

HISTORY

Program Review

University of Arkansas at Monticello

School of Social and Behavioral Sciences

Fall 2013

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UAM General Education Requirements

UAM B. A. Identity Requirements

History Syllabi

History Faculty Vitae

Goals, Objectives, and Activities

1. Describe specific educational goals, objectives, and activities of the program.

History is the record and interpretation of past events. Historians study the past by examining the evidence that people leave behind—documents, buildings, and artifacts of all kinds. The names, dates, places and events of history must all be based on evidence. But history is more than names, dates and places. These “facts” must be interpreted. In other word, historians analyze not only what happened but also why. Historians want to make sense of the past; they interpret the past in a manner that helps people to understand its relevance and meaning. Since historians often disagree with each other’s interpretations, history is a lively search for the truth of past events.

The history program is part of the School of Social and Behavioral Sciences (SSBS) at the University of Arkansas at Monticello (UAM). The program shares many goals with the School of Social and Behavioral Sciences and with the University at large. These include the development and dissemination of knowledge to improve society and the intellectual and social development of individual students. This latter set of objectives is addressed through the following more specific goals:

- A. To prepare students for careers chosen from among the diverse options available to history graduates, including the pursuit of graduate or professional post-baccalaureate education.
- B. To provide support courses to students in other fields that require knowledge and perspectives gained through the study of history. This is accomplished by offering coursework as part of the Arkansas General Education Requirements and through the opportunity to earn a Minor in history.
- C. To provide accurate, up-to-date content knowledge of the field of history through continual updates to the knowledge base and through faculty research and development.
- D. To engage in historical projects and outreach that benefit the region through local community involvement and that connect with national and international academic communities through professional organizations.

These goals are met through the activities of the history faculty as follows:

The core mission of the history program, as for UAM in general, is undergraduate teaching. The history program is an integral part of the University’s General Education program, providing courses in the U.S. History or Government and Social Sciences requirements. Tenure-track faculty devotes most of their course load to general education courses: faculty generally have a minimum 50% load in general education courses, while 75% is customary. (Non-tenure-track instructors have a 100% general education course load.) The history program also houses courses that are used for the University’s B.A. Identity Requirement, for supportive requirements

in the School of Education, and courses for the Bachelor of General Studies Degree. A majority of students enrolled at UAM will take at least one history course during their academic career.

The history program offers undergraduate courses in two main fields: American history and world history. Faculty members teaching American history courses offer courses that cover the entire span of the history of the United States from the discovery of America to the present era. The most consistently popular American history courses are William Shea's HIST 4653 American Civil War and Reconstruction and Kyle Day's HIST 3593 Arkansas History. World history faculty offer courses in the history of Europe, Africa, and Latin America. The most consistently popular world history courses are Rich Corby's HIST 3553 Africa and Clint Young's HIST 3403 Emergence of Modern Europe. The faculty rotates responsibility for HIST 3513 Historiography and Historical Methods, a course in the methodology of conducting historical research. All upper-division courses in the history program have both a significant reading component (at least one textbook and between four and six supplemental texts) and a substantial writing component with most courses requiring an average of eight to ten pages of papers in addition to essay exams.

The history program also sponsors travel study courses as part of the University's Horizons Program. The Horizons Program is a series of experiences designed to provide UAM students and faculty within the School of Social and Behavioral Sciences the opportunity to travel to and participate in important academic, cultural, and service activities beyond the boundaries of the Monticello campus. These courses are taught as HIST 348V Field Study; students receive academic credit for studying the history and culture of a location, traveling there and taking part in educational activities and writing an academic paper based on original research about a topic pertaining to that location. Recent field study courses include a Spring 2013 trip to San Francisco led by Clint Young (in cooperation with Dr. Carol Strong of the Political Science program) and a Spring 2011 trip studying the history of the civil rights movement taught by Kyle Day. Between 1980 and 2011, William Shea led a summer field study in cooperation with Dr. Jim Edison of the School of Mathematics and Natural Sciences that took students to the western United States to study the unique history, geology, and biology of the region.

The faculty of the history program also maintains an active research program in order to maintain the up-to-date content knowledge necessary within the field. These research programs manifest themselves primarily in the production of academic monographs and articles in peer reviewed scholarly journals; in addition, faculty also regularly attends conferences in their field.

The most active scholar in the history program is William Shea, who has published three monographs and several articles in the past decade. These are:

Foreword to *Confederate Generals in the Trans-Mississippi*, Lawrence H. Hewitt, Arthur W. Bergeron, and Thomas E. Schott eds. (University of Tennessee Press, 2013).
 "The War We Have Lost," *Arkansas Historical Quarterly*, 70 (Summer 2011).

- Fields of Blood: The Prairie Grove Campaign* (University of North Carolina Press, 2009). Awarded the Fletcher Pratt Award of the Civil War Round Table of New York and the J. G. Ragsdale Book Award of the Arkansas Historical Association. A selection of the History Book Club and the Military Book Club.
- Wilson's Creek, Pea Ridge, and Prairie Grove: A Battlefield Guide With a Section on the Wire Road* (University of Nebraska Press, 2006). Co-authored with Earl J. Hess, William G. Piston, and Richard W. Hatcher.
- "Thunder in the Ozarks: The Battle of Prairie Grove," *North & South*, 9 (June 2006).
- "Winter Battle: Pea Ridge and the Civil War in the West," *Hallowed Ground*, 6 (Winter 2005).
- "Blunt's Raid: The Army of the Frontier Seizes Van Buren, Arkansas," *North & South*, 8 (Sept. 2005).
- "Prelude to Prairie Grove: Cane Hill, November 28, 1862," *Arkansas Historical Quarterly*, 63 (Winter 2004).
- "Whipped and Routed: Blunt Strikes Marmaduke at Cane Hill," *North & South*, 7 (October 2004).
- Vicksburg Is the Key: The Struggle for the Mississippi River* (University of Nebraska Press, 2003). Co-authored with Terrence J. Winschel. A selection of the History Book Club and the Military Book Club.

Scholarship by Kyle Day has resulted in an academic monograph titled *The Southern Manifesto: Massive Resistance and the Fight to Preserve Segregation*, which will be published by the University Press of Mississippi in early 2014. Other publications in the last decade include:

- "Progressives and Conservatives? Louisiana's Bifactional Politics and Massive Resistance," Michael Martin, ed., *Louisiana Beyond Black and White: New Interpretations of Twentieth-Century Race and Race Relations* (Lafayette: University of Louisiana Press, 2011).
- Arkansas History: A Collegiate Reader* (Southlake: Fountainhead Press, 2008). Co-edited with Trey Berry.
- "The Southern Manifesto," "The Civil Rights Movement-Black Power after 1965," "Congress," "Filibuster," and "Sunbelt," in James Ciment, ed. *Postwar America: An Encyclopedia of Social, Political, Cultural, and Economic History* (San Juan Capistrano: M.E. Sharpe inc., 2006).

Scholarship by Clint Young has focused on the revision of his doctoral dissertation into a manuscript tentatively titled *Lyric Theatre and Nationalism in Spain, 1880-1930*. Dr. Young is currently in discussions with Louisiana State University Press regarding the publication of this monograph. His article "Why Did Spain Fail to Develop Nationalist Opera?" will be published in the December 2013 issue of the *Bulletin of the Association for Spanish and Portuguese Historical Studies*.

History faculty is also active in presenting their research at conferences; recent conference presentations include the following papers given by Kyle Day:

- “Progressives and Conservatives? Louisiana’s Bifactional Politics and Massive Resistance.” Louisiana Historical Association: Lafayette, LA, 18 March 2011.
- “Teaching Arkansas History” (with Trey Berry). Shepherd Center Lectures, United Methodist Church of Monticello: Monticello, AR, 18 August 2009.
- “The Southern Manifesto: How Massive Resistance Was Made.” Arkansas Association of College History Teachers: Hot Springs, Arkansas, 3 October, 2008.
- “Progressives and Conservatives?: Louisiana’s Bifactional Politics and Massive Resistance.” Louisiana Conference on Civil Rights: Natchitoches, Louisiana, February 2008.

