

2012-3 Self-Study

Master of Arts in History Program, College of Charleston

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I. Program Overview: Purpose, Goals, and Objectives

A. Background

Outline program inception and original goals here (type of students served, size, curriculum, programming).

Assess current state of program and major changes since it began (type of students served, size, curriculum, programming).

B. Mission Statement

History Department: The Department of History at the College of Charleston is committed to providing an education that imparts an advanced understanding and appreciation of human history, to prepare students to engage the present, and ultimately to shape the future. Our curriculum will hold students' attentions and afford them the opportunity to develop critical reading and sophisticated writing skills. Ultimately, our goal is to graduate interesting, analytical thinkers, ready to address the challenges of the Twenty-First Century. Our undergraduate and graduate History programs support the mission of the School of Humanities and Social Science to "prepare students to be independent, engaged, lifelong learners who write with confidence, speak with clarity, solve complex problems, and act as responsible citizens."

Graduate School: The Graduate School of the College of Charleston seeks to offer graduate degrees and certificate programs that take advantage of the unique opportunities provided by the people, institutions, and environment of the South Carolina Low Country and that offer the specialized knowledge and training sought by professionals living and working in the region. The graduate programs provide a quality driven, student-oriented education in an atmosphere that encourages student and faculty diversity, inclusiveness, and equity. Using our unique location as a focus, the Graduate School prepares professionals to address the environmental, social, and economic health and wellbeing of the nation.

C. Goals and Objectives

Instructional Goals (Competencies to Develop in Our Graduate Students)

Goals	Objectives
Knowledge of human history.	*Maintain a distribution requirement that encourages students to study the diverse historical experiences of the US, Europe, and Africa/Asia/Latin America. *Require each student to successfully complete and defend an MA thesis or pass comprehensive exams and two research seminars (each in turn requiring an article-length research paper).

Ability to gather and use information.	*Require each student to conduct original research based upon primary and secondary sources by successfully completing either an MA thesis or 2 seminar papers.
Ability to communicate research findings effectively.	*Require students to successfully defend their research findings in an MA thesis defense or in-class presentations of 2 seminar papers. *Encourage students to present their research findings at the Graduate School's Fall Poster Session, at the MA Program's Graduate Colloquium, or at regional or national conferences.
Skills and knowledge of the discipline.	*Maintain an introductory Historiography course (HIST 691) that introduces students to the graduate study of the discipline and the standards for scholarly integrity in the discipline. *Reinforce these disciplinary skills and knowledge in our 500- and 600-level courses through rigorous written assignments. *Ensure that students have acquired these skills and knowledge of the discipline by requiring them to perform a major capstone project: successfully defend their research findings in an MA thesis defense or in-class presentations of 2 seminar papers.

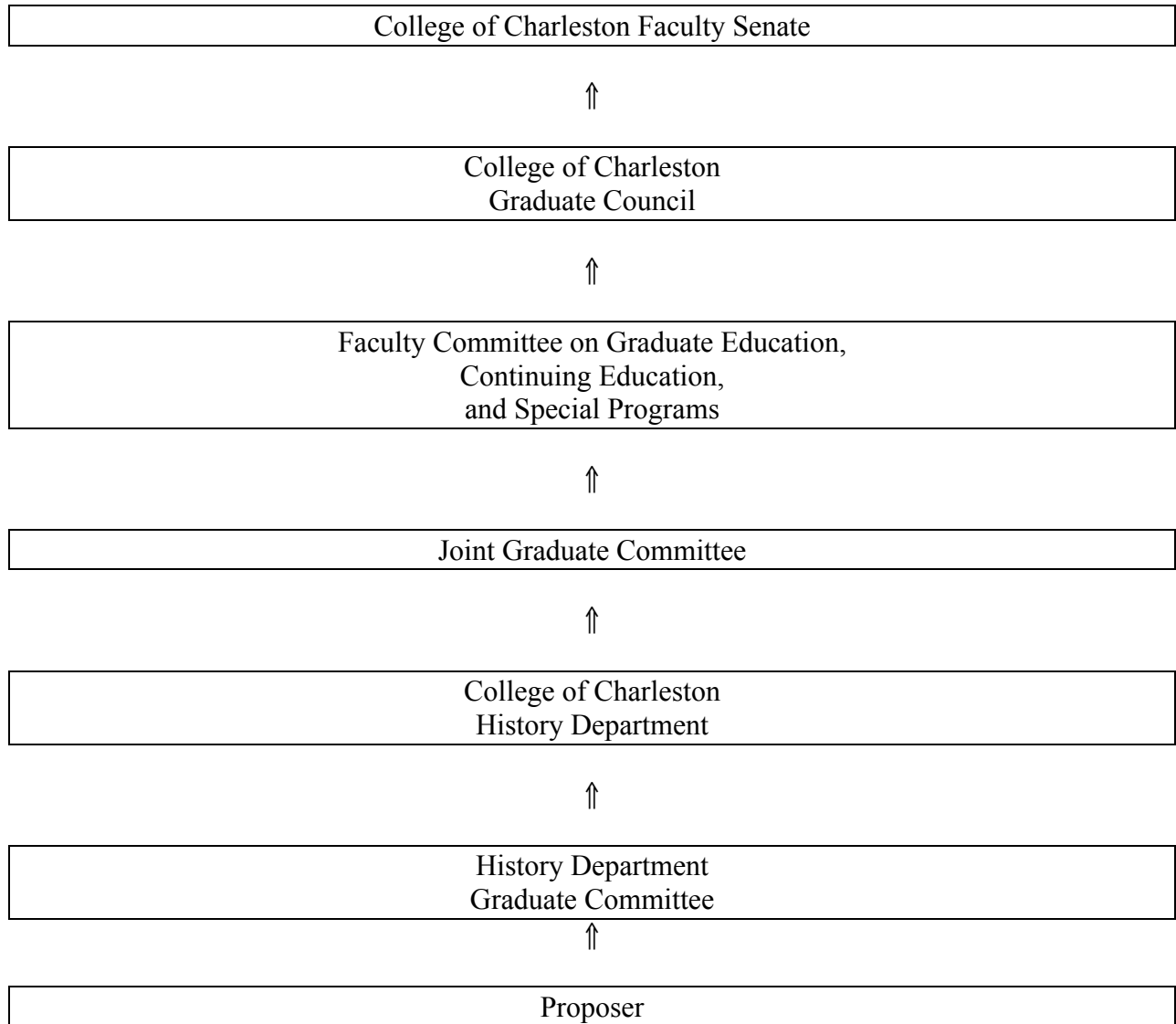
Programmatic Goals (Qualities to Foster in Our Graduate Program)

