Executive Summary of History Graduate Program.

The UNCW History Graduate Program was created in 1989 and since then it has grown, expanded, improved, and can certainly be considered a success. Since its inception, several new faculty lines and graduate faculty have come to the Department and program; there has been a steady increase in applicants and of those admitted to the Graduate Program; while seventy-four students have received their Master of Arts in History degree. The seven years between Fall 2001 and Spring 2008, which this Self-Study report encompasses, contributed mightily to these positive results and has done so with only a moderate amount of resources. By Spring 2008, the Program could offer 14 Teaching Assistant positions, up by 2 from Spring 2001; 4 Tuition Remissions, up by 2 from Spring 2001, and received only a few thousand more dollars in scholarship money. However, the new Public History lab installed in 2008 is an investment made by the university that is already paying dividends. During these years, 82 graduate students entered the program, while 37 graduated, 23 of them students who entered in Fall 2001 or after.

Probably the strongest part of the History Graduate Program is its faculty. The History Graduate Faculty have won many teaching and scholarship awards, published numerous books and articles, presented scores of papers at regional, national, and international conferences, and have helped many of our M.A. graduates get into some rather prestigious Ph.D. programs and history-oriented jobs. Because of our outstanding faculty and the success of our graduates getting jobs and into Ph.D. programs, we are getting more applications to the program and there has been an increase in the quality of these applicants. Naturally, admitting, retaining, and graduating highly-qualified graduate students is a major goal of the Graduate Program.

However, there are several areas where we believe the Graduate Program can do better. First, while the program has gender parity, we would like to increase the ethnic diversity of our Graduate Students. We want more Students of Color and we plan to increase our recruiting efforts in this area. Secondly, we need more research money for our graduate students. This will come as part of the History Department’s increasing efforts in fund-raising. Finally, we want to retain more of our graduates and have them graduate within the two years (four semesters) the History M.A. program is designed around. More prodding by the Graduate Coordinator and Thesis Advisors, along with some changes to the Language Exam, should help here.

In all, the History Graduate Program is in good shape and is fulfilling its mission. It has certainly made strides in the areas noted by the last Self-Study report made in 2001.
I. General Characteristics of and Brief History of the History Graduate Program.

A. Mission Statement

The mission of the Department of History is as follows: The Department of History supports the mission of the University and the College of Arts and Sciences through its commitment to excellence in the liberal arts tradition of teaching, scholarship, and service.

History is central to the liberal arts tradition. As an anchor department in the Humanities, the discipline trains both the mind and the imagination of those who study it. History imparts the vital skills of discernment and synthesis through critical thinking, reading, and writing skills. In particular, History confronts students with worlds, times, places, and cultures—including their own-in ways they never before considered. In pursuit of this fundamental aspect of its mission, the faculty is committed to the labor-intensive task of teaching. The faculty demonstrates this commitment by offering first-class instruction in basic studies, advanced undergraduate, and graduate courses in History; by participating in interdisciplinary and honors programs at the undergraduate level; and by supporting graduate programs in Liberal Studies and Education.

For the complete statement please visit:
http://www.uncw.edu/hst/about/mission.html

B. History of the Program

The History M.A. program admitted its first students in 1989. Seventy-four degrees have been granted since that time, including thirty-seven since 2001. As has been the case from its inception, the program awards degrees in four general tracks: U.S. History, European History, Public History and Global History. In response to periodic external reviews, accreditation self-studies, annual departmental reviews and initial learning outcomes assessment data, the following modifications to our curriculum and instruction have occurred since 2001:

- Require HST 500 as a pre- or co-requisite for all other 500-level work
- Modify HST 570: Public History; Theory and Practice – new graduate students only
- Add HST 577: Historic Preservation in the US
- Add HST 578: Interpretation of American Material Culture
- Regular, periodic review of comps reading lists in all fields
- Provision for computer-based comprehensive exam writing
- Requiring Public History students to select early or late US field for comps
- Requiring European History students to select earlier or later period for comps
- Require the language exam for Public History students
- Require language exam to be taken in first semester
- Remove 2-strikes and out policy for language exam
- Offer HST 500 both fall and spring semesters
- Add 500-level colloquium in Summer Session (particularly to serve M.Ed. and M.A.T. students)
- Designation of departmental trust funds for grad student research support
- Departmentally-sponsored research trip to National Archives, spring semester
Faculty lines added since 2001 include:

- Public History/U.S. South
- History of Science
- South Asia

Facilities added since 2001 include:

- $250,000 Public History Exhibition Laboratory
- 3 Customized Viking Collections Conservation Cabinets in the PH lab
- A vinyl cutter; a wide-format printer; 4 computers; specialized software; exhibition construction tools and collections care tools in the PH lab
- Office space in Morton Hall for Teaching Assistants
- Randall Library PH Student Exhibition Gallery

Modifications to our strategic planning/program review process:

- Identification of Learning Outcomes
- Establishment of Outcomes Assessment Process
- Two years Assessment data collected to date
- Annual Grad Program Report process (November)
- Adoption of Long-Term Goals for Public History Graduate Program, 2004 (Appendix)

We have also devoted careful attention to the advising of graduate students in the following areas:

- Advising students to follow a 3-3-2-2 course plan over 4 semesters
- Advising students to take language exam in Semester 1
- Advising students to take comps in Semester 3
- Monitoring completion of Thesis Committee Form
- Providing clear deadlines for thesis completion in Semester 4
- Departmental orientation for entering students Fall and Spring
- Departmental orientation for new TA’s, Fall and Spring
- Survey of graduating students

We have added financial support for grad students at the departmental level through the establishment of:

- The Anna Kniffen Scholarship (for a grad or undergrad student)
- The Coca Cola Scholarship (for a grad or undergrad student)
- Historic Wilmington Foundation Internships (2 paid)
- Mill Prong, Inc. internship (1 paid)
- Daughters of the American Revolution Scholarship
• Paid positions in the PH Exhibitions Lab
• Paid position to support Sherman Emerging Scholar Lectureship

Finally, as the Graduate Program exists within a department and is delivered by a faculty that also provides instruction to basic studies students (all UNCW undergraduates), 200 History majors, history and interdisciplinary minors, Honors program and Learning Communities, we have worked to properly credit faculty work advising MA theses, internships and independent studies by creating a departmental Course Banking Policy. Faculty members record and bank Credit Hour Equivalents for this work as follows:

• .2 CHE per hour of independent study
• .2 CHE per hour of internship
• 1 CHE per defended thesis (director only)

In addition, we have preserved the reassignment of one course per semester for our graduate coordinator and have added the reassignment of one course per year for the Director of Public History.


“Our visit to the campus made it very clear to us that this is a successful and growing program in a successful and growing institution.” -- Program reviewers Lyman Johnson, Mack Holt

Overall, the review commended the department on the conduct of the program. Resources were used optimally, placement and other indicators bade well for the continued success of the program. Particular recommendations are addressed below.

Generally, we have benefited over the past several years from the support of UNCW and Graduate Dean Robert Roer, who has seen fit to increase several of our allocations—including TA salaries and tuition remissions for out-of-state students. We have continued to do the things that have worked well for us, and have made progress in key areas, such as slowly increasing our student cohort and making available a more ambitious program in Public History.

Official recommendations the 2002 reviewers made to the department (and the university), with responses are below:

A. Growth. Seek small incremental growth in the program—in order to retain research integrity.
   1. We are doing exactly that.
   2. Our goal is to admit 17 students per year.

B. Expansion. Expand public history – excellent program, national growth area.
   1. We have made significant progress on this matter. Please see subsequent section of report.
   2. We now provide one-course per year reassignment for Director of Public History.
3. Public History Director has attracted paid internships and scholarships.
4. Public History faculty has established networking opportunities for students during and post-grad school, such as Mill Prong, Smithsonian Institution, Preservation North Carolina, Vernacular Architecture Forum, Gullah-Geechee National Heritage Corridor.
5. Academic Affairs and College of Arts and Sciences have provided resources for state-of-the-art Museum Exhibitions Laboratory in Morton Hall, opening Fall 2008; additional support from department, Friends of UNCW, CTE.
6. Randall Library provides gallery space for exhibits classes.

**C. Grants.** Increase grant proposals in public history (traditional history sources not money-makers)
   1. Grant proposals have been submitted.
   2. Please see subsequent section of report.

**D. Computers.** Offer more course work in computers, media
   1. The department has identified the need for a faculty position in digital history.
   2. We have initiated UNCW acquisition of Digital National Security Archive.
   3. Departmental strategic plan calls for expansion position in Digital History; department and college investing in digital equipment and software; pilot partnership in digital exhibitions with Duplin County Schools.

**E. Tuition.** Seek additional tuition waivers for out-of-state students. Since the time of the report, we have been awarded two additional out-of-state tuition waivers.

**F. Research Funds.** Seek summer research funding for students. “Summer travel money is needed immediately.”
   1. We have identified this as our primary fundraising objective in strategic plan 2008-2013.
   2. We have made available a competition for two $250 travel awards for summer research; funds allocated from departmental trust fund (gifts from alumni and faculty).
   3. We have also instituted a week-long research trip to the United States National Archive in Maryland. The trip accommodates several students and helps significantly with the development of their theses and their research skills.
   4. We are seeking funding from Grad School through Brauer Fund to expand/continue National Archives program for research support.

**G. Faculty.** Retain research faculty/enhance faculty development. “Do whatever is needed to keep them.” Suggestion: giving junior faculty a semester off with full pay.
   1. We are proud of the productive faculty members we are able to recruit at UNCW. We feel that the productivity of the department as a whole and the success of the MA program are factors that help retain many of these individuals. This is despite the standard attractions that might draw such individuals away to larger institutions.
   2. The university adopted policy on applying for external grants that require release from fall/spring term teaching duties. The department adopted policy on banking of credit hour equivalencies, providing compensation for special teaching/advising.
3. The department chair vigorously supports and advocates for intramural and extramural faculty research funding for historians.

H. Replacements. If public history faculty are away, replace with one-year full-time person.
1. The department has been successful in being awarded full-time replacement positions occasionally, despite the university’s lack of obligation to so serve our needs in this area.
2. Dean of CAS has supported coverage of grad courses/replacement with PhD-level faculty as needed and has (most importantly) granted permanent replacement faculty as needed and two permanent expansion positions, including one allocated 50% time to Public History.

III. General Program Characteristics.

The Department of History offers a program of study leading to the Master of Arts degree in History. The goals of the program are to provide guidance in research, using historical documents and archives, and to familiarize students with the methods, techniques, historical background, and current research and debates concerning the study of history. From these goals, the following objectives are derived: (1) develop research competence in European, U. S., Global, and Public History; (2) develop professional competence in the application of historical skills in a non-academic setting; (3) develop a level of research competence in history adequate for continuing toward the doctoral degree, and (4) add to the body of historical scholarship with meaningful scholarship in European, U. S., Global, and Public history.

A. Curriculum. The History MA program consists of thirty class hours. We advise incoming students that they should take nine hours in their first semester, nine in their second, six in their third, and the final six – thesis hours – in their fourth. Students are to take three hours of HST 500 – Historiography and Methodology; twelve hours in their area of concentration, US, European, Global, or Public history; nine hours of electives, and six hours of thesis. For Public History students, it is three hours of internship and three hours of thesis. Optimally, students should be able to accomplish this in two years (four semesters). To achieve their thirty hours, students may also take six hours of Directed Independent Study with members of the history faculty and six hours of graduate classes outside the history department. An incoming student may transfer six hours of graduate history classes from another accredited university. At UNCW, many of our seminar classes are cross-listed, meaning it will have both undergraduates and graduate students in it. Usually only three graduate students at a time are allowed in these classes. A history graduate student may take only two cross-listed courses during their time in the program.

B. Graduate Classes. Below are the graduate classes offered through Spring 2008:

HST 500. Historiography and Methodology (3) Introduction to problems of historical research through examination of major historical works and current techniques of research, evaluation of sources,
development of bibliography, and quantitative historical methods including the role of the computer in historical research. This course is open only to graduate students.

HST 518. (440) Seminar: U.S. Social History (3) Intensive study of selected topics in U.S. social history. Examples of topics: African–Amercians, immigrants, social movements, education, work and leisure, sexuality. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

HST 520. U.S. Colloquium (3) Readings and discussion of bibliographies, interpretations, and research trends on a theme offered in American history. This course is open only to graduate students. May be repeated one time for credit.

HST 522. U.S. Seminar (3) Research in the bibliography of specialized topics and use of primary sources to write an original research paper on an aspect of American history. This course is open only to graduate students. May be repeated under a different subtitle.

HST 524. Major Interpretations in American History (3) A historiographic survey of influential interpretations of American history as they relate to specific topics and periods. This course is open only to graduate students.

HST 525. (442) Seminar: U.S. Economic History (3) Intensive study of significant themes or events in U.S. economic history from the colonial period to the present. Examples of topics: economy of Colonial America, 19th–century labor movements, economy of the Ante-bellum South, agricultural history. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

HST 526. (444) Seminar: U.S. Political History (3) Intensive study of selected facets of political theory, behavior, movements, and institutions, and how political power has been used to influence the development of society. Examples of topics: New Deal politics, third–party movements, U.S. Constitution. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

HST 527. (446) Seminar: U.S. Diplomatic History (3) Intensive examination of fundamental principles, assumptions, and objectives in the conduct of U.S. foreign policy, and of how Americans have viewed their place in the international order at various moments in their history. Examples of topics: the diplomacy of World War II, the Cold War, arms control and disarmament. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

HST 528. (448) Seminar: U.S. National Security History (3) Intensive examination of major themes and events in the evolution of U.S. national security and defense policy, the uses of national power, and the role of military affairs from the colonial period to the present. Examples of topics: the Vietnam War, the use of air power, U.S. imperialism. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

HST 529. (450) Seminar: U.S. Intellectual History (3) Intensive examination of the role of ideas in American history. Examples of topics: radicalism, the Enlightenment, myth in American history, and ideas about democracy, ethnicity, equality, religion, gender. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

HST 531. (454) Seminar: U.S. Regional History (3) Intensive examination of the economic, social, and political history of a specific region of the United States. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.
HST 533. (456) Seminar: U.S. Environmental History (3) Prerequisite: HST 201-202, 290 or consent of the instructor. Intensive study of selected topics in U.S. environmental history. Examples of topics: nature and culture, the cult of the wilderness, conservation and preservation, resources and regions, gender and nature, the environmental movement. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

HST 540. European Colloquium (3) Readings and discussion of major research trends and schools of interpretation in selected themes in European history. This course is open only to graduate students. May be repeated one time for credit.

HST 542. European Seminar (3) Research in the bibliography of specialized topics and use of primary sources to write an original research paper on an aspect of European history. This course is open only to graduate students. May be repeated under a different subtitle.


HST 552. (412) Seminar: Renaissance and Reformation Europe (3) Research–oriented exploration of major themes and issues in the history of Renaissance and Reformation Europe (1350–1618). May not be applied toward fulfillment of graduate seminar requirement.


HST 556. (416) Seminar: Nineteenth–Century Europe (3) Research–oriented exploration of major themes and issues in the history of Europe from the French Revolution to the First World War. May not be applied toward fulfillment of graduate seminar requirement.

HST 558. (418) Seminar: Twentieth–Century Europe (3) Research–oriented exploration of major themes and issues in the history of Europe since 1914. May not be applied toward fulfillment of graduate seminar requirement.

HST 560. Global Colloquium (3) Readings and discussion of bibliographies, interpretations, and research trends on a theme or period in global history. This course is open only to graduate students. May be repeated one time for credit.

HST 562. Global Seminar (3) Research in the bibliography of specialized topics and use of primary sources to write an original research paper on an aspect of global history. This course is open only to graduate students. May be repeated under a different subtitle.

HST 564. Modernization and Revolution in the Non–Western World (3) Examination of industrialization, imperialism, nationalism, and other forces that have revolutionized traditional society in the non–Western world. This course is open only to graduate students.

HST 570. (470) Introduction to Public History (3) A research seminar that acquaints students with the various sectors of applied history (government and public policy, archives and information management, cultural resources management, media and research organizations) and with the research methodologies unique to the field. Field trips, guest speakers, and a sponsored research project provide practical experiences for participants.
HST 573. Public History Seminar (3) Research in the bibliography of specialized topics and use of primary sources to write an original research paper or complete an original interpretative project on an aspect of public history. This course is open only to graduate students. May be repeated under a different subtitle.

HST 577. (477) Historic Preservation in the U.S. This applied research class provides an overview of the history, theory, and practices of historic preservation. It addresses the history of the built American environment and how scholars analyze buildings and landscapes as historical evidence. Students visit historic structures and conduct both fieldwork and archival research.

HST 580. (480) Topics in Public History (3) Intensive study of selected themes in public history. Examples of topics: history and memory, interpretation of landscape, interpretation of material culture, and business history. May be repeated under a different subtitle.

HST 581. (481) Topics in African History (3) Intensive study of a selected theme in African history. Examples of topics: slavery, the slave trade and its abolition, pre-colonial Africa, colonial and post-colonial Africa, oral history in Africa. May be repeated under a different subtitle.

HST 583. (483) Topics in Middle Eastern History (3) Intensive study of a selected theme in Middle Eastern history. Examples of topics: early Islamic conquests, the Ottoman Empire, the Arab–Israeli conflict. May be repeated under a different subtitle.

HST 585. (485) Topics in Latin American History (3) Intensive study of a selected theme in Latin American history. Examples of topics: pre-Columbian civilizations. May be repeated under a different subtitle.

HST 586. (496) Topics in the History of Science and Technology (3) Intensive study of a selected theme in the History of Science and Technology. Examples of topics include: "Positivism," "Occult Studies and the Renaissance," "The Second Industrial Revolution." May be repeated under a different subtitle.

HST 587. (487) Topics in Global History (3) Intensive study of a selected theme in global history. Examples of topics: colonialism, imperialism, industrialization, slavery, revolutionary movements. May be repeated under a different subtitle.

HST 590. Comparative Historical Studies (3) Comparison of developments in different eras or places in order to determine unique or common historical themes. This course is open only to graduate students. May be repeated one time for credit.

HST 591. Directed Independent Study (1-6) May take up to six credit hours; see the graduate history coordinator for details.

HST 593. Problems in History (3) Investigation of selected problems in European, American, and non-Western History through discussions, development of bibliographies, or research papers. This course is open only to graduate students. May be repeated one time for credit.

HST 595. (495) Special Topics in History (3) Research-oriented exploration of a special topic not regularly covered in other courses. May not be applied toward fulfillment of graduate seminar requirement.

HST 596. Seminar: Topics in History (3) Advanced research on specialized topics using, where possible, primary sources. This course is open only to graduate students. May be repeated one time for credit.
HST 597. (497) Topics in Asian History (3) Intensive study of selected themes and events in Asian history not regularly covered in other courses. Examples of topics include: Chinese Revolutions, Meiji Japan, Gandhian thought, and nationalist movements. May be repeated under a different subtitle.

HST 598. Internship in Public History (3) Prerequisite: HST 570 and permission of the instructor. Supervised practical experience with a historical agency or other client resulting in a finished product of historical research and interpretation acceptable to client and thesis committee. The final product must meet standards of professional historical scholarship, including analysis, context and scholarly apparatus.

HST 599. Thesis (1-6) This course is open only to graduate students.

C. Foreign Language Exam. Along with class hours, graduate students must also pass a Foreign Language Exam. Virtually all members of the History Department feel it is essential for a well-rounded history graduate student to be able to do at least some minimal translation work or research in a foreign language. Naturally, for those students working in the European or Global tracks, this is a must. Each year, the Graduate Coordinator appoints history faculty familiar with a given language as Language Exam graders. The Language Exam is offered twice a year, early in the Fall and Spring semesters so as to not interfere with class research papers, comprehensive exams, and such. The exam is announced and students inform the Graduate Coordinator that they intend to take the exam and in what language. The most common languages that students ask to be tested in are French, Spanish, and German. A few have asked for Italian and one has tested and passed in Arabic and another in Chinese. Up through Spring 2008, the faculty grader selected a 500 word passage in the language of choice. During the test, the students have one-and-a-half hours to translate the 500 word document. They are able to use a dictionary during the exam. Once finished, the exams are passed on to the respective faculty grader who decides if the student’s work is passing or failing. This is done anonymously. Up through Spring 2008, if a student failed the Language Exam twice, they were ejected from the program. However, during Spring 2008, the History Faculty decided to remove the two-strikes penalty, meaning students can take the exam as many times as needed until they pass. However, students must now to take the exam within their first year in the program. Just this past September, the History Faculty made another change in the Graduate Foreign Language Exam. The Department shortened the translation passage from 500 words to 300 words, but stipulated that the student must translate all 300 words. The faculty grader will still determine whether the quality of the translation is passing or failing. While most students passed the language exam on their first or second attempts, we feel these recent changes will reduce student fear of the exam and will speed up students taking of the exam.

D. Comprehensive Exam. The Comprehensive Exams also goes twice a year, on “Reading Day” (the day after the last day of classes) in the Fall and Spring semesters. Students are advised to take their Comps in their third semester in the program. The Comp Exams are all now done on the computer and over the past few years have been held in the S&B 221 computer room. At the beginning of the academic year, the Graduate Coordinator appoints three faculty members from each of the four tracks to the Comprehensive Exam committee. These committees will create and grade the exams in their respective tracks. Students inform the Graduate Coordinator that they
plan to take the comps that semester and the committee is informed to develop a test. Each track has a slightly different exam format, but all have the student answering two broad questions, showing a good knowledge of historical facts and historiography. For example, the US Comprehensive Exams consists of three broad questions and the student must answer two. The Public History exam has two sections of two questions and the student must answer one from each section. One section deals with either first or second half US history (the student informs the committee of which section they want to test in) while the other section is Public History. The Global exam also has two sections of two questions, with one section being broad Global history questions and the second being questions more specific to their region of study – East Asia, Middle East, Latin America, the Caribbean, and the like. For the European exam, the student chooses from testing in Option 1 (Medieval, Early Modern, Modern Europe) or Option 2 (Early Modern and Modern Europe). No matter which option, the European student is given three questions and they answer two of them.

The exam itself takes about four-and-a-half hours: two hours for the first question, a few minutes break in between, then another two hours for the second question. The Graduate Coordinator proctors the exam and students are asked to bring in a flash drive on which they should save their exams. Once completed, the students save their exam to their flash drive, but also email them as attachments to the Graduate Coordinator. The exams are then emailed to the respective committee members. They are to give a Pass/Fail on each question. Two of three committee members must agree on each question for the student to either Pass or Fail the exam. If the student fails their Comprehensive Exam, they must re-take the exam the next semester. If they fail it a second time, they are ejected from the program. Virtually all students pass their Comprehensive the first or second time.

E. Public History Internship. A written thesis is also required of all history graduate students, no matter the track. Most students are required to take 6 hours of thesis research – HST 599. However, Public History students must also complete HST 598, a three hour internship, usually with a regional historical site or museum. This counts in lieu of three hours of thesis - HST 599. These internships usually go at regional museums or historic sites, though some have been at such prestigious museums as the Smithsonian Institution.

F. Thesis. As soon as possible after their entry into the program, the student should select a member of the department in their track as their Thesis Chair. Two other members of the History Faculty are selected to round out the student’s thesis committee. As soon as possible, and no later than when a student has completed 18 hours of class work, the student should fill out a Thesis Committee Form which provides a tentative title of their thesis; lists the three faculty members of their thesis committee; and is signed by those three faculty members. The Form is then returned to the Graduate Coordinator. This Form is important in that it officially lets a faculty member know that they are on a student’s thesis committee. Students should not begin taking HST 599 Thesis Hours until they have filled out the form and Thesis Chairs should not provide a grade for Thesis Hours until they have signed the form.
Once the Thesis Committee Form has been filled out, signed, and returned to the Graduate Committee, the thesis committee, particularly the thesis chair, will oversee the student’s thesis endeavor, working with topic development, reading drafts, giving corrections, and offering advice. The thesis is a research and writing project and the student should show a certain sophistication and professionalism in developing their theoretical models, their arguments, their writing, and show a breadth of primary and secondary source research as well as historiography.