The following papers have been presented by Clint Young since his arrival at UAM in 2009:

- “The Challenge of Popular Culture in Early Twentieth Century Spain.” Arkansas Association of College History Teachers: Little Rock, AR, 4 October 2013.
- “Spanish Musicians, European Music.” Association for Spanish and Portuguese Historical Studies: Albuquerque, NM, 5 April 2013.
- “All-Singing, All-Dancing, All-Constitutional: The Zarzuela *Cádiz* and the Idealization of the Spanish People.” Association for Spanish and Portuguese Historical Studies: Boston, MA, 23 March 2012.
- “Operetta and Urban Nationalism in Late Nineteenth-Century Spain.” Nineteenth Century Studies Association: Tampa, FL, 13 March 2010.
- “Nationalism, Musical Theatre, and Defeat: The 1898 War and Its Aftermath in Spain.” Arkansas Association of College History Teachers: Hot Springs, Arkansas, 1 October 2009. Winner of the Annual Meeting Best Paper Prize.

The history program also encourages undergraduate historical research. This process begins when students take HIST 3513 Historiography and Historical Methods; this course teaches the fundamentals of historical research and concludes with students producing a 15-page research paper based on original historical research. Students who produce exceptionally strong research papers or who are otherwise keenly interested in pursuing independent historical research are encouraged to present their work at academic conferences. Phi Alpha Theta co-advisors Kyle Day and Clint Young take a delegation of UAM students to the Arkansas Regional Meeting of Phi Alpha Theta every spring. Several UAM students have also had their work accepted for presentation at national conferences. Daniel Degges, a double major in history and political science, has been awarded a Student Undergraduate Research Fellowship (SURF) from the Arkansas Department of Higher Education to further his research on failed revolutionary movements in the early United States. This SURF Grant, awarded for Spring and Fall 2013, included a stipend to support Mr. Degges’ research as well as funds to allow him and his faculty mentor (Dr. Young) to attend an academic conference and present his research.

The following table summarizes student conference activity since the founding of the UAM chapter of Phi Alpha Theta in 2008. UAM hosted the Arkansas Regional Meeting of the Phi Alpha Theta honor society in 2009.

<i>Date</i>	<i>Conference</i>	<i>Location</i>	<i># of Students</i>
April 2013	National Conference on Undergraduate Research	La Crosse, WI	3
March 2013	Phi Alpha Theta Arkansas Regional Meeting	Searcy, AR	4
March 2012	Phi Alpha Theta Arkansas Regional Meeting	Conway, AR	5
January 2012	Phi Alpha Theta Biennial National Conference	Orlando, FL	5
March 2011	Phi Alpha Theta Arkansas Regional Meeting	Russellville, AR	2
March 2010	Phi Alpha Theta Arkansas Regional Meeting	Jonesboro, AR	3
January 2010	Phi Alpha Theta Biennial National Conference	San Diego, CA	3
March 2009	Phi Alpha Theta Arkansas Regional Meeting	Monticello, AR	5

History faculty is also actively engaged in historical projects outside of their research. Kyle Day and Clint Young have recently been engaged by Chancellor Jack Lassiter to work as advisors and public liaisons for the University's historical restoration projects and are being paid a stipend to work on the project. UAM has acquired three historical properties:

1. The Hollywood Plantation House, located near Winchester, Arkansas. This 1840s house is a classic example of vernacular "dog-trot" architecture and is one of the oldest existing structures in southeastern Arkansas. UAM has received funding from the Arkansas Natural and Cultural Resources Council to restore the property.
2. The X. O. Pindall Law Office in Arkansas City, Arkansas. This two-room brick structure was built by the governor who was in office when UAM was founded in 1909; it is one of the few structures to survive the 1927 Mississippi River Flood. It will be restored with money allocated by former Arkansas Speaker of the House Robert More from the state's General Improvement Fund.
3. The Italian Prisoner of War Camp near Monticello, Arkansas. Currently used by the School of Forestry as a research site, the camp retains the foundations of several buildings from the 1940s. The camp will be developed as a historical and archeological interpretive site thanks to money from the state's General Improvement Fund designated by Representative Shelia Lampkin.

Drs. Day and Young will be responsible for advising the Chancellor on restoring the properties and helping to select the architects and contractors who will carry out the work. Eventually, the project will involve students from the history program and the Phi Alpha Theta History Honor Society working on the sites (and perhaps staffing them when the sites eventually open to the

public). They will also coordinate efforts at archeological interpretation of the sites with Dr. Jodi Barnes of the Arkansas Archeological Survey. The goal of the University for these properties is to help develop a heritage tourism trail in southeastern Arkansas.

The Phi Alpha Theta history honor society is also active in service to the community. The national office requires each chapter to engage in at least one service project each academic year. The table below details the service projects conceived and carried out by the students in the UAM chapter of Phi Alpha Theta over the last five years:

<i>Year</i>	<i>Project</i>
2012-2013	Assisted librarian Mary Heady to reorganize the Special Collections vault.
2011-2012	Wrote a grant to sponsor the traveling exhibition “Civil War Arkansas, 1861-1865” from the Arkansas Humanities Council at UAM. Students served as docents for the exhibitions including leading several local middle and high school classes through the exhibit.
2010-2011	Helped to clean and complete landscaping work on two local African-American cemeteries—Mt. Tabor Cemetery and Oakland Cemetery.
2009-2010	Worked with the UAM Creative Society to remove trash from local highways.
2008-2009	Assisted the Drew County Historical Society in painting and cleaning parts of the Drew County Historical Museum.

History faculty are active participants in university service and governance, sitting on both School of Social and Behavioral Sciences and University-wide committees. Service over the past five years is summarized in the tables below:

<i>School of Social and Behavioral Sciences Committees</i>		
<i>Committee</i>	<i>Faculty Member</i>	<i>Term</i>
Horizons Committee on Student Travel	Young	2013-Present
Search Committee, Assistant Professor of European History	Corby, Day, Shea	2008-2009
Search Committee, Assistant Professor of World History	Day, Shea, Young	2012-2013
Search Committee, Director of Social Work	Young	2012
Search Committee, Social Work Field Director	Day	2009
SSBS Committee on Student Retention	Young	2009-Present
SSBS Scholarship Selection Committee	Corby, Day, Shea, Young	Annual

<i>University Committees</i>		
<i>Committee</i>	<i>Faculty Member</i>	<i>Term</i>
Academic Appeals Committee	Young	2011-Present
	Young (Alternate)	2010-2011
Cost Containment Committee	Day	2012
Curriculum and Standards Committee	Day	2008-2010
Library Committee	Day	2013-Present
Program Review Committee	Young	2010-Present
Search Committee, Dean of SSBS	Shea	2010-2011
Teacher Education Advisory Committee	Day	2010-2012
	Young	2010
UAM Accreditation Self-Study Committees	Young	2012-Present
UAM Community Outreach Committee	Day	2007-2008
Winthrop Rockefeller Distinguished Lecture Series Program Committee	Day	2010-2011
	Day (Chair)	2013-2014

History faculty are also active in professional organizations. Kyle Day served as President of the Arkansas Association of College History Teachers from 2009 through 2012. He has also served on the Board of Directors of the Arkansas Humanities Council since 2010 and on the national Advisory Board for Phi Alpha Theta History Honor Society since 2009. Clint Young has recently been appointed to a two-year term on the Program Committee of the Association for Spanish and Portuguese Studies; he will chair the committee in 2015 and will be responsible for organizing the program of the annual meeting to be held at Johns Hopkins University in Baltimore.

Recently retired faculty member Richard Corby has also developed a significant historical outreach program. Each year for the past decade he and a social studies teacher at Monticello High School have been awarded a grant from the National Endowment for the Humanities (NEH) to run a Summer Institute for secondary school teachers. Each year this program has taken 25 secondary teachers from across the country to Africa for a five-week immersion program in the history, culture, and politics of the region with the goal of enhancing their curriculum and teaching. Dr. Corby has taken teachers to Liberia, Ghana, Egypt, and South Africa where they attend classes taught by African professors, read local literature, and interact with the local population. Over the past decade, 250 teachers from all parts of the United States have benefited from Dr. Corby's deep historical knowledge of Africa and have put those lessons to work in their classrooms. This program—including airfare, lodging, meals, and stipends for all participants—has been funded by the NEH.

2. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.

The history program serves the University of Arkansas at Monticello through four primary channels.

