

Annual Report for the Department of History

2002-2003

Department Mission/Vision Statement

History is one of the humanities and a social science. The values and skills that the discipline offers make it an integral part of a complete liberal arts education for better citizens in our complex, culturally diverse, increasingly global society. The fundamental mission of the Department is to offer all lower division students the opportunity to learn historical facts, interpretations and methodologies. The Department emphasizes quality instruction within the core curriculum, including meeting a legislative mandate that all degree-holders in state-supported institutions of higher education demonstrate familiarity with state and national history. The Department's mission also includes the preparation of students for a bachelor's degree with a major in history. The Department recognizes that many of its upper division students are preparing for careers in teaching at pre-collegiate levels, and that this requires courses with global perspective. History seeks to provide caring and accurate advisement to its students. The Department believes that, after completing requirements for a bachelor's degree in History, a major should have learned to think analytically; read carefully; judge the difference between historical myth and reality; and be receptive to new historical and intellectual movements. Those who earn a Master's degree should have learned all of the above, and in addition, acquired individual research skills. Graduate students are expected to display more sophisticated historical judgment than undergraduate majors. All members of the History faculty are expected to have, or to actively be seeking, a terminal degree, to participate in professional organizations, and to remain abreast of literature appropriate to specializations.

History faculty are expected additionally to regularly be engaged in research activities, both to update lecture and class material and to contribute new knowledge.

2: Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results

The History Department teaches every student enrolled in this university in its core survey courses, as well as undergraduate History majors, students seeking certification in the social sciences, and undergraduate History minors, undergraduates in American Studies and Women's Studies programs, and graduate students pursuing an MA degree in History. Faced with such diversity, the Department has numerous goals. First, it seeks to hire, tenure and promote historians who are competent, industrious and dedicated scholars and teachers. Because it believes that a link exists between competency in the classroom and on-going scholarship, History demands that its faculty be engaged actively in research and publication. In addition, by emphasizing fact and interpretation in all its classes, History's faculty seeks to assure that its students will understand the past, be capable of making judgments in their own right, and gain human self-knowledge that will help prepare them to be teachers, scholars, or simply adequately prepared to be citizens with a quintessential liberal arts background.

Assessment of goals: Department members teaching in the core meet as a team annually to determine the success of meeting the general goals and learning outcomes in their

respective survey classes and to make changes in materials, pedagogy, and so on, to meet the needs of the faculty and the students. The Department assesses its fulfillment of these goals for majors by requiring its faculty to use rigorous testing procedures, to emphasize written assignments for the students in each course (where practical), and to require that its majors successfully complete both a Historical Methodology course and a Senior Seminar (a Writing Across the Curriculum course). The Senior Seminar requires a major research and writing component. Both also test the acquisition of factual knowledge and interpretation through the administration of a nationally normed standardized test. The model upon which the History Department draws is the American Historical Association report on “Liberal Learning and the History Major” (*Perspectives*, 1990), supplemented by literature from the University System of Georgia and the insights of the faculty within this Department. The faculty members of the Department are assessed annually through a self-report and evaluation by the Department Chair. The Department Chair and/or peers visit the classrooms of untenured members of the department, and others identified as needing further evaluation, followed by a discussion of the evaluation with the faculty person(s) involved.

3: Departmental Statement of Curriculum Learning Outcomes, Processes to Assess These Outcomes, and Assessment Results for each Degree Program

Undergraduate Major: B.A. Degree

Students completing the Bachelor of Arts Degree in History will:

- a. demonstrate a general knowledge of United States and World History. They will be able to classify and describe varieties of historical knowledge and demonstrate the relationship of geography to history;
- b. demonstrate an understanding of the major schools of historical thought (historiography) and a general understanding of historical causation;
- c. apply historical research methods to produce independent works through the use of primary and secondary sources and will be able to evaluate the results;
- d. demonstrate the ability to think critically about and to analyze selected historical materials;
- e. demonstrate the ability to communicate effectively both in written and oral form.

Graduate Program: Master’s Degree:

Students completing the Master of Arts Degree in History will:

- a. demonstrate the ability to undertake advanced historical research;
- b. show basic familiarity with historical literature in major and minor fields of study;
- c. demonstrate an understanding of historiography and its permutations over time;
- d. be able to identify and describe career options in the field of history;
- e. demonstrate knowledge of the theory and ethics of public history [for Public History concentration];
- f. demonstrate knowledge of the standards and practices for at least two fields in public history [for Public History concentration];
- g. apply practical skills in at least two fields of public history [for Public History concentration].