G. Thesis Oral Defense. After their thesis had been approved by their committee and after they have passed the language and comprehensive exams, the student may schedule his or her Thesis Defense. These are usually held in the Special Collections Room in Randall Library and usually last about an hour and a half. Flyers are made up and all are invited to the defense. At the defense, the Graduate Coordinator introduces the student to room, then the students provides about a 20 to 30 minute presentation on his or her thesis. Following that, the student is questioned by his or her committee about the thesis, then questions are open to the floor and all present. When there are no more questions and no more answers, the committee exits the room to decide upon Pass or Fail and return to announce their decision. If the student passes, then he or she is ready to graduate.

H. Assessment/Learning Outcomes. Assessment is now an integral part of the History Graduate Program. We began keeping assessment data in 2006-07. The Graduate Program assesses learning outcomes at both the HST 500 level and at the thesis level. Every HST 500 – Historiography & Methodology class is assessed by the professor. Every incoming History Graduate Student must take this class in their first semester in the program. It is offered both fall and spring. At the end of the class, when the students have turned in their major research paper, the instructor fills out a Skills Assessment Form for the class. The same Skills Assessment Form is also filled out by the Graduate Student’s Thesis Committee after a student’s Thesis Defense, just before they graduate. The Skills Assessment Form assesses how well the student or students have mastered eight learning objectives:

- Frames a historical question
- Identifies a broad range of sources
- Shows awareness of interpretive differences
- Evaluates and analyzes primary sources
- Writes clearly and effectively
- Develops an interpretation based on evidence
- Grasps relevant historical facts and context
- Expresses ideas and arguments orally

Their skills are assessed according to the following five masteries:

- No Mastery
- Minimal Mastery
- Some Mastery
Good Mastery
Excellent

Also, every Graduate Student is able to give his/her assessment of the History Graduate Program. This done at the student’s Thesis Defense, just before graduation and at the end of their time in the program. Students fill out the **History Graduate Program Survey**, a computer bubble form, in which they are asked to give their opinion on various aspects of the History Graduate Program. See a copy of this form in the Supporting Documents section.

The Skills Assessment Form and the History Graduate Program Survey forms are collected and tabulated annually. The History Graduate Program essentially closes the loop of the annual assessment by presenting this data at the Department’s November faculty meeting. The Department considers the assessment data, discusses the Graduate Program in general, then may recommend changes to the History Graduate Program from what is found in the assessment data. Please see the Assessment information in the Supporting Documents section.

**I. History Graduate Program and University/College Mission.** One would be hard pressed to find another of the university’s graduate programs that so well fits in with UNCW’s, the College of Arts and Science’s, and the Graduate School’s mission statement. UNCW is “committed to diversity, international perspectives, and regional service.” The History Graduate Program fulfills all of these. Graduate Students, through their classes, readings, and research, are exposed to the culture and history of people across Europe, Africa, Asia, North and South America. Probably the only continents that have not been the subject of research by our graduate students is Australia and Antarctica. In any given semester, a graduate student might be able to take a class in the history of African-Americans, Native Americans, Hispanics, women (not only in the United States, but in the Middle East and just about any other region of the world), as well as topics dealing with Latin America, East Asia, the Middle East, India and Pakistan, Africa, and both the ancient and modern ages of Britain, France, Germany, Spain, Russia, and Italy. If this is not enough, we demand our graduate students show a proficiency in a foreign language and they are tested on it. What other programs other than the Foreign Languages Department itself demands this? So when the mission statement of UNCW says it wants to advance “international perspectives” and the College of Arts and Sciences says it tries to foster an “appreciation of differences in others,” then the History Graduate Program has to be on the frontlines of the these endeavors.

**J. Public History Track and Service.** Our Public History program fits in perfectly with UNCW’s mission “to celebrate and study the heritage and environment of the coastal region, and to enrich its quality of life, economy, and education.” Public History graduate students are unique in that not only do they have to know the same history as a student in the US track, but also have to know how to present that history in a museum or at a historical site or how to use that history when it comes to historical preservation. Because they are concerned with presenting history to the “masses,” then they often become those from UNCW who have the most interaction with the non-academic
people of this region. Through their internships at the Battleship North Carolina, the Bellamy Mansion, Ft. Fisher, the Lower Cape Fear Historical Society, and a host of other places; as well as their thesis research which often deals with a regional topic, such as the 1898 Wilmington Race Riot, the African-American segregated beach of Seabreeze, the Spoffard Mill and others mean they often become the face of the History Department with the regional community. The Department of History values and welcomes this interaction.

K. Program Success. When looking at the goals of the Department of History, then the History Graduate Program is a resounding success, but also acknowledges that there are areas where the Program can improve. Since the Program’s inception in 1989, about 166 students have entered the History Graduate Program. Of these 166 students, 74 have earned their M.A. degree, a completion rate of 46%. Between Fall 2001 and Spring 2008, there have been 82 students that entered the program. However, only 63 have been in the program long enough to be eligible to graduate, from Spring 2007. Of these, 23 of have graduated, meaning a graduation rate of 37%.

We have also had good placement of our graduate students into PhD programs. These include Rutgers University, the University of Texas, Michigan State University, Purdue University, Texas Tech University, the University of Florida, Florida State University, University of California Irvine, University of Georgia, University of Arkansas, Florida International University, University of Mississippi, University of Delaware, American University, LSU, Vanderbilt, University of Arkansas, Ohio State University, and the University of Tennessee. Several of these have gone on to become Assistant Professors in the history departments at East Carolina University, University of Indiana (Pennsylvania), UNC Pembroke, and UNC Charlotte.

Many of our graduates, instead of continuing on to a PhD program, opt to teach at community colleges. Our graduates have had good success in gaining these teaching jobs. Many are now lecturers teaching at such schools as Alamance Community College, Sand Hills Community College, New Hampshire Community Technical College, James Sprunt Community College, Coastal Carolina Community College, Cape Fear Community College, Brunswick Community College, Bladen Community College, and Coastal Carolina University.

Our Public History graduates have gone on to such prestigious institutions as Preservation North Carolina, Ironworld in Chisholm, Minnesota, the Battleship North Carolina, Ft. Fisher Historic Site, the James K Polk Historic Site, Bentonville Battleground, Historic Wilmington Foundation, the Columbus-Lowndes Public Library, Columbus, Mississippi and a host of other places.

It would seem obvious then that these PhD programs and community colleges recognize that our MA graduates are competent in their track or they would not be invited into the program. The same goes for our Public History graduates, that they are sought after by state, regional, and national institutions is a testament to their historical competence. And the numerous presentations, theses, articles, and exhibitions our graduate students have produced add up to a rather hefty scholarship that can be added to the body of knowledge. A list of these are provided later in this report. We in the Department of History are proud of the achievements of our graduate program and of our graduate students.
However, the Department does admit that we have faced a challenge in getting our students graduated in four semesters. It seems to take almost all of our graduate students more than four semesters to complete their degree requirements. Scaling back the Foreign Language Exam is an attempt to take some of the pressure off the graduate students and encourage them to complete their degree on time. However, students are consistently instructed on how to finish the program in four semesters. During their initial advising period with the Graduate Coordinator, incoming graduate students are informed of the program requirements and told what they must do to finish in four semesters. For example, they are told to keep to the class hour schedule of 9 – 9 – 6 - 6, to take the Language exam in their first semester, the Comprehensive Exam in their third, and finish their thesis in their fourth. Additional prodding by the Graduate Coordinator and Thesis Advisors will hopefully get more people working toward the four semester goal. We have also tried to fund some graduate student research to help a few get their thesis researched and written. In the HST 500 class, students are heavily instructed on how to finish the program in four semesters and use their class and DIS research papers as thesis components.

A second challenge is raising our graduation rate. Not only would we like to have more students graduate in four semesters, we would like more to graduate, period. As already presented, our graduation rate between Fall 2001 and Spring 2008 (not counting those entering on or after Spring 2007) was 36% - meaning 23 students graduated of 63 students eligible to graduate. Probably the biggest hindrance to graduation is that the History Graduate Program cannot provide adequate funding for most of its graduate students to attend full time. All students, even those with Teaching Assistantships, must pay tuition. Besides paying their own tuition, once in the Program, students discover that the Department cannot provide funding for student research and coursework. That means almost all of our graduate students, even those with Teaching Assistantships, must take outside jobs. Because of this, class hours are sacrificed and research trips delayed. Only if students can attend full-time can the History Master of Arts degree be completed in two years.

Unfortunately, a good amount of attrition must be accepted in any graduate program. Applicants who look good on paper might realize they are not really cut out for graduate school. Some struggle along and have to be told they are not cut out. Jobs and family take out another large group. At UNCW, with its proximity to several large military bases, the demands of military life, especially in spouses, takes its toll. Many graduate students are the wives of military men, which causes it own set of problems and many are forced to drop out. Of course, some students just drift off ABT – all but thesis – never to be heard from again. Only a very few actually contact the Graduate Coordinator to say they are resigning from the program. But still, some people who you think you will never hear from again will come back, finish their thesis, defend, and graduate. There is no one model or stereotypical History graduate student. Each will surprise you. However, our efforts with the language exam and such, we hope, will increase the graduation rate.
**IV. Certification, interdisciplinary, and other programs.**

An important part of the Department’s missions is instructing students from the Watson School of Education who are pursuing both the Master of Education and the Master of Arts in Teaching. On occasion, we also have students pursuing a Master of Arts in Liberal Studies with the College of Arts and Sciences. All graduate students taking classes in the history department must take HST 500: Historiography and Methodology.

**A. Master of Education.** Students pursuing a Master of Education degree in Middle Grades Education may take 9 hours of history courses as part of the student’s requirement in Content Specialty if they seek licensure in Social Studies. Students pursuing a Master of Education degree in Secondary Education with an Academic Specialization in History are required to take 21 hours of history. Beyond the class in historiography and methodology, these students must take one course each in United States, European, and Global history.

**B. Master of Arts in Teaching.** Students in the Watson School of Education may choose to pursue a Master of Arts in Teaching in Secondary Education with a specialty in history. Students pursuing this degree must take 18 hours of history. Beyond the class in historiography and methodology, these students must take one course each in United States, European, and Global history.

The Office of the Associate Dean for Academic Programs of the Watson School of Education reports that the following numbers of graduate students were recommended for a master’s level license in the fields related to the Department of History in the years of this self-study.

- 2007-2008: Social Studies = 2
- 2006-2007: Social Studies = 5
- 2006-2005: Social Studies = 4
- 2005-2004: Social Studies = 1
- 2003-2004: Social Studies = 0
- 2002-2003: Social Studies = 1
- 2001-2002: Social Studies = 0

**C. Master of Arts in Liberal Studies.** Students in the interdisciplinary Liberal Studies Program may take classes in the history department as electives once they have completed the class in historiography and methodology. The number of students in the Master of Arts in Liberal Studies program who successfully complete HST 500, and thus qualify to enroll in other history graduate classes, is insignificant.

**V. Facilities.**

The facilities used for the graduate program have been significantly enhanced since the last graduate program self-study and review. Improvements have been made in physical facilities, graduate student support, and library holdings.
A. Physical Facilities. Possibly the most significant improvements in physical plant improvements have been related to the museum studies curriculum of the graduate program’s public history track. In 2001, the public history program had the use of an inadequate and inappropriate space in a leased off-campus building that primarily held university administrative offices. This space, located on New Centre Drive, was not designed for the purpose it filled and had significant problems related to ease of access for students and faculty. It also posed real safety issues as it was often vacant after hours and students had to enter and exit the empty building through an isolated parking lot. This space originally was conceived as a place to both create and mount exhibitions as practical opportunities for students. It quickly became apparent that it was not a successful exhibition space because it was so removed from the public realm and could only be open when students themselves acted as security guards.

1. Public History Graduate Student Gallery

History Department faculty sensed that the possibility of synergy existed between the department and the University’s Randall Library. The department needed a space for students to mount exhibitions while the library sought changing displays to contribute to the institution’s aura as an exciting and vital facility. Through the department’s efforts this relationship developed over the course of a few years, until in the present the History Department’s track in Public History currently has a devoted exhibition space at the rear of the library’s second floor where students regularly mount changing exhibitions. This space has formally been designated as the “Public History Graduate Student Gallery.” This exhibition space is regularly used by graduate students to do visitor evaluation surveys and interviews to gauge public reactions to the exhibitions and to measure the exhibition’s learning outcomes. The space has become central to the Public History track’s pedagogy concerning historical exhibitions.

To support the ambitious exhibition program scheduled for the library gallery space, Dr. Tammy Stone Gordon developed teaching collections of American material culture. These collections focus on the following for areas: early 20th century garment workers, 1950s sports and fitness, 1970s youth and education, 1980s consumerism. These collections currently contain 236 objects and are regularly used in training students in collection management, cataloguing, and preservation. The creation of these collections was, in itself, an educational process for the students involved and will support museological education at UNCW for decades to come. These material culture teaching collections are stored using appropriate curatorial acid-free boxes and tissue in three recently acquired Viking conservation cabinets. The objects are registered on a pc dedicated for that purpose using PastPerfect software, the computer program most commonly used for registrarial purposes in local history museums. By becoming familiar with these materials, cabinets, and software the students learn about professional practices and standards.

2. Public History Laboratory Suite

With the success of the exhibitions in the Public History Graduate Student Gallery, the inadequacy of the New Centre Drive was brought into sharp focus. Through cooperation between the History Department and the administration of the College of Arts and Sciences this problem was resolved during the summer of 2008.
After an entire academic year of planning, in the fall of 2008 the History Department opened a new Public History Laboratory Suite in Morton Hall in a space that was vacated when the Creative Writing Department decamped to another building on campus. The new space is a great improvement because it means that to access the laboratory students no longer have to navigate the hazardous traffic of South College Road, worry about the safety of the parking lot at New Centre Drive, or enter a vacant building after hours. The new space has also greatly increased the productivity of the Public History faculty in that they no longer have to split their time between two spaces.

This new suite is composed of four interconnected rooms which open off of Dr. Tammy Gordon’s office. The four rooms are meant to replicate the backstage spaces at a history museum and are designated as the conference room, the graphics room, the construction room, and the collections room. The graphics room is used to instruct students in the production of media including exhibition labels, interpretive videos, promotional materials, web sites, and other products. This room holds four computers which run the Adobe Creative Suite including Photoshop, Illustrator, InDesign and GoLive. This room is also outfitted with a digital voice recorder and a video recorder for use in film making and the production of oral histories. In creating their videos, the students use Final Cut Pro, the industry standard software for film making. A vinyl cutter and wide format printer is also located in the graphics room. The construction room has running water and is used for the production of exhibition furniture and mounts for objects that are placed on exhibition. The students have access to a number of hand tools within this space. The collections room houses the material culture teachings collections discussed above as well as the computer used to manage these collections. It also has tables and counters where students can be instructed in the proper handling of museum collections.

The conference room most closely approximates the traditional history instructional space. It holds a table and chairs that can be used as a seminar room, but also is wired with internet access and audio visual capabilities. This public history laboratory suite is a vast step forward for UNCW’s public history graduate program and goes a long way towards making us competitive with other graduate programs nationally.

**B. Internship Facilities**

The public history track of the graduate program has also been active in leveraging the facilities of historical organizations in the region and the nation by placing students as interns in these institutions. Through internships, students get the benefit of facilities that the university does not have to fund or maintain. During the period of this self-study, graduate students from the public history track have served internships at:

- Bellamy Mansion Museum of History and Design, Wilmington, NC
- City of Bowie Museums, Bowie, MD
- Columbus-Lowndes Public Library, Columbus, MS
- Fort Fisher State Historic Site, Kure Beach, NC
- Historic Wilmington Foundation, Wilmington, NC
- Independence Mine State Historical Park, Lucky Shot, AK
- Lower Cape Fear Historical Society, Wilmington, NC
C. Teaching Assistant Space and Mailboxes

The physical facilities available for students who are teaching assistants have also improved over the period of this self-study. Previously students had spaces for meeting their undergraduate students located in Friday Hall, another building on campus. This situation was not optimum in that these spaces took both the undergraduate and graduate students out of the mainstream of the life of the department. When space became available, graduate student assistants were given desks in a central location within the department in Morton Hall. At the same time, the graduate students received mailboxes which previously had been used by Creative Writing faculty members, thus improving communication with graduate students.

D. Graduate Student Support.

1. Assistantships and Scholarships

The program review completed in 2001 noted that the History Graduate program is able to offer assistantships to 14 students each semester. Twelve of these are teaching assistantships in the department, while two are research assistants in Special Collections and University Archives at Randal Library. These assistantships are valuable in that they offer the students financial support and they also provide the opportunity to develop professional skills in either teaching or archival management. We can also offer four tuition remissions to individuals who are serving as assistants. These tuition remissions lower the cost of school for out-of-state students to that of in-state students.

Since before 2001, the graduate program has also had a number of small scholarships that we have been able to offer to incoming graduate students. These include a $1000 New Scholar Award and $9500 to divide up among students. There are also three named scholarships annually: The Green Scholarship of about $5200, the Rowell Scholarship of approximately $5000, and the Stern Fellowship of around $1800. Periodically the university also confers a Kniffen Scholarship or a Coca-Cola Scholarship upon a history graduate student.

These assistantships and scholarships do not allow the department to recruit as many high-quality students as we desire. Unfortunately, many of our top applicants choose to enroll elsewhere even after receiving our most generous offers. For this reason, in January of 2008, the department included securing more teaching assistantships and improving the size and number of our scholarships in our strategic goals for the next five years.
2. New Support

The department has recently been able to make some limited progress in meeting this goal. In 2006-2007, a UNCW alum made a $500 gift to the History Trust Fund to assist in funding graduate research. This money was divided among five graduate students who applied for aid in traveling to research repositories. Additional Trust Funds have been allocated in 2008.

In the spring of 2008, two donors established ongoing scholarships to support graduate students in the Public History program. The Stamp Defiance Chapter of the Daughters of the American Revolution established an annual scholarship of $500. The Historic Wilmington Foundation has agreed to fund two $750 scholarships annually to be associated with internships at the Foundation.

3. Other Sources of Support

The faculty of the History Department has also been creative in seeking out alternative sources of support for the graduate students. A grant was secured from the Vernacular Architecture Forum to support student travel to the annual meeting of this scholarly organization. Contracts have also been secured for students to be paid for public history work done under faculty supervision. These contracts allow Public History graduate students to build their *curriculum vitae* while also receiving some limited compensation. The City of Wilmington, Planning Department contracted for Historic Landmark Nominations. Mill Prong Preservation, Inc., a non-profit organization located in Hoke County contracted for the production of an introductory interpretive exhibition for a house museum. Under the right conditions, this kind of contractual work could provide an increased revenue stream in the future.

**E. Library Holdings.** In 2001, the graduate program review described Randall Library’s holdings as “passable for a university of this size and location” but also complained that budgetary cuts made the possibility of improving our research facilities “not far short of laughable.” Similarly, the Consultant’s report from this self-study noted that the limitations of the library holdings were of concern to graduate students at that point. The consultants noted that “students cannot possibly complete their research based just on resources in the UNCW library or through inter-library loan.”

With the positive financial situation which North Carolina experienced in the middle years of the first decade of the twentieth-century, the library situation at UNCW has improved somewhat. Breakthroughs in electronic information technology assisted in making new materials available to our graduate students in a cost-effective manner. Between 2001 and the present, the number of periodicals available through Randall Library has increased from 4,280 to 36,503. (See attached chart.) Much of this growth in titles can be attributed to ejournal subscriptions and the titles that are included in aggregator databases such as JSTOR.

During these same years, Randall Library has added twenty-eight databases which include historical content. These databases cover a range of times and places and are as diverse as Medieval Bibliography, ehRAF Archeology, and Readers Guide Retrospective. (See attached list.) The promise of electronic media, which was touted as making all information equally available to all people, has been undermined by the capitalist system of information distribution. Unfortunately, in the electronic world the
divide between researchers at wealthy universities and those at lesser schools is just as
great as it was during the era of print. In the future, hopefully the UNC system will find a
way to provide equal access to electronic media across all campuses.

During this time Randall Library has also added more than $130,000 worth of
special purchases for the History Department. (See attached chart). Some of this
money was spent on books requested by newly hired professors to expand the library’s
holdings in their field of specialization. Other funds were spent on microfilm of important
historical newspapers. Money was also spent on reprinted collections of primary
documents. All of these items contribute to our students’ ability to do original historical
research.

Since 2001, the Special Collections have greatly expanded by adding new oral
history holdings, manuscripts collections and digital collections. The Library has added
614 oral histories bringing the total to over 800, and has doubled the size of the
manuscript collection, adding 110 MSS collections since the beginning of 2001. In
addition, the Special Collections received a donation of 2500 books on history of
medicine dating to the 1600’s (the William Gillian Medical Collection).

Some other new significant special collections include:

1. **Oral Histories:** *Voices of UNCW* -- 100+ Faculty, Staff, Students, Alumni and
   significant “friends” (Board of Trustees, etc) of Wilmington College and UNCW;
   *Southeast North Carolina (SENC)* – 75+ Health Care workers; mainly doctors and
   nursing students from Community & James Walker Hospitals; 40 Artists and 40
   Southeast North Carolina Writers; 60+ Notable residents of SENC;
   *Military* – More than 100 military Chaplains

2. **Manuscript Collections:** 1898 Commemoration Committee; John J. Burney;
   personal and political papers; Wilmington Rotary Club papers; Rotary International
   District 7730 Papers; North Carolina 4th of July Festival Papers, (Southport); Sociology
   of Aging life History Interviews; Coley Surfing Collection; Bishop Thomas Henry Wright
   Sermons; St. Paul Episcopal Church papers, North Carolina Coastal Federation papers,
   Thalian Association Papers.

3. **Digital Collections/Exhibits and Digital National Security Archive:** The Visual
   Art Community of Wilmington & Southeastern North Carolina: A Digital Exhibit;
   Centuries of Service: Military Chaplains; Montford Point Marines; World War II: Through
   the Eyes of the Cape Fear; Diary of Nicholas W. Schenck; Cape Fear Surfing Archive;
   Images of UNCW; UNCW Buildings & Landmarks: A History; as well as several hundred
   Russian history volumes.