The first channel is the inclusion of history courses in the General Education requirements that must be met by all students earning a college degree from UAM or elsewhere in the State of Arkansas's higher education institutions. These requirements apply to both associate and baccalaureate degree programs. The complete General Education requirements can be found in Appendix A. Students can use the history courses indicated to fulfill the following General Education requirements:

U.S. History or Government (3 credit hours)
 HIST 2213 American History I
 HIST 2223 American History II

Social Sciences (6 credit hours)
 HIST 1013 Survey of Civilization I
 HIST 1023 Survey of Civilization II

The second channel is the inclusion of history courses for the B.A. Identity Requirement for all students receiving a Bachelor of Arts degree. The purpose of this requirement is to expose students to a diversity of thought and communication. Students must have 12 credit hours of B.A. identity courses, which include 6 credit hours of one foreign language, and 6 credit hours in elective courses from a selected list of courses. The complete B.A. Identity Requirement can be found in Appendix B. History courses that students can choose to fulfill the elective requirement include:

HIST 3403 Emergence of Modern Europe
 HIST 3423 Britain
 HIST 3503 Middle East and North Africa
 HIST 3523 Modern Europe
 HIST 3553 Africa
 HIST 3563 Russia
 HIST 3583 Latin America
 HIST 4623 East Asia
 Or any other non-American history course at the 3000-4000 level

The third channel is the inclusion of HIST 3593 Arkansas History in the supportive requirements for degrees offered by the School of Education. This course is required for students receiving the following degrees:

Bachelor of Arts in P-4 Early Childhood
 Bachelor of Arts in Middle Childhood Education
 Language Arts and Social Studies Emphasis
 Bachelor of Science in Teaching and Learning Non-Licensure

The fourth channel is through classes that fulfill the history emphasis for the Bachelor of General Studies (B.G.S.) degree. The B.G.S. degree requires students to complete a minimum of three designated blocks of courses with at least 18 credit hours in each block. Graduates of the B.G.S. degree must also complete the required general education coursework and electives to complete the 120 hours including 40 upper-level credit hours. The History Emphasis Area (block) includes:

One of the following courses:

HIST 1013 Survey of Civilization I
 HIST 1023 Survey of Civilization II

One of the following courses:

HIST 2213 American History I
 HIST 2223 American History II

HIST 3513 Historiography and Historical Methods

Nine hours of HIST courses at the 3000-4000 level

*Note: Course(s) taken to satisfy general education requirements cannot be used to fulfill a block.

3. Document market demand and/or state/industry need for careers stemming from the program.

Since 2008 there have been 30 students with a history minor accepted into the Master of Arts in Teaching (M.A.T.) program operated by the University of Arkansas at Monticello. Many of these graduates are teaching history at the present time. According to the Arkansas State Department of Education's Education Renewal Zone for the southeastern quadrant of Arkansas, there have been between four and eight openings in the history field in the area in the last three years.

While there might seem to be limited market demand for history majors, it is worth remembering that history is not a professional program. History has traditionally been part of a classical liberal arts education on which many careers may be based. The history major is an option that leads to careers including historical editing, museology, and historical preservation. Other opportunities for history majors may be found in federal and state governments and in such business fields as communications and publishing, and banking and market research. As such, the goal of the history program is not professional training, but the development of skill sets that are applicable to a broad range of jobs.

History seeks to develop critical thinking skills by having students examine the past and compare or contrast societies and cultures and by having students draw inferences about the nature of the past. History trains students in writing and research skills: how to find information, how to organize it, and how to present it in a cleanly and clearly written format. These are skills that are required in virtually every job not involving manual labor. The history program is contributing to the growth of a skilled and educated workforce in Arkansas, which by nature cannot be quantified.

4. Document student demand for the program.

Student demand for the history program has remained relatively constant over the past ten years. As can be seen from the table below, there are typically approximately 30-40 students each year enrolled as history majors. This stability is probably, in some part, due to the stable demand and opportunities for graduates. These include graduate and professional school and careers in education, government and public service.

<i>Year</i>	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
<i>Majors</i>	40	30	39	34	35	31	30	32	40	42

In terms of general education, the history program enrolls a significant number of UAM students from all disciplines. The following table indicates the percentage of UAM students enrolled in HIST 1013 Survey of Civilization I and HIST 1023 Survey of Civilization II during the Fall semester for each of the last six years:

<i>Year</i>	<i>Percentage</i>	<i>UAM Fall Semester Student Enrollment</i>
2013	25%	3,893
2012	29%	3,945
2011	35%	3,920
2010	34%	3,638
2009	33%	3,479
2008	31%	3,893

HIST 1013 Survey of Civilization I and HIST 1023 Survey of Civilization II are the third most popular options for students fulfilling the Social Science general education requirement behind PSY 1013 Introduction to Psychology and SOC 2213 Introduction to Sociology. It should be noted that PSY 1013 Introduction to Psychology and SOC 2213 Introduction to Sociology are required as supportive requirements in several programs from the School of Education, the School of Nursing, and pre-professional programs such as Criminal Justice and Social Work programs in the School of Social and Behavioral Sciences. These figures also fail to account for

the fact that students may also take HIST 1013 Survey of Civilization I and HIST 1023 Survey of Civilization II during spring or summer semesters.

Enrollment in HIST 1013 Survey of Civilization I and HIST 1023 Survey of Civilization II also dipped slightly during 2011 in response to changes in the General Education requirements at UAM. Previously, the general education core consisted of 44 credit hours and either HIST 1013 Survey of Civilization I or HIST 1023 Survey of Civilization II was required as part of the Humanities cluster. This requirement was removed when UAM adopted a new general education core of 35 credit hours in response to a legislative requirement mandating all baccalaureate degrees would be completed in 120 total hours. Now these courses are part of the social science requirement that has students choose two courses from an array of courses in Anthropology, Criminal Justice, Economics, Geography, History, Psychology, Sociology, and Social Work (see Appendix A, General Education Requirements).

Curriculum

1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).

The history program's incorporation of current thinking and trends within the field begins with the introductory courses, HIST 1013 Survey of Civilization I and HIST 1023 Survey of Civilization II. These courses constitute a full world history sequence that covers the political, social, and cultural history of Europe, Asia, Africa, and South America from prehistoric times to the present. Through these courses, UAM has moved away from the traditional "Western Civilization" approach that focused on the political history of Europe. World history courses are more multi-cultural than traditional western civilization courses and better prepare students to encounter the complexities of the modern globalized economy and the responsibilities of living in a larger global community.

History faculty regularly assign writing in their courses as a method of developing critical thinking and communications skills, moving away from an older method of examinations as the sole means of assessment. Most faculty in the general education courses include an essay component on exams. All exams in upper-division courses are essay based. In addition, these courses usually feature a significant writing component with students submitting approximately eight to ten pages of written work in a semester. In written assignments, faculty focus on teaching students the skills of historical argumentation and how to interpret and explain historical evidence. Some courses may assign research papers that require students to apply these skills to a research topic and question of their own devising. Other courses will use papers to help students understand and interpret the texts they are reading or as a method of preparing students for class discussion and participation.

Upper-division course offerings are moving away from the traditional approach to teaching history that focuses on the political history of one country. Following current trends, UAM faculty are developing courses that are comparative, thematic, and interdisciplinary.

Comparative history courses focus on the history of a region of the world rather than the history of one specific country; the content of such courses is built around comparisons between countries in order to understand how history works on a regional and even global level.

Comparative courses offered by the history program include:

HIST 3403 Emergence of Modern Europe
 HIST 3503 Middle East and North Africa
 HIST 3523 Modern Europe
 HIST 3553 Africa
 HIST 3583 Latin America

Thematic courses are built on more abstract historical topics that eschew traditional geographic boundaries and chronological timelines in favor of an in-depth investigation of a specific topic. These are frequently taught as special topics seminars (HIST 349V Seminar in World History and HIST 466V Seminar in American History). Recent examples include a seminar offered by Dr. Young on Communism and Fascism in Spring 2013 and Dr. Shea's seminar on World War II offered in Fall 2012.

Interdisciplinary courses draw not only on traditional historical methodologies and sources in the classroom but also on sources from disciplines like literature, art, and music to provide students with a richer experience of the past. These classes also offer opportunities for students to learn how to interpret non-written and unorthodox historical sources. Such courses are taught as special topics seminars. Recent examples include seminars offered by Dr. Young on European Popular Culture (Spring 2010 and Spring 2012) and Dr. Corby on Africa through Fiction (Spring 2011 and Spring 2013).

Interdisciplinary courses frequently require the use of technology in the classroom to show movie clips or to play music. The historical profession is slowly embracing classroom technology, but it is currently regarded as a method to make the past more immediate to students (to "make the past come alive"). Several faculty use PowerPoint to help organize lectures and display maps and historical photographs to students. Dr. Young has made notable use of audio/visual materials in his courses to demonstrate how art and music reflect the political and social situations of the periods in which they were created. Dr. Weise makes use of videos that she filmed while researching in Africa and movie clips posted to sharing services like YouTube to explain social customs and religious rituals in Africa. While some parts of the historical profession have been slow to embrace technology, UAM faculty is making solid use of technology in the classroom.

