job Search and CV Workshop for Women Graduate Students,” Chair and Organizer, Sixth Southern Conference on Women=s History, Athens, GA, June 5-7, 2003.

Professional Associations:

**Research, Consulting, and Editing:**
Consultant to the Georgia Humanities Council for 2002-2003. I organized National History Day in Georgia, a state-wide contest for middle and high school students.
Editor for the Office of Legislative Counsel, Georgia Legislature, 1993-1996. This job involved editing all bills to be introduced to the Georgia House and Senate and proofreading revised volumes of the Official Code of Georgia Annotated (OCGA).
Friends of Decatur Cemetery, 1994-2003. Our group obtained National Register status for this historic place: I personally transcribed all African-American headstone inscriptions for archival preservation. I launched an oral/written history project to collect biographical sketches of all people interred at Decatur Cemetery.
Consultant to the Okefenokee Heritage Center, Waycross, Ga., 1994-1995. I performed research for exhibits on African-American history in the area around the Okefenokee Swamp.
MARNI DAVIS  
461 North Highland Avenue, apt. 1  
Atlanta, GA 30307  
404-271-0226  
marni.davis5@gmail.com

Education
Ph.D. in History, Emory University, 2006
Committee: Dr. Jonathan Prude (chair), Dr. Eric L. Goldstein, Dr. Mary Odem
M.A. in Liberal Studies, Graduate Faculty at the New School for Social Research, 1999
Thesis: “The American Jewish Committee and the Rosenberg Executions”
B.A. in American Studies, Boston University, 1991

Professional Teaching Positions
Visiting Lecturer in American History, Georgia State University, 2007-8
Visiting Assistant Professor (Joint Appointment in History and Jewish Studies), Emory University, 2006-7
Graduate Teaching Fellow (Department of History), Emory University, 2002-2004

Courses Taught
Survey of Jewish History
American Jewish History
Blacks and Jews in American History
The Ethnic Experience in American History
Survey of American History
Survey: The Making of Modern America, 1877-Present
History and Text: The “Roaring Twenties”

Publications
“‘No Whiskey Amazons in the Tents of Israel’: American Jews and the Gilded-Age Temperance Movement,” American Jewish History (forthcoming, March 2008)


“Selected Bibliography” (with Dr. Eric L. Goldstein) in Jewish Roots in Southern Soil: A New History. Waltham, Mass.: Brandeis University Press, 2006

**Book Reviews**

Steve Oney, *And the Dead Shall Rise: The Murder of Mary Phagan and the Lynching of Leo Frank* in *Southern Jewish History* 7 (2004), 166-68.


**Conference Presentations**
Panel discussant, Conference on Jews and American Capitalism, New York City, March 2008

“‘Everybody Favors It, and Everybody Drinks’: Southern Rabbis Respond to Prohibition.” Southern Jewish Historical Society, Baltimore MD, November 2005


“Rabbis, Prohibition, and the Politics of Religion.” American Jewish Archives, Cincinnati OH, August 2003


“Jews and Booze in the New South: Immigration, Prohibition, and Racialization.” Association for Jewish Studies, Chicago IL, December 2001

Panel discussant, Conference on Race, Memory, and Violence, Atlanta's Progressive Era, Atlanta History Center, October 2001

**Invited Talks**
“American Jews and the Business of Alcohol.” Center for Jewish History, New York City, November 2007

Fellowships and Awards
Summer Research Fellowship, Feinstein Center for American Jewish History, 2007

A. Worley Brown Southern Studies Fellowship, Emory University, 2005-6

Dean’s Teaching Fellowship, Emory University, 2004-5

Maurice and Marilyn Cohen Doctoral Dissertation Fellowship, National Foundation for Jewish Culture, 2003-4
Dissertation grant, Southern Jewish Historical Society, 2003

Robert W. Woodruff Library Graduate Fellowship, Emory University, 2003-4
(declined)

Bernard and Audre Rapoport Research Fellowship, American Jewish Archives, 2002-3

David R. Blumenthal Award in Jewish Studies and the Humanities, Emory University, 2002

Scholarship for Yiddish Summer Program, YIVO Institute for Jewish Research, 2002

Departmental Fellowship, History Department, Emory University, 1999-2004

Academic Community and Administrative Service

Co-coordinator of History Graduate Student Conference, Spring 2005

Graduate student representative, search committee for Medieval/Early Modern Jewish historian, Spring 2003

President, Graduate History Society, 2001-3

History Department Representative, Graduate Student Council, 2000-2004

Student advisor/departmental administrator, Committee on Liberal Studies, 1997-1999
Managing editor, *canon: the newsletter of the students of the graduate faculty*, 1998-1999

Representative, Graduate Faculty Student Union, 1997-1999

Research Languages
Yiddish (reading and writing), Hebrew (reading), and German (reading)

Community Service
Volunteer, Open Door Community, Atlanta, 2004-present
Discussion leader, Nextbook Discussion Program, Atlanta Public Library, 2005

Professional Affiliations
Alcohol and Drugs History Society
American Jewish Historical Society
American Historical Association
American Studies Association
Association for Jewish Studies
Southern Jewish Historical Society
Academic Employment

Fall 2007 - Georgia State University, Department of History
Visiting Lecturer (full-time)

Education

Dec 2007 PhD, East Asian Languages and Civilizations, University of Pennsylvania
Concentration in Modern Japanese History (defended August 2007)
Major Fields of Examination: “Premodern Japanese Historiography,” “Modern
Japanese Historiography,” “Power, The State, and The Body in Social Theory”
Coursework in: Modern Japanese History, Premodern Japanese History,

Premodern
Japanese Literature, Modern Japanese Language, Classical Japanese Language,
Gender Studies
Dissertation Title: “Martialing the National Body: Structure, Agency, and the
Dainippon Butokukai in Modern Japan”

May 2006 MA, East Asian Languages and Civilizations, University of Pennsylvania

Summer 2003 Intensive graduate study in Japanese, Inter-University Center for Japanese
Language Studies, Yokohama

1998-1999 Private intensive study of Russian language, Herzen Institute, St. Petersburg,
Russia.

June 1998 MA, International/Comparative Education, Teachers College Columbia
University
Concentration in Cultural Anthropology
Thesis: “Fighting to Be Yourself: Constructing Cultural Identity in a Japanese
Martial
Arts School in New York”

1993-1994 Private intensive study of Japanese language, Honmachi Culture School, Osaka

June 1992 BA cum laude in Geology; Williams College, Williamstown, MA
Teaching Experience

Georgia State University
Fall 2007 Visiting Lecturer, Department of History
“World History Since 1500” (four sections)

University of Pennsylvania
Fall 2005 Guest lecturer for “Lost in Translation?: Japan’s Culture and America’s Appropriations,” Department of East Asian Languages and Civilizations

2004-2005 Teaching Fellow, Department of East Asian Languages and Civilizations
(Spring 2005) “Japanese Film”
(Spring 2004) “Introduction to Japanese Civilization”

Fall 2004 Writing Fellow (Teaching Fellow for intensive writing course)
“Possessing Women” (cross-listed with Department of Comparative Literature)

Fellowships, Honors, and Awards

Spring 2007 SSRC/JSPS Fellowship for ABD’s (declined)

Spring 2007 SSRC Japan Studies Dissertation Workshop

Summer 2006 Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship
(declined in favor of Japan Foundation grant)

Summer 2006 Japan Foundation Doctoral Fellowship

Fall 2003-Spring 2007 William Penn Fellowship, University of Pennsylvania

Summer 2003 FLAS Summer Language Scholarship

Spring 2003 Research Fellowship, University of Pennsylvania

Publications

Forthcoming “Seki Jūrōji and the Japanese Body: Martial Arts, Kokutai, and Embodied Citizen-State Relations in Meiji Japan” in conference volume (Bryan Turner and Yangwen Zheng, editors; see below); under contract with Berghahn Books

Forthcoming “Tappeh Sang-I Caxmaq: A Summary Account of the Investigation of a Prehistoric Site in Iran” (translation from Masuda Seiichi’s Japanese text and planned for joint publication through the University of Pennsylvania and the Government of Iran)

Public Presentations

2007 “Seki Jūrōji and the Exploded Individual: Martial Arts and Negotiations of Citizen and State in Modern Japan.” Social Science History Association Conference; Chicago, IL


2006 “Le Kokutai, C’est Nous: Martial Arts, the Body (Politic), and Citizen-State Relations in Meiji Japan” Japan Foundation Fellows’ Seminar; Tokyo, Japan

2006 “Fighting the Margin: The Greater Japan Martial Virtue Association and Center-Periphery Models in Modern Japanese History” UCLA Center for Japanese Studies Annual Graduate Student Conference; Los Angeles, CA

2005 “The Nail that Sticks Up: Yoshikawa Eiji’s 1930s Novelization of Miyamoto Musashi” Mid-Atlantic Regional Conference of the Association of Asian Studies; Pittsburgh, PA

2004 “Ideological Production in Prewar Japan” Community College Humanities Association Eastern Division Conference, Philadelphia, PA

2004 “Rebel Within a Cause: Yoshikawa Eiji’s Miyamoto Musashi and Emperor Ideology” Harvard East Asia Society Graduate Student Conference, Cambridge, MA

Selected Professional Experience

Fall 2005 Co-Coordinator, East Asian Graduate Student Colloquium, University of Pennsylvania

2001-2002 Director of International Education, Northfield Mount Hermon School, Northfield, Massachusetts

*Designed and directed support programs for 200+ international high school students at private secondary school, including immigration compliance, student life, and curriculum design. Designed and managed 10+ study abroad programs.*

1999-2000 English and Geography Teacher, Morristown Beard School, Morristown, New Jersey

1998-1999 English Teacher, VERA Educational Centre, St. Petersburg, Russia


*Designed and conducted training programs for the Japanese Ministry of Home*
Affairs; worked on design and administration of Global Engineering Education Exchange international engineering program consortium

1993-1994  English Teacher, ACE Total School, Izumisano, Osaka, Japan

Professional Memberships

Association of Asian Studies, Mid-Atlantic Regional Association of Asian Studies, American Historical Association, Social Science History Association

Languages

Japanese (fluent)  Spanish (conversant)  Russian (conversant)  German (reading knowledge)
EDUCATION

Ph.D. Degree received in August 2007, Georgia State University.