As a library serving a regional campus of a state university system, Randall
Library’s unique collections tend to focus on Southeastern North Carolina, but as the
Digital National Security Archive above shows, there are some sources for students in
the European or Global tracks.
## Chart 1: Periodicals at Randall Library 2001-2008

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Data beginning with 2005 includes ejournal subscriptions and those that are included in aggregator databases.
Chart 2: Databases with historical applications added to Randall Library since 2001

- Alternative Press Index w/ Archive
- American Foreign Relations Since 1600
- Annals of American History (NCLIVE)
- ARTFL
- Arts and Humanities Search
- ATLA religion database with ATLA Serials
- ChoiceReviews.online
- Clase and Periodica
- Communication & Mass Media Complete (1915-date)
- CQ Electronic Library (1945-date)
- Dictionary of National Biography
- Digital National Security Archive
- Dissertation abstracts online
- eHRAF Archaeology
- eHRAF World Cultures
- Greenwood Digital Collection
- HarpWeek
- HeritageQuest (NCLIVE)
- Historical Statistics of the U.S.
- Humanities Index International
- JSTOR Arts & Sciences II
- Medieval Bibliography
- New York Times Digital Archive
- Palmer's Full Text Online
- Pennsylvania Gazette
- Project Muse - Premium Collection
- Public Affairs Information Service (PAIS) Archive (1915-1976)
- Readers' Guide Retrospective (1890-1982)
### 2000/01
- Latin American history - 1 book: $18.55
- Museum studies - 4 books: $98.24
- 1 video to support several history courses: $19.99
- 116 added copies of books for graduate reading list: $2,664.71
- JSTOR - Arts & Sciences Collection II - full-text online archive of journal articles: $8,000.00
- SENC materials - 237 books, 17 videos, 4 maps, 1 periodical, 2 sound recordings, 3 graphics: $8,743.42
- 137 microfilm reels of the Whiteville News Reporter, 1950-2000: $2,178.30
- 26 books on history, literature, sociology & slavery: $729.99
- Transcripts of audio tapes for oral histories in Special Collections: $6,486.71
- **Total: $28,939.91**

### 2001/02
- Indian War documents - 13 books: $510.66
- Vernacular architecture - 33 books: $1,279.48
- Civil War Material: $3,137.49
- 5 books on Indai: $133.20
- Graduate Reading List - 5 books: $173.07
- SENC materials - 1 CD, 5 graphic materials, 4 videos, 82 books: $7,611.20
- Transcripts of oral histories: $11,485.24
- Biography of Lunsford Lane: $31.80
- **Total: $24,362.14**

### 2002/03
- 7 videos for public history classes: $1,997.89
- Transactions of the Royal Historical Society - 42 volumes: $235.26
- Civil war manuscripts/Duplin County - Willis & Amanda Wilson Family papers: $2,500.00
- Microfilm of McCall's 1894-1951 - historical woman's magazine: $4,247.35
- Military chaplain materials - 43 books: $1,494.53
- History of medicine - 14 rare books & 6 maps: $1,006.68
- Arabic studies - 3 films: $60.60
- Moffit family materials, 14 books: $3,727.50
- **Total: $15,269.81**

### 2003/04
- Trade catalogs on microfiche from Winterthur Museum - Architectural Building Plans & Materials & Ecclesiastical and Funerary Supplies: $1,808.15
- African American & Jewish relations in the 20th century - 23 books, 1 video: $854.31
- Civil War materials - 54 books & 3 pictures: $3,327.00
- London Times microfilm & indexes 1962-64 & 1968: $3,226.02
- Experimental course on Northern Ireland - 56 books, 1 video: $1,830.75
- Letter Books of the Monastery of Christ Church, Canterbury - 3 books: $554.97
- History of U.S. Marine Corps, 39 books: $792.90
- **Total: $12,394.10**

### 2004/05
- American Heritage, 15 recommended books: $287.90
- 38 titles in the "Bedford Series in History & Culture," primary source documents and commentary: $705.40
- Digital National Security Archive 22 collections: $15,020.00
- Pennsylvania Gazette permanent access for 4 parts: $8,000.00
- 22 videos & dvd's on Middle East - feature films & documentaries: $1,039.97
- 10 scholarly books on pirates: $682.27
- 83 discounted books (35%) from Scholar's Choice - Poetry, Philosophy, Music, Medieval & Middle East Studies: $2,475.69
- Military Chaplain's project, 28 books: $502.64
- **Total: $24,904.17**
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VI. Personnel

A. Tenure Track Faculty

1. Full Professors.

Kathleen Berkeley
Associate Dean, College of Arts and Sciences
Ph.D., University of California, Los Angeles, hired 1981, graduate faculty.
Kathy Berkeley specializes in studies of gender, race and sexuality in modern America. Her widely-published work spans a broad period, from the mid-nineteenth to the late twentieth centuries, covers subjects ranging from the politics of black education in Memphis to a biography of Anna Elizabeth Dickinson, and has been recognized by several regional and national awards. Dr. Berkeley’s most recent book, *The Women’s Liberation Movement in America*, was selected as one of the Outstanding Academic Titles of the year.

Andrew F. Clark
Ph.D., Michigan State University, hired 1990, graduate faculty.
Andrew Clark is an expert on colonial and postcolonial West Africa, where he combines scholarship with work as a policy practitioner. He has published numerous articles on the region and two fundamental works on modern Senegal, where he is currently Country Director for Amnesty International.

Walter H. Conser, Jr.
Ph.D., Brown University, hired 1985, graduate faculty.
Walt Conser’s widely-published research on the history of religion stretches from the regional, in books such as *A Coat of Many Colors: Religion and Society along the Cape Fear River of North Carolina*, to the global: his first book was a comparative study of conservative theologians in England, Germany and America. Dr. Conser’s seventh book, an edited volume on religion and culture in the south, has recently been released; his penultimate work won the Cape Fear Historical Society’s Book of the Year Award.

David La Vere
Graduate Coordinator
Ph. D., Texas A&M University, hired 1993, graduate faculty.
David La Vere is a noted authority in the history of the American West, and in particular the history of Native Americans, over the *longue durée*. Recent books include research into the looting of the Spiro Mounds of Oklahoma, a sweeping synthetic history of the Texas Indians and an analysis of the Caddo chiefdoms over eleven centuries. His scholarship has been recognized with several awards, including a UNCW Award for Faculty Scholarship and a Philosophical Society of Texas Book Award. A further manuscript dealing with the enigma of the lost colony is currently in press.

Susan P. McCaffray
Chair, Department of History
Ph.D., Duke University, hired 1988, graduate faculty.
Sue McCaffray specializes in the peculiarities of Russian capitalism in the nineteenth century and the forces that have shaped Russia's economic and political history. She has published numerous articles in major journals of both Slavic and economic history; her monograph, *The Politics of Industrialization in Tsarist Russia*, was selected by *Choice* as one of the year’s Outstanding Academic Books. In 2002 Dr. McCaffray’s influence in her field was recognized by her peers, who elected her president of the Southern Conference on Slavic Studies.

**Michael M. Seidman**
Ph.D., University of Amsterdam, hired in 1990, graduate faculty.
Michael Seidman is a social historian of modern France and modern Spain, whose work on the Spanish Civil War has fundamentally questioned the former consensus interpretation. His publications have appeared in six languages and in some of the discipline’s leading journals, including the Journal of Modern History, International Review of Social History, and Journal of Contemporary History. Both of his last two books – Republic of Egos and The Imaginary Revolution – were recognized as Outstanding Academic Titles by Choice.

**Robert B. Toplin**
Ph.D., Rutgers University, hired in 1978, graduate faculty.
Bob Toplin has published a dozen books, stretching from comparative treatments of race relations in Latin America to widely-read histories of film such as *Michael Moore’s Fahrenheit 9/11: How One Film Divided a Nation*. As one of the county’s leading film historians he has also appeared frequently in the leading scholarly journals, in newspapers such as *The New York Times* and on television and radio. He is currently film editor of the American Historical Association’s newsletter, *Perspectives*; his most recent book was *Radical Conservatism: The Right’s Political Religion* (Kansas, 2006).

**Larry W. Usilton**
Ph.D., Mississippi State University, hired in 1971, graduate faculty.
Larry Usilton’s research focuses on the interaction of church and state in late medieval England. He has written a well-received book, *The Kings of Medieval England, c. 560-1485* (Scarecrow Press), and has published a number of articles and chapters in journals and books; he also remains a stalwart of the medieval history conference circuit, and has recently been a guest lecturer at All Souls College, Oxford.

**Alan D. Watson**
Ph.D., University of South Carolina, hired in January 1971, graduate faculty.
Alan Watson specialises in colonial and early American history, and is widely-acknowledged as one of the leading historians of North Carolina. He is the author of numerous journal articles and a series of influential regional histories of the state, including *A History of New Bern and Craven County and two histories of Wilmington*. He is also an active senior member of the state’s diverse historical associations.
2. Associate Professors

Candice Bredbenner
Ph.D., University of Virginia, hired in 2008, graduate faculty.
Candice Bredbenner is a scholar of the politics of gender, citizenship and social policy in the modern United States. Her monograph A Nationality of Her Own: Women, Citizenship, and the Politics of Marriage (California, 1998) was one of Choice’s Outstanding Academic Titles for 1998; her expertise is recognized by her peers in requests for manuscript reviewing service from leading journals including the Journal of American History, the Journal of Women’s History, and the Journal of American Ethnic History.

Yixin Chen
Ph.D., Washington University of St. Louis, hired in 1994, graduate faculty.
Yixin Chen is an expert on twentieth-century Chinese socioeconomic history, peasant livelihoods, population history and the Cultural Revolution. He has published extensively in Chinese and English, his work ranging from a bestselling Chinese comparative history – Paths to Modern Nations: Political Modernization from a Comparative Perspective – through multiple articles in his field’s leading journals, to his current project: an ethnographically-informed study of life and death in multiple villages during the famine of the early 1960s.

Glen Harris
Ph.D., Florida State University, hired in 2003, graduate faculty.
Glen Harris specializes in African-American and modern U.S. intellectual history, with a particular interest in African-American/Jewish relations. He has recently published articles on topics ranging from race relations in film through Franz Boas to postmodern slave narratives, and is currently working on an analysis of the impact of the Ocean Hill-Brownsville teacher’s strike on the liberal alliance between blacks and Jews in New York City.

William J. McCarthy
Ph.D., Boston University, hired in 1991, graduate faculty.
Bill McCarthy’s unusually broad research interests span early modern Europe, maritime history, Spanish colonization, and the history of science and technology. They come together in a series of journal articles on the cultural histories of shipbuilding and shipwrecking in Spain’s maritime empire, which have appeared in such leading journals as the Colonial Latin American Historical Review. He is currently finalizing a long-prepared manuscript on the rhetoric of colonialism in the Philippines.

Lynn Wood Mollenauer
Ph.D., Northwestern, hired in 2000, graduate faculty.
Lynn Mollenauer is an expert on gender, the history of magic and the law and court politics in early modern Europe, with a particular interest in the France of Louis XIV. She has received university and National Endowment for the Humanities grants to further her research, which has been widely presented in the US and abroad. Dr Mollenauer is

William D. Moore
Director of Public History
Ph.D., Boston University, hired in 2001, graduate faculty.
Will Moore’s research interests centre on the interplay between landscape, architecture and American memory and ritual. He has published various articles and book chapters on these and other themes, ranging from a recent analysis of early twentieth century heritage tourism to multiple treatments of Masonic ritual, architecture and culture. The latter was the subject of his first book, Masonic Temples: Freemasonry, Ritual Architecture, and Masculine Archetypes, published by the University of Tennessee Press in 2006. He is currently working on a book on the Shakers in the mid-twentieth century, funded in part by a National Endowment for the Humanities Winterthur fellowship.

Lisa Pollard
Ph.D., University of California, Berkeley, hired in 1997, graduate faculty.
Lisa Pollard’s work focuses on the histories of women, gender and state formation in the colonial and postcolonial Middle East, with particular reference to Egypt. Her innovative research has earned her university, Andrew W. Mellon and National Endowment for the Humanities grants; her teaching was recognized this year with a Chancellor’s Award for Teaching Excellence. Dr. Pollard’s 2005 monograph, Nurturing the Nation: The Family Politics of Modernizing, Colonizing and Liberating Egypt, 1805-1923 was published by the University of California Press, furthering an interpretation of modernization in Egypt that she had advanced in book chapters and articles in the Arab Studies Journal and Social Politics.

Robert Mark Spaulding
Ph.D., Harvard University, hired in 1992, graduate faculty.
Mark Spaulding is an expert on the political economy of Germany’s relations with Eastern Europe from the Prussian Empire to the Cold War. His monograph Osthandel and Ostpolitik was a finalist for the American Historical Association’s George Louis Beer Prize; he has published articles in Diplomatic History, Agricultural History and other major journals. He is currently working on an extensive project on agricultural trade and statecraft during the Cold War.

Paul A. Townend
Undergraduate Coordinator
Ph.D., University of Chicago, hired in 2001, graduate faculty.
Paul Townend specializes in British imperial culture, alcohol and temperance history, nationalism and the Irish in America. His first book, Father Mathew, Temperance, Temperance and Irish Identity, 1838-1848 was recognized as the best Irish history/social science book of 2002 by the American Conference on Irish Studies. Dr. Townend has subsequently published widely in leading journals of both his field and the discipline, including Past &
Present, and been invited to collaborate in revising one of the central textbooks of Western Civilization courses, Lynn Hunt’s The Making of the West.

3. Assistant Professors

Venkat Dhulipala
Ph.D., University of Minnesota, hired in 2008, graduate faculty.
Venkat Dhulipala specializes in 19th and 20th century South Asian History, with a particular interest in the links between popular and elite political culture in partition-era Pakistan. His research has been recognized in a series of grants from the universities of Hyderabad, Wisconsin and Minnesota, and articles are forthcoming in two of his field’s leading journals, Indian Economic and Social History Review and Modern Asian Studies.

W. Taylor Fain
Ph.D., University of Virginia, hired in 2004, graduate faculty.
Taylor Fain is a diplomatic historian whose area of expertise is U.S. Foreign Relations in the postwar period. While his experience in the State Department’s Office of the Historian lent him experience in a broad range of US foreign policy areas, his particular research interests lie in the triangle between America, Britain and the Persian Gulf region and Indo-Pakistani relations. He has published various articles on these themes in Diplomacy and Statecraft and other journals; his first book, American Ascendance and British Retreat in the Persian Gulf Region, 1951-1972, was published by Palgrave Macmillan in 2008.

Chris E. Fonvielle, Jr.
Ph.D., University of South Carolina, hired in 2004, graduate faculty.
Chris Fonvielle is a historian of the Civil War and of North Carolina. He has published two award-winning books on Wilmington and various articles on regional military history. He is a leading member of the local public history community, holding directorships on the North Carolina Maritime History Council and the Moore’s Creek Battlefield Association.

Paul Gillingham
Ph.D., Oxford University, hired in 2006, graduate faculty.
Paul Gillingham specializes in grassroots approaches to state formation, nationalism and violence in Latin America. Recent/in press publications deal with education, rural violence, archaeological fraud, and the emergence of dominant party hegemony in mid-century Mexico. An article on popular protest has been accepted by Past & Present; a second, on relic forgery, is under review at the same journal; a monograph, Cuauhtémoc’s Bones, will be published by the University of New Mexico in 2009.

Monica Gisolfi
Ph.D., Columbia University, hired in 2006, graduate faculty.
Monica Gisolfi’s research focuses on industrial agriculture, memory and history in the twentieth-century south. Her article "From Crop Lien to Contract Farming: The Roots of
Agribusiness in the American South, 1929-1939” was awarded the Vernon Carstensen Memorial Award for the best article published in the journal Agricultural History in 2006, and was subsequently reprinted in The Best American History Essays 2008 (Palgrave Macmillan, 2008). She is currently working on an extended project analyzing the environmental consequences of industrialized agriculture.

Tammy S. Gordon
Ph.D., Michigan State University, hired in 2005, graduate faculty.
Tammy Gordon is a public historian whose research examines the penetration of historical exhibitions and small-scale museums into the everyday and the relationships between consumerism and memory in state ritual. Recent publications include “Heritage, Commerce and Museal Display: Toward a New Typology of Historical Exhibition in the United States” in her field’s leading journal, The Public Historian; a monograph entitled Private History in Public is under review by the University of Minnesota Press.

David Sepkoski
Ph.D., University of Minnesota, hired in 2006, graduate faculty.
David Sepkoski specializes in the history of paleontology and its relationship to evolutionary theory. Despite that, his first book dealt with seventeenth century mathematical philosophy. Subsequent and numerous publications have advanced an influential interpretation of paleontology’s role in the development of neoDarwinian thought; an interpretation that two forthcoming books – The Paleobiological Revolution and Re-reading the Fossil Record, both University of Chicago Press – will consolidate. Dr Sepkoski’s research has been funded by, among others, a National Science Foundation STS Scholars Award and an Andrew W. Mellon Postdoctoral Fellowship.

4. Emeritus Professors

John H. Haley
Ph.D., University of North Carolina; specialist in African-American history and race relations.

James R. Leutze
Chancellor Emeritus, Ph.D., Duke University; specialist in diplomatic history, with a particular interest in 20th century European-U.S. relations.

Melton McLaurin
Ph.D., University of South Carolina; specialist in Southern History.

B. Non-tenure Track Faculty

Donald G. Johnson
MPH Tulane University, MA (History) UNCW, former Chairman of the Radiology Department, New Hanover Regional Medical Center, part-time instructor in Western Civilization courses since 2005.

Melissa Chakars
Ph.D., Indiana University, 2008

C. Staff

Catherine Johnson
Administrative Associate for Personnel, Budgets and Travel.
910-962-3656

Tammie Grady
Administrative Associate for Scheduling, Student Records, and Department Equipment.
910-962-3307

D. Visiting speakers and other institutional resources

The program makes frequent use of prestigious visiting speakers, and in the last year has involved graduates in seminars and informal meetings with guests including Professor Alan Knight (Oxford) and Nils Lofgren (evolution) face. The Sherman Lecture, an annual prize lecture awarded to an emerging scholar, has evolved in the recent past into an event that attracts small panels of leading specialists from around the country to discuss the prizewinners’ ideas and their field in more general terms. Thus the 2007 talk on contemporary Venezuela gave graduates the chance to meet and discuss the work of Jonathan Eastwood (Washington & Lee), Jocelyn Olcott (Duke) and Javier Corrales (Amherst), while the 2008 Sherman lecture brought Ebenezer Obadare (Kansas), John Hanson (Indiana), and Michael Lambert (UNC Chapel Hill) to campus and into the ambit of our graduates.

Finally, no mention of the program’s resources would be complete without reference to the exceptional resource that our graduates find in UNCW’s research librarians, led by Sue Cody (herself an MA in history.) The intense effort that Sue and her associates put into helping jumpstart our graduates’ research careers is extraordinary, and is warmly recognized by generations of thesis-writers in their acknowledgements.

VII. Graduate Students.

A. Current Students.

1. Graduate Student Comparison: 2007-08 and 2001-02. In many ways, our History graduate students and the program in general have improved in quality since 2001. However, there is also a remarkable similarity between the two periods.
In 2007-08, the History Graduate Program had 45 students actively in the program, though 6 of these graduated during the year. Of our graduate students, 24 (53%) were male and 21 (47%) were female. Forty-four (98%) were white while only 1 (2%) was a Student of Color (African-American). Twenty-eight (62%) claimed in-state North Carolina residency while 17 (38%) came from out of state. Ten (22%) had graduated with a BA from UNCW, while 35 (78%) came from other universities. Other than UNCW, some of the universities our graduate students attended as undergraduates include UNC Chapel Hill, UNC Charlotte, UNC Greensboro, UNC Asheville, North Carolina State, Wake Forest, Elon, Western Carolina University, East Carolina, North Carolina Wesleyan, Montclair State, Limestone College, Ohio Wesleyan, LSU, Roanoke College, Radford College, Liberty University, Meredith College, Slippery Rock University, Washington State, Lander University, University of Colorado, Portland State, University of Buffalo, Purdue, Allegheny College, Michigan State, University of Mississippi, and Mississippi Women's University. As for GRE scores, we tell our potential applicants that the program would like them to have a minimum of 950 as the total of their verbal and quantitative scores. However, we have often dipped below this minimum and GRE scores are not the sole determinant of being accepted or refused entry into the program. In 2007-08, the average GRE total score was 1077; the median was 1070, while the mode was 960, with four students with that number. The lowest score admitted was 840, while the highest was 1310. As for Grade Point Average (GPA), the program would like to see an applicant with at least a “B” (3.0), but as with GRE scores, we have dipped below that to bring in promising applicants. The average GPA for our graduate students in 2007-08 was 3.25; the median was 3.2, while the mode was 3.1 with 7 students having that number. Of these, 11 (24%) were in the US track; 11 (24%) in the European; 5 (11%) in the Global; and 18 (40%) in the Public History track.

In 2001-02, we had 40 students actively in the program. [Note: Information for 5 students could not be verified in some categories, so the below add up to only 35.] Of the 35 students we could verify, 17 (49%) were male, while 18 (51%) were female. Thirty-four (97%) were white but only 1 (3%) was a Student of Color (African-American). Twenty-three (66%) claimed in-state North Carolina residency; twelve (34%) came from out of state. Eleven (31%) were undergraduates from UNCW, while 24 (69%) came from other universities. These universities, other than UNCW, include UNC Chapel Hill, UNC Asheville, UNC Greensboro, North Carolina A&T, Elon, East Carolina, Washington and Lee College, Southern Adventist College, University of Colorado, Tulane, Southeast Missouri, Ohio University, James Madison, Michigan State, Roanoke College, University of Oregon, Johnson State, and West Virginia. As for GRE scores, the average total scores was 1026, while the median was 1000. The mode is more problematic with at least two students having scores of 1160, 1140, 1080, 1000, 950, 890, 850. The lowest score admitted was 580, while the highest was 1390. As for GPA, the average was 3.2; the median was 3.2, and the mode was 3.2 with 8 students having that score. Of these 35 students, 13 (37%) were in the US track; 6 (17%) in the European; 2 (6%) in the Global; and 14 (40%) in the Public History track.

**Active Students:**
- 2007-08 – 45 students
- 2001-02 – 40 students. 35 counted as information on 5 was missing
Gender:
2007-08 – 24 male (53%); 21 female (47%)
2001-02 – 17 male (49%); 18 female (51%)

Ethnicity:
2007-08 – 44 white (98%); 1 Student of Color (African American) (2%)
2001-02 – 34 white (97%); 1 Student of Color (African American) (3%)

Residency:
2007-08 – 28 (62%) in-state; 17 (38%) out of state
2001-02 – 23 (66%) in-state; 12 (34%) out of state

Universities:
2007-08 – 10 (22%) from UNCW; 35 (78%) from other universities
2001-02 – 11 (31%) from UNCW; 24 (69%) from other universities

GRE scores:
2007-08 – average: 1077; median: 1070; mode 960 (4); high: 1310; low: 840
2001-92 – average: 1026; median: 1026; mode: n/a; high: 1390; low: 580

Grade Point Average:
2007-08 – average: 3.25; median: 3.2; mode 3.1 (7)
2001-02 – average: 3.2; median: 3.2; mode: 3.2 (8)

Tracks:
2001-03 – PH: 14 (40%); US: 13 (37%); EU: 6 (17%); GL: 2 (6%)

2. Matriculation - Fall 2001-Spring 2008. In looking at the entire seven year period from Fall 2001 through Spring 2008, the History Graduate Program has had 112 applicants to the program. This number is what we have records for as records for non-entry applicants – those who applied but were either denied admission or rejected our offer of admission – only go back to Fall 2005. So there were actually more non-entry applicants than 112. Out of all these applicants, 82 applicants actually entered the program, while 30 applied, but did not begin the program. Of these who did not enter, 13 were denied entry, while 17 rejected our offer or refused to attend. Most of those who were denied admission into the program were done so because of standards; meaning either their GRE scores and/or their GPA were low, or their writing sample was also below standards. Please see the below tables for more information.

Applicants & Students – F01-S08:
Applicants (Non-Entry applicants only from Fall 2005): 112
Entered program: 82 (73%)
2007-08 Enrollees: 45
2001-08 Enrollees: 40

Non-Entry Applicants – F01-S08:
Applicants who did not enter program (Fall 2005-Spring 2008): 30 (27%)

Denied entry into the program: 13 (12%)
Male: 6 (46%); Female 7 (54%)
White: 12 (92%); Minority: AA: 1 (8%)
Resident: 7 (54%); Non-resident: 6 (46%)
Tracks: US-4 (31%); EU-2 (15%); GL-1 (8%); PH-6 (46%)

Rejected our offer of admission: 17 (15%)
Male: 8 (47%); Female: 9 (53%)
White: 15 (88%); Minority: 2 (12%) - Hisp-1; AmlIndian-1
Residents: 7 (41%); Non-Resident: 10 (59%)
Tracks: US-6 (35%); EU-4 (24%); GL-1 (6%); PH-6 (35%)

Gender – F01-S08:
All Applicants (112):
Male: 55 (49%)
Female: 57 (51%)

Entered program (82):
Male: 41 (50%)
Female: 41 (50%)

Non-Entry Applicants (30):
Male: 14 (47%)
Female: 16 (53%)

2007-08 Enrollees (45):
Male: 24 (53%)
Female: 21 (47%)

2001-02 Enrollees (35 of 40 counted as information on 5 was missing):
Male: 17 (49%)
Female: 18 (51%)

Ethnicity – F01-S08:
All Applicants (112):
White: 105 (94%)
Students of color: 7 (6%)

Entered program (82):
White: 78 (95%)
Students of Color: 4 (5%) – 2-AA, 1-Asian, 1 American Indians.

Non-Entry Applicants (30):
White: 27 (90%)
Students of Color: 3 (10%) – 1-AA, 1-Hisp, 1 American Indian.