In terms of more traditionally written sources, every faculty member in the history program also uses primary sources within at least some of their classes. The current trend in the historical field is not only to have students read textbooks or works written by other historians on a subject; but students are also provided with sources produced in the time period they are studying, such as diaries, speeches, or governmental records. These are sources that professional historians use when they write history, and we are currently teaching students to "think like historians." The use of primary sources is one of the ways in which historians help to develop critical thinking

skills in their students, by teaching students how to read a source in its historical context and to compare it with the historical material they are studying in their textbooks or in lecture. The use of primary sources in the classroom also promotes reading skills.

The use of primary sources and reading skills leads students along a path towards historical research. A significant trend in all education fields is towards “active learning,” and in the historical field this generally takes the form of historical research. HIST 3513 Historiography and Historical Methods is the cornerstone of this trend: the purpose of the course is to teach students how to conceive a historical research project, how to do the appropriate research and interpret historical sources, and how to organize the result into a coherent research paper. All history majors are required to take this course. For students who excel in research, the history program has further opportunities through the Phi Alpha Theta honor society which regularly sponsors conferences for students to present their research. To allow students to refine their research for presentation and to develop new topics, Dr. Day and Dr. Young regularly organize sections of HIST 479V Independent Study (which are generally titled Advanced Historiography for transcript purposes). For one-hour credit, students planning to present their Historiography papers at conference revise their papers, learn how to organize their research for oral presentations, and learn how to present themselves professionally in an academic conference setting.

2. Provide an outline for each program curriculum, including the sequence of courses.

The history curriculum is outlined in the eight-semester plan which comprises a recommended sequence of courses by semester for the usual eight semesters required to complete the degree. This suggested Sequence of Courses fulfills the requirements of Act 1014 of the 85th Arkansas General Assembly and is outlined in the table below:

<i>Eight-Semester Plan for the Bachelor of Arts in History</i>			
First Semester (15 hours)			Credit Hrs.
HIST	1013	Survey of Civilization I	3
PSCI	2213	American National Government	3
ENGL	1013	Composition I	3
		General Education Mathematics Requirement	3
		General Education Social Science (cannot be HIST)	3
Second Semester (16 hours)			Credit Hrs.
HIST	1023	Survey of Civilization II	3
ENGL	1023	Composition II	3
COMM		General Education Communication Requirement	3
		General Education Science Course with Lab	4

<i>Eight-Semester Plan for the Bachelor of Arts in History</i>			
		Elective or Minor	3
Third Semester (16 hours)			Credit Hrs.
HIST	2213	American History I	3
		General Education Fine Arts Appreciation Requirement	3
		General Education Humanities Requirement	3
		General Education Science Course with Lab	4
		Elective or Minor	3
Fourth Semester (15 hours)			Credit Hrs.
HIST	2223	American History II	3
		General Education Social Science (cannot be HIST)	3
		B. A. Identity Requirement	3
		Elective or Minor	6
Fifth Semester (15 hours)			Credit Hrs.
HIST	3513	Historiography	3
HIST		American history 3000-4000 level	3
HIST		Non-American history 3000-4000 level	3
		Foreign Language	3
		Elective or Minor	3
Sixth Semester (15 hours)			Credit Hrs.
HIST		American history 3000-4000 level	3
HIST		Non-American history 3000-4000 level	3
		B.A. Identity Requirement	3
		Foreign Language	3
		Elective or Minor	3
Seventh Semester (15 hours)			Credit Hrs.
HIST		American history 3000-4000 level	3
HIST		Non-American history 3000-4000 level	3
		Elective or Minor	9
Eighth Semester (13 hours)			Credit Hrs.
		Elective 3000-4000 Level	6
		Elective or Minor	7

3. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.

The Bachelor of Arts in History requires satisfactory completion of 120 hours of course work. All 120 hours must be in courses numbered 1000 or above. Included in these 120 hours is a 35-hour General Education requirement. The courses which may satisfy this General Education requirement are found in Appendix A. Also included in the 120 hours is a 12-hour institutional requirement known as the B.A. Identity Requirement, found in Appendix B.

The History major requires 33 hours of history coursework.

HIST 1013 Survey of Civilization I
 HIST 1023 Survey of Civilization II
 HIST 2213 American History I
 HIST 2223 American History II
 HIST 3513 Historiography and Historical Methods
 9 hours of electives in American history (must be 3000-4000 level)
 9 hours of electives in non-American history (must be 3000-4000 level)

History majors are also required to select a minor, which requires a minimum 18 hours of coursework in another field.

The history minor requires 21 hours of history coursework.

HIST 1013 Survey of Civilization I
 HIST 1023 Survey of Civilization II
 HIST 2213 American History I
 HIST 2223 American History II
 9 hours of electives in history (must be 3000-4000 level); of these, 3 hours must be in American history and 3 hours must be in non-American history

4. Indicate the semester/year the major/program courses were last offered. Exclude general education courses.

<i>Course</i>	<i>Last Offered</i>
HIST 1013 - Survey of Civilization I	Fall 2013
HIST 1023 - Survey of Civilization II	Fall 2013
HIST 2213 - American History I	Fall 2013
HIST 2223 - American History II	Fall 2013
HIST 3403 - Emergence of Modern Europe	Fall 2013
HIST 3423 - Britain	More than five years ago
HIST 348V - Field Course	Spring 2013
HIST 349V - Seminar in World History	Spring 2013

<i>Course</i>	<i>Last Offered</i>
HIST 3503 - Middle East and North Africa	Fall 2011
HIST 3513 - Historiography and Historical Methods	Fall 2013
HIST 3523 - Modern Europe	Fall 2012
HIST 3543 - American West	Fall 2012
HIST 3553 - Africa	Fall 2013
HIST 3563 - Russia	More than five years ago
HIST 3573 - Colonial America	Spring 2013
HIST 3583 - Latin America	Spring 2013
HIST 3593 - Arkansas History	Fall 2013
HIST 3633 - American South	Fall 2012
HIST 3643 - Medieval Age, Renaissance, and Reformation	More than five years ago
HIST 3683 - American Revolution and Early Republic	Fall 2013
HIST 4603 - Modern America 1900 to 1945	Fall 2013
HIST 4613 - Recent America 1945 – Present	Spring 2011
HIST 4623 - East Asia	More than five years ago
HIST 4653 - American Civil War and Reconstruction	Fall 2012
HIST 466V - Seminar in American History	Spring 2012
HIST 4673 - Mexico	Spring 2011
HIST 479V - Independent Study in History	Fall 2013

5. Provide syllabi for discipline-specific courses and departmental objectives for each course.

Syllabi for history courses for the three recent semesters are found in Appendix C.

6. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.

The history faculty continually reviews the curriculum to ensure that course offerings are reflective of the current knowledge base which is perpetually changing. The other main objective of review and revision of the curriculum is to ensure that courses are offered which reflect the current focus of the discipline especially as reflected in the current research of faculty members. In order to maintain maximum flexibility, the history program has two courses that are designated “special topics” courses: HIST 349V Seminar in World History and HIST 466V Seminar in American History. These courses allow faculty to offer courses built around current research (such as Dr. Young’s seminar on European Popular Culture) or courses built around current trends in the historical field (such as Dr. Weise’s seminar on African Environmental

History to be offered in Spring 2014). Students are allowed to repeat these seminar courses when the topics change; a maximum of 12 credit hours can be taken in special topics courses.

Substantial curriculum changes begin with proposals from the history faculty. The Dean of Social and Behavioral Sciences reviews these proposals. When approved, the Dean submits the proposal to the Academic Council, which includes the Deans of all UAM units, the Registrar, and the Provost and Vice Chancellor of Academic Affairs. After a ten-day review period, the proposal is presented at an Academic Council meeting for Council approval. Proposals receiving the Academic Council's approval are forwarded to the Curriculum and Standards (C&S) Committee. The C&S Committee representative from the School of Social and Behavioral Sciences then presents the proposed changes to the C&S Committee for their discussion. If approved by the C&S Committee, the proposal is forwarded to the UAM Assembly where it is brought to a vote. Once it has received the approval of the Assembly the proposal is sent to the Chancellor for final approval then to the Registrar's Office for inclusion in the official University catalog. The University of Arkansas System Board of Trustees and the Arkansas Department of Higher Education must then approve changes to the curriculum that involve substantial changes to the current program of study.