Assessment Plan and Results:

1) Undergraduate major:

Plan:

Each student graduating with a major in History will be able to demonstrate the abilities outlined in the Learning Outcomes through the preparation of an essay and delivery of an oral presentation in the Senior Seminar. A. Students will demonstrate general knowledge of United States and World History through the successful completion of a variety of courses in the field. B. Students will complete successfully a sophomore-level course in Historical Methodology where they will demonstrate their mastery of the material through an initial essay evaluated by at least two different members of the department, covering their knowledge of US and World History and their understanding of material covered in any other history courses already completed. This is the baseline from which their work will be evaluated in the Senior capstone seminar. C. Each History major will submit an analytical essay in the seminar that will display knowledge of both history and of historiography in exploring a theme proposed by the Seminar's coordinator. Students are expected to draw upon any appropriate member of the Department in preparing the essay. Two or more department members most proficient in the specific area of inquiry will evaluate the essay. D. Each History major will give an oral presentation in the capstone Senior Seminar, to be evaluated by at least two members of the Department. E. Graduating Seniors will complete a questionnaire, evaluating the History major, with the opportunity to make suggestions for future improvements in the program. F. The Department will conduct a survey of graduates through its newsletter every third year. In addition, it will seek to target those students who graduated five years before through individual letters. The students are asked to evaluate their education at West Georgia, with specific reference to the History major, and to suggest ways in which the program might be improved to enhance their careers. The Methodology course and the Senior Seminar are departmental courses, taught on a rotating basis, which draw on the personnel of the entire Department. All assessment activities involve two or more faculty members from the Department. The examination given at the outset of the Methodology course, a copy of the analytical essay, a report on the oral presentation (and ultimately information from the alumni) are deposited by the History faculty with the Department Chair. The Chair organizes the material and presents the results at a Department meeting in the fall semester. The results form the basis of any action the Department will take in revising its assessment plans, or in making programmatic improvements.

Results: As a result of continuing assessment of the writing in the Methodology course and the Senior Seminar, the department has decided to increase the number of Writing Across the Curriculum courses in the department. Additional faculty have undergone training in Writing Across the Curriculum and at least two to three courses each semester in the department will be listed as Writing Across the Curriculum.

2) Graduate Program:

Plan:

The M.A. in History at West Georgia has as its primary purpose the development of a more sophisticated understanding of the discipline of History for the post-baccalaureate student accepted into our program. The outcome such students should achieve in the 45-hour thesis, or 60-hour non-thesis, program include those listed above.

The assessment plan to assure each student meets these outcomes includes: successfully completing a Historiography course in which the student will write a research paper and present

the results of the reading and research to the class in oral form. In addition, students will complete successfully the required course hours for their track. Students opting for the non-thesis track are evaluated by means of an oral and/or written examination presided over by at least three members of the department. Students taking the M.A. thesis option are evaluated by successful completion and oral defense of their thesis as well as an oral examination over course material, again presided over by at least three faculty members in the Department. Graduating M.A. candidates also complete a questionnaire indicating their satisfaction with the program and suggesting areas of improvement.

Results: 1) As a result of discussions in the department meeting, the Graduate Studies Committee will look at ways to improve the writing of graduate students in the M.A. programs. The committee will propose any changes needed in the fall of 2003. 2) Surveys conducted with current graduate students showed satisfaction with the Graduate Handbook, suggestions for new items to be included, and satisfaction with the orientation program.

4: Statement of Departmental Condition - please indicate the specific strengths and weaknesses of your department.

The 2002-2003 academic year was a successful one for the department in many areas. We have hired two new faculty members, in Modern European and Modern British History respectively. They will be joining the faculty in the fall of 2003. Our Public History program continues to expand and the Museum Certificate Program has expanded as well. The Center for Public History received several grants this year, including from the Governor's Discretionary Fund, the Georgia Humanities Council, The Georgia Folklife Program, The Warren and Ava Sewell Foundation, the Allen Foundation and from numerous private individuals for our ongoing programs. The Music CD, "Everyone's Tuned to the Radio," produced by the Center, sold over 1000 copies. Two concerts and five school programs resulted from that project. For further information on the Center's activities, see the department web site. Our relationship with the Atlanta History Center continues to enhance both our program and theirs. Numbers of both graduate and undergraduate students are up again this year over last year. As will be seen below, the faculty members have been productive in scholarly and other activities this year. Dr. John Ferling appeared on two nationally-televised programs on the History Channel discussing the Founding Fathers and the Constitution. His book, *A Leap in the Dark: The Struggle to Create the American Republic*, will be published in June 2003. Dr. Ron Love has co-edited and contributed to a volume on the French Experience in Asia in the early modern period. Dr. Elaine MacKinnon has translated and edited V.A. Kozlov's book on Mass Uprisings Under Khrushchev and Brezhnev. Dr. Steve Goodson's book, *_Highbrows, Hillbillies, and Hellfire_* won the Georgia Historical Society's top prize for best book on Georgia History 2002. For the second year in a row, one of our graduate students has won the University's Graduate Student Research Award. The major problem the Department has at this time is a backlog of students needing introductory history courses to fulfill requirements in the Core curriculum. We do not have sufficient faculty to meet these demands. In addition, until we fill the position in African-American History, we will have a backlog of students with interest in that area.