2007-08 Enrollees (45):
White: 44 (98%)
Students of Color: 1 (2%) - AA

2001-02 Enrollees (35 of 40):
White: 34 (97%)
Students of Color: 1 (3%) - AA

Residency – F01-S08:
All Applicants (112)
In-state Residents: **71** (63%)
Non-Residents: **41** (37%)

Entered program (82):
  In-state Residents: **57** (70%)
  Non-Residents: **25** (30%)

Non-Entry Applicants (30):
  In-state Residents: **14** (47%)
  Non-Residents: **16** (53%)

2007-08 Enrollees (45):
  In-State Residents: **28** (62%)
  Non-Residents: **17** (38%)

2001-02 Enrollees (35/40):
  In-state Residents: **23** (66%)
  Non-Residents: **12** (34%)

**Universities Applicants Attended – F01-S08:**

All Applicants (112):
  UNCW: **22** (20%)
  Other Universities: **90** (80%)

Entered program (82):
  UNCW: **20** (24%)
  Other Universities: **62** (76%)

Non-Entry Applicants (30):
  UNCW: **2** (7%)
  Other Universities: **28** (93%)

2007-08 Enrollees (45):
  UNCW: **10** (22%)
  Other Universities: **35** (78%)

2001-02 Enrollees (35/40):
  UNCW: **11** (31%)
  Other Universities: **24** (69%)

**Tracks – F01-S08:**

All Applicants (112):
  US: **35** (31%)
  EU: **23** (21%)
  GL: **16** (14%)
  PH: **38** (34%)

Entered program (82):
  US: **25** (30%)
  EU: **17** (21%)
  GL: **14** (17%)
  PH: **26** (32%)

Non-Entry Applicants (30):
US: 10 (33%)
EU: 6 (20%)
GL: 2 (7%)
PH: 12 (40%)

2007-08 Enrollees (45):
US: 11 (24%)
EU: 11 (24%)
GL: 5 (12%)
PH: 18 (40%)

2001-02 Enrollees (35/40):
US: 13 (37%)
EU: 6 (17%)
GL: 2 (6%)
PH: 14 (40%)

**GRE Scores – F01-S08:**
All Applicants (110 – 2 with scores unavailable):
Average (Mean): 1038
Median: 1060
Mode: 920 (7)
Highest: 1340
Lowest: 640

Entered program (80 – 2 with scores unavailable):
Average (Mean): 1060
Median: 1070
Mode: 1070 (6); 920 (6)
Highest: 1310
Lowest: 640

Non-Entry Applicants (30):
Average (Mean): 979
Median: 940
Mode: 1260 (2), 1140 (2), 940 (2)
Highest: 1340
Lowest: 730

Denied Entry into Program (13):
Average (Mean): 910
Median: 880
Mode: 940
Highest: 1260
Lowest: 730

Refused Our Offer of Admission (17):
Average (Mean): 1031
Median: 1040
Mode: 1140 (2), 930 (2)
Highest: 1340
Lowest: 760

2007-08 Enrollees (45):
Average (Mean): 1077
Median: 1070
Mode: 960 (4)
High: 1310
Low: 840

2001-02 Enrollees (39/40 counted as information on 1 was missing):
Note: These include students who entered before Fall 2001, but were still in the program.
Average (Mean): 1026
Median: 1026
Mode: 1160 (2), 1140 (2), 1080 (2), 1000 (2), 950 (2), 890 (2), 850 (2)
High: 1390
Low: 580

Grade Point Average (GPA) – F01-S08:
All Applicants (111/112 as 1 did not provide GPA):
Average (Mean): 3.29
Median: 3.3
Mode: 3.0 (13)
Highest: 3.98
Lowest: 2.2

Entered program (82):
Average (Mean): 3.3
Median: 3.35
Mode: 3.8 (10)
Highest: 3.98
Lowest: 2.2

Non-Entry Applicants (29/30):
Average (Mean): 3.3
Median: 3.3
Mode: 3.3 (4)
Highest: 3.98
Lowest: 2.3

Denied Entry in Program (12/13):
Average (Mean): 2.89
Median: 3.0
Mode: 3.0 (2)
Highest: 3.4
Lowest: 2.3

Refused Our Offer of Admission (17):
Average (Mean): 3.5
Median: 3.7
Mode: 3.7 (4)
Highest: 3.98
Lowest: 2.8

2007-08 Enrollees (45):
Average: 3.25
Median: 3.2
Mode: 3.1 (7)
High: 3.96
Low: 2.2
3. Attrition and Retention. Ideally, every student who entered the program would graduate and hopefully at the end of four semesters of work. Unfortunately, this does not happen as students do drop out of the program. Many find that graduate school is not what they imagined or they have difficulty managing it and job or family. Others find the financing daunting, while others find the program too rigorous. However, only a few students actually contact the Graduate Coordinator and officially withdraw from the program. In my three and a half years as Graduate Coordinator, I can only think of five students who officially withdrew. And confirmed withdrawals usually come within their first semester or two in the program. Most drop-outs complete a few classes, maybe even all their class work, and then just fade from the program, never completing their thesis, or sometimes not even taking language exam or the comprehensive exam. At some point, if they have not registered for classes or contacted the Graduate Coordinator for several years since their last class, the Graduate Coordinator declares them as being dropped from the program. However, some students do kind of drift along, but then eventually do earn their MA after many years. Of the 82 students who entered the program between Fall 2001 and Spring 2008, 23 (28%) dropped out, while 36 (44%) are still considered as actively in the program. The other 23 graduated. See the table below:

<table>
<thead>
<tr>
<th>Attrition – F01-S08:</th>
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<tbody>
<tr>
<td>Total Enrolled Students – Fall 2001 through Spring 2008: 82</td>
</tr>
<tr>
<td>Dropped Out Before Graduation: 23 (28%)</td>
</tr>
<tr>
<td>Male: 8 (35%); Female: 15 (65%)</td>
</tr>
<tr>
<td>White: 21 (91%); Students of Color: 2 (9%): 1-AA, 1-Asian</td>
</tr>
<tr>
<td>Residents: 17 (74%); Non-Residents: 6 (26%)</td>
</tr>
<tr>
<td>Tracks: US – 9 (39%); EU – 5 (22%); GL – 5 (22%); PH – 4 (17%)</td>
</tr>
</tbody>
</table>

An effort is made to encourage students to complete the program. The Graduate Coordinator meets with students who announce they are thinking of withdrawing. Some students are encouraged to cut back on classes and remain with the program. The Graduate Coordinator and student try to work out the problem, if it can be worked out. It is more difficult with students who complete the class work, but never get around to writing their thesis. For those going over four semesters, the Graduate Coordinator will often send them an email asking how their thesis is coming and seeing if there is anything the History Department can do to help them finish. Some respond, some do not. Thesis Chairs are also encouraged to keep in contact with their graduate students and persuade them to complete the program. But in many cases, the student has developed other interests in life and often never completes their MA and never officially withdraws from the program.

Some students withdraw because of the rigor of the program. They take and fail the language exam or the comprehensive exam, feel discouraged, and drift away from the program. For example, students have two chances to take the comprehensive
exam. If they fail both times, then they are ejected from the program. I can only recall this happening once during my tenure at UNCW. Since we are training professional historians, the History faculty has no issue with the two-strikes aspect of the comprehensive exam. A successful MA student should easily be able to answer competently two broad questions in their historical track. However, the same two-strikes penalty was until recently levied in the Language Exam. While it is to be expected that students in the Global and European tracks should be familiar with a foreign language, many students in the US and Public History tracks found the Language Exam daunting and the two-strikes penalty terrifying. If a student failed the Language Exam the first time, they were almost paralyzed with fear, never wanting to take the Exam again lest a failure ejected them from the program. This may have caused some of our drop-outs. This past Spring 2008, the History faculty lifted the two-strikes penalty for the Language Exam. Student must still pass a language exam to earn their MA, but they may fail and take it as many times as they must. Incoming students must take the exam within their first year of the program. The removal of the penalty seems to have worked as 20 students took the exam in the Fall 2008 semester, many of them who were taking the exam for the second time.

4. Graduation and Completion Rates. The Department has identified improving retention and graduation as a strategy and priority, as well as shortening the time to degree. Of the 112 students who entered the program between Fall 2001 through Spring 2008, 23 (28%) have graduated. However, this percentage is not an accurate number as students who entered the program after Fall 2006 would not yet be eligible to graduate as they have not completed four semesters. So tabulating the graduate rate would mean counting only the 63 students who came into the program between Fall 2001 through Fall 2006. So of 63 students entering the program during those dates, 23 (37%) graduated. So a little over one-third of the students entering the program over the last seven years have graduated.

Graduation – F01-S08 - (23):
Eligible to Graduate – Entered Fall 2001 through Fall 2006: 63
Students Graduated: 23 (36%)
Male: 13 (57%); Female: 10 (43%)
White: 22 (97%); Student of Color: 1 (3%) – American Indian
Residents: 12 (52%); Non-Residents: 11 (48%)
Tracks: US –10 (44%); EU – 4 (17%); GL – 2 (9%); PH – 7 (30%)

Total Graduated between Fall 2001-Spring 2008: 37
Note: This includes students who enrolled prior to Fall 2001.

Total Graduated Since Inception of Graduate Program in 1989: 74

5. Completion Rate: A concern to the History faculty is the length of time it takes for our students to graduate with their MA. The program is designed to take four semesters, with the students graduating in their fourth semester. However, our students take much longer times. Of the 23 students who graduated, only 3 completed in two years or four semesters, while another 3 completed it in 2.5 years. The average time to graduation was 3.2 years or about 7 semesters.
Completion Rate:
Eligible to graduate, from 1989 through Fall 2007: 141
Completion Rate: 74 graduates ÷ 141 = 52%

All students in program, from 1989 through Spring 2008: 166
Note: More students than this, but early records are missing.

Total Completion Rate: 74 graduates ÷ 166 (all enrollees) = 46%

Time to Degree – F01-S08 - (23):
Average (Mean): 3.2 years (6-7 semesters)
Median: 3 years (6 semesters)
Mode: 3 years (6 semesters) (9)
Highest: 5 years (10 semesters)
Lowest: 2 years (4 semesters)
Number graduating at 2 years (4 semesters): 3 (17%)
Number graduating at 2.5 years (5 semesters): 3 (17%)

6. Graduate Program: How Many? Two of the biggest questions that roil the History Department faculty are how many graduate students should be matriculating at any time and how many new students should be admitted each year. Some want fewer, others more. However, looking at the number of students in the program and the number of history faculty, the Department Chair and the Graduate Coordinator feel that our present number, between 40 and 50, seems to be a good number. Admittedly, there are some tracks, such as Public History with only 2.5 faculty members, and some currently popular areas, such as American Foreign Relations, mean these faculty tend to have more theses to advise and more students requesting Directed Independent Studies. Nevertheless, there are many other faculty members available to serve as thesis and DIS advisers. So the faculty as a whole are not overburdened with our current number of graduate students. It should also be taken into account that not all graduate students are actively take classes. Many are “all but thesis” – ABT, only sporadically contacting their thesis advisors. And having a critical mass of graduate students is essential to filling our 14 TA positions; while the Public History program has a goal of having 10 graduate students matriculating at any one time. As for how many new students should be admitted each year, by using an algebraic formula provided by the UNCW Graduate School, which used such variables as mentoring, placement, mission, faculty numbers, and available funding, the Department Chair and Graduate Coordinator feel that the Graduate Program should have a goal of admitting 17 new students each year. Most of these new students enter during the fall with many fewer applications in the spring. With 45 graduate students in the program and with 14 new students admitted in 2007-08, the History Graduate Program is currently meeting its goals in number of students and number of new students admitted. It should be noted that besides the 14 new students in 2007-08, 7 students were offered admission, but they refused our offer.

7. Non-Entry Applicants. Not all applicants who apply to the program ever enroll. Some will be denied admission by the Graduate Committee; others will be admitted to the program, but will refuse our offer of admission. Those denied admission are usually denied for failing to meet the standards: GRE scores or GPA too low, bad writing
sample, insufficient background in history, etc. We have only the last few years begun trying to elicit responses from those students who refused our offer. Most of these say the do so because they have received a better offer from another university. That might mean the university is closer to home, or is an in-state university with in-state tuition. Often it is a matter of money. With only 4 Tuition Remissions, we are limited in the number of out-of-state students we can bring in and fund. Even in-state students who do not receive a TA position or scholarship will often go to another program that will provide them with one.

Non-Entry Applicants – F01-S08:
Applicants who did not enter program (Fall 2005-Spring 2008): 30 (27%)  
Denied entry into the program: 13 (12%)
Male: 6 (46%); Female 7 (54%)
White: 12 (92%); Minority: AA: 1 (8%)
Resident: 7 (54%); Non-resident: 6 (46%)
Tracks: US-4 (31%); EU-2 (15%); GL-1 (8%); PH-6 (46%)

Rejected our offer of admission: 17 (15%)
Male: 8 (47%); Female: 9 (53%)
White: 15 (88%); Minority: 2 (12%) - Hisp-1; AmlIndian-1
Residents: 7 (41%); Non-Resident: 10 (59%)
Tracks: US-6 (35%); EU-4 (24%); GL-1 (6%); PH-6 (35%)

8. Recruiting. Attracting quality applicants is of top importance to the History Graduate Program, but limited finances forces the department to take a rather modest tact on recruiting. Currently, each summer the History Department prints about 200 copies of a large 11 X 18 poster/mailer touting UNCW's History Graduate Program, listing our 4 tracks – US, European, Global, and Public History – and some areas of research within each track. These are mailed out to History Departments at universities and colleges in North Carolina and the surrounding states of Virginia, South Carolina, and Tennessee. We believe it is not cost effective to mail brochures outside of this range. The remaining brochures are distributed to the History faculty, who are encouraged to give these to prospective applicants when they attend conferences. The Graduate Coordinator might also send out brochures to colleagues at other universities or to potential applicants whose names come across his desk. The Graduate Coordinator also follows up on leads provided by the UNCW Graduate School. On the other hand, we usually do not take part in “career fairs” held at other universities as we have found these to not be time or cost effective and rarely did we ever get applicants from these.

Our most successful recruiting tools have been our Department website. However, UNCW’s and our Graduate Program’s rising reputation also bring in applicants. It does not hurt that UNCW is situated near the beach. The Graduate Program webpages are thorough, complete, and constantly updated by the Graduate Coordinator. Prospective applicants can get just about all the information they need through them. There is information on admission requirements, program structure, degree requirements, classes offered, as well as links to electronic application forms, the Graduate Catalog, the History Graduate Handbook, and much more. For a look, go to www.uncw.edu/hst and see the Graduate Program tabs at the top. Because of the anonymity of the internet, we cannot be sure how many prospective applicants actually
peruse the information. And because the Program’s webpages are so thorough and informative, prospective applicants now do not need to actually contact the Graduate Coordinator to get information. Nevertheless, many still do. Each academic year the Graduate Coordinator keeps a running list of all inquiries that come to him via email or telephone. The Coordinator responds to their questions and will, if need be, direct them to the web pages, or to specific faculty in their area of interest. In 2007-08, the Graduate Coordinator received 45 email or telephone inquiries and 11 of these led to applications, with 4 actually entering the program.

9. Recruiting Challenges. While the Graduate Program is always on the lookout for top-flight applicants, we often have a difficult time successfully recruiting high quality, top-choice students from out-of-state. The problem, one which we have no control over, lies with tuition remission/reduction and the availability of TA positions. Many out-of-state applicants feel that they should almost automatically receive a tuition reduction to North Carolina in-state tuition or even a total elimination of tuition. Apparently, other graduate programs at universities outside of North Carolina have greater flexibility in reducing or eliminating graduate tuition. This puts us at a disadvantage. The History Graduate Program does receive 4 Tuition Remissions per academic year, which allows us to reduce an out-of-state applicant’s tuition to in-state prices. We use these Tuition Remissions as recruiting tools to bring in quality graduate students. However, there are certain strictures with the Tuition Remissions that limit them as recruiting tools. For example, any student receiving a Tuition Remission must also be a TA. So a TA position must be bundled in with a Tuition Remission when making an offer to a highly-sought out-of-state applicant. That in itself is not too bad, but the often strict requirements for an out-of-state student seeking in-state North Carolina residency limits the availability of Tuition Remissions. When an offer is made to an out-of-state applicant which includes a Tuition Remission and a TA position (and possibly also with scholarship money), the Graduate Coordinator strongly urges them to apply for in-state residency when they can meet the requirements. Some make it and become North Carolina residents for tuition purposes. If so, then their Tuition Remission can now be used to recruit students the next academic year. However, others do not receive in-state residency, and so one of the rules of the Tuition Remission is that the out-of-state student must be supported for a second year. That means this Tuition Remission cannot be used for recruiting new students until that time. So it is quite possible there are years where we have no Tuition Remissions to offer. Naturally, if we have designated an applicant as highly-sought, then other universities have as well. When we cannot offer tuition remission, or total tuition elimination, or a TA position, then our chances of getting that student into our program is severely limited. We have lost many highly-sought applicants this way. The Graduate Coordinator would recommend either more Tuition Remissions or a lessening of the residency requirements so that the available Tuition Remissions can be used more frequently.

10. Applicants and the Application Process. There is a running debate in the Department as to whether the History Graduate Program receives enough applications during the year or not. There is also a debate among the History faculty as to what
constitutes a top applicant and how do we recognize one. To apply, applicants should provide or meet the following criteria:

- Official transcripts of all college and graduate work (3.0 GPA required)
- Officially reported scores on the Graduate Record Examination (verbal, quantitative and analytical; a total of 950 for the verbal and quantitative sections is desirable)
- Three letters of recommendation, at least two must be from academicians
- Appropriate writing sample; history research paper preferred with footnotes or endnotes and Bibliography
- Completed History questionnaire

Deadline for fall admission with TA and financial aid consideration is March 1. For those not wanting or needing a TA position or financial aid, the deadline is May 1. Deadline for admission in the spring semester is November 1. Applications are all done electronically now. Prospective students can access the electronic application either through the UNCW Graduate School website or through a link on our Graduate Program website. All required information --- GRE scores, transcripts, letters of recommendation, writing sample, and answers to the History Questionnaire -- are either uploaded via the internet or sent directly to the Graduate School. Applicants send nothing to the History Department or Graduate Coordinator. Only when an applicant’s file is complete and all necessary information has been received by the UNCW Graduate School is the file made available electronically to the History Graduate Coordinator, who then makes it available to the History Graduate Committee.

At the beginning of the academic year in August/September, the Department Chair appoints a 5-member Graduate Committee. The Committee consists of the History Graduate Coordinator, who heads the Committee, and a faculty member from each of the four tracks: US, European, Global, and Public History. The Committee meets periodically to discuss items of interest to the Graduate Program, but the Committee’s main duty is to review the applications and decide on whom to admit, whom to admit with provisions, and whom to reject. Most applications come in during the spring for fall admission, only a few come in during the fall for spring admission, so I will use the fall admission process as an example. Since applications are completed piecemeal, the Graduate Coordinator receives them electronically from the Graduate School the same way. Once an application is received, the Coordinator reviews it, then types up a short information blurb on the applicant: name, ID number, address, telephone number, email address, track (US, European, Global, Public), GRE scores, GPA and from what university, residency, and if they are interested in a TA position and financial aid. This information and the application file itself are then made available electronically to each member of the Graduate Committee. They review the file and make notes. As more applications come in, the applicant’s information is added and the file passed to the Graduate Committee. In some instances, Committee members may state their preference for admission or denial before the deadlines.

On or about March 1 in the Spring Semester (and November 1 in the Fall Semester), the Graduate Committee will meet to go through the first wave of applications, meaning those wishing to be admitted and considered for a TA position
and/or other department financial aid. Committee members will bring their notes and each applicant and their file will be discussed. Unfortunately, there is no sure way to determine whether an applicant will turn out to be superior graduate student or one who stragglers along and then disappears after awhile. As Graduate Coordinator, I have seen applicants that look terrific on paper – high GRE scores and GPAs, excellent writing samples, and passionate letters of recommendation – struggle miserably and drop out. I have also seen applicants that look iffy on paper, but then turn out to be bright stars, who finish their work and go on to excellent PhD programs or jobs. In most, but not all cases, students with higher GRE scores seem to graduate and do so quicker than those with lower GRE scores. Also, each member of the Committee, in trying to select the best applicants, might look at different criteria. Some feel GRE scores are important, though they cannot and are not the sole criteria of admitting or rejecting an applicant. Others look at GPAs and where the applicant received their BA. Others look at the quality of the writing sample; and others what the applicants says in their History Questionnaire, seeking evidence that they are coming into the profession for the right reasons and with the correct mind-set. Are they coming here because they want to become professional historians or do they have nothing better to do and really just want to spend time near the beach? The Graduate Committee tries to weed out the latter and admit students who do want to become history professionals and have the best chance of finishing our MA program. Each applicant will be voted on by the Graduate Committee. Applicants can be accepted out-right. Others might be accepted with provisions. This usually entails them having to take about 6-9 hours in their first semester and make a B+ in each of those classes. Others might be rejected outright, often for a low GPA, low GRE scores, bad writing sample, or just that they do not seem to be coming to the Graduate Program for the right reasons. If denied admittance, the applicant is informed why. In the end, many more applicants are accepted than denied. In fact, the Program has an overall 87% admittance rate. In 2007-08, there were 26 applicants with 14 accepted, 5 denied admission due to low standards; and 7 who refused our offer of admission. Nevertheless, all acceptances or denials are done by the democratic process and an applicant must be accepted or denied by a majority of the members of the Graduate Committee. The Graduate Coordinator has no authority to override the wishes of the majority of the Graduate Committee.

At the March 1 meeting, the Graduate Committee also tries to rank the applicants for scholarship purposes. By late February, we have been informed as to how much we can offer for our three major scholarships. For 2007-08, the program could offer the Charles Green Scholarship of $5800; the M. Ty Rowell Scholarship of $5200; and S. Goodman Stern Fellowship of $1800 and a one-time Coca-Cola Scholarship of $1000. The UNCW Graduate School provided a New Scholar Award of $1000, and Tuition Scholarships of $9,500. Tuition remissions are also considered here.

After that meeting, the Graduate Coordinator then informs the Graduate School of the Committee’s decision and which applicants have been accepted out-right, accepted with provisions, or denied admission. They Graduate School will officially inform the applicant of this. However, the History Graduate Coordinator will almost immediately send an email to those applicants who have been accepted for admission informing them of this. They are also told to expect official word from the UNCW Graduate School and a letter from the History Graduate Program providing them with
more information. Then, over the next few weeks, using the rankings provided by the Graduate Committee meeting, the Graduate Coordinator begins to make scholarship and TA offers. Top out-of-state applicants might receive a major scholarship, Tuition Remission, and a TA position. Top in-state applicants would get the same except would not need Tuition Remission. Some students might receive a small scholarship with no TA position and vice versa. Finally, down the list, some applicants might receive no scholarship, but just admittance to the program. The award letters go out with a self-addressed, stamped envelope and a form to send back to the Graduate Coordinator, marking whether they applicant accepts our award/admittance or not. We have been informed by the Graduate School, that we cannot request a response from the applicant until April 15.

This is a hectic time with a lot of competition among graduate programs for top applicants. If we have designated someone as a highly-sought student, then another program has as well. In a perfect world, each offer would result in an acceptance. Unfortunately, this is not true. Some applicants get better offers from other schools and then take up to April 15 to inform us. Some wait as long as they can, juggling each offer. Some will never respond. In the end, we do not always get our top offers. So when April 15 comes around, the Graduate Coordinator must scramble to take these rejected offers/admittances and reassign them to applicants lower on the list. The Graduate Coordinator will often have to make final decisions on awarding of scholarships, TA positions, and Tuition Remissions. Some of these applicants accept our offers, others have already taken offers from other programs. It will not be until late May that all the offers, acceptances, Tuition Remissions, and TA assignments will be settled. On May 1, the Graduate Committee meets again and looks at those applicants whose files have come in after March 1 and who either did not want to be considered for a TA position and financial aid. Each is voted on as before and informed of their acceptance or denial. They are given until about May 25 to make a decision. So by June 1, the Graduate Coordinator has a good idea of who is coming in the fall and who is not. Even then, it is possible that some who accepted our offer will back out over the summer.

In late June, the Graduate Coordinator sends a letter to each of the applicants who have accepted our offers for the fall semester. This letter includes their scholarship award, if any; the list of fall classes; information on advising and orientation; as well as a list of nearby apartments. Applicants are advised to relocate to Wilmington by the second week of August. Foreign students are now advised to have relocated to Wilmington two months prior to the start of the semester so the will have time to apply for and receive a Social Security Card.

11. Advising. New, incoming graduate students are required to meet with the Graduate Coordinator for advising before they can register for classes. This advising meeting is usually held on Tuesday, during the third week of August, the week before classes begin. This is often the first time the Graduate Coordinator gets to personally meet the new student. They discuss the student’s track, future plans and the Coordinator advises the student which faculty members and classes best fit their areas of interest. HST 500 – Historiography and Methodology must be taken by all incoming students in their first semester in the program. This is the one class they cannot drop. A schedule of classes is made out for this first time student and their PIN registration
number given to them. Fall registration for incoming graduate students usually begins about August 15.