7. List courses in the proposed degree program currently offered by distance delivery.

The courses currently offered through distance learning are HIST 1013 Survey of Civilization I, HIST 1023 Survey of Civilization II, and HIST 3593 Arkansas History. Of the 144 semester hours offered during the 2012-2013 academic year by the history program, 18 hours (approximately 12%) were offered via distance delivery.

Since 2009 the history program also offers concurrent enrollment courses at Arkansas high schools (currently 17 high schools) to approximately 200 students through Compressed Interactive Video (CIV) and on site locations. These history courses are those in the general education requirements for all students: HIST 1013 Survey of Civilization I, HIST 1023 Survey of Civilization II, HIST 2213 American History I and HIST 2223 American History II. High school on-site concurrent faculty are not UAM faculty members; however, each has met the qualifications of any other adjunct faculty member (a master's degree and a minimum of 18 graduate-level credit hours in history) and has been approved by the Dean of Social and Behavioral Sciences. Concurrent courses also use the same textbooks that are used by UAM faculty or a textbook approved by the Dean of Social and Behavioral Sciences.

8. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures—online/proctored, and instructor response to student assignments.

Instructors interact with students through online content delivery, assessment, discussion boards, and email. Students may follow up in person, through email, or through telephone contact. Instructor expectations, learning outcomes, and goals are clearly defined prior to content delivery

for each module. Students are encouraged to discuss content from each module through discussion boards. In some classes, students are given a quiz over each module with instructor feedback on each missed question. Other classes require the online submission of a paper which is returned electronically with instructor feedback. Exams may be administered online or are given on the UAM campus at a set time by the instructor.

Program Faculty (Full-time/Adjunct/Part-time)

1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.

The history program has five full-time faculty:

<i>Faculty</i>	<i>Rank</i>	<i>Specialization</i>
John Kyle Day, Ph.D.	Associate Professor	American History
Walter Everett, M.A.	Instructor	American History/World History
William Shea, Ph.D.	Professor	American History
Constanze Weise, Ph.D.	Assistant Professor	African History/World History
Clinton D. Young, Ph.D.	Assistant Professor	European History/World History

See Appendix D for faculty vitae.

The history program also has one emeritus faculty member: Richard Corby, Ph.D., who retired in Spring 2013. He specialized in African and World history.

2. Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.

The minimum requirements for teaching as an adjunct faculty member in the history program are a Master's degree and eighteen hours of graduate coursework in history.

The history program has one adjunct faculty member: Mary Helen Tillman, who teaches American history courses.

3. Describe the orientation and evaluation process for faculty, including adjunct and part-time faculty.

During the Professional Development Week that occurs the week prior to the beginning of the fall semester, there is an official orientation program for full-time faculty which contains information and documentation on advising, regulations, available resources, and teaching facilities. Throughout the week there are a number of workshops on topics including academic advising, learning institutional software, and online teaching.

Each faculty member, including adjunct faculty, are evaluated annually. Faculty is required to submit a self-evaluation to the Dean of Social and Behavioral Sciences. Faculty is also evaluated by a minimum of three peer faculty members and is observed in a classroom setting by the peer evaluators. The tenured faculty and non-tenure track faculty who have completed six years of service are required to undergo the full evaluation process at least once every five years. A full evaluation requires that three colleagues be chosen as peer evaluators with the individual being evaluated choosing two and the Dean choosing one. Peer reviewers of faculty having a full evaluation must make at least one classroom observation.

For an instructor who is not having a full evaluation, one peer evaluator will be chosen by the Dean. Full-time faculty members in the first six years of service are evaluated by students in every class. After the sixth year, the faculty member is required to have only one section of his or her classes complete a student evaluation per calendar year. Once this process is complete, the Dean reviews all of the combined evaluations to assess faculty performance. The Dean then uses the totality of the evaluations by the faculty peer, students, self-evaluation, and observation data to complete a review of each faculty member. The Dean schedules a meeting with the faculty member to discuss their accomplishments and make suggestions for possible improvements. After this review, the evaluation and all supporting material are sent to the Provost and Vice Chancellor for Academic Affairs for review and comments. If a faculty member disagrees with the Dean's evaluation, he or she may send information to the Provost for additional consideration. The Provost and Vice Chancellor for Academic Affairs then sends his recommendation to each faculty member and the Dean.

4. Provide average number of courses and number of credit hours taught for full-time program faculty for the current academic year.

The course load for a full-time faculty member who holds an academic rank of Assistant Professor or higher is 12 semester credit hours per term. The course load for those holding the rank of instructor is 15 semester credit hours per term. Occasionally, there are opportunities for extra courses to be taught as an overload for additional pay. Summer teaching opportunities are available for courses that meet the minimum enrollment of 10 students.

The four faculty ranked at assistant professor or above averaged four courses (12 semester hours course load) each semester. The average course load for the instructor was 18 hours because he

agreed to teach an overload in support of the UAM College of Technology at McGehee's general education courses.

Program Resources

1. Describe the institutional support available for faculty development in teaching, research, and service.

In the area of teaching, faculty are encouraged to seek areas of special interest and, when possible, teach in those specific areas. Faculty members are encouraged to develop special topics courses which may later become part of the regular curriculum if appropriate. Faculty members are supported with institutional training and possible financial incentives for those wishing to develop online or hybrid courses. The University also provides technical support for those wanting to use instructional software such as Blackboard in their courses. Through support provided by Social and Behavioral Sciences and institutional expenditures, six classrooms in the Memorial Classroom Building (MCB) are equipped with a computer, a document camera, and a projector. The history faculty members use four of these "smart rooms" regularly for instruction—rooms 201, 207, 310, and 318.

The School of Social and Behavioral Sciences supports faculty research and scholarly activity through financial support of research activities including attendance at professional meetings for presenting scholarly papers and other research findings. Faculty is also encouraged to write monographs and articles to further their research. Faculty research grants (currently \$1500 per year) are available through the University on a competitive basis for funding basic research. These grants have been awarded every year to at least one of the history faculty. In addition to the School of Social and Behavioral Sciences (SSBS) support of research and travel using faculty development funds, the UAM administration has been very supportive of our faculty in funding travel when costs exceed the SSBS resources.

Faculty members are encouraged to serve on the university committees and the history faculty members are very active in this regard. Faculty members use their experience and specific skills serving on committees. This provides a growth opportunity for faculty members and the university appreciates the services.

2. Describe the professional development of full-time program faculty over the past two years including the financial support provided to faculty for the activities.

History program faculty have pursued a number of professional development activities over the past two years including publications, presentation of conference papers, service as conference panelists and moderators. A table outlining these professional development activities appears below:

<i>Date</i>	<i>Faculty Member</i>	<i>Description</i>	<i>Location</i>	<i>Financial Support</i>
December, 2013	Young	Scheduled publication of the article "Why did Spain Fail to Develop Nationalist Opera?" in the <i>Bulletin of the Association for Spanish and Portuguese Historical Studies</i>		
October 3-4, 2013	Young	Attended the annual meeting of the Arkansas Association of College History Teachers; presented a paper titled "The Challenge of Popular Culture in Twentieth Century Spain"	Little Rock, AR	\$150
October 3-4, 2013	Day	Moderator, "Religion and Modernity in Late Nineteenth and Early Twentieth Century Asia," Arkansas Association of College History Teachers	Little Rock, AR	\$150
June 9, 2013	Day	Introductory Speaker for inaugural presentation of AETN Documentary Film, "Bayou Bartholomew: America's Longest Bayou, Drew County Historical Association	Monticello, AR	
May 8, 2013	Day	Panelist, "The Real Pirates of the Caribbean," Student Production of <i>Treasure Island</i> , produced by the Gifted and Talented Program with financial support by the Arkansas Humanities Council	Drew Central Middle School, Monticello, AR	
April 20, 2013	Young	Served as judge for History Day Arkansas	Conway, AR	
April 13, 2013	Day	Moderator, "Pertaining to Women," Arkansas Historical Association, annual meeting	Helena-West Helena, AR	\$175
April 10-13, 2013	Young	Accompanied five UAM students (3 history, 2 political science) to the National Conference on Undergraduate Research	La Crosse, WI	\$6000