Ph.D. Candidate in History, fall 2004, Georgia State University


Project consists in investigating “Western African” responses to the missionaries of the American Board of Commissioners for Foreign Missions in the domains of conversion, formal education, gender relations, and cultural communicative transformation. Because the Board modeled its missionary activities in “Western Africa” after its mission in the Cherokee nation, this dissertation uncovers an unusual story of Atlantic Christianity through the triangulation of power relations between Western Africans, Cherokees, and the ABCFM Missionaries in the nineteenth century.

Major Fields of Study: 19th Century Western and Central Africa; African Diaspora; 19th Century US; Islam and Christianity in Africa and the United States

Minor Fields of Study: African-American and Native American Religions and Culture; Africans and Islam in the Middle East

Committee:
Chair: Dr. Charles Steffen, Professor, Early America/Labor, Georgia State University.
Second Reader: Dr. Mohammed Hassen Ali, Associate Professor, Africa, Islam in East Africa and Middle East/Oriental Studies, Georgia State University.
Third Reader: Duane J. Corpis, Assistant Professor, Religion in Early Modern Europe and Africa, now at Cornell University, New York.
Third Reader: Dr. Wayne J. Urban, Professor, Early American Education, now at the University of Alabama.

Pre-Doctoral (D.E.A.) in African History and Literature/American Studies, 1999, University of Abidjan-Cocody, Ivory Coast
Major Fields of Study: African History and Literature, American and European History.
Minor Fields of Study: American and European Literature.
Thesis 1: “Orality and Modern Male Gaze in Okot p’Bitek’s *Song of Lawino*”
Thesis 2: “Some Economic Causes of the American Civil War”
Committee:
Chair: Dr. Sery Bailly, Professor, African Literature/African History, University of Abidjan-Cocody.
Second reader: Dr. Chantal Ahobaut, Associate Professor, Gender Relations in Post-Colonial Africa/American Studies, University of Abidjan-Cocody, Ivory Coast.
Third Reader: Dr. Amani Konan, Associate Professor, Comparative Literature/American studies, the University of Abidjan-Cocody.

Master of Arts in African-American Literature, 1998, University of Abidjan-Cocody, Ivory Coast
Thesis: “The Problem of Miscegenation in Langston Hughes’s *Mulatto*.”
Major Fields of Study: African History and Literature, African-American Literature.
Minor Fields of Study: African-American and European History and Literature.
Committee:
Chair: Dr. Chantal Ahobaut, Associate Professor, Gender Relations in Post-Colonial Africa/American Studies, University of Abidjan-Cocody, Ivory Coast.
Second reader: Dr. Sery Bailly, Professor, African Literature/African History, University of Abidjan-Cocody.
Third Reader: Dr. Amani Konan, Associate Professor, Comparative Literature/American studies, University of Abidjan-Cocody.

Bachelor of Arts in English/American Literature, 1996, University of Abidjan-Cocody, Ivory Coast
Major Fields of Study: African History and Literature, American and European History.
Minor Fields of Study: American and European literature.

FELLOWSHIPS AND GRANTS

Fulbright Scholarship, 2001-until completion of dissertation

Fulbright Research on Women of Colonial Georgia—Mary Musgrove—at the Georgia Historical Society in Savannah, Georgia, summer 2003

Georgia State University Graduate Teaching Assistantship, 2003-2006

Georgia State University Graduate Research Assistantship, 2003

TEACHING JOBS
Visiting Professor, Georgia State University, 2007-2008

Spelman College, Full-Time Visiting Assistant Professor of African History and African Diaspora and the World, 2006-2007

Georgian Highlands College, Adjunct Instructor, Survey of Western Civilization Before 1648 and Survey of Western Civilization After 1648, fall 2005-2006

Spelman College, Adjunct Instructor, Survey of US History and Upper-Division Course on the History of American Christian Missions, fall 2004

**TEACHING EXPERIENCE IN THE US**

Graduate Teaching Assistant, World History after 1500, Georgia State University, fall 2006

Graduate Teaching Assistant, US History 1500 to the Present, Georgia State University, summer 2006

Graduate Teaching Assistant, US History 1500 to the Present, Georgia State University, spring 2006

Graduate Teaching Assistant, US History to 1877, Georgia State University, spring 2006

Graduate Teaching Assistant, US History to 1877, Georgia State University, fall 2005

Graduate Teaching Assistant, World History after 1300, Georgia State University, summer 2005

Graduate Teaching Assistant, World History after 1300, Georgia State University, spring 2005

Graduate Teaching Assistant, US History 1500 to the Present, Georgia State University, fall 2004

Graduate Teaching Assistant, World History before 1500, Georgia State University, summer 2004

Graduate Teaching Assistant, US History to 1877, Georgia State University, spring 2004
Graduate Teaching Assistant, World History before 1300, Georgia State University, fall 2003

TEACHING EXPERIENCE IN THE IVORY COAST

Business English Teacher at AGITEL FORMATION BUSINESS SCHOOL, Abidjan, IVORY COAST, 2000-2001

Certified High School English Teacher at INSTITUT FROEBEL Marcory, Ivory Coast, 1996-2001

Certified High School English Teacher at EURELEC Marcory, Ivory Coast, 1995-1997

PAPERS AND PRESENTATIONS


“Cherokee and Western African Women in the Lancasterian Schools of the ABCFM.” 29th Annual Mid-America Conference on History Oklahoma State University at Tulsa. September 27-29, 2007.


Spelman College, “Divided Sudan and divided Ivory Coast: Post-colonial politics of Conflict Resolution,” Panel discussion for NGO Africaaction, fall 2006

Guest speaker at Dr. Mohammed Ali’s class with Emory University Law Professor Abdullahi Ahmed An-Na’im on the conflict in Darfur, Sudan, fall 2006

AGSUH Graduate Student Symposium for Black History Month, February 2005
Paper presented: “Civil War in Ivory Coast: A Triangular Crisis?”

Chair of Organization Committee for Panel Discussion on the Civil War in Ivory Coast at Georgia State University, February 2005

Member of Panel in Discussion of Stereotypes among People of African Descent in the United States of America during the “Georgia State Pan-African Week,” February 22, 2005

Moderator in Panel Discussion on the Civil War in Ivory Coast at Georgia State University, February 8, 2005

2005 Guest of AGSUH Peer Review

Georgia State University Women’s History Month 2003
Paper presented: “Vocal Forms in the Presentation of American Colonial Women

ACADEMIC EXPERIENCE


PUBLICATIONS


RELATED PROFESSIONAL ACTIVITIES
Secretary-elect of AGSUH (Association of Georgia State University Historians), 2004-2005

Co-editor of AGSUH Bulletin, 2004-2005

Volunteer Assistant in Black History Month and Women’s History Month, 2003

English-French and French-English translator for the Ivorian Minister of Higher Education and his party as they visited Georgia State University in the spring of 2005. The Minister was invited by Provost Henry to attend the graduation ceremony of spring 2005 and to discuss Georgia State University’s project of building the University International of Grand-Bassam (UIGB) in Ivory Coast on top of the present educational partnership between Georgia State University and the University of Abidjan called “Project Link.”

V. I. S. A. Leader (Volunteer International Student Assistant) at Georgia State University, 2002, 2003.

**LANGUAGE PROFICIENCY**

African Languages
Bambara—Excellent
Tagbana—Excellent
Dioula—Excellent
Baoule—Good

European Languages
French—Excellent
English—Excellent
German—Good

**PROFESSIONAL AND HONORARY ASSOCIATIONS**

ASA (African Studies Association)

AHA (American Historical Association)

AAR (American Academy of Religion)

GHC (Georgia Historical Society)

AGSUH (Association of Georgia State University Historians)

PHI ALPHA THETA
PHI BETA DELTA HONOR SOCIETY FOR INTERNATIONAL SCHOLARS
Michael Christopher Low
Visiting Instructor
Department of History
Georgia State University

Department of History 633 Moreland Avenue, Apt 1.
Georgia State University Atlanta, GA 30307
P.O. Box 4117 (404) 377-5152
Atlanta, GA 30302-4117 (678) 640-5967
(404) 651-1745 hismcl@langate.gsu.edu

Education
M.A., Program in World History and Cultures, Georgia State University, 2007, 4.0 G.P.A.
B.S., Secondary Social Science Education, University of West Georgia, 2001, 3.76 G.P.A.