Usually on the Friday, the week before school starts, the UNCW Graduate School holds a new graduate student orientation. All new History Graduate Students must attend that orientation. Then, on the Monday the week that classes begin, there is a second meeting of new graduate students. They get to meet each other for the first time. The Department Chair often addresses them. And the students are again advised on what is expected of them in the program, that this is a 3-3-2-2 semester program; that they should sign up for the Language Exam. One of the helpful aspects is that the Graduate Coordinator teaches HST 500 and so sees the new graduate students every week, if not more often. He can readily catch it if they are having problems and he is much more available to assist with resolving problems before they get too big.

After their first semester, most graduate students know what they need to take and how to substitute classes for another and how to arrange Directed Independent Studies. Public History students even get additional advising from the faculty in that program. The Graduate Coordinator makes himself available if students need advising, but generally allows students to email him their tentative schedule and he will email back their registration PIN.

12. Workshops/Seminars. Periodically throughout the academic year, the Graduate Coordinator will arrange hour-long workshops or seminars for graduate students given by member of the history faculty. These are usually talks involving such subjects as “How Write a Thesis;” “How to Prepare for the Comprehensive Exam;” “How to get into a PhD Program” and the like.

13. Graduate Student Support. Financially, the History Graduate Program has limited, but not negligible, resources to support our graduate students. In 2007-08, the program could offer:

- Charles Green Scholarship of $5800
- M. Ty Rowell Scholarship of $5200
- S. Goodman Stern Fellowship of $1800
- Coca-Cola Scholarship of $1000 (one-time)
- New Scholar Award of $1000 (from UNCW Graduate School)
- Tuition Scholarships of $9,500 (from UNCW Graduate School)
- 4 Tuition Remissions
- 14 Teaching Assistant positions

However, graduate students are encouraged to apply for other university-wide scholarships. The Graduate Coordinator often nominates graduate students for the Sidbury or Lackey Scholarships, but we have not had much luck winning these. Students can apply for the Brauer Award, which assists graduate students with research money. Students can also apply to the Graduate School for some money to help with travel to conferences where the student is supposed to present a paper. They can also apply to the Graduate Student Association for travel money as well.

Money to help students with their research has been targeted as a top priority by the History Department. In 2007-08, the History Department used $500 of its own funds
to provide $100 to five students to assist with travel to archives and libraries. This is being done again in Fall 2008. In May 2008, Dr. Mark Spaulding led several graduate students on a research trip to the National Archives in Washington DC. Much of the financing for this came out of Dr. Spaulding’s and the graduate students’ own pockets. Nevertheless, Dr. Spaulding has offered to lead another National Archives research trip in May 2009. Students are applying through the Brauer Award to gain research money for this trip.

Unfortunately, the History Department does not have the space in Morton Hall to designate an area as a “graduate student lounge.” The only space that might be considered “graduate student space” is the open room across the hall from the History Department – Morton 263 – which is the Teaching Assistant office. Instead, most graduate students take advantage of such university lounges as the Java Coffee Shop in Randall Library. Similarly, the History Department has only three available computers to students and these are found in the TA office. Nevertheless, most graduate students either use their own computers, use those in the TA office, or those in university computer labs scattered around the campus. Incoming history graduate students are strongly encouraged to bring their own computer and printer.

14. Goals. In the end, the History Department would say it has five major goals in relation to its graduate students and graduate program:

- Increase funding and financial support for graduate students
- Successfully recruit more “top” applicants
- Increase graduation rate
- Reduce time to degree
- Increase funding of graduate student research

B. Student Performance Measures.

The History faculty has every right to be proud of its graduate program. Seventy-four Master of Arts degrees conferred in the nineteen years the History Graduate Program has been in existence represents a significant contribution to the body of knowledge. They can also be proud of their graduate students. The Graduate Coordinator and every member of the History Graduate Faculty strongly encourages our graduate students to present papers at historical conferences and if at all possible, publish an article or book review in a scholarly journal. Though our graduate student’s presentation and publication endeavors have only recently been tracked, the records show a cadre of motivated graduate students who have successfully presented papers at conferences, while some have even had articles and reviews published. Many presentations have been given at regional Phi Alpha Theta conferences. North Carolina State University in Raleigh also holds a conference designed to give graduate students a place to present their work. Other have also presented at the North Carolina Association of Historians conference that goes every year. However, many of our graduate students have also presented at some rather prestigious national conferences.

One of the way we have been able to keep abreast of our graduate students’ presentations and publications as we now put them on our Graduate Program website. There is a separate page titled “Student Accomplishments” in which all their presentations, publications, internships, fellowships, and awards given. We want to
show them off and the students seem to like it. They are now very active in letting the Graduate Coordinator know when they have presented paper and been awarded an internship.

**1. Presentations.** Below are papers presented by some of our students at scholarly conferences.

### 2005-2006

**Michael Robinson**

"John Taylor Wood and the Sinking of the USS Underwriter at New Bern"

"John Taylor Wood and the Destruction of the USS Underwriter"
Lenoir County Historical Association’s Fourth Civil War Symposium, Kinston, North Carolina, March 10-11, 2006

**Amanda Snyder**

North Carolina Association of Historians, Chapel Hill, NC 17-18 March 2006

"From Criminals to Defenders of a Nation: English Pirates and Privateers, 1558-1605"
Southern Conference on British Studies. Birmingham, AL, November 2006

**Jennifer Whitmer**

"American Coup: The Wilmington Election, Riot and Coup of 1898" A Film
Wednesday, Sept 28, 2005, 1:30-3:00 p.m., Morton 100 (Bryan Auditorium)

**Scott King-Owen**

"North Carolina’s Federalist Newspapers in the Public Sphere, 1790-1810"
North Carolina Association of Historians, Chapel Hill, NC 17-18 March 2006

**Doug Krehbiel**

"Heddwch, Heddwch!" – Sport and Cultural Identity in Early Modern Pembrokeshire.
Midwest Conference on British Studies, Indiana University/Purdue, October 2005.

**Michelle Cicero**


**Christina Mendrinos**

"Anne Boleyn the Witch: Rumors can Kill." Phi Alpha Theta Conference, Carolinas Regional 2006, East Carolina University, Greenville, North Carolina, 1 April 2006. Session winner.

**Brendan McKeithen**

"Skepticism in an Un-Skeptical Era: German Witch Trials during the Thirty Years' War and the Writing of Cautio Criminalis." Phi Alpha Theta Conference, Carolinas Regional 2006, East Carolina University, Greenville, North Carolina, 1 April 2006. Session Winner.

**Michael Palmer Pulido**

"Preconditions or a Prime Mover?: Matthew Hopkins as the Driving force behind England’s
Largest Witch Hunt.” Phi Alpha Theta Conference, Carolinas Regional 2006, East Carolina University, Greenville, North Carolina, 1 April 2006. Session Winner

2006-2007
Christopher Moreland
"The Emperor Constantine’s Conversion to Christianity: An Analysis of His Motivations”
North Carolina Religious Studies Association, October 6, 2006 UNC-Charlotte
Won “Outstanding Paper.” Received $60 and a certificate.

Michael Robinson
"Lost in the Lost Cause: How John Taylor Wood Slipped Into Obscurity after the Civil War”
Fort Macon Civil War Roundtable, August 22, 2006, Morehead City, North Carolina.

Michelle Cicero
"Disneyfied History: Inaccurate Entertainment or Innovative Education?“

2007-2008
Katie Perry
"Mau Mau Revolt in Kenya between 1952 and 1959.”
Phi Alpha Theta/ North Carolina Association of Historians Conference, UNCP, Pembroke, NC, March 28, 2008

Rob Morrison
"Faith Fights Communism: The United States and Islam in Saudi Arabia During the Cold War”
North Carolina Association of Historians Conference, UNCP, Pembroke, NC, March 28, 2008

Rob Morrison
"Faith Fights Communism: The United States and Islam in Saudi Arabia During the Cold War”
Panel Discussion "Fighting for the Periphery - The Cold War and American Involvement in the Post-Colonial World During the Eisenhower Era”
History Between the Hedges Conference, University of Georgia, Athens, GA, April 5, 2008

Keith Clark
"To the Brink and Back: United States Strategy in the Quemoy-Matsu Crisis of 1954-1955”

"To the Brink and Back: United States Strategy in the Quemoy-Matsu Crisis of 1954-1955”
Panel Discussion "Fighting for the Periphery - The Cold War and American Involvement in the Post-Colonial World During the Eisenhower Era”
History Between the Hedges Conference, University of Georgia, Athens, GA, April 5, 2008

Rebecca Zimmer
"All But Forgotten: The Battle of Wyse Forks”
North Carolina Association of Historians Conference, UNCP, Pembroke, NC, March 28, 2008

Panel Commentator
"Late Antebellum and Civil War America”
History Between the Hedges Conference, University of Georgia, Athens, GA, April 5, 2008
2. Publications. Getting a refereed article published in a historical journal is more difficult than presenting a paper. And four semesters (two years), is often not enough time to research, write, and then go through the editing and publication process. Nevertheless, with an eye toward “publish or perish,” our graduate students are encouraged to write for publication. In the HST 500, graduate students are told not to write a research paper, but rather an article that would have a chance to get published. This seems to have taken root and several of our graduate students have had items published. It should be noted, that unlike the sciences, these published articles or reviews are not group efforts between a professor and several graduate students, but researched and written solely by the graduate student. See the below recent publications by our graduate students.

Sharad Shah
“Operation TPAJAX and Blowback in the Middle East.”
*Journal of the North Carolina Association of Historians* 16 (April 2008): 1-33

Matt Jacobs

Matt Jacobs
Encyclopedia entries for: "Jose Miguel Gomez" & "Ramon Grau San Martin"
*Encyclopedia of Caribbean History*
Slated for publication in 2009

Robyn Carofine Binns
“Congress Hall: A Mainstay in Upper Class Victorian America”
http://web.jmu.edu/history/mhr/

**Katie Abbot, Mona Vance, and William D. Moore.**

3. **Internships.** All of our graduate students in the Public History track must complete an internship in a local, regional, or national museum, archives, historical center, or historic site. Our Public History students have served in many capacities and in many different areas. See below:

- **Shannon Walker**
  North Carolina Museum of Forestry, Collections Specialists, Whiteville, NC.

- **Christine Jamet**
  Lattimer House, Lower Cape Fear Historical Society, Wilmington, NC.

- **Jesse Bricker**
  Fort Fisher State Historic Site, Educational Program Developer, Fort Fisher, North Carolina.

- **Shannon Sancartier**
  Fort Fisher State Historic Site, Educational Program Developer, Fort Fisher, North Carolina.

- **Shannon Walker**
  Bellamy Mansion, Assistant Collections Manager, Wilmington, NC.

- **Robyn Carofine Binns**
  Onslow County Museum, Digitizing Architectural History Project, Jacksonville, NC.

- **Jo-el Smith**
  Old Baldy Lighthouse & Smith Island Museum of History, Bald Head Island, NC, 2008

- **Julia Yannetti**
  Historic Wilmington Foundation, Wilmington, NC.

- **Laura Walters**
  Wrightsville Beach Museum of History, Wrightsville Beach, NC.

- **Sharad Shah**
  New Hanover County Public Library, Wilmington, NC.

- **Michelle Cicero**
  Bellamy Mansion Museum of History and Design, Wilmington, NC.

- **Jeanne Barnes**
  City of Bowie Museums, Bowie, MD.

- **Mona Vance**
  Columbus-Lowndes Public Library, Columbus, MS.

- **Jennifer Lancaster Peña**
Historic Wilmington Foundation, Wilmington, NC.

Alicia Thomas
Independence Mine State Historical Park, Lucky Shot, AK.

Michael Scott
Moore’s Creek National Battlefield, Burgaw, NC.

Benjamin Peterson
Old Salem, Inc., Winston-Salem, NC.

Mary McClamrock Abbott
Preservation North Carolina, Raleigh, NC.

Maureen Enstice
U.S.S. North Carolina Battleship Memorial, Wilmington, NC

4. Fellowships and Awards. As seen in the list of presentations, several of our graduate students have won awards at conferences for the papers they presented. However, several of our History graduate student have been noted and awarded for the excellence of their work. We are immensely proud of Kawan Allen, who received the Home and Community Life Fellowship at the Smithsonian Institution for summer 2008; and of Rebecca Zimmer, who received the George M. Nethken Fellowship at the George Tyler Moore Center for the Study of the Civil War during the summer of 2008. Nina La Ferla, who research involves going to earthquake ravaged China, was the recipient of two awards: the Graduate Teach Award and UNCW’s Brauer Award, which goes to graduate students noted for the excellence of their research. See the below list.

Kawan Allen
Home and Community Life Fellowship - "The African American Imprint"

Rebecca Zimmer
George M. Nethken Fellowship at The George Tyler Moore Center for the Study of the Civil War, Shepherdstown, West Virginia , Summer 2008.

Nina La Ferla
Graduate Teaching Award, UNCW, 2008-2009.

Nina La Ferla
Brauer Award, UNCW, Funds to study in China, 2008-09.

Sharad Shad
Graduate Summer Research Stipend, $1000 , UNCW, Spring 2008.

Robyn Carofine Binns
Graduate Summer Research Stipend, $1000, UNCW, Spring 2008.

5. Placement. There are usually four destinations for those who received a Master of Arts degree in History. For some, this is as far as they will go academically. Many of these will become very qualified teachers at community and junior colleges around the nation. Others will go from here to Ph.D. programs at universities around the country.
While Public History graduates will often go to work at historic sites, museums, archives, historic preservation organizations, or government agencies. The fourth is, unfortunately, those who graduate, but do not find a job in the historical field or go for a Ph.D. and so wind up out of the profession. It is only in the last few years that we have been more active in tracking our graduates. At their thesis defense, graduate students are asked to fill out a form with their post-UNCW address, email, phone, and what their plans are now. These are transferred to a History alumni listserv. Information on prospective jobs and such are then emailed out to our alumni. Of course, this list quickly becomes obsolete. When a graduate leaves their job or moves, their MA alma mater is usually not on the address update list. Nevertheless, the History faculty will write letters of recommendation and do what they can to help the graduate find a position in the field.

a. Ph.D Program. For the most part, good students in the US, European, and Global tracks, who show promise, are encouraged to go on to a Ph.D. program. Thesis advisors and thesis committee members work closely with the student on where to apply and how to write their letters. The History Faculty writes many letters of recommendation to help get students into Ph.D. programs. In reality, the History Department has had much success in getting our MA students in many, fine Ph.D. programs. These include Rutgers University, University of Texas, Michigan State University, Purdue University, Texas Tech University, University of Florida, University of California Irvine, University of Georgia, University of Arkansas, Florida International University, Vanderbilt, University of Mississippi, American University, University of Delaware, Ohio State University, the University of Tennessee, LSU, and Western Michigan University. Some of these have gone on to become Assistant Professors in History Departments at East Carolina University, University of North Carolina Pembroke, Indiana University of Pennsylvania, Florida State University, and a lecturer at the University of North Carolina Charlotte.

b. Community Colleges. Many others have gone on to teach at community colleges, including Coastal Carolina University, Coastal Carolina Community College, Cape Fear Community College, Bladen Community College, Sandhills Community College, James Sprunt Community College, New Hampshire Community Technical College, and Alamance Community College. There may well be others we are not aware of.

c. Public History graduates. MA graduates from the Public History track often go directly into jobs dealing with museums, historic sites, historic preservation, or archives. Some of our graduates from the Public History track have jobs at Ironworld in Chisholm, Minn., Preservation North Carolina, Columbus-Loundes Public Library archives in Columbus, Miss., the Battleship USS North Carolina Memorial, Historic Wilmington Foundation, Ft. Fisher Historic Site, CSS Neuse History Site, North Carolina State Archives, James K. Polk Historic Site, Bentonville Battleground, UNCW Randall Library, New Hanover County Public Library, Peace Corps. There may well be others we do not know of.
d. Graduate Placements. See the below list for a list of our graduate placement since about 2005.

Ginny Gaweda, Lecturer, Sandhills Community College, Pinehurst, NC.

Mona Vance, Archivist, Columbus-Lowndes Public Library, Columbus, Miss.

Ron Odom, Lecturer, New Hampshire Community Technical College.

Michelle Cicero, Preservation North Carolina.

Katie Abbott, Ironworld, Director of Exhibitions, Chisholm, Minn.

Jenifer Bianchi, Criminology PhD Program, University of Delaware.

Doug Krehbiel, History PhD Program, American University

Scott King-Owen, History PhD Program, Distinguished University Fellowship, Ohio State University

John Preusser, Lecturer, James Sprunt Community College, Kenansville, NC.

Michael Robinson, History PhD Program, LSU.

David Crane, Lecturer, Alamance Community College.

Gareth Evans, Associate Director, Historic Wilmington Foundation

Jennifer Lang, Lecturer, Brunswick Community College & Coastal Carolina Comm. College

Matt Parnell, PhD program, University of Arkansas King Fuad Center of Mid-Eastern Studies, Fayetteville

Amanda Snyder, Ph.D program, Florida International University.

Jennifer Whitmer Taylor, Lecturer, Coastal Carolina University

Greg Zugrave, Lecturer, Coastal Carolina Community College

Alumni (prior to 2005) now teaching at university level:
Ryan Anderson, History PhD Program, Purdue University; Assistant Professor, University of North Carolina at Pembroke

Werner Lippert, History PhD Program, Vanderbilt; Assistant Professor, Indiana University, Penn.

Vince Lowery, History PhD Program, University of Mississippi; Lecturer, University of North Carolina Charlotte

Arris Christopher Oakley, History PhD Program, University of Tennessee; Assistant Professor, East Carolina University

Charles Upchurch, PhD Program, Rutgers; Assistant Professor, Florida State University

C. Teaching Assistants. Currently, the History Graduate Program receives fourteen Teaching Assistant positions, up from twelve in 2001. Two of these Assistantships are
devoted to the UNCW Special Collections and Archives. The other twelve are awarded to faculty who are teaching at least two survey classes or their equivalent. In some instances, where a faculty member is teaching an extraordinarily large class, they might receive two TAs to help them. As of Spring 2008, the salary for a History TA is $9500 for ten months of work – August through May. This is a $1500 increase from 2001 when the stipend was only $8000. Along these same lines, the graduate program has four Tuition Remissions, which can be awarded to out-of-state students and reduces their tuition down to in-state North Carolina standards. To receive a Tuition Remission, the student must also be a TA. In 2001, we only had two Tuition Remissions.

Teaching Assistants are selected by the Graduate Coordinator. The Graduate Coordinator holds a meeting with all TAs assigned for a given semester. They are explained the rules of being a TA, what is required of them, they are especially made aware of the importance of not violating an undergraduate student's confidentiality and what sexual harassment means. They also sign a department contract here, avowing they will abide by these rules. See a copy of the contract.

As the title implies, TAs are assistants and are not assigned to teach classes of their own. They might, if they show an interest and the professor asks, teach a single lecture in a class, but not much more. Essentially, the duties of a TA in the History Graduate Program can include assisting in the maintenance of student records (absences and grades); holding discussions; holding review or study sessions; participating in staff meetings; obtaining equipment necessary for classroom instruction (maps, TV/VCR, slides, PowerPoint operations, etc.); attending classroom lectures; assisting in the preparation and grading of quizzes, tests, exams, and papers; providing no more than 15 percent of classroom instruction over the course of a semester (4 instructional days for twice a week courses and 6 instructional days for thrice a week courses); keep at least five posted office hours per week; put in 20 hours per week or the equivalent; agree to attend meetings and/or training sessions required by the Graduate Coordinator or other History Faculty; maintain confidentiality in dealings with undergraduate students; take at least 6 hours credit toward History graduate degree program; maintain a cooperative demeanor in sharing a TA office; and remain in good standing academically.

Providing offices for the TAs have been a challenge over the years, but mainly because of the expansion and renovations going on at UNCW. For awhile, between 2001 and 2006, the History Department had a few extra offices in Morton Hall or the Randall Library to which TAs could be assigned. These offices were soon allocated to faculty or appropriated by the university. In 2006 and 2007, due to university renovations, the History TA offices got moved to a single office in a mobile home trailer behind Friday Hall. Not a whole trailer, which they shared with other departments, but just a single office. To alleviate the crowd, many professors allowed their TAs to hold office hours in their office. Then in Fall 2007, the History Department received the other office area in Morton Hall across from the history department. The large open area up front has now been designated as a TA “bull pen” where TAs can hold office hours. Four desks, two computers and printers are there for TA use. They also have use of a small refrigerator, microwave, coffee maker, and are near the copying machines and their student mailboxes. The “bull pen” has become a sort of unofficial meeting area for TAs and graduate students.
VIII. Affirmative Action.

A. UNCW’s Equal Employment Opportunity/Affirmative Action (EEO/AA)

Employment Statement is as follows: The University of North Carolina Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex, age, gender, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents -- except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for State funded employee benefit programs. Further, the university seeks to promote campus diversity by enrolling and employing a larger number of minorities and women where these groups have historically been and continue to be under-represented within the university in relation to availability and extends preference in staff employment to veterans and current State employees seeking promotion.

The Department of History and its faculty unequivocally supports this statement. In fact, the university would be hard-pressed to find a department more interested in admitting students of color, those with disabilities, gays and lesbians, senior citizens, and military veterans. If anything, the history faculty has a rather ecumenical view in that knowledge and truth are open to all who come seek it. Like UNCW as a whole, the History Graduate Program would like to increase its numbers of students of color. In the spring of 2008, the History Graduate Program had one African-American graduate student. And she is an excellent student in the Public History Program and earned a prestigious internship at the Smithsonian. However, between Fall 2001 and Spring 2008, the History Graduate Program accepted or admitted into the program 7 students of color: one Asian-American, one Hispanic, two American-Indians, and 3 African-Americans. The Asian student dropped from the program. One of the American-Indians declined to attend due to financial reasons. The Hispanic Student could not attend due to complications arising from the Iraq War. One of the African-Americans dropped from the program after a year, but one has since requested to return to the program in Spring 2009. We have agreed to have her back in the program. However, our African-American student currently in the program is doing well and the other American Indian student graduated in summer 2007 and is now a lecturer at Sand Hills Community College in Pinehurst, North Carolina. All these students of color, except for one, were either offered or received some form of financial assistance from the department.

The problem is not one of rejection of students of color, but of them not applying to the program. Any student of color who applies would get a very welcoming appraisal from the Graduate Committee. We want more students of color in our program! Dr. Bob Roer, dean of the UNCW Graduate School, has also been generous in providing additional scholarship money we could offer to our student of color applicants. We just need more to apply. Naturally, we do try to recruit at traditionally black or Indian universities. We send out brochures, email students whom the UNCW Graduate School had designated as students of color interested in history, and generally try to get he
word out that we are open to receiving applications from students of color. Scholarship money is usually available for them.

The Graduate Program has been much more successful with other sections of society. Women have fared very well in the program. In the 2007-08 academic year, the History Graduate Program had forty-five graduate students, twenty-four were men (53%) while twenty-one were women (47%). Of the six students who graduated that academic year, three were women and three were men. Applications over the past few years have shown this same parity. Similarly, women have also received a good share of the department’s large scholarships. The Graduate Program has three large scholarships it can offer each year: the Green Scholarship of about $5000; the Rowell Scholarship of about $5000 and the Stern Fellowship of about $1800. These are usually bundled with Tuition Remissions and Teaching Assistant positions and used as recruitment tools to those considered our top, most-sought, applicants. Over the last few years, women have been the recipient of almost half of these top offers. Between Fall 2005 and Spring 2008, these three scholarships have been awarded three times. Out of these nine scholarship offers, women have received four scholarships and one of those women was African-American. One of the men was hearing impaired.

Disability has not prevented students from being admitted to the Graduate Program. Over the last few years, we have admitted a student with ALS (Lou Gehrigs Disease) who went through the program, graduated, and is now in the University of Delaware PhD. program. We currently have a student who is hearing impaired. Just this last spring 2008, we admitted a student with cerebral palsy, but he declined to attend and went to East Carolina University, which was closer to home. Senior citizens are welcome to apply, but most do not. At this stage of their life, few need a Master’s Degree. Instead they are much more interested in mental stimulation. They usually audit classes or stick to more undergraduate classes. With several major military bases close by, veterans have the potential to make up a large segment of our graduate population. We currently have two veterans in the program, have had veterans in the program in the past, and will have more in the future. Since the current Graduate Coordinator is a veteran, veteran applicants always receive a warm look.