<i>Date</i>	<i>Faculty Member</i>	<i>Description</i>	<i>Location</i>	<i>Financial Support</i>
April 5, 2013	Young	Presented a paper titled "Spanish Musicians European Music" at the annual meeting of the Association for Spanish and Portuguese Historical Studies; Moderator, "Theatre Music in Spain and Argentina"; agreed to serve on the Program Committee for the annual meeting for the next two years, including serving as chair in 2015	Albuquerque, NM	\$900
March 2, 2013	Young	Accompanied four UAM students to the Phi Alpha Theta Regional Meeting	Searcy, AR	\$200
October 4-5, 2012	Young	Attended the annual meeting of the Arkansas Association of College History Teachers; served as chair of the Best Paper Prize Committee	Hot Springs, AR	\$170
October 4, 2012	Day	Moderator, "The Potential and Pitfalls of Online History," Panel Discussion at the annual meeting of the Arkansas Association of College History Teachers	Hot Springs, AR	\$170
April 20, 2012	Young	Attended the U of A System Symposium on Distance Education	Little Rock, AR	\$50
March 23, 2012	Young	Attended the annual meeting of the Association for Spanish and Portuguese Historical Studies and presented a paper titled "All Singing, All Dancing, All Constitutional: The Zarzuela <i>Cádiz</i> and the Glorification of the Spanish People"	Boston, MA	\$1000
March 3, 2012	Young & Day	Accompanied five students to the regional meeting of Phi Alpha Theta	Conway, AR	\$250
February-April, 2012	Young & Day	Authored a mini-grant from the Arkansas Humanities Council to sponsor the traveling exhibition "Civil War Arkansas, 1861-1865" at the UAM Library	Monticello, AR	
October 6, 2011	Corby	Participant, "Historical Reflections on the Arab Spring," Panel Discussion at the annual meeting of the Arkansas Association of College History Teachers	Little Rock, AR	\$160

<i>Date</i>	<i>Faculty Member</i>	<i>Description</i>	<i>Location</i>	<i>Financial Support</i>
October 6, 2011	Day	Moderator, "Historical Reflections on the Arab Spring," Panel Discussion at the annual meeting of the Arkansas Association of College History Teachers	Little Rock, AR	\$160
October 6, 2011	Young	Attended the annual meeting of the Arkansas Association of College History Teachers; served as chair of the Best Paper Prize Committee	Little Rock, AR	\$160
March 18, 2011	Day	"Progressives and Conservatives?: Louisiana's Bifactional Politics and Massive Resistance," annual meeting of the Louisiana Historical Association	Lafayette, LA	\$295

3. Provide the annual library budget for the program or describe how library resources are provided for the program.

Each academic unit, along with library liaisons, recommends library purchases of materials. The library budget for the entire School of Social and Behavioral Sciences is \$18,700. This budget is not allocated by specific discipline but the history program has, by virtue of inherent interests, requested and received book acquisitions to a larger degree than the other SSBS disciplines. To acquire titles and materials, faculty place requests with the history program liaison who forwards these requests and to the Library Director, with whom the liaison makes the decision on which materials to purchase. Currently, one of the history faculty is a member of the Library Committee for the University so there is additional representation for resource allocation. The budget is spent on books, e-books, journals, e-journals, and databases. Electronic databases are upgraded regularly giving faculty access to new publications. The library also offers a very liberal inter-library loan policy allowing each faculty multiple inter-library loan requests.

4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

The School of Social and Behavioral Sciences provides "smart rooms" to integrate technology with classroom experiences. The Memorial Classroom Building where SSBS is housed currently has six smart rooms. Each room is equipped with a computer connected to the Internet, a digital projector, a document reader and an audio system. SSBS has added a new smart room each year and plans to continue or increase this rate to two smart rooms per year until all eligible classrooms have been converted. The building also houses a computer lab dedicated for students who need assistance in the process of writing reports and papers. This Writing Center is staffed by a professional full-time director who, in turn, supervises tutors for students needing help.

The UAM Library features a large volume of content for faculty research and development as well as instructional technology. Library resources in the area of Social Sciences and history in particular include the electronic databases and subscriptions listed below:

1. Academic Search Complete
2. ArticleFirst
3. Biography in Context
4. Credo Reference Online
5. EBSCO World History Collection
6. FirstSearch Databases
7. LexisNexis Academic
8. MasterFILE Premier
9. ProQuest Research Library
10. WorldCat Advanced Search

In addition to the printed and electronic resources, a professor may contact the library liaison to schedule a class period in which the librarian teaches students about resources that will be most useful in completing their assignments. The current library liaison to the history program is Mary Heady, who serves as University Archivist and Special Collections Librarian at UAM Taylor Library. She is thus uniquely placed to assist students and faculty researching topics in local history. Each year she conducts a class session for HIST 3513 Historiography and Historical Methods, in which she takes students on a tour of Special Collections, instructs them on available library resources and databases, and lectures on the history of UAM.

Students and faculty can also request individual research consultations with a reference librarian.

Within the limitations of current budget constraints, library resources are adequate. Library staff makes every effort to purchase as many of the materials that faculty request as possible. Members of Phi Alpha Theta have also assisted the library in acquiring materials: part of the Best Chapter Award that UAM has won for the last six years is a \$250 grant that the chapter has used to purchase needed materials for the library. The emphasis on Arkansas history in the library's Special Collections is of great value to faculty and students pursuing research in that area. However, the majority of history books in the general library are more than ten years old, which makes it difficult for faculty and students pursuing research in other areas. The library also cannot currently afford access to JSTOR history and social sciences collections which eliminates the possibility of electronic access to the vast majority of scholarly journals in the field (such as the *American Historical Review*, *History and Theory*, the *Journal of African-American History*, or *Past and Present*), which impacts not only research but the ability to assign scholarly journal articles as reading in undergraduate courses. These limitations are a particular challenge to a program that is trying to develop undergraduate research skills as an essential part of the curriculum. History faculty hopes that the recently announced initiative by the University of Arkansas System to integrate and share resources among campuses will include library resources and electronic subscriptions which would help to overcome these limitations.

5. Provide a list of program equipment purchases.

The following chart is a list of equipment purchases for the School of Social and Behavioral Sciences as a whole. All programs housed in SSBS use these items, including history. The history program does not have a separate budget for equipment purchases.

<i>Item Description</i>
Dell Optiplex 960 Desktop Computers (1 purchased for faculty office)
Dell 1440c Laser Printer
Dell Laptop Computer (2 for faculty use at conference presentations)
Fujitsu Scan Snap document scanner (Ix 500 for test scoring)
DVD on history of Arkansas Delta (Bayou Bartholomew)
Dell Optiplex 960 Desktop Computer (for classroom)
Remark Office OMR software for Survey scoring and analysis
Back-Ups 550VA Backup Power Up Supply (for faculty office)
SPSS statistical software
Dell 1210S Projector (2 for classroom)
Projector mount

Majors/Declared Students

1. State the number of undergraduate/graduate majors/declared students in each degree program under review for the last three years.

The table below shows the number of history majors over the last three years. All majors are undergraduate students; the history program does not offer graduate courses.

<i>Declared History Majors</i>		
2010	2011	2012
32	40	42

2. Describe strategies to recruit, retain, and graduate students.

Recruitment of history majors begins even before students enroll at UAM with flyers and eight-semester courses of study distributed to potential students at all high school recruitment days hosted by the Office of Admissions. Those that sign the register are sent letters telling them more about the history program at UAM. Flyers are likewise distributed to new UAM students at orientation and Weevil Welcome days.

The most successful tool for recruiting and retaining undergraduate history majors has been the Alpha Nu Zeta chapter of Phi Alpha Theta National History Honor Society, which is quite active and stands as a model for all campus honor societies to emulate. UAM's Phi Alpha Theta chapter allows faculty to recognize our most academically successful students, pursue research, service projects, and other extracurricular endeavors beyond the classroom, and further prepare students for their future endeavors after college. The high visibility of Phi Alpha Theta's activities, including service projects and student attendance at academic conferences, has prompted students to ask how they might join the society and otherwise partake of its activities. There is a minimum requirement of 3.10 GPA in history classes to participate in Phi Alpha Theta so students are prompted to take their historical studies more seriously.

Attempts to retain students majoring in history are included in those programs and projects that are available for all School of Social and Behavioral Sciences majors. Peer mentoring through the office of Academic Advising is available to students who are identified as struggling academically, financially or socially. In addition, Phi Alpha Theta offers programs to help students academically and the social nature of the organization assists with integrating students socially into university life. The honor society also sponsors activities designed to engage students in university life and maintain a sense of identity with the program such as the recent event exploring the cuisine and culture of Africa with Dr. Constanze Weise.