Departmental Achievements:

5: Percent of Students passing licensing, certification, or other accreditation examinations related to their chosen field

N/A

6: Proportion of graduating students going on to graduate or professional schools

35%

7: Types of Licensure

N/A

8: How does the department prepare students for Licensure? N/A

9: Other notable achievements

N/A

Student Achievements:

10: Total Published Research Papers

0

11: Total Presentations

9

12: Total Internships

14

13: Total Co-Ops

N/A

14: Total Scholarships

4

15: Total Fellowships

20

16: Total Recipients of Notable Awards

12

17: Other notable achievements

James M. Buck won the University of West Georgia Graduate Student Research Award. He and Cary Tilly won the 2003 and 2002 Carroll County Historical Society Awards respectively. Two students received travel awards to present papers. Several students received awards at Honors Day. These included: Sean Green--Herndon Prize; Luisa Angel--Bryson Prize; Megan Champion, undergraduate paper prize; Jessica Henderson, both the Graduate Paper and Georgia History Paper prizes; Charles D. Albertson--Goodwin Memorial Scholarship; Derek Steverson--Whately Scholarship; Sandy Pollard--Daughters of the American Revolution Scholarship; Suzanne Holland--Kennedy Graduate Award; and Heather Bostwick--Public History Award.

Faculty/Staff Productivity:

Teaching:

18: Total New Course Developments	6
19: Total Faculty Teaching Honors Courses	4
20: Percent of Faculty involved in Academic Advisement	90

Research/Productivity:

21: Total Books and Monographs	2
22: Total Book Chapters	7
23: Total Peer Review Articles	11
24: Total Other Shorter Works	15
25: Total Paper Presentations	20
26: Total Other Presentations	22
27: Total In-House Publications	2
28: Total Juried Exhibits/Performances	N/A
29: Total Other Exhibits/Performances	7
30: Total Positions Held in Journal Editing/Review	3
31: Total Faculty involved in Notable Continuing Education Efforts	5

Public Service:

32: Total participants in Honors Organizations	5
33: Total offices held in Professional Organizations	6

34: Total Advisors of Student Organizations	5
35: Total Participants in Cooperative Consulting Efforts	3
36: Total System-Wide/UWG Committee appointments	25
37: Total participants in Public Service activities	14

38: Other notable achievements by Faculty

Dr. John Ferling published his book, *A Leap in the Dark: The Struggle to Create the American Republic*. In addition, Dr. Elaine MacKinnon published a translated and edited work, V.A. Kozlov, *Mass Uprisings Under Khrushchev and Brezhnev*. Three of Dr. Ron Love's essays will appear in a book he co-edited, *Distant Lands and Diverse Cultures: The French Experience in Asia, 1600-1700*. Several other faculty members have books and monographs under consideration. In addition, Dr. Steve Goodson's book, *Highbrows, Hillbillies, and Hellfire: Public Entertainment in Atlanta, 1880-1930*, won the Georgia Historical Society's Bell Award for best book in Georgia History 2002. Dr. Jonathan Goldstein was invited to teach and lecture in Capetown, South Africa. Dr. Charles Clark was nominated for the Executive Committee of the Renaissance Society of America. Our faculty continues to serve the university and community with service that ranges from Big Night to working on the history of the university to presentations for the local League of Women voters and supervising History Day participants. Our Center for Public History has made a CD of local music on the radio and has sponsored two live concerts featuring local musicians. Dr. Rebecca Bailey participated in an NEH Summer Seminar and Dr. Goldstein will participate in one this summer. Our faculty also continues to receive university research and travel funds.

Grants/Awards:

39: Total Proposals Submitted	9
40: Total Proposals Funded	9
41: Total Amount Funded	\$77000
42: Total Gifts Generated by Department	\$6950
43: Total Contracts Awarded	N/A
44: Total Fellowships Awarded	4

45: New Degree Programs or Deletions

The Department's new program for a History degree with Secondary Certification has been approved by the University. The details may be found on the department web site.

46: New Departments or Other New Units; Also Any Restructuring of These

N/A

47: Accreditation or Similar Distinction or Renewal N/A

48: Other Awards, Distinctions, and Achievements N/A

49: Additional Comments Concerning Your Department N/A

50: Give an example of how your department used the assessment of goals and outcomes to change/improve a process.

Examination by the department of the goals and learning outcomes of the individual faculty taught Core courses in World and American History led to the formation of a committee to examine these and to recommend more uniform standards and assessment methods. This is being done in conjunction with the Board of Regents History Advisory Board looking at Area F of the Core. The department Committee will report to the entire department in the fall of 2003.