Master’s Thesis

Major Fields of Graduate Study
World History, Professor Stephen H. Rapp.
Islam and Religious Studies, Professor John Iskander.
Modern Middle East, Professor Donald M. Reid.
Modern Britain and Empire, Professor Ian C. Fletcher.

Language Skills

Forthcoming Publications
“Empire and the Hajj: Pilgrims, Plagues, and Pan-Islam under British Surveillance, 1865-1908,”

Articles and Book Reviews

Encyclopedia Articles


Conference Papers and Presentations


Fellowships, Grants, and Honors

Excellence in Language Learning Award in Persian, Emory College Language Center, Spring 2007.


American Institute for Yemeni Studies Fellowship, funding for Intermediate Arabic training at the Yemen Language Center in Sana’a, Yemen, Summer 2006.

International Education Scholarship, Georgia State University, Summer 2006.

John A. Alexander Memorial Award, Department of History, Georgia State University, 2006.

Vice President, Association of Georgia State University Historians, 2005-2006.

Association of Georgia State University Historians Travel Grant, 2004.


Best Graduate Student Essay, Phi Alpha Theta Georgia Conference, March 2004.

Teaching Experience

Visiting Instructor, History 1111: Survey of World History before 1500, Department of History, Georgia State University, Fall 2007-Spring 2008.

Teaching Assistant/Writing Instructor, Writing Across the Curriculum Program, History 4860:
Empires in Modern World History, 1830-1975, Professor Christine Skwiot, Department of History, Georgia State University, Fall 2005.

World Studies Teacher, 7th Grade: Cultural Geography and History of Africa, the Middle East, and Asia, Dekalb County Schools, Avondale Middle School, Avondale Estates, GA, 2001-2004.


Research and Other Professional Experience
Regional Representative for the Southern United States, Yemen College of Middle Eastern Studies, Sana’a, Yemen, August 2007-present.

Graduate Research Assistant, Professor Dona J. Stewart, Middle East Institute Program Director, Georgia State University, 2006-2007.

American Institute for Yemeni Studies, Sana’a, Yemen, Summer 2006.

Dār al-Makhtūtāt at Bayt al-Thaqāfa, Sana’a, Yemen, Summer 2006.

Dār al-Wathā’iq (National Center for Archives), The Presidency, Sana’a, Yemen, Summer 2006.

Graduate Research Assistant, Professor Stephen Rapp, World History Program Director, Georgia State University, 2004-2005, Spring 2006.

British National Archives (Formerly the Public Record Office), Kew, United Kingdom, Summer 2005.

Professional Associations
American Institute for Yemeni Studies.
Middle East Studies Association.
Southeast World History Association.
Phi Alpha Theta History Honors Society.
World History Association.
Charmayne E. Patterson
2200 Peacedale Court
Marietta, Georgia 30064
United States of America
678-581-9274
cmayne5@hotmail.com

EDUCATION:

January 2001 – August 2007
Doctor of Philosophy, History (African American, Religious, 20th Century U.S., and Women’s)
Georgia State University, Atlanta, Georgia
Dissertation: “The African American Megachurch and Prosperity Theology”
Project explores the relationship between Prosperity Theology and various forms of activism and empowerment within the contemporary African American megachurch
Dissertation Advisor: Dr. Jacqueline A. Rouse

1999 Graduate
Master of Arts, Sociology (Cum Laude)
Georgia State University, Atlanta, Georgia
Master’s Research Project: “Grandparent Headed Families: A Case Study”
Project explores the rise in Grandparent-Headed Families, examining the unique issues and challenges that emerge when a grandparent becomes a child’s primary caregiver.

1998 Graduate
Bachelor of Arts, Sociology (A average in major)
Emory University, Atlanta, Georgia

TEACHING EXPERIENCE:

August 2007 - Present
Visiting Lecturer, Georgia State University Department of History, Atlanta
Lecturer: Introduction to African and African American History and the United States History Survey Courses

January 2002 - May 2007
Graduate Teaching Assistant / Undergraduate Instructor, Georgia State University, Department of History, Atlanta
Lecturer: United States History Survey Course

September 2002 - September 2003
Substitute Teacher, Cobb County School System, Atlanta
Taught various elementary school classes as needed

August 1998 - December 1999
Graduate Assistant, Georgia State University, Department of Sociology, Atlanta
Assisted in managing undergraduate statistics courses, Conducted library and internet research, Tutored undergraduate students, Prepared and graded homework and exams, Edited chapters and approved references for pre-published academic literature.
  • Presentation: “Validity in Social Research.”
PROFESSIONAL EXPERIENCE:

May 2000 - December 2001
Client Satisfaction Researcher and Statistician, Spherion/IBM Corporation, Atlanta
Coordinated customer satisfaction survey and generate activity reports for software developers. Resolved customer satisfaction issues with software clients.
- Organized alignment process with IBM’s Market Intelligence for more efficient reporting.

November 1998 - September 1999
Administrative Assistant, Emory University, Department of Chemistry, Atlanta
Reported all undergraduate grades to University Registrar, Served as liaison between undergraduate chemistry students and faculty, Appointed students’ advisors, Arranged luncheons and meetings, Disseminated information about the department.
- Updated and maintained Chemistry Department’s web site with pictures, biographies, course information, and graduate student publications.
- Reorganized Chemistry Electronics Department making equipment, literature, and files easier to retrieve, distribute, and allocate.

Summer 1997 & Summer 1998
Intern, Southern Christian Leadership Conference (SCLC), Atlanta
Supported the National Director of Youth and Student Services, Organized and lead national convention planning meetings, Directed and supervised 20 community service volunteers and employees, Mentored female high school students.
- Coordinated SCLC’s portion of the “Stand for Children” youth fair, rally and march.
- Scheduled all youth activities for 1997 & 1998 SCLC National Conventions.

FELLOWSHIPS, GRANTS, AND HONORS:
Southern Regional Education Board Dissertation Fellowship, 2004
Master of Arts, Cum Laude
Alpha Kappa Delta National Sociology Society

CONFERENCES AND PROFESSIONAL ACTIVITIES:
Organizer and Moderator, “Women and Activism”, Women’s History Month Celebration, Georgia State University, March 2003
OAH Southern Regional Conference, 2004
ABWH Annual Conference, 2004

LANGUAGES:
French, Good
Spanish, Fair
PROFESSIONAL ASSOCIATIONS:
Association of Black Women Historians, Executive Board Graduate Representative
Association of Georgia State University Historians, Member
Association for the Study of African American Life and History, Member
Organization of American Historians, Member
Southern Association of Women Historians, Member
Matthew Hild
Visiting Lecturer
Department of History
Georgia State University
PO Box 4117
Atlanta, GA 30302-4117

Education:

Ph.D. School of History, Technology, and Society, Georgia Institute of Technology, 2002
   Doctoral examination fields: History of technology, history of the U.S. South, U.S. labor history, and sociology of labor

Doctoral course work in the Department of History, University of Tennessee, Knoxville, 1996-1997

M.A. University of Georgia (history), 1996

B.A. Kennesaw State College (history), 1992

Teaching experience:

Visiting Lecturer, Georgia State University, fall 2005-present
   Courses taught: Survey of United States History (both “halves” combined in one single-semester course), World History to 1500, Nineteenth-Century United States History

Visiting Assistant Professor (full-time) or Adjunct Instructor (part-time), Georgia Institute of Technology, fall 2004-spring 2005, summer 2006-present
   Courses taught: United States History since 1877, U.S. Labor History, Technology and Science in the Industrial Age, the U.S. in the Gilded Age and Progressive Era

Visiting Assistant Professor, Auburn University, fall 2002-summer 2004
   Courses taught: Technology and Civilization, parts one and two (world history survey course with added emphasis on technology and science)

Adjunct instructor, Georgia Institute of Technology, spring 2002
   Course taught: United States History since 1877

Teaching assistant, Georgia Institute of Technology, fall 1997-winter 1999, fall 2000, fall 2001 (both halves of U.S. history survey, New South, and America in the Gilded Age and Progressive Era) (delivered occasional lectures in all of the
above courses)

Teaching assistant, University of Tennessee, Knoxville, fall 1996 (Western Civilization, part one-through the 17th century) (led four weekly discussion groups)

Teaching assistant, University of Georgia, spring 1994-spring 1996 (both halves of U.S. history survey, led one or two weekly discussion groups in each)

Other graduate assistantships and fellowships:

H.L. Smith Teaching Fellowship, Georgia Institute of Technology, spring 2002

Raymond Riddle Dissertation Fellowship, Center for Society and Industry in the Modern South, Georgia Institute of Technology, spring 2001

Dissertation Research Travel Award, Center for Society and Industry in the Modern South, Georgia Institute of Technology, summer 2000