3. Provide the number of program graduates over the past three years.

The following table shows the number of graduates in history over the last three years:

<i>Year</i>	2010	2011	2012	Total	<i>Three Year Mean</i>
<i>Graduates</i>	13	7	4	24	8

Program Assessment

1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).

The history program, as part of the School of Social and Behavioral Sciences, has been assessed repeatedly over the last ten years. Various attempts at using standardized assessment tools such as the Major Fields Achievement Tests (MFAT) have failed primarily because the number of examinees proved too small to make any statistically valid or reliable conclusions regarding the curriculum. Therefore the assessment of the Student Learning Outcomes (SLOs) has been done via an incremental, course-by-course, process. To this end, the faculty members have created a curriculum that leads students through a series of specific classes that sequentially develops information bases and skills needed to meet SLOs. History majors develop SLOs through a range of activities both inside and outside of the classroom. Skills related to the development of the student's research, writing and critical thinking capabilities come with experience and the

completion of writing assignments adhering to strict referencing policies, analytical research encompassing the most recent findings, and comprehensive exams. The essential vocabulary and basic concepts of history are gained in the required history courses.

Writing and research skills, as well as the ability to interpret the type of data that historians encounter and work with are developed as part of the HIST 3513 Historiography and Historical Methods. There is also the opportunity for students to pursue independent study of history under the tutelage of one of the faculty members. A substantial number of students have both the demonstrated abilities and the interest in writing research papers for presentations at conferences. A product of these courses is usually a scholarly research paper. Students are encouraged to present their papers to history conferences at the state, regional, national and international level. UAM history students have recently been very successful with the acceptance of papers at conferences and meetings at all of these levels. It is the acceptance of these papers after professional external (to UAM) peer review that provides evidence of successful achievement of the learning objectives and, in turn, validates the curriculum.

In the past three years, history majors who have applied for entrance into the UAM School of Education's Master of Arts in Teaching program achieved a 100% acceptance rate. Other students, furthermore, have been accepted into programs and successfully pursued Masters of Arts in history degrees at such institutions as Arkansas State University, the University of Arkansas at Little Rock, Oklahoma State University, the University of Louisiana at Monroe, and the University of Mississippi. Moreover, graduates have completed successfully law programs at the University of Arkansas at Fayetteville, Bowling Green State University, and the University of Mississippi.

2. Describe program/major exit or capstone requirements.

With regard to the core philosophy underpinning the department's curriculum standards, the history program offers a changing compendium of factual information, which is necessary to be proficient in the field. The major objective, however, is to inculcate in our students a way of thinking about history and historical research that is both creative and logical. These critical thinking skills are applied in every course in the curriculum but are most evident in the seminars and independent study courses. This is also where logic and critical thinking are directly assessed using exams and required research writing.

There is not a specific course designated as a capstone course. Instead, HIST 3513 Historiography and Historical Methods is used in lieu of a capstone course for History majors; this course is required of all majors and is taken once a student reaches junior standing and has completed all general education courses in history. In this course students are specifically trained in the skills and cognitive approach necessary for critical thinking and problem solving. This is done by introducing students to the nature of historical research and teaching them how to conceive, organize, and execute a historical research project. In order to complete the course satisfactorily, the student is required to demonstrate these skills by producing a research project identical to those found in capstone courses.

The intention is that students will use the skills they acquire to write better papers for presentation and publication. This productivity almost invariably has led to student research papers that are worthy of submission to meetings and conferences for presentation to scholars in the field. Although the UAM history program has only undergraduate students, these students have presented on panels that have included graduate students and have attracted the attention of faculty members from institutions that offer graduate study including the University of Arkansas at Fayetteville, the University of Central Arkansas, and Arkansas Tech University. We also have one student whose research has been deemed sophisticated enough to earn a Student Undergraduate Research Fellowship from the Arkansas Department of Higher Education.

3. Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.

For the past two years, our student evaluation of teaching has been moved to a secure online survey operated by CoursEval[®]. The students complete the new survey online and outside of class. In the new system, the survey has been simplified greatly to seven specific questions with opportunities to include written comments. Faculty can also add specific questions for their individual courses if they choose. In the survey, statements are made and the student has the opportunity to choose options from Strongly Disagree (1) to Strongly Agree (5). The data from these surveys indicate a high degree of satisfaction with the curriculum and the delivery of that curriculum. Despite the lack of any obvious demands for change, the history faculty are always engaged in attempting to improve their individual courses and their presentation of new material. The survey statements used for the last four semesters (Fall 2011 through Spring 2013) evaluations are tabulated below:

<i>Student Evaluation Statements Aggregated for History</i>	<i>Mean*</i>
I have more knowledge and a deeper understanding of the subject matter as a result of this course.	4.4
This course helped me learn how to analyze and evaluate new information.	4.3
The instructor has provided me with much new knowledge and helped me to understand the subjects we covered.	4.2
The instructor is willing to help students learn.	4.5
The instructor shows interest in and knowledge of the subject.	4.7
The instructor demonstrates effective oral and written communication skills.	4.8
I would recommend this instructor to other students.	4.6

*The mean is from 5-point scale with 1=Strongly Disagree to 5=Strongly Agree

History faculty are also evaluated through a series of peer evaluations that make up part of the annual faculty evaluation process. These evaluations consist of a classroom observation and written comments that are submitted to the Dean of Social and Behavioral Sciences which are then made available to the faculty member for review. Peer reviews are valuable as they contain

advice from experienced classroom teachers and do not suffer from the documented tendency of student evaluations to reflect the expected grade of the student reviewer.

4. Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.

Incoming transfer students are easily assimilated into the history program if they are transferring from another University in the Arkansas system. This is partly due to the course compatibility transfer requirements established by the Arkansas legislature (A.C.T.S. Arkansas Course Transfer System). It is also partly an artifact of the nature of the history curricula at almost all institutions. The core courses in history are similar enough from one institution to another so that that transfer is simplified. And, all history curricula allow for a block of electives so that courses specific to one institution (e.g. special topics and seminars) can be accepted as electives at another.

UAM has so few students who transfer to another institution that data regarding how well prepared our students are for functioning at the receiving school is essentially non-existent. Very limited anecdotal information, however, suggests that our students are well prepared so that they can assimilate into the new program without any obvious deficiencies.

5. Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.

The School of Social and Behavioral Sciences regularly sends program graduates to graduate school either in their field of study or law school. SSBS has held informational meetings to help those thinking of going to graduate school better understand the application and selection process as well as graduate school culture; SSBS plans to continue these meetings to help students better prepare for exams like the GRE and LSAT.

Since 2008, there have been 30 students with a history minor accepted into the Master of Arts in Teaching (M.A.T.) program of the University of Arkansas at Monticello's School of Education.

The table below summarizes the history majors who have informed the School of Social and Behavioral Sciences that they have pursued graduate education other than the M.A.T. degree in the past five years:

<i>Graduation Date</i>	<i>Student</i>	<i>Graduate School</i>	<i>Degree</i>
2013	Jason Higgins	Oklahoma State University	M.A. (English)
2013	Roy Wisecarver III	University of Mississippi	M.A. (History)
2012	Sarah Pasterniak	University of Louisiana, Monroe	M.A. (History)
2010	Samuel Maddox	University of Mississippi	J.D.
2010	Meghan Pope	Arkansas State University	M.A. (History)

6. Provide aggregate results of student/alumni/employer satisfaction surveys.

Given the number of graduates from the program, attempts at surveying students, employers and alumni have met with low return rates and a consequent inability to analyze the results quantitatively. As a result, Social and Behavioral Sciences is instituting an exit interview for graduates including those in history. This qualitative assessment information will be aggregated by year and then accumulated for subsequent years to allow for better assessment of student satisfaction.

While most respondents at these exit interviews will not as yet have identified their future employers or graduate program, they will be asked for an email address through which they can be contacted and surveyed in future months/years as alumni. At that time, if they are in graduate school that information will be recorded. If they are employed, they will be asked for employer information. And, if they agree to have their employer contacted for a survey, then an employer survey will be conducted. It is hoped that this new process will ultimately provide even more information to improve the program.

7. Describe how the program is aligned with the current job market needs of the state or local communities.

The Arkansas Department of Education's Education Renewal Zone for the southeastern quadrant of Arkansas indicates that there have been between four and eight openings in the history field for teachers in the last three years.