In the final analysis, the History Graduate Program believes it has made great strides in this area, particularly in bringing about parity between female and male graduate students. Admittedly, the Program would like to see more students of color apply and enter the program, just as UNCW as a whole would. We will keep trying. However, we believe we are on the right track in this area.

IX. Summary of Research and scholarship of History Graduate Program.

A. Introductory summary statement:

The Department of History is committed to excellence in the liberal arts tradition of teaching, scholarship, and service. While a quantitative accounting cannot do full justice to the import of the history faculty’s scholarship, such a reckoning nonetheless provides a snapshot of the level of research productivity sustained during the past seven years. Since 2002, members of the UNCW Department of History have published:
• 20 books, four of which won awards in their fields
• 81 refereed articles
• 47 non-refereed articles
• 3 translations
• 97 book reviews

At the same time, its members have presented:

• 146 conference presentations in international, national, and regional arenas
• 26 invited lectures

The History Department’s excellence in research is demonstrated by its members’ receipt of research and scholarship awards from international, national, and university-level organizations. In addition to securing grants from UNCW sources, such as the Charles L. Cahill grants that support faculty scholarship and research, members of the department of history have been awarded over $165,956 in outside grants.

The History Department has maintained its scholarly output even as its members are committed to sustaining an active level of both professional and community service, whether it is though sitting on the editorial boards of scholarly journals, the presentation of public lectures and workshops, or serving on the boards of community organizations. Members of the History Department sit on many such state and local boards, including WHQR, the North Carolina Humanities Council, the Historic Wilmington Foundation, the North Carolina Maritime History Council, and the Wilmington Committee on African American History.

B. Publishing, performances, or exhibitions.

Over the past seven years, members of the History Department have published over twenty books. Several have won major prizes within their fields:

Awarded the 2005 Philosophical Society of Texas Book Award and the 2004 T. R. Fehrenbach Book Award for Texas History.

Selected as a 2005 Choice Outstanding Academic Title.

Selected as a 2004 Choice Outstanding Academic Title.

Works that have been influential on an international level include not only the most recent works by Michael Seidman listed above, but also his *Workers against Work: Labor in Paris and Barcelona during the Popular Fronts (1936-38)* of 1991, which continues to be issued in translation, most recently in Greek (2006) and Turkish (2008). Lisa Pollard’s *Nurturing the Nation: The Family Politics of Modernizing, Colonizing and Liberating Egypt, 1805-1923* (2005) has shaped the field’s understanding of the process of modernization in the Middle East and has made her highly sought after internationally as a speaker and lecturer. The prodigious scholarly output of Robert Toplin (three monographs in the past six years) and David LaVere (four books over six years) have propelled them to the front ranks of their respective fields.

The productivity of the members of the History Department is perhaps even more impressive in terms of articles appearing in scholarly journals, edited volumes, and conference proceedings. Since 2002, they have published 81 refereed articles in both national and international journals. Many of those articles appeared in the journals of record in their respective fields, including *Agricultural History, American Historical Review, French History, Journal of the History of Biology, Journal of Latin American Studies, Journal of Urban History, Middle Eastern Studies, North Carolina Historical Review, Past and Present, The Public Historian,* and the *Russian Review*. In addition, members of the department have edited four collections, authored 47 non-refereed encyclopedia, journal, and newspaper articles (international as well as national), and translated three articles.

The publication of book reviews is an indication of how active historians are in their field of research. Members of the UNCW History Department have been particularly assiduous in reviewing works in their fields, penning 97 reviews during the last seven years. These have appeared in the most important journals in the field of history, including *Albion, Agricultural History, American Historical Review, Chinese Historical Review, Ethnohistory, European History Quarterly, French History, Isis, Journal of Interdisciplinary History, Journal of Latin American Studies, Journal of Modern History, the Journal of Southern History, Middle Eastern Studies, Past and Present, The Public Historian,* and the Winterthur Portfolio as well as the prominent H-Net-affiliated on-line journals such as *H-German, H-France, and H-Gender.*

Another important measure of the impact that the members of the History Department make in their respective fields are the talks that they are invited to give to scholarly groups. Their level of presentations at international and national symposia is indicative of how their research is esteemed in by their peers. Since 2002, the History Department members have given over 25 invited lectures to audiences including the U.S. Department of State Department and the U.S. Naval Academy.

1. Scholarly publishing

   a. Books

2008
2007


2006


2005


2004


2003

Alan D. Watson, Wilmington, North Carolina to 1861 (McFarland and Co., 2003)

2002


b. Articles and Book Chapters

Forthcoming


Paul Gillingham, “Maximino’s Bulls: Popular protest after the Mexican Revolution”, accepted for publication, Past and Present.

William D. Moore, “‘United We Commemorate’: The Kentucky Pioneer Memorial Association.


2008


Glenn Harris, “Franz Boas, Race Theory, and Black and Jewish Race Relations During the First Decades of the Twentieth Century” American Jewish Archives. 59 (December 2008).


2007


Robert Toplin, “Masters at the Movies,” American Historical Association’s *Perspectives* (September, 2007)


Paul Townend, “No Imperial Privilege:” Justin McCarthy and the British Empire,” *Eire/Ireland* (Summer 2007).


2006


Monica Gisolfi, “From Crop Lien to Contract Farming: The Roots of Agribusiness in the American South, 1929-1939,” *Agricultural History*, vol. 80, no. 2 (Spring 2006).


2005


2004


2003
Yixin Chen, “Respect the truth of Chinese population history, dui Li Zhongqing he Wang Feng de dafu,”(Zunzhong zhongguo renkoushi de shishi, a response to James Lee and Wang Feng, coauthored with Cao Shuji), Academics in China (Xueshujie), 2003:3:116-132, Hefei


2002


Taylor Fain, “We’ve Always Done Well with the Daring Games”: The Nixon Tapes, the Indo Pakistani War of 1971, and the Travails of Détente, The Miller Center Report, Vol. 18, No. 4 (Fall 2002).


Bill McCarthy, “Fiesta de las Señas”, Mains’ Haul (Journal of the San Diego Maritime Museum), May, 2002 (also editorial consultant and author of introductory article)


Alan D. Watson, Internal Improvements in North Carolina (Raleigh, 2002).

C. Other contributions to scholarship

1. Books edited

Forthcoming

2008

2005

2003

2. Non-refereed publications: Encyclopedias, Dictionaries, and Anthologies

Forthcoming


2008
Taylor Fain, “United Kingdom” and “Turkey,” entries for *Routledge Encyclopedia of the Cold War* (Routledge, 2008)


2007


2006


2005


2004


2003


2002


3. Translations

2004

2003

2002

4. Book reviews

Forthcoming


David La Vere, *Epidemics and Enslavement: Biological Catastrophe in the Native Southeast, 1492-1715* by Paul Kelton. *Louisiana History*.


Paul Townend, review of Paul Connell’s *The Diocese of Meath Under Bishop John Cantwell, 1830-66*, Four Courts Press, 2004, for *Catholic Historical Review*

Paul Townend, review of Kevin Collin’s *Catholic Churchmen and the Celtic Revival in Ireland*, Four Courts Press, 2002, for the *Journal of Modern History*.
2008


2007


2006


Michael Seidman, review of “Historiografía francesa reciente sobre la Guerra Civil,” La guerre d’Espagne, and Républicains espagnols en Midi-Pyrénées, tr. Luis Gago, Revista de Libros (Madrid), no. 110, (February, 2006), 9-12.


2005
Paul Gillingham, review of Lyman L. Johnson (ed.), Body Politics: Death, Dismemberment and Memory in Latin America (University of New Mexico, 2004), Journal of Latin American Studies 37:3


David La Vere, Telling Stories the Kiowa Way by Gus Palmer, Jr. New Mexico Historical Review. 80 (Spring 2005): 250-51.


Lisa Pollard, review of Michal Aviad, “For My Children, “ in Hawwa: Journal of Women in the Middle East and Islamic Societies, 3:2 (2005), 279-283


Michael Seidman, review of Patrick Fridenson and Bénédicte Reynaud, eds. La France et le temps de travail (1814-2004), in H-France Reviews,


Paul Townend, review of Kirby Miller’s Irish Immigrants in the Land of Canaan, Oxford University Press, 2003 for the Irish Literary Supplement (Fall 2005)


Paul Townend, review of Andrew Marx’s Faith in Nation, Oxford University Press, 2003, for the Journal of Interdisciplinary History (Autumn 2005)


2004


Paul Townend, review of David Hudson’s *The Ireland that We Made*, University of Akron Press, 2003, for *Reviews of New Books* (January 2004)


2003


2002


### D. Funded projects

Please see chart below for highlights of the department’s funded projects from the past seven years.

<table>
<thead>
<tr>
<th>Recipient and Year</th>
<th>Agency</th>
<th>Title of Grant</th>
<th>Amount</th>
<th>Benefits to students</th>
<th>Benefits to research</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. Gillingham, 2002-2006</td>
<td>Past and Present</td>
<td>Institute of Historical Research Fellowship</td>
<td>$3,000</td>
<td>Travel for archival research</td>
<td></td>
</tr>
<tr>
<td>G. Harris, 2006</td>
<td>American Jewish Archives</td>
<td>Jacob Rader Marcus Center Fellowship</td>
<td>$3,500</td>
<td>Archival research</td>
<td></td>
</tr>
<tr>
<td>L. Mollenauer, 2004</td>
<td>NEH</td>
<td>Summer Seminar</td>
<td>$4,000</td>
<td>HST 490/590; HST 290</td>
<td></td>
</tr>
<tr>
<td>W. Moore, 2007</td>
<td>NEH</td>
<td>Winterthur Fellowship</td>
<td>$20,000</td>
<td>Archival research</td>
<td></td>
</tr>
<tr>
<td>W. Moore, 2006</td>
<td>Vernacular Architecture Forum</td>
<td>Travel grant for graduate students</td>
<td>$2,450</td>
<td>3 graduate students participated in annual VAF conference</td>
<td></td>
</tr>
<tr>
<td>W. Moore, 2005</td>
<td>Center for New England Culture</td>
<td>Blinn Research Fellowship</td>
<td>$1,000</td>
<td>HST 477/572</td>
<td>Archival research</td>
</tr>
<tr>
<td>L. Pollard, 2006-07</td>
<td>NEH</td>
<td>American Research Center in Egypt</td>
<td>$18,000</td>
<td>HST 487</td>
<td>Archival research</td>
</tr>
<tr>
<td>L. Pollard, 2007</td>
<td>Tel Aviv University</td>
<td>International conference on Palestinian-Israeli Conflict</td>
<td>$10,000</td>
<td>Completion of monograph research</td>
<td></td>
</tr>
<tr>
<td>D. Sepkoski, 2005-08</td>
<td>NSF, Division of Social &amp; Economic Science</td>
<td>STS Scholars Award</td>
<td>$82,456</td>
<td>HST 328, HST 329</td>
<td>Completion of original research</td>
</tr>
</tbody>
</table>
E. Presentations at refereed conferences.

Members of the history department have a record of enthusiastic participation in the international, national, and regional conferences in their respective specialties as well as the American Historical Association Conference, the most important American conference for the field of history as a whole. The history department presented 136 conference papers between 2002 and 2008. Of particular note are department members’ participation in international conferences; during the past seven years, members of the department have given papers at 41 such conferences, presenting their research findings to audiences extending from Africa to Iceland.

The key national conferences for the respective fields of history are as follows:

NB: These conferences are held annually

History (general): American Historical Association (11 presentations by department members)
American: Organization of American Historians (2)
American South: Southern History Association (2)
African: African Studies Association (3)
Asian: Association of Asian Studies (2)
British: North American Conference on British Studies (3)
Environmental: American Society for Environmental History (1)
French: Society for French Historical Studies (6)
German: German Studies Association (1)
Global: Association of Third World Studies (5)
Irish: American Conference for Irish Studies (4)
Latin American: Latin American Studies Association (4)
Medieval Europe: International Congress on Medieval Studies (1)
Middle Eastern: Middle East Studies Association of America (2)
Popular Culture: National Popular Culture Association (1)

<table>
<thead>
<tr>
<th>M. Seidman, 2006</th>
<th>U.S. Holocaust Museum</th>
<th>Center for Advanced Holocaust Research</th>
<th>$4,000</th>
<th>Participation in Silberman Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Seidman, 2002-08</td>
<td>Various</td>
<td>$8,550</td>
<td>Archival research; participation in internat'l and national seminars</td>
<td></td>
</tr>
<tr>
<td>M. Spaulding, 2006</td>
<td>U.S. Holocaust Museum</td>
<td>Center for Advanced Holocaust Research</td>
<td>$4,000</td>
<td>HST 542, HST 495</td>
</tr>
<tr>
<td>M. Spaulding, 2008</td>
<td>American Philosophical Society</td>
<td>Franklin Grant</td>
<td>$5,000</td>
<td>Archival research</td>
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<th>M. Seidman, 2006</th>
<th>U.S. Holocaust Museum</th>
<th>Center for Advanced Holocaust Research</th>
<th>$4,000</th>
<th>Participation in Silberman Seminar</th>
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<tr>
<td>M. Seidman, 2002-08</td>
<td>Various</td>
<td>$8,550</td>
<td>Archival research; participation in internat'l and national seminars</td>
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<tr>
<td>M. Spaulding, 2006</td>
<td>U.S. Holocaust Museum</td>
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<td>M. Spaulding, 2008</td>
<td>American Philosophical Society</td>
<td>Franklin Grant</td>
<td>$5,000</td>
<td>Archival research</td>
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Russian: American Association for the Advancement of Slavic Studies (2)
Science: History of Science Society (4)
Spanish and Portuguese: Society for Spanish and Portuguese Historical Studies (1)
Vernacular Architecture: Vernacular Architectural Forum (2)

2008

Taylor Fain, Commentator/Chair, “Britain and the Twentieth Century Middle East” a panel at the Southern Conference on British Studies, New Orleans, October 2008


2007

Yixin Chen, “Cold War Competitions and Food Production in China, 1956-1961.” Atlanta, the Annual Convention of the American Historical Association, January, 4-7, 2007

Paul Gillingham, “Fraud and agency in early PRIísta electoral practice”, LASA (Latin American Studies Association) Montreal, Canada

Paul Gillingham, organised/chaired panel, “PRIhistory: Origins of the dominant party state in Mexico, 1940-1955”; discussant, panel “Violence, Insecurity and the State in Mexico – Part 1”, both LASA (Latin American Studies Association) Montreal, Canada

Paul Gillingham, “State Formation and the Unimperial Presidency: Qualifying and quantifying the provincial power of the early PRI” for the Southwest Council of Latin American Studies, Mérida, Mexico


Glen Harris, July 12, 2007: University of Cape Town, Cape Town, South Africa: “Models of an African American Community: From Hayti in Durham to District Six in Cape Town.”

Sue McCaffray, “Remembering Warren Lerner”, SCSS, 2007

Bill McCarthy, “Fighting words: Spanish sailors and racial epithets”, International Maritime Heritage Conference, San Diego

Bill McCarthy, Research seminar, University of Wollongong CAPSTRANS program
Bill McCarthy, “Palabras Feas” VACARGA, UNCW


Mark Spaulding, “Agricultural Statecraft” in the Cold War: A Case Study of Poland and the West from 1945 to 1957,” presented to the Second Annual Appalachian Spring Conference in World History and Economics, Appalachian State University, 14-15 April 2007.


Paul Townend, "Mathewite Temperance in an Atlantic Context" at the College of Charleston’s Irish in the Atlantic World Symposium. March 2007

2006


Paul Gillingham, “Maximino’s Bulls: strategies of public dissent in Mexico, 1940-1960”, *LASA (Latin America Studies Association)*, San Juan, Puerto Rico
Glen Harris, July 11, 2006: The International Cultural Research Network, Faculty of Education at Aristotle University of Thessalonika, Greece: “Black-Jewish Perspectives Mid-Century Liberalism.”


Bill McCarthy, “The Rhetoric of Spanish Colonialism,” SECOLAS, Charlotte

Lisa Pollard, “The Cuckold of Tel Aviv, the Rich Woman's Boyfriend and The Skinny Lady: Emasculated Married Men in Inter-War Egypt,” given at Middle East Studies Association of America, annual meeting, November 18-22 2006.


Paul Townend, "'The Same Old Story': The Irish Party and Gladstonian Imperialism" at the American conference for Irish Studies annual meeting. April 2006


2005


Paul Gillingham, “As if we weren’t members of the same party”: reconsidering electoral practice and pluralism in Mexico, 1930-1950” SLAS (Society of Latin American Studies), Derby, England.


Glen Harris, July 28, 2005: The Jacob Rader Marcus Center of the American Jewish Archives, Cincinnati, Ohio: “Intellectual Struggles Between Blacks and Jews From the 1940s to the 1960s.”


Sue McCaffray, Roundtable, “The Case for the Liberal Alternative in Late Imperial and Revolutionary Russia” Southern Conference on Slavic Studies, April 2005
Bill McCarthy, “The Rhetoric of Hate: Hate Speech in Late Medieval and Early Modern Spain,” Hawai‘i International Conference on Arts and Humanities, Honolulu


Lisa Pollard, “Making the Sudanese Mahdi ‘Arab,’ Middle East Studies Association of America, annual meeting, November 17-20, 2005


Michael Seidman, “Against Group Think: An Ego History of the Spanish Civil War” at Rethinking Social History Conference, Tel Aviv University, Israel, May, 2005.


Tammy Stone-Gordon, “Exhibits Practice/Historical Practice: Exhibits Standards and Guidelines at Work in History Displays,” Great Lakes History Conference, Grand Valley University, October, 2004


Paul Townend, “Integrating Physics and History in a First-Year Learning Community” presented at Association of American Colleges and Universities annual meeting. October 2005


Paul Townend, Organized a panel on Ireland and the Union, and presented “Justin McCarthy and Empire” at the American conference for Irish Studies annual meeting. April 2005

2004
Yixin Chen, “China International Famine Relief Commission and the Dilemma of Modern Chinese Agricultural Finance.” Yinchuan, China, the International Conference on the 1920s’ China, July 25-27, 2004


Yixin Chen, “Differentiating Motivations for Peasant Rebellions in the Cultural Revolution: Cases in Three Anhui Villages.” San Diego, the Annual Convention of the Association of Asian Studies, March 4-6, 2004

Andrew Clark, “United States Foreign Policy Toward Conflicts and Conflict Resolution in West Africa.” Association of Third World Studies; Macon, GA; November, 2004.


Paul Gillingham, “Cuauhtémoc’s Bones: Fraud, nationalism and memory in modern Mexico” ESSH C (European Social Science and History Conference), Berlin.


Glen Harris, June 1-4, 2004: Teaching American History Program Institute, McAllen, Texas: University, Pan America: “The Civil Rights Movement and the 1960s.”

Sue McCaffray, “The Question of Exceptionalism in Nineteenth Century Russia,” Southern Conference on Slavic Studies,” 2004


Lynn Wood Mollenauer, “Magic and the Catholic Reformation: Sorcery and Sacramentals in Louis XIV’s Paris,” presented at the Southern Historical Association, Memphis TN - Nov. 4-7, 2004


David Sepkoski, “Paleobiology in the 1970s: Punctuation, Mass Extinction, and Quantification.” Presented at History of Science Society Annual Meeting, Austin, TX, November, 2004


Paul Townend, Organized a panel on Ireland’s place in the 19th century British Empire (“Troubled Subjects”) and presented Between Two Worlds: Irish Nationalists and Imperial Crisis, 1877-1880, North American Conference for British Studies annual meeting. October 2004

Larry Usilton, “Isabella the ‘She-Wolf’: The Final Chapter, 1330-1358.” Presented at the Thirty-First Annual Sewanee Medieval Colloquium, University of the South, April 17, 2004

2003


Bill McCarthy, “Constructs of Masculinity in the Colonial Philippines”, International Conference of Asia Scholars, Singapore


Paul Townend, Organized a panel on aspects of the Irish temperance movement and presented Thomas Chisholm Anstey, the Oxford Movement, and the Problem of Mathewite Temperance, American Conference for Irish Studies annual meeting. June 2003

2002
Andrew Clark, “Conflicts in West Africa: Myths and Realities in the American Media.” Association of Third World Studies; Taipei, Taiwan; December, 2002.

Taylor Fain, “'We've Always Done Well with The Daring Games": The Nixon Tapes, the Indo-Pakistani War of 1971, and the Travails of Détente.” Presented at the conference “NATO, the Warsaw Pact, and the Rise of Détente, 1965-1972,” hosted by the University of Florence’s Machiavelli Center for Cold War Studies, Dobbiaco, Italy, September 2002.

Glen Harris, October 20, 2002: 14th Annual Midwest Jewish Studies Association Conference. Cleveland, Ohio: “Jewish Liberalism in the Mid-Twentieth Century.”


David La Vere, “Indian History Without the Indians: A Call for an Ethnohistorical Approach.” Texas State Historical Association, Corpus Christi, Texas, 8 March 2002

Sue McCaffray, “Industrial Dreams in the Early Nineteenth Century,” AAASS, 2002

Sue McCaffray, “Political Economy and Serf Reform after the French Revolution,” Southern Conference on Slavic Studies, 2002


Sue McCaffray, "Industrial Dreams in the Early Nineteenth Century," AAASS, 2002


Lisa Pollard, “Internationalizing Conflict: Marketing the Egyptian Revolution of 1919 to the Outside World,” given at the American Historical Association’s annual meeting, January 3-6, 2002


Paul Townend, Ireland and Empire: Nationalists Respond to the Zulu Wars, 1879-1881, American Conference for Irish Studies annual meeting. June 2002

F. Leadership roles,


Kathleen Berkeley, member, board of the North Carolina Humanities Council, 2002-2009

Kathleen Berkeley, Scholar for the New Hanover County, Cape Fear Museum’s Advisory Committee, 20th Century exhibit expansion, August 2003-April 2004

Walter Conser, member, Advisory Board, 1997—present, Journal of Southern Religion

Chris Fonvielle, member, North Carolina Maritime History Council’s Board of Directors
Chris Fonvielle, member, Moore’s Creek Battlefield Association Board of Directors


William D. Moore, 6/2004 to Present, Board Member, Old Baldy Foundation, Bald Head Island, North Carolina.

Lisa Pollard, Committee on Academic Freedom in the Middle East and North Africa (CAF'MENA), Middle East Studies Association of America, 2005-2008 term.

Lisa Pollard, Governing Board member, Middle East Studies Association of America (MESA), 2005-2008 term

Lisa Pollard, Governing Board member, Southeast Regional Middle East and Islamic Studies Seminar (SERMEISS) 2006-2008 term

Robert Toplin, member, Editorial Board, *Film & History*

Robert Toplin, Editor, *Perspectives in History* (formerly named *Perspectives*) - Newsletter of the American Historical Association, 2007-present


Alan D. Watson, member, North Carolina Historical Commission, 1989-present

Alan D. Watson, member of the North Carolina National Register Advisory Committee, 1998-2004, 2005-present

**G. Honors and awards**

**International**

Lisa Pollard, Tel Aviv University, invitation-only workshop on the Arab-Israeli conflict, Summer 2007.

**National**

Glen Harris, Jacob Rader Marcus Center Fellowship, American Jewish Archives, Cincinnati, OH, 2006

David La Vere, 2005 Philosophical Society of Texas Book Award of 2005. For The Texas Indians.

David La Vere, 2004 T. R. Fehrenbach Book Award for Texas History. For The Texas Indians presented by the Texas Historical Commission.


Will Moore, 2003 Filson Fellowship, Filson Historical Society, Louisville, KY


Lisa Pollard, National Endowment for the Humanities Grant for research at the American Research Center in Egypt, 2005-2006.


David Sepkoski, National Science Foundation STS Scholars Award. PI for major grant to fund research project “The Renaissance of Evolutionary Paleobiology, 1970-1985,” 2005-08.


Mark Spaulding, Franklin Grant, American Philosophical Society, 2008.

David Sepkoski, FESR Investigator Fellow. 2006-07.

University
Yixin Chen, UNCW Charles L. Cahill Award for Faculty Research and Development, 2002.