Dissertation Research Travel Award, School of History, Technology, and Society, Georgia Institute of Technology, spring 2000

Research assistantship, Georgia Stories: History Online website, Center for Education Integrating Science, Mathematics, and Computing, Georgia Institute of Technology, spring 1999-fall 2000

Research assistant for Dr. Douglas Flamming, Georgia Institute of Technology, summer 1998, summer 2000

Research assistantship, Department of History, University of Tennessee, Knoxville, spring 1997

Teaching awards:

Recipient of three “Thank a Teacher Program” awards (July 2006, September 2006, and November 2007), Center for the Enhancement of Teaching and Learning, Georgia Institute of Technology

Publications—book:


Publications—articles:


Publications—short essays:


Publications—book reviews:


Glenn Feldman, *The Disfranchisement Myth: Poor Whites and Suffrage Restriction in Alabama* (Athens, Ga., 2004), published in the *Arkansas Historical Quarterly* 64 (Spring 2005)


James L. Hunt, *Marion Butler and American Populism* (Chapel Hill, N.C., 2003), published in the *Georgia Historical Quarterly* 88 (Spring 2004)


**Academic conference papers:**


“The Knights of Labor in Georgia Politics,” Consortium on Georgia History, Savannah, June 2005


“Reconsidering the Augusta Textile Strike of 1886,” Georgia Association of Historians, Augusta, April 2001

“Dixie Knights Redux: The Knights of Labor in Alabama, 1898-1902,” Gulf South History and Humanities Conference, Pensacola Beach, Fla., October 2000

“Not All Producers Are Created Equal: The Knights of Labor and the Agrarian Revolt in Georgia, 1885-1892,” Southern Labor Studies Conference, Atlanta, October 1999

“Class Conflict among the Producing Classes: The Knights of Labor, the Farmers’ Alliance, and the People’s Party in Georgia,” Georgia Association of Historians, Savannah, April 1999

“A Pro-Labor Industrialist in the Early New South?: The Case of J.F. Hanson and the Knights of Labor,” Southern Industrialization Project, Knoxville, Tenn., October 1998
Additional academic conference participation:


Session chair and commentator, “Farmers, Workers, and Businessmen in the Nineteenth-Century South,” Organization of American Historians Southern Regional Conference, Atlanta, July 2004

Member, program committee, Southern Industrialization Project annual conference, 2001 and 2002

Departmental service:

Member, Technology and Civilization Visiting Assistant Professor search committee, History Department, Auburn University, summer 2004

Graduate student representative, Graduate Studies Committee, School of History, Technology, and Society, Georgia Institute of Technology, 1998-1999

Membership in professional organizations:

Georgia Association of Historians
Southern Historical Association
Sarah E. Heath
1318 Mercer Ave.
East Point, GA 30344
(404) 668-7068
email: sheath@gwu.edu

EDUCATION
Ph.D., University of Cincinnati, March 1998
advisor: Joanne Meyerowitz

ABD, University of Cincinnati, 1994
major field: U. S. History
minor fields: Comparative Women (U. S. and India)
Latin America

M. A. University of Cincinnati, 1992

B. A. College of Wooster (OH), 1988

PUBLICATIONS


**PRESENTATIONS**


“Women on the Nineteenth Century Frontier,” Texas Maritime Museum lecture series, December 2002

Chair and commentator, “Mexican Americans and Social Welfare,” Conference of the Pacific Coast Branch, American Historical Association (August 2002)

“John Rocker: All American Thinker?: An Historical View of Accepted Definitions of Citizenship” with Anthony Quiroz; presentation/meeting of South Texas Philosophical Society (2000)


Guest Lecturer, History of Law and Education Class, (Dr. Mark Russell, instructor), Bucknell University (September, 1993).

FELLOWSHIPS AND AWARDS

Research grant ($1800), Arts and Humanities’ annual CESAR grants (2003)

Charles Phelps Taft Advanced Competitive Fellowship, 1995-1996

Departmental Nominee and College Finalist, Division of Research and Advanced Studies’ Award to a Graduate Student for Excellence in Teaching, University of Cincinnati, Spring, 1995

Leonore McGrane Scholarship, Department of History, University of Cincinnati, summer 1994

University Research Council summer research grant, summer 1994
Departmental Nominee, Division of Research and Advanced Studies’ Award to a Graduate Student for Excellence in Teaching, University of Cincinnati, spring 1994

Outstanding Service Award, Graduate Student Organization, University of Cincinnati, spring 1993

University Graduate Scholarships, University of Cincinnati, 1990-1996

SERVICE

Texas A&M University- Corpus Christi
  Intercollegiate Athletics Council, 2002-2004
  NCAA self-study; lead author, Student Athlete Welfare
  Co-chair, Women’s History Month (with Dr. Mari Fuentes Martin), 1999-2000
  Co-chair, Women’s History Month (with Lucia Torres), 2000-2001
  Co-chair, Women’s History Month (with Jan Wilson), 2002-2004
  Secretary, Women’s Center Executive Committee and Board, 2000-2001
  Vice Chair, Women’s Center Executive Committee and Board, 2001-02, 2004
  Chair, Women’s Center Executive Committee and Board, 2002-2003
  History Area Library Liaison, 1999-2001
  Graduate Studies Committee (academic year 2000-2001; Chair 2001-2002)
  University Library Committee (academic year 1999-2000)

  Graduate Representative, Graduate Curriculum Committee, University of Cincinnati, 1994-1995

  Graduate Representative, Search Committee for Middle East Historian, winter 1994-1995

  Graduate Representative, Undergraduate Curriculum Committee, 1993-1994

  Co-Chair, Social History Conference, 1993-1994

  Graduate Representative, Department of History Faculty Meetings, 1992-1993

  Vice President, Graduate History Association, 1992-1993

TEACHING AND ACADEMIC EXPERIENCE

Visiting Lecturer, Georgia State University, fall 2006-present
  United States History surveys
  Twentieth Century United States History (History 4490)
  Women in America (History 4250)
Assistant Professor, Texas A&M University-Corpus Christi, 1999- spring 2006
  United States History surveys
  United States Women’s History (History 4337 and History 5380)
  United States Cultural Experience (History 4390)
  Colonial and Revolutionary US (History 3320)
  Comparative Historical Themes (History 4385)

Visiting Assistant Professor, Department of History, Idaho State University, 1997-1999
  United States History surveys
  Industrialization and Reform, 1877-1920 [fall semester 1998]
  Twentieth Century United States History [spring semester 1999]
  Women in History [summer term 1999]

History Instructor, University of Cincinnati, summer 1997
  United States Women’s History, 1890-present (History 426; two sections)
  United States History to 1820

Adjunct Instructor, Northern Kentucky University, 1996-1997
  United States History (three sections)

Adjunct Instructor, University College, University of Cincinnati, 1996-1997
  United States History (two sections)

History Instructor, University of Cincinnati, summer 1996
  United States Women’s History, 1890-present (History 426)
  United States History Survey, 1820-1920 (History 111)

History Instructor, University of Cincinnati, summer 1995
  United States Women’s History, 1890-present (History 426)
  United States History Survey, 1820-1920 (History 111)

Teaching Assistantships, University of Cincinnati (US survey unless otherwise indicated)
  Linda Przybyszewski, spring 1995
  Joanne Meyerowitz, winter 1995 (US Women’s History; History 426)
  Joanne Meyerowitz, fall 1994-95
  Linda Przybyszewski, spring 1993, academic year 1993-94
  Wayne Durrill, spring 1991, fall and winter 1992-93
  John K. Alexander, fall and winter, 1992-93
  Joanne Meyerowitz, fall and winter, 1990-91

Historian, National Park Service, Monroe Elementary School (related to the Brown v. Board of Education case), Topeka, Kansas, summer 1993
History Instructor, University of Cincinnati, summer 1992
United States History Survey, 1920-present (History 112)

Faculty, Social Studies Department, Lake Ridge Academy, North Ridgeville, Ohio, 1988-1990

RESEARCH IN PROGRESS


The Parent-Teacher Association and the transition from “maternalist” to “modern” social reform

Last revised: July 17, 2007.
Education


**Kennesaw State University**, Kennesaw, Georgia  1997-1998 Four courses in German, three courses in upper level undergraduate History: “History of the Russian Empire,” “History of the Age of Enlightenment,” “History of Medieval Europe.” (Preparation for graduate studies in History). GPA: 4.0

**Society of Certified Insurance Counselors**, Austin, Texas  1985 Designation as Certified Insurance Counselor (CIC).

**Georgia State University**, Atlanta, Georgia  1973-1975 Master of Education in Special Education.
Georgia State University, Atlanta, Georgia 1968-1970  Bachelor of Arts in Geography. History courses: “History of the Soviet Union,” “U.S. Military History,” and “The French Revolution and Napoleon.”

Grants

State University of West Georgia, Carrollton, Georgia January 1999, received a $2,500.00 grant from the University of Georgia (Gerontology Department) entitled “Assessing Carroll County’s Participation In the Second World War” to do oral histories of local individual participants in WW2. Completed June 1999.

Military Education

United States Army Command and General Staff College, Ft. Leavenworth, Kansas, Combat Studies Institute January 2005  Graduate, Military History Instructors Course. (Qualification to teach ROTC pre-commissioning military history course at any institution of higher learning in the United States.)