In addition, history majors are qualified for career paths in the governmental sector. According to the Bureau of Labor Statistics, approximately 214,700 people are employed statewide in the government sector in Arkansas. This represents an overall increase in government sector employment of 14,000 jobs in the state over the last decade.

As explained earlier in this program review under Goals, Objectives, and Activities, using current job market statistics directly related to history to evaluate the effectiveness of the

program is highly misleading. The object of the history program is develop skill sets that will benefit all history majors—and indeed, all students who take history courses—that will make them successful in a wide array of careers and jobs. These skills include the ability to think critically and cogently about material, the ability to conduct research, the ability to present findings in well-organized and clearly written prose, and to evaluate the problems presented by today’s multi-cultural and globalized world within a larger historical context. All of these are skills that will be required of the educated workforce that politicians and business leaders in Arkansas are demanding as the state moves into the 21st century.

8. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.

History graduates over the past several years have followed all the major paths to post-baccalaureate engagement. Of those who did not proceed to graduate school for advanced degrees, students have been employed in each of the areas for which they are most prepared including: government service and politics, non-governmental (especially charitable) organizations, private-sector positions requiring leadership and decision-making skills and military service. History graduates have also pursued successful careers in public service, private enterprise, investment banking, management, and public administration, with some even developing successful small businesses.

Exit surveys with job placement information are being developed by the School of Social and Behavioral Sciences which will provide more information in the future about graduate placement.

Program Effectiveness (Strengths, Opportunities)

1. List the strengths of the program.

The greatest strength of the history program is its faculty. UAM has managed to recruit faculty from top-ranked graduate schools including Rice University, the University of Missouri, the University of California at Los Angeles, and the University of California at San Diego. The faculty has continued to develop their individual research interests and writing; all have managed to publish their research in national venues while maintaining a full-time teaching load.

History faculty is also highly engaged in teaching and academic advising, the core mission of the University. Faculty receives consistently high scores on student evaluations of teaching. Faculty is also constantly revising their courses to keep students up-to-date with the latest historical research and pedagogical methodology. These efforts have been recognized at the campus level. Clint Young was a Finalist for the Alpha Chi Teacher of the Year in 2013; while two faculty have received the School of Social and Behavioral Sciences’ Trey Berry Outstanding Faculty Award—Richard Corby in 2013 and Kyle Day in 2012. Program faculty also delivers quality

academic advising to history majors. Clint Young received an Outstanding Advisor Award from the Office of Academic Affairs in 2013 and 2012.

The Phi Alpha Theta Honor Society is highly active and is certainly a strength for history students. Phi Alpha Theta regularly undertakes service projects in the community, prepares students to present their research at academic conferences, and provides a social venue for history students to interact. The success of the chapter has been recognized nationally: the UAM chapter has been awarded the Best Chapter Award for Division II schools (with an enrollment of 3,000-6,000) every year for the last six years—every year the chapter has been in existence. In 2013, the chapter was recognized with the Nels A. Cleven Award, the highest honor that the society can bestow. These awards are due to the high level of student involvement and the able guidance of faculty co-advisors Drs. Day and Young.

2. List the areas of the program most in need of improvement.

The area of the history program most in need of improvement is faculty salary. The average starting salary for an Assistant Professor of history at four-year colleges and universities in 2010-11, according to the *Chronicle of Higher Education*, was \$52,470. This is about \$12,000 more than the starting salary of an Assistant Professor of history at UAM. Even taking into account the slightly lower cost of living in Southeastern Arkansas, this is a significant disparity—especially when considering the high levels of activity and scholarly production demonstrated by UAM history faculty. Such salary inequity makes it difficult to recruit and retain quality faculty.

The history program is also losing its senior faculty. Richard Corby retired at the end of Spring 2013; William Shea is scheduled to retire in Spring 2014. This will leave the history program with no full professors to mentor junior faculty and guide the program. Due to the current budget situation, program faculty is worried about the University's ability to hire a replacement for Dr. Shea.

The use of instructional technology can also be improved. History is not very technology-dependent beyond the need for access to electronic journals and databases. However, there is a need to maintain an adequate inventory of classrooms with available instructional technology. The ability to integrate digital video (either archived or live streaming) into lectures needs to be expanded. The ability to record/capture lectures on-site would be very useful to allow publishing on YouTube or to help develop further online course offerings.

Recruiting of new majors remains an area needing improvement. Currently, most majors come from the general education courses (HIST 1013 Survey of Civilization I, HIST 1023 Survey of Civilization II, HIST 2213 American History I, and HIST 2223 American History II) and drift into history thanks to unhappiness with their current majors. Many are inspired by the enthusiasm of the history program faculty. The elimination of the Humanities Cluster from the General Education curriculum (which required all students to take either HIST 1013 Survey of Civilization I or HIST 1023 Survey of Civilization II) has reduced the number of students that can be reached in this way. The program is also hindered in its attempt to recruit majors out of

high school by the fact that Southeast Arkansas is the only region in the state that does not have a History Day competition. These events, in which middle and high school students present historical projects in competition—much like a “historical” science fair—are an opportunity for potential students to meet faculty and learn about UAM. While reviving History Day in Southeast Arkansas would be beneficial to the history program, faculty currently does not have the time to undertake this project.

Further, access to additional electronic journals specific to history and historical research would be helpful. While the history faculty is acutely aware of budget limitations, it is hoped that a joint effort with the University of Arkansas System will provide access to numerous additional electronic resources for faculty and students.

3. List program improvements accomplished over the last two years.

In terms of personnel, the history program hired a new faculty member to begin in the fall of 2013: Constanze Weise, who will replace Richard Corby as the program’s specialist in African history. While it would be difficult to improve Dr. Corby’s standing, the program looks forward to a new array of talents and enthusiasm in the classroom; Dr. Weise has already organized an evening of African culture and food for students in conjunction with Phi Alpha Theta.

During the summer of 2012, the School of Social and Behavioral Sciences upgraded MCB Room 318 to “smart room” status, adding to the ability of history faculty to use the latest in technology in their teaching. This room is used heavily by Dr. Day.

In the Fall of 2013, the School of Social and Behavioral Sciences formed the Horizons Committee on Student Travel; the history program is represented by Dr. Young. This committee is in the process of drawing up guidelines to regulate travel study courses, facilitate student travel to academic conferences, and regularize funding for student conference travel. While these guidelines will apply to the School of Social and Behavioral Sciences as a whole and not just the history program, the guidelines will help to make the funding for student conference travel more transparent and more regular. The guidelines drawn up by the committee are currently in operation in SSBS and may even serve as a template for a University-wide policy.

4. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.

Among the best ways to improve the history program over the next two years is for the history faculty to continue applying for and receiving the faculty research grants. History faculty will also seek a way for our Phi Alpha Theta chapter to receive independent funding through such means as working with the Advancement office to obtain an alumni donation or through administrative support.

One objective is to acquire additional hardware and software for recording lectures to be incorporated in online course offerings and hybrid courses. The hope is that this incorporation will enhance the distance learning component by integrating face-to-face (or screen-to-screen) interactivity with the less immediate interaction. The estimated cost for this enhancement is approximately \$4,500 for the software and hardware.

Another improvement that is planned is to create a stable and predictable budget for supporting undergraduate student travel for presentation of scholarly research at conferences. The UAM administration has been very generous in the past with financial support of these students and their expenses for attending meetings and conferences. A stable budget could allow for students to prepare and submit papers to reviewers with more certainty that their scholarship would be supported. The establishment of guidelines by the Horizons Committee on Student Travel is assisting in this effort.

The involvement of Drs. Day and Young with the historical restoration projects being undertaken by UAM will also improve the program. This involvement has already begun to earn publicity for the history program (both were interviewed for an article about the Pindall Law Office in the *Arkansas Democrat-Gazette* published on September 1, 2013). In the future, the University hopes to involve students in the restoration process and the eventual operation of the properties as tourist destinations. This will provide hands-on learning for history majors and open up new ideas for what students can do with a history degree. These projects are being funded by outside grant money.

Finally, history program faculty is discussing various ways to bring back History Day with Dr. Pat Ramsay of the University of Central Arkansas who is the statewide coordinator. Dr. Ramsey is trying to establish contacts with middle and high school teachers in the region. The history program is also working with her to explore the possibility of approaching the School of Education to discuss History Day with M.A.T. students, since History Day is also a part of the new Common Core educational requirements from the Arkansas Department of Education for all public school students in grades 1-12. This would assist the history program with its recruitment efforts since several M.A.T. students and graduates have a background either as a history major or minor in the M.A.T. program. This approach stands a good chance of success.