Glen Harris, UNCW Charles L. Cahill Award for Faculty Research and Development, 2006.

David La Vere, UNCW Chancellor’s Award for Faculty Scholarship, 2004.


Will Moore, UNCW Charles L. Cahill Award for Faculty Research and Development, 2003.


Lisa Pollard, UNCW Charles L. Cahill Award for Faculty Research and Development, 2008.

Lisa Pollard, UNCW Faculty Research Initiatives Award, 2005.


Michael Seidman, UNCW Chancellor’s Award for Faculty Scholarship, 2007.

Michael Seidman, UNCW Faculty Research Reassignment, 2008.

David Sepkoski, UNCW Charles L. Cahill Award for Faculty Research and Development, 2007.

David Sepkoski, Mead-Swing Fellow in the History of Science. Oberlin College, 2005.

David Sepkoski, Grant-in-Aid. Research and Development Committee, Oberlin College, award for faculty research support, 2004.


Tammy Stone-Gordon, UNCW Summer Research Initiative Grant, 2006
H. Community service related to program

The Department of History contributes to the university's mission of enriching the total learning environment by expanding its course offerings and faculty expertise outside of the traditional classroom. The faculty supports the community aspect of the department's mission by supporting extension and outreach programs (such as the UNCW College Days and the university’s Pathways Program) and offering a wide variety of community-oriented public programs such as public book talks and lecture series. Faculty members specializing in the study of the United States, many with a particular research focus on regional and local history, serve as valuable resources for understanding the impact of the past on our own times. To increase public access to the History faculty's areas of expertise, the Department also serves as a vital resource for the local public and private school systems, government, public agencies, and civic organizations. Highlights of the department’s recent community service endeavors are listed below.

Highlights of Recent Community Presentations


Glen Harris, February 20, 2005: World Changing Hearts Ministries, Wilmington, North Carolina: “Ideas on the Quest for Freedom: Mid-Nineteenth Century Names Controversy and Black Identity.”


Memberships in Community Organizations
Yixin Chen, member, Wilmington Sister City Commission.

Chris Fonvielle, Member, Friends of Brunswick Town Board of Directors.

Chris Fonvielle, Member, Lower Cape Fear Historical Society.

Chris Fonvielle, Consultant, Fort Anderson flag project, Brunswick Town/Fort Anderson State Historic Site.

Chris Fonvielle, Consultant, Louise Cameron Art Museum, Forks Road Battlefield restoration project.

Chris Fonvielle, Consultant, Fort Holmes preservation project, Bald Head Island Development Corporation.

Chris Fonvielle, Guide for Bellamy Mansion Museum.

Glen Harris, member, Board of Directors, WHQR.

David La Vere, member, North Carolina Humanities Council Speaker’s Bureau Forum.

William McCarthy, member, North Carolina Maritime History Council.
Will Moore, 8/2006 to present, member, Building Restoration Committee, Children’s School of Science, Inc., Woods Hole, Mass.

Will Moore, 5/2002 to present, Preservation Consultant, Planning Division, City of Wilmington, NC


Television appearances

Robert Toplin, national appearances as commentator on movies for various television programs, including C-Span and CBS Sunday Morning: Commentary on *The Passion of The Christ*.

Robert Toplin, appearance on David Gergen’s *The World at Large*, 2002.


h. Other evidence of faculty productivity important to the academic unit

Invited presentations

2008
Kathleen Berkeley, “The Iconography of Rosie the Riveter,” Lecture given as part of the Artist and Objects Series, North Carolina State University, Raleigh, NC, December 4, 2008.


Lisa Pollard, “From Housewives and Husbands to Cuckolds and Whores: Crisis in the ‘House of Egypt,’ (1919-1948), given at the University of Arkansas, April 2008.

David Sepkoski, “The Paleobiological Revolution?” Presented as a History and Philosophy of Science Colloquium Series Talk, University of Toronto, September, 2008.

David Sepkoski, “Paleobiology—What’s in a Word?” Presented as a joint Paleobiology/History & Philosophy of Science and Technology Colloquium, Stanford University, April 2008.


2007


2006
Lisa Pollard, “Gender and the Marital-Political Contract in Inter-Revolutionary Egypt: From Emancipation to Emasculation,” given at the University of South Carolina, November 6, 2006.


Lisa Pollard, “A Tale of Two Mahdis: Conversations Across History and the Construction on an ‘Arab’ Caliph,” given for the Dean of Humanities and Social Sciences’ Lecture Series, The American University in Cairo, April 12, 2006

2005


David Sepkoski, “Macroevolutionary Alternatives to Neo-Darwinism in the 1970s,” presented as a joint Geology/Philosophy Department Colloquium, University of Cincinnati, Cincinnati, OH, January, 2005


Robert Toplin, “Hollywood Views the Past,” History Symposium in Honor of Kevin Simon organized through the History Department at the University of Kentucky and the Sayre School in Lexington, Ky, 2005.


2004


2003
Lisa Pollard, “Manly Men or Colonized Effeminates: Masculinity in Egypt’s Struggle for Independence,” given for Beth Baron, convener, Gendering Middle East History, Middle East and Middle Eastern American Center, CUNY, December 12, 2003

2002


Lisa Pollard, “Islamic Movements in Historical Perspective,” given at University of Missouri, Rolla April 14, 2002.

Visiting Scholar Appointments
Yixin Chen, Visiting Associate Professor, Department of History, University of North Carolina at Chapel Hill, Aug. 2002-May 2004 and Adjunct Faculty Member, Asia/Pacific Studies Institute, Duke University, 2000-present.

Lisa Pollard, Visiting Scholar, Center for Middle Eastern Studies, UC Berkeley, Fall 2004.

Mark Spaulding, Visiting Professor of History, Peking University, Spring 2004

Professional service
Paul Gillingham, Manuscript reviewer for Mexican Studies/Estudios mexicanos, textbook reviewer for Bedford/St Martin’s, 2007- present

Monica Gisolfi, Assistant Director, Gilder-Lehrman Institute Summer Scholars Program, New York, NY, 2004-2006

David La Vere, Manuscript and article evaluator for the University of Nebraska Press, Texas A&M University Press, University of Oklahoma, Ethnohistory, Louisiana History, and Plains Anthropologist.


X. Goals and Objectives: Strengths and Weaknesses.

A. Program Strengths. As seen throughout this report, the History Graduate Program has several strengths and many accomplishments. To reiterate, we can point to the following as Program strengths:

- Many and often high-quality applicants.
- Good gender diversity/equality.
- Good placement of our graduates.
- Many graduate students presenting papers, winning awards and fellowships.
- Excellent, accomplished, and renown graduate faculty.
- Public History Program attracts students and funding.
- Admission to program is made on a case-by-case basis.

B. Challenges to overcome.

1. Immediate challenges. In reality, the History Graduate Program is on track and running rather smoothly. Challenges certain crop up during the application and selection period, but they are just part of the Graduate Program. The most pressing immediate challenge the Graduate Coordinator faces is:

- Juggling of Tuition Remissions for next year.

   This means seeing if any our out-of-state students with Tuition Remissions can quality for North Carolina in-state tuition. For this they must fill out an application and submit it with proof of residency to the Dean of the Graduate School. If the student qualifies, then the Coordinator can use that Tuition Remission as a recruiting tool for the following fall applicants. They the student does not quality for North Carolina residency, then that Tuition Remission must be used to support them for a second year and so cannot be used for recruiting new graduate students.

   Solution: Continue working with students who can meet the residency requirements.

2. Long range challenges. Most of the History Graduate Program challenges are long range and in many cases, solving them is out of the Department’s hands.
• Need for more scholarship money, tuition remissions, and research support.

This is the main reason the History Graduate Program is often unable to get the applicants we target as our top recruits. The Green and Rowell Scholarships usually provide only about $5000 each for recruiting. Also, we can only offer tuition remissions to in-state North Carolina tuition. So for a top recruit, the most we can usually offer is a scholarship of $5000 (or thereabouts), a tuition remission but not a FULL tuition remission, and a TA position. It is hard to compete with other universities which can offer more money and usually a full tuition remission. Recently, the legislature provided several more Tuition Remissions to UNCW Graduate Programs, but these were restricted to the Sciences. Currently we get four Tuition Remissions to In-state Tuition per year, but these are restricted to TAs only. That means that out-of-state Grad Students who are not TAs cannot get a Tuition Remission. It also means that if there are not enough out-of-state TAs, then those Tuition Remissions go wanting. A little more flexibility would be great. Our lack of money and incentives hampers us from getting our top applicants. But other than ask, there is little we can do.

Solution: The History Department realizes that it will have to become more active in fund-raising. Unfortunately, the Humanities do not have the same access to government funds that the sciences do. Also, departmental fund-raising is often limited or subsumed by university fund-raising as a whole. Fund-raising is a conversation the History faculty are still having.

• Need for more Teaching Assistantships

The History Graduate Program has grown over the years and financial support from the Graduate School/Administration has grown with it, though not as much as the History Department would like. Right now, we get almost $200,000 a year in scholarships, salaries for Teaching Assistant positions, and the Tuition Remissions. We get 14 Teaching Assistant positions (though 2 of these must be assigned to the Library’s Special Collections and Archives.) We could certainly use more. Teaching Assistant positions are used in recruiting new graduate students. If we cannot offer a TA position, many of our top recruits will not come here. The History Graduate Program cannot get Research Assistants as those can only go to the Sciences.

Solution: Other than ask, there is little we can do about this. The number of Teaching Assistants the department receives is determined by the Dean of the Graduate School and the state legislature.

• Need funds for Graduate Student research

Unlike the Sciences, the History Department rarely gets research grants that provide for graduate students. We have only a few scholarships. One of our biggest challenges is finding money to help our Graduate Students with their research. This usually means travel and lodging money as most History Graduate Students’ research takes them to libraries, museums, and archives around the country and sometimes the world. UNCW has some money available for Graduate Students to attend conferences.
and present papers, but there is rarely money available to fund Graduate Student research. Students can also apply for the Brauer Award to fund their research, but this is competitive and not a guarantee. The History Department Chair has found a little money to help with this, but only a few hundred dollars. This past semester, a little money was found to allow Dr. Mark Spaulding to take a few Grad Students to Washington DC to do research in the National Archives. However, most of this came out of the students’ own pockets.

Solution: While continuing to appeal to the Graduate Dean for assistance, the History Department will try to address some of this through its own fund-raising endeavors.

- Need for more ethnic diversity (Students of Color)

The History Graduate Program, like much of UNCW itself, is highly populated with “white” students. This is certainly not by choice. Unfortunately, the Graduate Program gets few Student of Color applicants. Or at least few that we know of as applicants often do not provide their ethnicity, so it is impossible many times to know this when it comes to admissions. But the Graduate Committee is very interested and motivated to admit Students of Color to the program and members would be eager to find a way to admit a Student of Color. As seen in earlier tables, there has only been 7 Students of Color that have applied to the History Graduate Program and 6 entered the Program.

Solution: Increase recruiting efforts among Students of Color and at traditionally “Black” colleges and universities.

- Increase graduation rate and lower time to degree.

With a graduation rate of about 35% over the past seven years, the History Department would certainly like to increase this number. At the same time, the Department would like to lower the time it takes a student to finish the program and graduate. As pointed out earlier, the History MA program should be a two-year (4 semesters) program, requiring 30 hours of classes. However, the average time-to-degree is 3.2 years. Reasons for this slow graduation rate and time to degree include students who must work while they earn their MA; program rigor, which some students find daunting; and accomplishing such requirements as the Language Exam and Comprehensive Exam.

Solution: The History Department has already begun addressing this issue. For example, the Language Exam has been scaled back to 300 words, the two-strike penalty removed, and incoming graduate students required to take the Language Exam within their first year in the program. The Graduate Coordinator and student’s thesis advisors now strongly advise graduate students about this being a four semester program and try to get them to meet the time requirements, such as taking the Comprehensive Exam in their third semester in the program. This will continue to be monitored in the future.

- Drop-outs from the program
There are too many graduate students who just drift out of the program. These are students who, for one reason or another (see above), never complete the program. They don’t officially withdraw, but they just quit showing up and quit contacting their professors. Some of these are people who realize they were never cut out for History Graduate work. Others have life intrude upon them and so find other jobs or careers. Others get scared of the Language Exam or Comprehensive Exam or writing the thesis and just never do it.

**Solution:** Increased scrutiny of candidates in hopes of determining who would be the best fit for completing the program. Hopefully, the new Language Exam and increased advising by the Graduate Coordinator and Thesis Advisors, will help lower this rate.

- **Library/Primary Source availability**

  While Sciences have their laboratories and equipment, for Historians and History Graduate Students, the library is the History lab. Unfortunately, due to lack of money, almost every year the library has to cut back on the number of books and primary sources it can carry. While UNCW tries to make this uniform across the curriculum and departments, it cuts the History program severely. There are fewer books and primary sources available on site for our Grad Students (and faculty) meaning more Inter-library loan, which does a fantastic job supporting us.

  **Solution:** Try to make the Administration understand that books, primary sources, and databases are essential to the practice of history.

- **Fund-raising**

  This applies not just to the History Graduate Program, but to the entire History Department. In these days of decreased support from the legislature and the administration, the History Department and the Graduate Program are in ever greater need for money.

  **Solution:** The Department realizes that it must become involved in fund-raising. However, the History faculty are just that, faculty, and not professional fund raisers. We need some training on how we can go about raising more funds for the Graduate Program.

- **Only a few faculty getting most of the Graduate Students**

  In 2007-2008, we had 45 students in the program. Thirty-three of these would be considered active, while the remaining 12 students were people that were essentially “All But Thesis.” Of these 45, distributed across our four tracks, there were 18 – Public History; 11 – US; 11 – European; 4 – Global. While Public History has the most number of Graduate Students, it is the smallest Track when it comes to faculty, with only 2.5 faculty members. This means that a majority of the Directed Independent Studies, Thesis Advising, and Comprehensive Exam grading falls to the Public History professors: Dr. William Moore, Dr. Tammy Gordon, and Dr. Monica Gisolfi (half Public
History, half New South). A few other faculty members, such as Dr. Taylor Fain (US Foreign Relations) and Dr. Chris Fonvielle (Civil War), also have a high number of graduate students. On the other hand, there are other History faculty members who rarely see graduate students or work with them.

**Solution:** The History Department has already begun implementing some solutions. The Department decided that another full Public History faculty member in Digital History should be added in the hire after next. Consultations are now had with the Public History faculty and those faculty member with many graduate students on whether incoming students slated for their fields should be limited. There has also been a greater attempt to spread graduate students taking DIS’s among other faculty. Public History has also been searching for ways in which their students can mesh with the European and Global tracks.

- Administration recognition that History is different from the Sciences

UNCW is a “science” school and, unfortunately, History and the Science curriculums/departments work in very different ways. For example, when it comes to Graduate Students, the Sciences stress Faculty and Graduate Students working together on experiments and projects. In fact, the Sciences can apply for and receive large monetary grants with specific wording encouraging them hire and utilize Graduate Students. Co-authored articles come out of these with science Graduate Students listed as one of the authors. Currently, many of the Administration officers, such as the new Provost and the Graduate Dean, come out of the Sciences and so they understand and feel familiar within those Science parameters. However, History, as part of the Humanities, works very differently and we find ourselves constantly trying to educate the “Science” administrators on this. For example, History Faculty and Grad Students rarely work together on a project. Faculty members have their areas of research and rarely are Graduate Students used in the same way the Sciences use their Graduate Students. Our History students must develop their own projects, do the research themselves, and defend their own thesis. These usually lead to articles or books, but are projects which the Students do themselves. This is what is expected at History PhD programs and universities and if they did the faculty member’s research, the student would never get accepted to a PhD program or get a job. Similarly, many History grants, meager as they are, often specifically forbid a faculty member from using the money to hire a Graduate Students. Never do Historians get the huge money grants from the NSA and the like. However, this carries over to awards. Earlier this Spring 2008 semester, the UNCW Graduate School announced that Graduate Student Summer Research Stipend Awards of about $1000 were available to be awarded. However, only those projects in which a Grad Student and Faculty member would work together would be funded. This automatically ruled out all History Graduate Students. It is to Graduate Dean Bob Roer and Assistant Graduate Dean Karen Sandell’s credit that when the History Graduate Coordinator complained, the Graduate School changed the award criteria and made it open to any Graduate Student research project. Because of this, two of our History Graduate Students received the research stipend. But this is a never-ending battle.
Solution: Continue working with the Administration to gently remind them that the Humanities often have different requirements than the Sciences.

- Connecting Public History to European and Global Tracks

Because Public History is so popular with our applicants and Grad Students, and because there are so few faculty in Public History, the Department needs to find a way to connect Public History with the European and Global Tracks. That would mean more DIS faculty for Grad Students to choose from. It would help take some of the load off the Public History faculty.

Solution: The Department of History has yet to fully develop the potential to train students in the Global and European tracks of the Graduate Program for employment outside of the academy. The field of Public History is developing in other parts of the world, including Europe and the Middle East, at the same time that it has grown in the United States. The Holocaust, in particular, has generated a demand for complex and subtle interpretations of history to varying publics. The literature concerning national heritage management and comparative public histories is remarkably vital. The Department’s Public History students would be well-served by taking more European and Global history courses and find ways to engage in the theory and practice of public history outside North America.

B. Opportunities for development

There are three areas where the History Graduate Program most successfully prepares MA graduates for career opportunities.

- Ph.D. programs/university faculty

Admittedly, places in Ph.D. program and university faculty positions are not uniformly plentiful and the need for certain areas of research wax and wane in popularity over time. Nevertheless, Ph.D. programs will always need students and university history departments will always need faculty. Our US, European, and Global tracks prepare our MA graduates to continue on to Ph.D. programs in history. While not all our graduates go this route, many do and we have placed a significant number of graduates in some fine Ph.D. programs. From there, at least four, if not more, of our MA’s have graduated with their Ph.D.’s and have gone on to become Assistant Professors at universities.

- Lecturers/Teachers at Community Colleges/Junior Colleges

In North Carolina, Community Colleges are becoming increasingly popular. More are being created every year and the number of history faculty positions is rising rapidly as well. Our MA graduates are well prepared and well trained to take advantage of this career opportunity and many have. We have graduates from our MA program teaching at Community Colleges across the state and some in other states as well. Our graduates are often sought out by regional colleges.
Heritage tourism, historic preservation, museum exhibition, digital history.

All of the above are essentially involved in bringing “history to the people.” And job opportunities for people with a Master of Arts in History are exploding in these fields. Our Public History track is well poised to take advantage of this demand. The program is quickly gaining a national reputation. In fact, the majority of applicants to the Graduate Program as a whole request entry into the Public History track. Some of our Public History graduates have gone on to some very nice jobs in the field. With the new Public History lab and equipment and with the faculty’s projection to hire a Digital Historian in the Public History track, the UNCW History Graduate Program will continue to produce qualified to MA’s to fill these jobs.

C. New degree programs

At this time, no further graduate programs are slated by the UNCW Department of History. While there has been some general talk about whether the Department of History should offer a Ph.D. program, this has just been talk and would take a major investment by UNCW and the state legislature to make this a reality. If this ever were to happen, it would not take place for many years.

D. Future personnel needs

To keep up with both Undergraduate and Graduate demand, the History Department has identified the following three areas where new faculty are needed whenever expansion positions are awarded in the future.

- Ancient Mediterranean World
- Digital History (Public History)
- US, Slavery and slave trade in the 17th & 18th centuries

E. Long range goals and strategic plan for academic unit

In January 2008, the History Department voted to approve its Five Year Strategic Plan (2008-2013). The Department established the following as long range goals for the History Graduate Program:

- Admit 17 new graduate students per year
- Improve retention/shorten time to degree
- Improve applicant pool and enroll best-qualified students
- Secure more TA positions
- Secure more research funding for Graduate Students
- Improve the number/size/timing of financial awards to applicants
- Evaluate curricular and instructional needs by field to cover growth
F. Specific activities leading to attainment of these goals.

1. Seventeen new graduate students. We have already hit this number once, but will probably fail to meet it in 2008-09. We admitted 12 new graduate students in Fall 2008, and 2 new graduate students for Spring 2009, for a total of 14 new graduate students for 2008-09 and three short of our goal. However, our recruiting efforts will continue. We will also step up our recruiting of UNCW graduates, with letters from the Graduate Coordinator sent to those recognized by a Department faculty member as graduate program material. The History Faculty are always trying to develop new recruiting ideas.

2. Improve retention/shorten time to degree. As already stated, the Graduate Coordinator has stepped up advising efforts to keep students on the 3-3-2-2 semester schedule. Taking the two-strikes penalty from the Language Exam is also an effort to retain students and try to get them graduated on time. Better advising by thesis chairs should also help in this area.

3. Improve applicant pool and enroll best-qualified students. This will come with more applicants and with more scholarships, TA positions, Tuition Remissions, and Graduate Student research money. We will always lose some students to other programs and for a variety of reasons, but we do get a share of fine applicants who go on to be fine students.

4. Secure more TA positions. Unfortunately, the History Graduate Program is wholly dependent upon the Graduate Dean for the number of TA positions awarded to the Department. Other than pleading for more, there is not much we can. However, we would be open to suggestions from the Administration on how we might be able to acquire more TA positions.

5. Secure more research funding for Graduate Students. As a department, we are already beginning to contribute to this. The History Trust Fund contributes $500 a year toward graduate student research. Students are strongly encouraged to apply for the Brauer Award, several of which are given by the UNCW Graduate School. More money will be applied to this as the Department increases its fund-raising.

6. Improve the number/size/timing of financial awards to applicants. Our three major awards – the Green, Rowell, and Stern scholarships, are dependent on the health of our economy and so have declined over the past few years. A better economy would improve the dollar amount of these scholarships. The Public History Program has done an excellent job of bringing in new scholarship money and these have already began to flow to the students. More fund-raising will produce more financial awards. As for the
timing of awards to applicants, we are bound by Graduate School word that we cannot ask applicants to say yes or no to our offer of admission prior to April 15.

7. Evaluate curricular and instructional needs by field to cover growth. The Department Chair, the Graduate Coordinator, the Public History Coordinator and other members of the Department Planning Committee meet periodically to discuss curricular needs. As needs arise, new classes might be added to the catalog, while others might be dropped. Just this past year, a new Public History class, HST 578 - Interpretation of American Material Culture was added to the graduate curriculum.

8. Improve number and selection of course offerings per semester. This is a harder one to accomplish as the Department Chair and History faculty must also take into account the needs of our History undergraduates. The Department Chair does consult with the Graduate Coordinator on how many active students there are in each track that semester and assign graduate classes accordingly. This is still a work in progress.

9. Improve communications with alumni. Again, a work in progress. Email addresses are received when a student graduates. The address is then put on a listserv and periodically the alumni receive emails from the Graduate Coordinator on available jobs and such. Admittedly, this is a point the Department is committed to improving.

10. Support the university’s diversity goals. As previously reported, the Department of History strongly supports the university’s diversity goals and is strongly committed to admitting more students of color. On gender, we are at parity. Increased recruiting is proposed among traditionally black colleges and universities in North Carolina. Increased recruiting will also be done to attract quality UNCW history undergraduates to the graduate program.

11. Teach history of groups underrepresented in the History field. The Department has already made great strides toward this goal. Classes have been taught on Native American History, African-American History, Middle Eastern Women History, Women in America, and a host of other seminars. More will be offered in the future.

12. Use surveys to assess the department’s diversity climate. Assessment is done every semester and is part of the Graduate and Undergraduate process. However, additional surveys have been done. For example, for this very Graduate Program Self-Study, surveys were sent electronically to current students, faculty, and alumni requesting their opinions about the UNCW History Graduate Program. More surveys will be used the future.