United States Army Command and General Staff College, Ft. Leavenworth, Kansas 1988  Graduate with Honors, Command and General Staff Officers Course.

United States Army Field Artillery Center and School, Ft. Sill, Oklahoma 1975 Graduate, Field Artillery Officer’s Advanced Course.

United States Army Field Artillery Center and School, Ft. Sill, Oklahoma 1971 Graduate, Field Artillery Officer’s Basic Course.

Georgia State University 1970  Distinguished Military Graduate Army ROTC.Commissioned as a Second Lieutenant, Army of the United States.

Civilian Employment

Georgia State University, Department of History  Fall Semester 2006 and Spring Semester 2007  Visiting Lecturer --- instructing freshman survey courses and an upper level military history course.

University of West Georgia, Department of History  Fall Semester 2005 and Spring Semester 2006  Visiting Assistant Professor --- instructing History 1111, World History to 1500 CE, teaching large sections of 86 and 120 students with no Teaching Assistant.

2003, Fall Semester 2003, Spring Semester 2004, Fall Semester 2004, Spring Semester 2005: **Graduate Teaching Assistant** — instructing History 1111, World History to 1500 CE; History 1112, World History 1500 to the Present; and History 2110, Survey of United States History.

**Kennesaw State University, Department of History**  Spring Semester 2000 and Summer Semester 2000, **Part-time Instructor** (History 1110, World History).

**State University of West Georgia, Department of History**  1998-1999 **Graduate Research Assistant/Teaching Assistant** (with occasional opportunities to lecture).


**The Home Insurance Company, Atlanta, Georgia**  1980-1983 **Senior Field Representative**.

**Georgia Casualty Insurance Company, Atlanta, Georgia**  1978-1980 **Special Agent**.

**American Mutual Liability Insurance Company, Atlanta Georgia**  1977-1978 **Insurance Account Representative**.

**Cobb County Board of Education, Marietta, Georgia**  1976-1977 **Special Education Teacher**, Rose Garden School.

**North Metro Children’s Center, Atlanta, Georgia**  1975-1976 **Special Education Teacher**.

**Fayette County Board of Education, Fayetteville, Georgia**  1975 **Special Education Teacher**, Fayette Special Education Center.


**Military Experience**

**United States Army (Active Duty)**

**Fort Jackson, South Carolina**  1971-1972 **Basic Combat Training Officer**.

**Southern European Task Force, Headquarters, Vicenza, Italy**  1972-1973 Honest John Missile Maintenance and Assembly Team Leader (Nuclear Weapons), Communications Security Officer, and Classified Documents Custodian.
United States Army (Reserve Components)


First Battalion, Two Hundred Fourteenth Field Artillery, Elberton, Georgia 1994-1995 Battalion Commander.

State Headquarters, Georgia Army National Guard, Atlanta, Georgia 1991-1994 Chief of Test and Evaluation Branch, Operations.

First Battalion, Two Hundred Fourteenth Field Artillery, Elberton, Georgia 1987-1991 Operations Officer (S-3).

State Headquarters, Georgia Army National Guard, Atlanta, Georgia 1986-1987 Liaison Officer.

One Hundred Eighteenth Field Artillery Brigade, Savannah, Georgia 1984-1985 Operations Officer.

Battery A, First Battalion, Two Hundred Fourteenth Field Artillery, Hartwell, Georgia 1983-1984 Battery Commander.

One Hundred Twenty-Second Rear Area Operations Center, Decatur, Georgia 1980-1983 Administrative and Logistics Officer (Company Commander).


United States Army Field Artillery Center and School, Ft. Sill, Oklahoma 1974-1976 Instructor, Field Artillery Officer’s Courses.

Awards & Designations

Education

John A. Alexander Memorial Scholarship: Awarded annually to the outstanding graduate student in history as judged by the faculty of the Department of History at Georgia State University, April 9, 2003.

Best Graduate Student Paper: Presented at the Phi Alpha Theta 2003 Georgia Regional Conference, Georgia Southern University, Statesboro, Georgia, March 8, 2003, “The 332nd Infantry Regiment on the Italian Front 1918: The Fight at Ponte Della Deliza.”

Graduate School Student Research Award for 1999-2000: The State University of West Georgia, The Graduate School, for Master’s thesis project entitled: “The 332rd
Infantry Regiment on the Italian Front, 1918: A Study of the U.S. Army’s Limited Participation in Italy’s War.”

**Second Place (for School of Social Sciences), Annual Competition for Research, 1999,** Association for Research and the Humanities, State University of West Georgia.

**Academic Presentations**


“Wilson’s Propaganda Regiment in Italy.” Presented at the Phi Alpha Theta Biennial National Conference in Philadelphia, Pennsylvania, January 2006. Also Moderator and Commentator on two panels of scholars presenting papers on the American Civil War. This academic excursion was financially supported by the Department of History, University of West Georgia.


“The 332nd Infantry Regiment on the Italian Front 1918: The Fight at Ponte Della Deliza.” Presented at the Phi Alpha Theta 2003 Georgia Regional Conference, Georgia Southern University, Statesboro, Georgia, March 8, 2003. (This paper earned the designation of “Best Graduate Student Paper” at this colloquium.)


“A Tale of Two Cities: America’s Representation of the French Revolution,” presented to Association for Research and the Humanities, State University of West Georgia, November 1998, and to State University of West Georgia Psychology Department Symposium, April 1999.

“The One Hundred Seventy-Ninth Field Artillery Battalion in World War Two,” presented to the 1/179th Field Artillery Reunion Association annual meetings, 1995 and 1996.
Publications

“The Italian Front, 1915-1918: Writing the History of the Great War in Italy.” Currently under consideration by Dennis Showalter, editor, *War in History*.


Activities and Awards

Faculty Advisor, Kappa Sigma Fraternity, Epsilon Omega Chapter, Georgia State University, 2006-2007 academic year.

Reader, Educational Testing Service’s Annual Reading of high school Advanced Placement examinations at the University of Nebraska, June of 2005 and June of 2006.

APPENDIX F-4 DEPARTMENTAL FACULTY PARTICIPATION IN DEVELOPING AND APPROVING THE HISTORY SELF STUDY

The Department appointed a Self Study Committee consisting of Drs. Tim Crimmins (Chair), David McCreery, Jared Poley, Steve Rapp, and Wendy Venet; The Associate Chair, Dr. Michelle Brattain, participated as an ex officio member of the committee. The committee gathered data from the Office of Institutional Research (OIR) during the fall of 2006 and spring of 2007. In the fall semester of 2007, the committee passed the data collected by the OIR to the Graduate and Undergraduate Studies Committees for analysis. Each of these committees was asked to draft pertinent sections of the Report. David McCreery and Richard Laub wrote the assessments of the MA, MHP, and PhD programs on behalf of the Graduate Committee. For the Undergraduate Committee, Denise Davidson was asked to draft an analysis of the undergraduate program, and Larry Youngs provided the data on advisement. Steve Rapp crafted sections of the report that addressed the world history program. Hugh Hudson took an initial draft of the self-study to the History Department Executive Committee for review and suggestions, and he composed the sections addressing departmental resources.

Once the self-study draft was two-thirds complete, Dr. Hudson distributed it to the faculty and a copy of a draft of the Goals and Objectives being developed by the Committee. A departmental meeting held on 16 November 2007 solicited faculty input through a discussion of a pre-circulated draft of the Goals. The committee revised the Goals based on the departmental discussion and completed the draft of the self-study in the week following the November 16 meeting. The committee distributed a copy of the revised draft with the revised Goals for a departmental meeting held on 30 November 2007. The draft was approved at this meeting after spirited discussion with several revisions. The committee submitted this revised draft to Dr. Hudson for submission to the Dean of the College of Arts & Science, Dr. Lauren Adamson, on 3 December 2007.
APPENDIX F-5

FACULTY PUBLICATIONS 2004-2007

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<th>2004</th>
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Books

2004


2005


2006


2007


**Edited Books**

2006


**Referreed Articles**

2004


2005


Cliff Kuhn, “‘We All Felt Really Good at What We Had Done’: Atlantans Remember World War II,” *Atlanta History*, vol. 47, nos. 1 and 2 (2005), pp. 5-13.


2006


Isa Blumi, “Demystifying the Mystical in Kosova,” *Ojo de Pez* (Barcelona) [November 2006]: 114-141.


2007

“The Evolution of Red Sea Trade in the 19th Century and Ottoman Yemen,” *Journal of Turkish Studies* [November 2007].

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2004


**Edited Journals**

2005


**Book Chapters**

2004


2005


2006


Isa Blumi, Divergent Loyalties and Their Memory: How Three Albanians Shaped Their Histories of the Great War” in The First World War as Remembered in the Countries


2007


**Encyclopedia Entries**

2004


2005


Elemo Qilxuu
Fugug
Gaawee Ončho
Galamso
Genne Gummiti
Gimma Abbaa Gifaar
Gobana Daci
Gomma

Ethiopia and Abyssinia
Father Pedro Paez
Prester John

Isa Blumi, “Intersection of Race, Ethnicity and Gender in the Construction of Difference in Islamic Countries and Communities: The Ottoman Empire,” *Encyclopedia of Women and Islamic Cultures*. Brill, 2005.


Glenn Eskew, “King Center” and “National Park Service King Site,” *New Georgia Encyclopedia*, 2005.


2006


**Articles authored:**
Citizenship
Eleventh Amendment
Market Revolution
Sentimentalism
Twelfth Amendment
Voluntary and Civic Associations
Wisconsin Territory


Cliff Kuhn, (with Gregory Mixon) "Atlanta Race riot of 1906" in *New Georgia Encyclopedia*.

Steve Rapp, “Caucasia, region” and “Mary of Alania Byzantine empress, ca. 1050-after 1103,” entries for the International Encyclopedia for the Middle Ages—Online: A Supplement to Lexikon des Mittelalters (LexMA)—Online. Turnhout: Brepols, 2006.

2007

“Women, Gender and Pastoral Economies: The Ottoman Empire,” Encyclopedia of Women and Islamic Cultures [Brill, 2007].

Proceedings

2004


2005


Reprints/Translations

2007


2005


2006


Pedagogical Publications

2005


2004


### APPENDIX F-6


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HISTORY FACULTY SURVEY FINDINGS
CROSS TABULATIONS BY FACULTY RANK
December 2006

N = 28 (response rate = 77.8 percent)
University (28 departments) N = 605 (response rate = 84.4 percent)

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*Mean range: 1-poor to 5-excellent; “Don’t know/NA” excluded from analysis.
Graph 2: Scholarship of the faculty in the department

Graph 3: Frequency of required course offerings

Graph 4: Variety of advanced course offerings

Graph 5: Level of clerical staff support

Graph 6: Clarity of departmental goals for the next two years

Graph 7: Availability of computer/data base software relevant to your work
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*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/NA” excluded from analysis.

Graph 8

The department's program of study is academically challenging.

Graph 9

Faculty in the department work together toward program goals.

Graph 10

In our department, faculty feel comfortable expressing different views and opinions.

Graph 11

I have adequate opportunities to influence decisions made in the department about our programs.
Guidelines regarding job performance are clear to faculty in the department.

Table 6

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<td>1</td>
<td>9.1</td>
<td>6</td>
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<td>58.8</td>
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<td>5.9</td>
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<td>64.7</td>
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Table 7

<table>
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<td>Research tasks</td>
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<td>Non-tenure track</td>
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<td>Service to department</td>
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<td>Non-tenure track</td>
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<td>Tenure/tenure track</td>
<td>3.24</td>
<td>.562</td>
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*Mean range: 1=significantly too little emphasis to 5=significantly too much emphasis; “Don’t know/NA” excluded from analysis.

**Table 8**

<table>
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<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
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<td></td>
<td></td>
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<tr>
<td>Have you ever been the editor of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>any journals</td>
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<td></td>
<td></td>
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<td>or served on any editorial boards</td>
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<td></td>
<td></td>
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<tr>
<td>in your field?</td>
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<td>Have you been awarded</td>
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<td>any grants from Georgia State</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>University to support research in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>your field?</td>
<td>2</td>
<td>18.2</td>
<td>7</td>
<td>63.6</td>
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<td>18.2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from a source other than Georgia</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State University to support</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>research in your field?</td>
<td>6</td>
<td>54.5</td>
<td>3</td>
<td>27.3</td>
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<td>18.2</td>
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</table>
During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?

<table>
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<tr>
<th>Tenure/tenure track</th>
<th>Yes</th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been the editor of any journals or served on any editorial boards in your field?</td>
<td>8</td>
<td>9</td>
<td>0.0</td>
</tr>
<tr>
<td>Have you been awarded any grants from Georgia State University to support research in your field?</td>
<td>14</td>
<td>3</td>
<td>0.0</td>
</tr>
<tr>
<td>Have you been awarded any grants from a source other than Georgia State University to support research in your field?</td>
<td>11</td>
<td>6</td>
<td>0.0</td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?</td>
<td>13</td>
<td>3</td>
<td>1.0</td>
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Table 9

<table>
<thead>
<tr>
<th></th>
<th>Univ.</th>
<th>Yes %</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been the editor of any journals or served on any editorial boards in your field?</td>
<td></td>
<td>48.1</td>
<td>51.9</td>
</tr>
<tr>
<td>Have you been awarded any grants from Georgia State University to support research in your field?</td>
<td></td>
<td>61.5</td>
<td>38.5</td>
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<tr>
<td>Have you been awarded any grants from a source other than Georgia State University to support research in your field?</td>
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<td>67.3</td>
<td>32.7</td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?</td>
<td></td>
<td>75.2</td>
<td>24.8</td>
</tr>
</tbody>
</table>

Graph 17

Graph 18
Have you been awarded any grants from a source other than Georgia State University to support research in your field?

During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?

<table>
<thead>
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<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7 or more</th>
<th>NA</th>
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<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>How many professional articles or chapters in books have you published in the last five years?</td>
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<td>30.0</td>
<td>4</td>
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<td>20.0</td>
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<td>How many authored books or edited books have you published in the last five years?</td>
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<td>27.3</td>
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<td>0.0</td>
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<tr>
<td>How many monographs, manuals, or reviews have you published in the last five years?</td>
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<td>36.4</td>
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<td>18.2</td>
<td>3</td>
<td>27.3</td>
</tr>
<tr>
<td>How many formal presentations have you given at professional meetings over the last five years?</td>
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<td>0.0</td>
<td>3</td>
<td>27.3</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>How many formal presentations have you given at other</td>
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<td>6</td>
<td>54.5</td>
<td>1</td>
<td>9.1</td>
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</table>
How many professional articles or chapters in books have you published in the last five years?

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<th>Tenure/tenure track</th>
<th>Tenure/tenure track</th>
<th>Tenure/tenure track</th>
<th>Tenure/tenure track</th>
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</tr>
</thead>
<tbody>
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<td>9</td>
<td>52.9</td>
<td>5</td>
<td>29.4</td>
<td>1</td>
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</table>

How many authored books or edited books have you published in the last five years?

<table>
<thead>
<tr>
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<th>Tenure/tenure track</th>
<th>Tenure/tenure track</th>
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<th>Tenure/tenure track</th>
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How many monographs, manuals, or reviews have you published in the last five years?

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<th>Tenure/tenure track</th>
<th>Tenure/tenure track</th>
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<th>Tenure/tenure track</th>
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</tr>
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<tbody>
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<td></td>
<td>5</td>
<td>31.3</td>
<td>3</td>
<td>18.8</td>
<td>2</td>
<td>12.5</td>
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</table>

How many formal presentations have you given at professional meetings over the last five years?

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<th>Tenure/tenure track</th>
<th>Tenure/tenure track</th>
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<tbody>
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<td>.0</td>
<td>2</td>
<td>11.8</td>
<td>2</td>
<td>11.8</td>
</tr>
</tbody>
</table>

How many formal presentations have you given at other colleges or institutions over the last five years?

<table>
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<th>Tenure/tenure track</th>
<th>Tenure/tenure track</th>
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<tbody>
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<td>3</td>
<td>18.8</td>
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### Table 11

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<th>Tenure/tenure track</th>
</tr>
</thead>
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<td>How many authored books or edited books have you published in the last five years?</td>
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<td>Tenure/tenure track</td>
<td>Tenure/tenure track</td>
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<tr>
<td>Mean*</td>
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<td>1.76</td>
<td>.89</td>
</tr>
<tr>
<td>SD</td>
<td>.782</td>
<td>1.03</td>
<td>.782</td>
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<tr>
<td>Univ. Mean*</td>
<td>2.74</td>
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<td>2.74</td>
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<td>Tenure/tenure track</td>
<td>Mean range</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------</td>
<td>---------------------</td>
<td>------------</td>
</tr>
<tr>
<td>How many monographs, manuals, or reviews have you published in the</td>
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<td>How many formal presentations have you given at professional</td>
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<tr>
<td>How many formal presentations have you given at other colleges or</td>
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<td>0.894</td>
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<tr>
<td>institutions over the last five years?</td>
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<td></td>
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</tbody>
</table>

*Mean range: 0=0, 1=1-2, 2=3-4, 3=5-6, 4=7 or more; “Not applicable” excluded from analysis.

Graph 21

Graph 22
How many monographs, manuals, or reviews have you published in the last five years?

How many formal presentations have you given at professional meetings over the last five years?