In all, the History Graduate Program, while it has challenges that it has not yet overcome and goals it has not yet achieved, is in good shape, running smoothly, with a fine faculty teaching quality graduate students and graduating well qualified Masters of Art who are going on to some rather fine positions in the field of History. We appreciate the assistance provided by Dean Robert Roer of the UNCW Graduate Committee for his
continual support and thank his entire staff, without whom the Graduate Coordinator could not operate. Thanks also goes to all the History faculty who helped create and write this report: Drs. Sue McCaffray (Department Chair), Lynn Mollenauer, Paul Gillingham, William McCarthy, Will Moore, and David La Vere.
Review Report
Graduate Program in History
University of North Carolina – Wilmington

February 18-19, 2010

Review Committee Members

Dr. Gabrielle M. Lanier
Associate Professor of History
James Madison University

Dr. K. Steven Vincent
Professor of History
North Carolina State University
Overview

UNC-Wilmington’s Department of History excels in both teaching and research. The members of the department have a very good record of academic productivity, which is especially notable given the 3-3 teaching load and the department’s strong commitment to teaching. The graduate program, which is the focus of this report, has been well designed, with appropriate attention to academic rigor, regional needs, and the intellectual agendas of the discipline. The reviewers were especially impressed that the department has chosen to focus on increasing the strength of its M.A. program, which serves a variety of constituencies, including those interested in becoming public history professionals and those preparing for admission to top-ranked Ph.D. programs.

The reviewers believe that the graduate program of the Department of History would benefit from an infusion of resources to provide better financial support for faculty and students to enhance research possibilities. Such support would have the added benefit of making the program more attractive to prospective students, thereby raising the number of applicants, enabling the department to be more selective in its admissions, and, as a consequence, likely increasing rates of and speed toward graduation.

Overall Strengths
- Strong leadership with good support from the faculty
- A highly collegial department that places a premium on discussion and democratic decision-making
- A departmental ethos that strongly values teaching
- Easy access to faculty by M.A. students
- Strong public history program in museum studies and historic preservation, with good lab facilities for public history
- Positive experience for M.A. students who undertake teaching assistantships
- A graduate program that offers a broad range of students the chance to reach their potential

Critical Challenges
- Finding the right balance between teaching and research: the strong culture of teaching and the increased expectations for faculty to produce more research are creating tensions between the teaching and research missions of the Department
- Finding adequate funding: the department is badly under-funded in terms of research monies for the faculty and for its M.A. students
- Increasing graduation rates and decreasing time to graduation for M.A. students
- Improving access to critical library resources
Concerns and Recommendations

1. Faculty and students suffer from lack of immediate access to research libraries, archives, and research databases.

**Recommendation:** Explore ways to improve the collections in the UNC-W library and improve access to database collections. UNC-W might benefit from initiating a UNC system-wide discussion of this issue so that students at all UNC campuses can access common digital resources.

2. The M.A. program does not have sufficient resources to support research travel for its students to archives and research libraries. This can slow progress on the thesis and delay graduation.

**Recommendation:** The department should work with the Dean of the College and the Dean of the Graduate School to generate funding to support student travel to research libraries and collections. This would not necessarily require a large infusion of money. Two or three well-timed shuttle trips to research repositories each semester, and funding to support individual students who need help to travel to research collections, would go a long way.

3. While the program is obviously getting stronger and therefore attracting applicants with higher GPA and GRE scores, the applicant pool for prospective M.A. students is still not strong.

**Recommendations:** Explore ways to increase the size and quality of the pool of applicants: (1) by revising the program’s Web site with the goal of better marketing of the program; (2) by utilizing internet graduate education sites; (3) by working with the Dean of the College and the Dean of the Graduate School to generate funding for more stipends and more generous stipends so that the department can offer recruitment packages to the most promising applicants; (4) by targeting undergraduate research conferences where strong prospective applicants to graduate history programs are likely to be presenting their research; (5) by tapping into the existing alumni/ae network; and (6) by initiating targeted recruitment efforts such as sending letters to all recommenders of current first-year and second-year M.A. students.

4. While the confidence in the program on the part of the faculty is obviously growing, there are still some members of the faculty who seem largely disengaged. The consequence is that other faculty members have very heavy responsibilities.

**Recommendations:** Explore ways to bring more of the faculty into teaching
classes for the M.A. students and serving on thesis committees. One suggestion might be to provide “intake advisors” in the first semester so that, in addition to the Graduate Coordinator, each student has a specific faculty member who s/he can go to with questions or for academic advice. Although ideally the student should be matched to an intake advisor who works in his or her expressed area of interest, this may or may not always be possible from year to year. Still, this would expose students to a broader cross-section of the faculty earlier in their academic career while also providing them with additional guidance when they need it the most. It would also involve more faculty in the graduate program, helping to spread the workload around.

Another possibility might be to revisit the role of cross-listed graduate/undergraduate courses within the graduate curriculum, perhaps by increasing the number of graduate students and/or developing the graduate component of such cross-listed courses into a graduate-only “fourth hour” that would meet separately (not necessarily weekly, but multiple times throughout the semester) and require additional readings and/or assignments. While graduate-only courses are clearly preferable to mixed graduate/undergraduate courses, the current restriction on crosslisted courses limits the number of courses that graduate students are able to take in any given semester, and can delay their progress through the program. Some M.A. students expressed a desire for more choice in courses available to graduate students. Revisiting this restriction could widen the pool of courses available to graduate students, and could also expand the number of faculty involved with teaching graduate students.

5. Some M.A. students expressed a desire for more direction upon entering the program.

**Recommendation:** Provide all entering students with a printed list of requirements. Some of the materials on the Graduate Program website are a good start, but more information on what to expect, when to expect it, how to prepare for the comps, or how to plan the work involved in writing the thesis (along the lines of Dr. Tammy Gordon’s Sample Thesis Work Plan for public history students) could be helpful.

Consider appointing “intake advisors” as noted above.

6. Graduation rates and time to graduation could be improved. Some M.A. students noted that the average time spent in the program exceeds two years. Some also noted that they needed more direction in preparing for their comprehensive exams and their theses.

**Recommendation:** Explore the possibility of developing a second “gateway” course or thesis seminar on historical writing that would help students develop thesis topics during their first year in the program. Currently the only course that all M.A. students have in common is the HST 500 Historical Methods course, which combines historiography, research methods, and writing in a single course. The proposed second required course might be taught in the second semester, following HST 500, and would have a clear emphasis on original writing, primary source research, peer review, and getting students out of the gates relatively early into a manageable research topic that could be expanded into a thesis. It would also have the added benefit of bonding each entering cohort together, to help keep students from drifting away from the
There are various models for such a course, but the goal should be to jumpstart students on their thesis writing and research while also exposing them to professional standards of criticism. The most directed and organized students will actually be able to use such a seminar to generate chapters of their thesis by the time they are finished.

Explore the possibility of offering a “thesis workshop” early in the second semester, led by second-year students who are working on or near completion of the thesis, and providing recommendations to the first-year students.

Explore the possibility of offering a “comps workshop” at some point early in the second semester, also led by second-year students who have completed their comprehensive exams, and providing recommendations to the first-year students.

Explore ways to insure that all faculty who direct theses are on the same page. The thesis should not be viewed as a small dissertation, but as a finite, manageable, well-researched project that demonstrates the student’s ability to engage in original primary source research, advance an argument, and contribute to the field.

7. One of the most vital areas of the M.A. history program is public history. The public history program is especially strong in historic preservation, museum studies, collections management, and the exhibit development process. However, since students in the public history track consistently outnumber those in the other graduate tracks, this places a disproportionate demand on the faculty responsible for this program, who are overworked.

**Recommendation:** Consider hiring an additional faculty member for public history. We recognize, however, that this enhancement for the graduate program might need to be balanced with the needs of the undergraduate program (which we did not examine).

Consider hiring an assistant to help administer and coordinate the teaching resources in the public history lab in order to utilize its potential more fully.

Since public history tends toward interdisciplinarity anyway, consider exploring ways to reach out to other departments across the University (departments such as Art and Art History, Anthropology, Environmental Studies, Film Studies, or Geography come to mind) in order to leverage available teaching power in the public history track and involve a broader range of faculty in the public history program.
In preparing our response to the outside evaluators’ assessment of the University of North Carolina Wilmington’s Department of History’s Graduate Program, the department wants to thank the two evaluators for their considerable effort, professionalism, and excellent during their examination of the History Graduate Program. Their assessment was part of the History Graduate Program Self-Study, which began in fall 2008, but because of state-wide and university financial issues, the evaluators’ visit and assessment could not be made until February 2010. So again, many thanks are given to Dr. Gabrielle Lanier of James Madison University and Dr. Steven Vincent of North Carolina State University. The History Department would also like to thank Dr. Robert Roer and his excellent staff at the University of North Carolina Wilmington Graduate School for their constant support of the History Graduate Program. They are very understanding of the issues facing a Humanities graduate program and our success is very much due to the support of the Graduate School. Below is the response by the UNCW History Graduate Program to the evaluators’ points. These responses have been prepared by Dr. Paul Townend, History Department Chair and Dr. David La Vere, History MA Program Coordinator.

The department agrees with, and is encouraged by, the recent review’s overall assessment of the M.A. program — that it “has been well designed, with appropriate attention to academic rigor, regional needs, and the intellectual agendas of the discipline.” It identifies as strengths aspects of the program we have been very keen to establish as priorities, including easy access to faculty, quality instruction, a focus on close mentoring, both in the teaching assistant experience, and in research and thesis efforts. It applauds the successes of our public history faculty and the pre-professional formation it offers to our public history M.A. students. The graduate program, as our
ongoing annual reviews and our own recent extensive self-study in 2008 has emphasized, continues to strengthen the department, offer important opportunities to students at all levels, and challenge the faculty to maintain, pass on, and build up in others the commitment and love for the discipline that must lie at the heart of an effective academic department. Comparing this external review with the one performed in 2002, it is gratifying to note that many of the improvements urged at that time have been followed through on at department level, from the perspective of the reviewers — most notably, the creation of more time for graduate mentoring and teaching for public history faculty, the provision of some additional departmental support for student research, and a greater degree of engagement with the program across a range of the graduate faculty. It is so important that this young program continue to be responsive to informed criticism and advice.

We also recognize in the report challenges and recommendations of a very serious and substantial nature. We respond to them in their particulars below:

1. Faculty and students suffer from lack of immediate access to research libraries, archives, and research databases.

**Recommendation:** Explore ways to improve the collections in the UNCW library and improve access to database collections. UNCW might benefit from initiating a UNC system-wide discussion of this issue so that students at all UNC campuses can access common digital resources.

**Response:** Historical research depends on access to appropriate archival materials. This is THE fundamental challenge to the program as it seeks to prepare students for more advanced work, and to undertake worthwhile projects for their theses. As digitized primary source collections expand, and transform the way that research is being done, we must do more in order to keep faculty and graduate students alike well away from the margins of access. We cannot train twenty-first century historians with nineteenth century resources. The opportunities for conducting first rate primary research from a place like Wilmington have never been greater, but to take advantage of these opportunities requires action. Otherwise the relative DISADVANTAGES of working from an underequipped library will widen, and our ability to attract good students and prepare them appropriately will erode. UNCW has a new university librarian and we must work with that person to explore ways in creating more access to research libraries, archives, and research databases for faculty and graduate students. The department initiated with the Faculty Senate Library Committee a university-wide survey to determine shared challenges about library resource issues and database access. The Department of History has long advocated the state flagship universities — University of North Carolina Chapel Hill and North Carolina State — work with branch campuses to share web-based resources and access. Every academic year, the library and the department allocated approximately $700 per history faculty member to purchase books for the library in each faculty member’s research specialty. The faculty should consider making more special
purchase requests from the library oriented toward graduate student research. We strongly agree with the evaluators on this issue.

2. The M.A. program does not have sufficient resources to support research travel for its students to archives and research libraries. This can slow progress on the thesis and delay graduation.

Recommendation: The department should work with the Dean of the College and the Dean of the Graduate School to generate funding to support student travel to research libraries and collections. This would not necessarily require a large infusion of money. Two or three well-timed shuttle trips to research repositories each semester, and funding to support individual students who need help to travel to research collections, would go a long way.

Response: We strongly agree with this. We would also link this recommendation with the first. Sponsoring student research can involve travel to archives, but it can also involve making resources available here. Over the last few academic years, History graduate students have applied for, and won, the Brauer Award presented by the UNCW Graduate School to support group research travel. Money from the Brauer has been used to take History graduate students to the National Archives in Washington DC. However, this past year we have been informed that we can no longer have group applications for the Brauer. This will damage our ability to connect students with archives, and undermines an important initiative in applied learning that the department has undertaken. CAS resources have been used over the last several years to sponsor undergraduate day trips to UNC Chapel Hill. These resources have not been available for graduate students. We think there is an opportunity here for our graduate students to mentor undergraduate students if these funds could be used to support graduate student travel as well. Unfortunately, there are few places our graduate students can turn to for travel money for research in archives. Some apply to the Graduate Student Association and have had some luck there, though awards are usually just a few hundred dollars. However, the UNCW Graduate School sometimes has funds for student travel to conferences, but not for travel for research. We would encourage the Graduate School to open up funds to not just conference travel, but research travel as well. Still, the Department of History, over the last few years, has used trust fund money to sponsor some research trips for a few of our graduate students. But we certainly feel we need more money to support graduate research. We feel we need funding for at least two trips a semester to triangle libraries for our graduate students in order for them to adequately develop their thesis and presentation topics. This could probably be done for about $500 per semester.

3. While the program is obviously getting stronger and therefore attracting applicants with higher GPA and GRE scores, the applicant pool for prospective M.A. students is still not strong.
Recommendations: Explore ways to increase the size and quality of the pool of applicants: (1) by revising the program’s Web site with the goal of better marketing of the program; (2) by utilizing internet graduate education sites; (3) by working with the Dean of the College and the Dean of the Graduate School to generate funding for more stipends and more generous stipends so that the department can offer recruitment packages to the most promising applicants; (4) by targeting undergraduate research conferences where strong prospective applicants to graduate history programs are likely to be presenting their research; (5) by tapping into the existing alumni/ae network; and (6) by initiating targeted recruitment efforts such as sending letters to all recommenders of current first-year and second-year M.A. students.

Response: Academic reputations, particularly for programs such as this one, are difficult to build. The situation is improving. For example, for the upcoming fall 2010 semester, the History Graduate Program, we had 39 total applicants. Of these, 17 were rejected by the committee for reasons of standards and space. Of the 22 applicants we accepted, 8 applicants eventually turned us down, usually because we did not have resources to support them or they received a better offer at another university, while 14 applicants have said they plan to enter the program in August. A look at GRE scores will show that the quality of applicants to the program has increased. Average GRE of all fall 2010 applicants: 1035. Average GRE of those we accepted to the program: 1089. Average GRE of those we refused admission: 977. This compares favorably with 24 applicants for fall 2009. Average GRE scores for all 24 fall 2009 applicants was 1051. Average GRE for those we accepted into the program in fall 2009 was 1061. While average GRE for those we refused admission was 1038. We believe this shows several positive trends: 1) the History Graduate Program is getting more applications each year; 2) the Program is getting more applications from a better quality of student; 3) the Program is becoming more selective in who it admits to the program, meaning that increasingly better students are allowed in while less accomplished students are turned away. In past years, with fewer applicants, the Program may have taken a chance on a less qualified student. But with more applications and more from better students, the Program can now be more selective.

However, in response to the evaluators’ points, the History Department is determined to increase the size and quality of the pool of applicants by strengthening our regional reputation.

A) Web site – We recognized that the graduate program website is the main way that applicants get to know the program. Because of this, the website is constantly being reviewed and updated in order to better market the program. We are considering adding a page to the website of student testimonials to the program strengths.

B) Internet graduate education sites – The Department has not yet had much engagement with these resources and will study this issue over the coming year.

C) Funding for stipends – First off, we want to thank the UNCW Graduate School and College of Arts and Sciences for all the financial support they help to provide for History MA students. We currently have three fellowships – the Green, the Rowell, and the Stern – which we can offer every year though the amount available changes with the
stock market. We get fourteen TA positions, four Tuition Remissions, a $1000 New Scholar Award, and $9500 in Graduate Tuition Scholarships that we can offer our students. We would certainly love to have more as every year we lose top applicants because we cannot offer more of them the support they want. We are more than willingly to work with the Graduate School, CAS, and the UNCW Development Office on ways to increase financial support and scholarships for History MA applicants.

D) Undergraduate Research Conferences - We agree. This past semester, at Department and personal expense, two faculty members attended the North Carolina Association of Historians meeting at Barton College in Wilson, North Carolina, on March 26-27, 2010. There contacts were made with prospective graduate students. We also have members who attended the regional Phi Alpha Theta Conference. We usually network with faculty from other universities and hand out brochures to prospective graduate students. Recently, we have had our own MA students present papers at some of these regional and national conferences. Coordinating student presentations and faculty attendance at these conferences would be the most effective way to raise the profile of the program around the state and region. We strongly encourage our department faculty to attend regional conference and encourage their students to present at these conferences as these are excellent ways to raise the program profile. However, we know that we will need some travel money for our faculty members to attend these state and regional conferences. In light of this, we are crafting an initiative to provide this money to our faculty to attend these state and regional graduate student conferences.

E) Alumni network – We do keep tabs on our recent MA graduates and the PhD programs they have been accepted to. We plan on doing more to work with them on taking advantage of opportunities for our existing graduate students. For example, we email them asking them to inform us if their institution is sponsoring a graduate student conference or has a graduate student journal and in turn we will encourage our MA students to attend or present at those conferences or submit an article to the journal. We also want our alumni/ae at these PhD program if they would encourage their undergraduates to think about UNCW and to let us know of any potential applicants they might have at their institution.

F) Letters to recommenders – We think this is a good idea. We already do this to a degree, but we believe we can do more. We do send out printed brochure/poster to all universities and colleges in North Carolina, Tennessee, Virginia and South Carolina. These have resulted in several applicants and students. Along these lines, we are developing a program in which we will send letters to the recommenders of successful second-year History MA students and inform their recommenders how well they are doing and encourage them to send us any more students of their ilk.
4. While the confidence in the program on the part of the faculty is obviously growing, there are still some members of the faculty who seem largely disengaged. The consequence is that other faculty members have very heavy responsibilities.

**Recommendations:**

1) Explore ways to bring more of the faculty into teaching classes for the M.A. students and serving on thesis committees.

2) One suggestion might be to provide “intake advisors” in the first semester so that, in addition to the Graduate Coordinator, each student has a specific faculty member who s/he can go to with questions or for academic advice. Although ideally the student should be matched to an intake advisor who works in his or her expressed area of interest, this may or may not always be possible from year to year. Still, this would expose students to a broader cross-section of the faculty earlier in their academic career while also providing them with additional guidance when they need it the most. It would also involve more faculty in the graduate program, helping to spread the workload around.

3) Another possibility might be to revisit the role of cross-listed graduate/undergraduate courses within the graduate curriculum, perhaps by increasing the number of graduate students and/or developing the graduate component of such cross-listed courses into a graduate-only “fourth hour” that would meet separately (not necessarily weekly, but multiple times throughout the semester) and require additional readings and/or assignments. While graduate-only courses are clearly preferable to mixed graduate/undergraduate courses, the current restriction on cross-listed courses limits the number of courses that graduate students are able to take in any given semester, and can delay their progress through the program. Some M.A. students expressed a desire for more choice in courses available to graduate students. Revisiting this restriction could widen the pool of courses available to graduate students, and could also expand the number of faculty involved with teaching graduate students.

**Response:** In November of the academic year, the Department reviews the graduate program. In this, the Graduate Coordinator delivers the annual graduate program report to the department and the department faculty discuss the state of the program. This is an excellent time to discuss the issues brought up by this review, particularly this concern of faculty participation. We agree that broader participation by the faculty would strengthen the program. We think it is important to find ways for the faculty to engage with incoming graduate students. To the specific recommendation:

1) More faculty teaching graduate classes – The chair will work with faculty to broaden involvement in 500 level classes. The connections that happen in those classes are critical for the development of thesis committee and independent studies.

2) Intake Advisors – Already the Graduate Coordinator tries to match graduate students with faculty. Incoming graduate students get a personal advising session with the Graduate Coordinator who asks about their research interests and then sets up a
meeting between the student and their prospective thesis chair. All incoming graduate students must take HST 500 (Historiography & Methodology) taught by the Graduate Coordinator. Again, in this class, students are strongly encouraged to meet with professors in their field of research. In fact, the Coordinator will set up meeting and will physically take the student to meet that professor. In view of the evaluator's recommendation, we now plan to provide the names and email addresses of these students to their prospective mentors and the faculty will be required to contact the student and arrange a conference within the first weeks of their first semester in the program. We will make a conscious effort to involve as many different faculty members as possible in these arrangements.

3) Cross-listed courses – The Department is already taking this suggestion under consideration. First, we are considering allowing more graduate students in a cross-listed class. Secondly, we are considering allowing graduate students to take a third cross-listed class for credit as opposed to the two they can now only take. Third, we are going to encourage a department conversation of working with graduate students in cross-listed courses.

5. Some M.A. students expressed a desire for more direction upon entering the program.

Recommendation: Provide all entering students with a printed list of requirements. Some of the materials on the Graduate Program website are a good start, but more information on what to expect, when to expect it, how to prepare for the comps, or how to plan the work involved in writing the thesis (along the lines of Dr. Tammy Gordon’s Sample Thesis Work Plan for public history students) could be helpful.

Consider appointing “intake advisors” as noted above.

Response: We will prepare more material for students along these lines. This can be given to them in their personal advising session with the Graduate Coordinator and with their mentors.

6. Graduation rates and time to graduation could be improved. Some M.A. students noted that the average time spent in the program exceeds two years. Some also noted that they needed more direction in preparing for their comprehensive exams and their theses.

Recommendation: Explore the possibility of developing a second “gateway” course or thesis seminar on historical writing that would help students develop thesis topics during their first year in the program. Currently the only course that all M.A. students have in common is the HST 500 Historical Methods course, which combines historiography, research methods, and writing in a single course. The proposed second required course might be taught in the second semester, following HST 500, and would have a clear
emphasis on original writing, primary source research, peer review, and getting students out of the gates relatively early into a manageable research topic that could be expanded into a thesis. It would also have the added benefit of bonding each entering cohort together, to help keep students from drifting away from the program. There are various models for such a course, but the goal should be to jumpstart students on their thesis writing and research while also exposing them to professional standards of criticism. The most directed and organized students will actually be able to use such a seminar to generate chapters of their thesis by the time they are finished.

Explore the possibility of offering a “thesis workshop” early in the second semester, led by second-year students who are working on or near completion of the thesis, and providing recommendations to the first-year students.

Explore the possibility of offering a “comps workshop” at some point early in the second semester, also led by second-year students who have completed their comprehensive exams, and providing recommendations to the first-year students.

Explore ways to insure that all faculty who direct theses are on the same page. The thesis should not be viewed as a small dissertation, but as a finite, manageable, well-researched project that demonstrates the student’s ability to engage in original primary source research, advance an argument, and contribute to the field.

Response: This recommendation is an intriguing one and has encouraged thinking already present in the department on the subject of possible graduate curricular reform. More structure and more direction would probably be helpful for many students. The idea of a second “gateway course” is worth discussing and will be brought before the Graduate Committee and then the Department. That is certainly another thing to discuss as the department meeting on the graduate program that takes place in November. As for thesis and comprehensive exam workshops, we already hold some of these every academic year, but will certainly consider holding more of them. We have already had meetings among the department faculty about directing theses in order to get them “on the same page.” This an on-going and necessary effort. Graduate curricular reform of a comprehensive nature will be a priority over the next two years.

7. One of the most vital areas of the M.A. history program is public history. The public history program is especially strong in historic preservation, museum studies, collections management, and the exhibit development process. However, since students in the public history track consistently outnumber those in the other graduate tracks, this places a disproportionate demand on the faculty responsible for this program, who are overworked.

Recommendation: Consider hiring an additional faculty member for public history. We recognize, however, that this enhancement for the graduate program might need to be balanced with the needs of the undergraduate program (which we did not examine).
Consider hiring an assistant to help administer and coordinate the teaching resources in the public history lab in order to utilize its potential more fully.

Since public history tends toward interdisciplinary anyway, consider exploring ways to reach out to other departments across the University (departments such as Art and Art History, Anthropology, Environmental Studies, Film Studies, or Geography come to mind) in order to leverage available teaching power in the public history track and involve a broader range of faculty in the public history program.

**Response:** We strongly agree with this and feel the Public History track is one of the program’s strongest and most attractive. The department feels that a Digital Historian is necessary and is in the queue for a future hire. We also recognize the administrative need for Public History Lab Coordinator; this may or may not be part of the duties of any future Digital Historian. The Department has applied for an external federal Mastering American History grant which would provide for the hiring of both these position for a three year period. As for working interdisciplinary with other UNCW departments, the Public History Committee will take up this recommendation.