How many formal presentations have you given at other colleges or institutions over the last five years?
APPENDIX F-8 CONTRIBUTIONS OF THE HISTORY FACULTY TO THE COMMUNITY

The History Department of Georgia State University has led the way toward President Patton’s goal of a University that functions as “…a lively community connected with the city….” The Department has been extraordinarily active in its scholarly and service commitments to the communities it serves, and its members present a notable public face of the College and the University. The Department certainly helps the University live up to the ideal expressed in its mission statement that the faculty of Georgia State “…develop, transmit, and utilize knowledge in order to provide access to quality education for diverse groups of students, to educate leaders for the State of Georgia and the nation, and to prepare citizens for lifelong learning in a global society.” Faculty in the history department have been particularly active in their role as public intellectuals who can bring expertise to the community. Cliff Kuhn has been especially vigorous in the ongoing attempts to commemorate the 1906 Atlanta Race Riot. Richard Laub has initiated historic preservation projects in Lithonia, Arabia Mountain, Cabbagetown, the Pittsburgh community, Adair Park, Whittier Mill, the West End, and in Decatur. Our historians were critical to the revamping of the Georgia Performance Standards that define the educational experiences of public school students in Georgia, and they have given talks before educators on topics as wide ranging as the Holocaust, the genocide in Sudan and Darfur, the history of civil rights and the locations central to the Civil Right Movement, women’s history and the history of Atlanta, and the Civil War. Members of the Department have lectured to young scientists, to retirees, to teachers, to lawmakers, and to the arts community of Atlanta. Ian Fletcher has produced an on-going sequence of “people’s history” spots broadcast through the Atlanta Metro area. We have facilitated conversations on social activism and the anti-war movement, and several faculty participated in the US Social Forum. Cliff Kuhn is advising the Center for Civil and Human Rights. Members of the Department have been interviewed for print and for television media, their voices have been heard not just on the radio and in the classroom, but also in local bookstores and festivals.

Specific examples of our public work and recognition include:

- Co-convener, Coalition to Remember the 1906 Atlanta Race Riot (Kuhn)
- Recipient of the Phoenix Award, the City of Atlanta’s highest (Kuhn and the Coalition to Remember the 1906 Race Riot)
- Regularly scheduled walking tours of Atlanta Race Riot sites (Kuhn)
- Public presentations about the Atlanta Race Riot to the President’s Council, Atlanta University Center, the U.S. Dept. of Education, Civil Rights Division, and the Peachtree Kiwanis Club (Kuhn)
- Consultant on an effort to nominate to the UNESCO World Heritage Site the civil rights National Historic Landmarks in Alabama
- Co-Chair, Content Council, Center for Civil and Human Rights (Kuhn)
- Advisor, Center for Civil and Human Rights (Rouse)
Recipient of the “Governor’s Award in the Humanities” given by the Georgia Humanities Council (Eskew). Previous awardees in the department include Tim Crimmins, Jacqueline Rouse, and Gary Fink.

National Register of Historic Places Nomination for the Kirkwood Historic District, Atlanta (Laub)

Historical Interpretation and Restoration Furnishings Plan for the Chesser Williams House, Gwinnett County, Georgia (Laub)

Historic Structure Report for the Housworth House, Dekalb County, Georgia (Laub)

Historic Structure Reports, Conditions Assessments, and Rehabilitation Plans for the Stone Mountain Depot, the Ragsdale House in Dekalb County, Oakland Cemetery, tabby structures originally used to house slaves on Ossabaw Island in Chatham County, Georgia, the Taylor-Brawner House in Smyrna, and the Wells-Brown House in Stone Mountain (Laub)

Georgia Historic Preservation Division nominations to the National Register of Historic Places for the area in and around Arabia Mountain in Dekalb County, the city of Lithonia in Dekalb County, and for the Pittsburgh community in Atlanta. Design Guidelines and planning studies have been completed for Cabbagetown, Adair Park, Whittier Mill and the West End communities in Atlanta as well as for the City of Decatur (Laub)

Georgia Humanities Council Annual Humanities Lecture (Crimmins)

Served as a Commissioner on the Atlanta Urban Design Commission (AUDC, President of the Board for Easements Atlanta, Inc, member of the Board of Trustees for the Georgia Trust for Historic Preservation, Chair of the Annual Awards Committee for the Georgia Trust for Historic Preservation, officer for the Georgia Chapter of DOCOMOMO (DOcumentation and COservation of the MOdern MOvement), and member of the Design Guidelines Committee for the Inman Park Neighborhood Association in Atlanta (Laub)

Director for NEH Summer Workshop for teachers (Crimmins)


• Field trip for 40 teachers from Cobb, Fayette, and Henry county public schools to Macon and Savannah to examine the remnants of the historical patterns of 17th and 18th century urban development (Crimmins)
• Seminar on “Women in the Civil War” at the Atlanta History Center (Venet)
• Public Film Discussion, “Paragraph 175” (Perry, Corpis, Fletcher)
• Lecture on the struggle for Civil Rights in Atlanta to 40 Clayton County School teachers and then an all-day tour of landmark sites in Atlanta (Crimmins)
• Lecture at the Atlanta History Center to the new group of tour-guide leaders on the historic patterns of Atlanta development (Crimmins)
• Multiple segments of “This Fortnight in People’s History,” WRFG Radio Diaspora (Corpis, Fletcher)
• Multiple segments of “This Week in People’s History,” WRFG Radio Diaspora (Corpis, Fletcher)
• Co-organizer of “China’s Legal System: What's Happening?” Forum (Reynolds)
• Co-vice president, US-China Peoples Friendship Association, Atlanta Chapter (Reynolds)
• Chairman, Board of Directors, Oromo Community Association of Georgia (Ali)
• The writing and oversight of a current $5,000 grant from the Georgia Historical Records Advisory Board to the Morgan County Historical Society to fund the Morgan County Bicentennial Project which is a survey of historical documents in public and private hands in Morgan County (Eskew)
• The writing and coordination of a current $1,000 grant from the Georgia Humanities Council to the Morgan County African American History Museum to hire a consultant to evaluate the museum’s holdings and offering recommendations on upgrading the exhibits (Eskew)
• President of the Morgan County Landmarks Society, who planned the Bicentennial Celebration for Morgan, Putnam, Jasper, and Jones Counties, Georgia, December 9, 2007, in the Old State House in Milledgeville, Georgia. (Eskew)
• President and founder of the Georgia Literary Festival (Eskew)

Faculty have been interviewed, cited, or quoted in the following media outlets:

• *Albany Herald* (Kuhn)
• *Atlanta Daily World* (Kuhn)
• *Atlanta Journal Constitution* (Kuhn; Crimmins)
• AP Wire (Kuhn)
• *Fayette County Citizen* (Kuhn)
• Georgia Public Broadcasting (Kuhn)
• History Channel (Kuhn and Eskew)
• *Miami Herald* (Kuhn)
- National Public Radio (Kuhn)
- New York Times (Kuhn)
- News World Radio, Washington DC (Ali)
- Pan-African News Wire (Kuhn)
- San Diego Union Tribune (Kuhn)
- Sagale Bilisumma Oromo Radio, Berlin, Germany (Ali)
- The Story (Kuhn)
- Voice of America (Kuhn)
- WABE (Kuhn; Poley)
- WAOK Radio (Kuhn)
- Washington Post (Kuhn)
- WGAU Radio (Kuhn)
- WRFG Radio (Kuhn; Fletcher, Reid)
Summary: Strengths and Weaknesses of the University Library Collection and Services

University Library resources are currently adequate to support the curricular and research needs of faculty and undergraduate/graduate degree candidates in the History Department. However, to strengthen the collection, the addition of primary source collections, the foundation of historical research, is suggested.

One of the strengths of the University Library is the variety of services offered to Department faculty and students. The liaison librarian teaches classes on library holdings and services, consults with faculty, graduate, and undergraduate students on research projects, and holds office hours in the History Department to ensure close contact with faculty and students. The library maintains an online research guide that offers an introduction to library resources for historians. The Department also makes extensive use of interlibrary loan, GIL Express, and electronic reserves. Faculty requests for services in these areas are met expeditiously, with courtesy and professionalism.

Basic print collections are adequate for research and particularly teaching needs. The library acquires most university press releases in history and related disciplines via an approval plan with Yankee Book Peddler, though this arrangement regrettably excludes the purchase of published dissertations, often on the cutting edge of the discipline. Notable areas of strength in the monograph collection include the United States, Europe (particularly France, Germany, Russia, and Great Britain), Egypt, and 20th Century World History. Annual firm order acquisition budgets ($9,367 in FY08) allow faculty to request purchases of books in their specialized fields. This collection offers a good foundation for teaching, particularly at the undergraduate level. It also offers basic background literature for graduate teaching and graduate and faculty research. One weakness of the monograph collection is the limitation on foreign language acquisitions. While the library is willing to address individual faculty requests for some foreign language books, such works are for the most part purchased in English translation, where available. As a result, faculty and graduate students needing foreign language materials must rely heavily on interlibrary loan.

In addition to monographs, the University Library maintains a strong collection of online databases and journals to support the teaching and research needs of the History Department. The electronic databases used by the Department are made available via University Library subscriptions and GALILEO, a state-wide initiative to provide access to electronic resources. Some journals are available in both print and electronic formats, with an increasing emphasis on electronic access as many database vendors increase their full text content and linking capabilities. Historical Abstracts, America: History & Life, JSTOR, and Project Muse are strengths in this area. Relevant resources added within the last three years include JSTOR Arts & Sciences Collections III, IV, and Complement and the American Periodicals Series. One resource that should be added is the Avery Index to
Architectural Periodicals – an index to articles on architecture, city/urban planning, historic preservation, and archaeology. This resource is relatively inexpensive ($1,672 annually), is held by a majority of GSU peers (11 of the 15 GSU peers established by the Board of Regents subscribe to the Avery Index), and would serve the Department’s growing Heritage Preservation Program.

While access to the major English-language history journals is strong, faculty and students interested in more specialized and foreign language journals again rely on interlibrary loan. The GSU library participates in consortial borrowing agreements with Emory and other private institutions in Atlanta. Interlibrary loan, GIL Express and consortial borrowing agreements facilitate access to print materials that GSU does not own, including foreign language materials.

The foundation of historical scholarship relies on the utilization of primary source materials for original research. Library holdings of and access to primary source collections, particularly online resources, are improving but still below the standards necessary to fully support faculty and graduate student research. One of the library’s special strengths is its Special Collections Department, which houses archival materials related to labor and women’s history in Georgia and the U.S. south. The library has also recently subscribed to Early English Books Online (EEBO) and purchased two primary source collections: 19th Century U.S. Newspapers and Empire Online. The library is also a member of the Center of Research Libraries (CRL), which provides GSU faculty with interlibrary loans and electronic delivery of nearly four million books, journals, pamphlets, newspapers and other primary source materials in the humanities, sciences, and social sciences from all regions of the globe. These additions mark an important step towards diversifying primary source availability, but access to the universe of online primary source nonetheless remains focused on U.S. History and could be expanded. In order to increase support for faculty and graduate student research projects, growth is still needed in this area. A survey conducted among Department faculty in the fall of 2007 showed particular interest in acquiring a number of new databases, including but not limited to the following:

1) The Gerritsen Collection of Aletta H. Jacobs (extensive collection of women’s history materials from cir. 1550 to 1945 in fifteen languages); $9,000 annually;
2) ProQuest Historical Newspapers (major U.S. newspapers, including LA Times, Chicago Tribune, Atlanta Constitution Journal, etc.); $5,000 annually for the AJC portion;
3) Alexander Street Press's Oral History Online (the most comprehensive and evolving guide to oral history collections in the U.S.); $2,500 annually

These databases (especially the Gerritsen collection, which ranges across four centuries and five continents, and the ProQuest Historical Newspapers, which offers information, in English on a broad range of world affairs) would support a broad range of faculty and student research interests. They should be acquired as soon as funding permits.
## Relevant Library Statistics

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of journal titles supporting program</td>
<td>483</td>
<td>Journal titles funded partially or entirely to History – number reflects print, microfilm/fiche, and electronic subscriptions of single titles (does not reflect holdings in aggregated databases such as JSTOR)</td>
</tr>
<tr>
<td>Number of related journal titles added in last three fiscal years</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of related journal titles cancelled in last three fiscal years</td>
<td>16 (also 18 ceased)</td>
<td></td>
</tr>
<tr>
<td>Number of related databases added in last three years</td>
<td>8</td>
<td>JSTOR Arts &amp; Sciences III, IV, and Complement; Early English Books Online; 19th C. Newspapers; American Periodicals Series; Empire Online; CQ Historic Documents</td>
</tr>
<tr>
<td>Number of related databases cancelled in last three years</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of monograph titles supporting program</td>
<td>1606 2483 9553 33764 16873 64279</td>
<td>Call number ranges: (History is interdisciplinary and crosses many call number ranges, but these cover the majority of items) C-CB CD-CT D E F Total</td>
</tr>
<tr>
<td>Number of monograph titles in key call number ranges added in last two years (01/2005-01/2007)</td>
<td>58 83 340 1170 505 2156</td>
<td>Call number ranges: C-CB CD-CT D E F Total</td>
</tr>
<tr>
<td>Percentage of available universe of related monograph titles purchased through approval plan during previous fiscal year.</td>
<td>50% 9% 25%</td>
<td>Call number ranges: C-CB CD-CT D</td>
</tr>
</tbody>
</table>
### Electronic Resources

Students and faculty in the Department of History rely heavily on journals, major reference works and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for History research.

<table>
<thead>
<tr>
<th>GSU Library Subscription Databases</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Database</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>America: History &amp; Life</td>
<td>Abstracts covering over 2000 journals, book reviews, and dissertations. Covers the history of the United States and Canada from prehistory to the present.</td>
</tr>
<tr>
<td>Historical Abstracts</td>
<td>Sister database to America: History &amp; Life. Covers the history of the world since 1450, excluding the U.S. and Canada.</td>
</tr>
<tr>
<td>JSTOR</td>
<td>Six JSTOR collections provide access to back issues of core journals in the humanities, social sciences and sciences. 73 history journals are included.</td>
</tr>
<tr>
<td>Project Muse</td>
<td>Project Muse provides full text access to recent issues of key journals in the humanities and social sciences, including 50 history titles.</td>
</tr>
<tr>
<td>Bibliography of Asian Studies</td>
<td>BAS contains more than 410,000 records on all subjects (especially humanities and social sciences) pertaining to East, Southeast, and South Asia published worldwide from 1971 to the present.</td>
</tr>
<tr>
<td>ITER: Gateway to the Middle Ages and Renaissance</td>
<td>Bibliography of journals, books, and dissertations pertaining to the Middle Ages and Renaissance (400-1700).</td>
</tr>
<tr>
<td>19&lt;sup&gt;th&lt;/sup&gt; Century Masterfile</td>
<td>The primary index for magazines and periodicals published from 1802 to 1906. Contains more than 400,000 citations from 479 periodical titles.</td>
</tr>
<tr>
<td>19&lt;sup&gt;th&lt;/sup&gt; Century Newspapers</td>
<td>Provides access to approximately 1.5 million pages of primary source</td>
</tr>
<tr>
<td>Resource</td>
<td>Description</td>
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<td>----------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Early English Books Online</td>
<td>Contains digital facsimile page images of virtually every work printed in</td>
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<td></td>
<td>England, Ireland, Scotland, Wales and British North America and works in</td>
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<tr>
<td></td>
<td>English printed elsewhere from 1473-1700.</td>
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<tr>
<td>American Periodicals Series Online</td>
<td>Includes digitized images of the pages of American magazines and journals</td>
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<tr>
<td></td>
<td>published from colonial days to the dawn of the 20th century.</td>
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<tr>
<td>Periodicals Index Online</td>
<td>An index to articles published in over 5,000 periodicals in the humanities</td>
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<tr>
<td></td>
<td>and social sciences. Coverage starts in 1665.</td>
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<tr>
<td>Black Thought and Culture</td>
<td>Primary texts by influential black writers from Frederick Douglass up</td>
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<td></td>
<td>through the 1970s.</td>
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<tr>
<td>American Slavery: A Composite Autobiography</td>
<td>Commonly known as the WPA Slave Narratives, this resource provides an</td>
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<td>authentic portrait of life, culture and survival for African Americans</td>
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<tr>
<td></td>
<td>during the periods of slavery, Reconstruction and Depression-era America.</td>
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<td></td>
<td>Over 2,000 autobiographical narratives from former slaves in 17 states are</td>
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<td></td>
<td>included.</td>
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<tr>
<td>Empire Online</td>
<td>A collection of original documents relating to Empire Studies. This project</td>
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<td></td>
<td>has been developed to encourage undergraduate work with rare primary</td>
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<td></td>
<td>documents. By using images of the texts rather than transcriptions, Empire</td>
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<td></td>
<td>Online enables students to connect with the past with greater immediacy.</td>
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<tr>
<td>CQ Historic Documents Series</td>
<td>Published annually since 1972, this series now contains 35 volumes of</td>
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<td></td>
<td>primary sources. Each volume includes approximately one hundred documents</td>
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<td>covering the most significant events of the year.</td>
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<tr>
<td>African American Newspapers: The 19th Century</td>
<td>Contains a wealth of information about the cultural life and history during</td>
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<tr>
<td></td>
<td>the 1800s, and is rich with first-hand reports of the major events and</td>
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<td>issues of the day.</td>
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<tr>
<td>Pennsylvania Gazette</td>
<td>Considered The New York Times of the 18th century, this resource provides a</td>
</tr>
</tbody>
</table>
picture of colonial America, the American Revolution and the New Republic, and offers important social, political and cultural perspectives of each of the periods.

<table>
<thead>
<tr>
<th>GALILEO Databases</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Database</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td><strong>Academic Search Premier</strong></td>
<td>Provides abstracts and indexing for over 3,800 sources, as well as full text for over 3,200 scholarly journals.</td>
</tr>
<tr>
<td><strong>Ancestry Library Edition</strong></td>
<td>Includes key collections such as U.S. federal census images and indexes from 1790 to 1930, over 1,000 historical maps and the American Genealogical Biographical Index (over 200 volumes).</td>
</tr>
<tr>
<td><strong>Archives USA</strong></td>
<td>A current directory of 5,581 repositories and 160,792 collections of primary source material across the United States.</td>
</tr>
<tr>
<td><strong>Current Contents Connect</strong></td>
<td>Covers approximately 7,000 scholarly journals in the sciences, the social sciences, and the arts and humanities.</td>
</tr>
<tr>
<td><strong>Research Library</strong></td>
<td>Provides abstracts and indexing for nearly 2,500 sources, as well as full text for over 1,000 scholarly journals.</td>
</tr>
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