Goals	Objectives
Build a diverse and highly qualified student body.	*Recruit highly qualified students from South Carolina, the Southeastern United States, and beyond. *Recruit international students. *Work with the Graduate School to recruit students from historically underrepresented groups.
Foster curricular offerings, research opportunities, and experiences that capitalize on Charleston's rich historical heritage.	*Offer courses and facilitate theses that make use of historical materials in Charleston's archives and historic sites. *Encourage student participation in internships. *Organize events, in conjunction with our student organization, the Graduate Historical Society, that encourage students to explore Charleston's historical heritage.

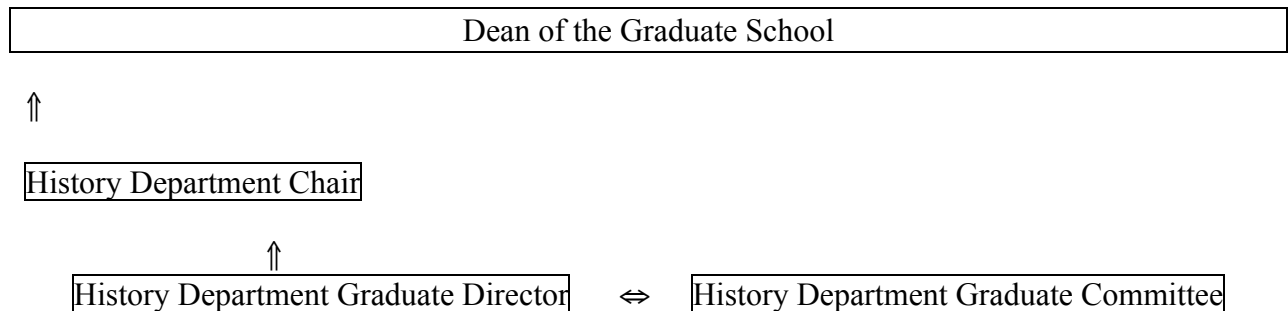
	<p>*Maintain our African-American Studies program, in conjunction with the MA Program in English and the Avery Research Center.</p>
<p>Demonstrate a high level of faculty research productivity to provide role models for graduate student researchers.</p>	<p>*Encourage faculty to integrate their research and teaching interests. *Provide faculty with research assistants to foster collaborative research with graduate students.</p>
<p>Foster a sense of intellectual community within the graduate program.</p>	<p>*Provide extra-curricular events that foster intellectual activity and professional development opportunities outside of the classroom (e.g., the MA Program's Graduate Colloquium series, the Archive Crawl, and visits by guest speakers). *Facilitate faculty mentoring of graduate student research through MA thesis committees and seminar courses. *Promote social gatherings where students and faculty can interact.</p>

II. Organizational Charts

A. Curriculum Changes



B. Reporting Lines



C. Course Scheduling

Department Chair

↑

College of Charleston Graduate Director ↔ Citadel Graduate Director

III. Size of Supporting Units

The following table shows the size of the graduate program in History: the joint MA program faculty of the College of Charleston and the Citadel currently numbers 33. The College of Charleston had 39 degree-seeking graduate students enrolled in the program in the 2011-12 academic year. The program generally offers six courses per semester in the fall and spring semesters, with three being offered on the College of Charleston campus and three at the Citadel. We also offer two non-concurrent courses each summer, with one being taught on each campus.

The MA program in History has no dedicated support staff or budget. The administrative assistants in the History department provide some assistance with the program website pages and course and classroom scheduling.

Joint Program Faculty Headcount (CofC & Citadel)		CofC:	Citadel:	Total:
		19	14	33
Graduate Faculty iFTE (AY 2011-12)	Fall 2011	2.15	n/a	n/a
	Spring 2012	1.9	n/a	n/a
	Summer 2012	n/a	n/a	n/a
Graduate Faculty iFTE (AY 2010-11)	Fall 2010	1.65	n/a	n/a
	Spring 2011	1.85	n/a	n/a
	Summer 2011	n/a	n/a	n/a
Graduate Faculty iFTE (AY 2009-10)	Fall 2009	1.43	n/a	n/a
	Spring 2010	2.13	n/a	n/a
	Summer 2010	n/a	n/a	n/a
Graduate Student Headcount (AY 2011-12)	Fall 2011	30	11	n/a
	Spring 2012	24	n/a	n/a
	Summer 2012	7	n/a	n/a
Graduate Student Headcount (AY 2010-11)	Fall 2010	28	16	n/a
	Spring 2011	27	n/a	n/a
	Summer 2011	4	n/a	n/a
Graduate Student Headcount (AY 2009-10)	Fall 2009	32	19	n/a
	Spring 2010	32	n/a	n/a
	Summer 2010	6	n/a	n/a
Graduate Student FTE (AY 2011-12)	Fall 2011	11.1	n/a	n/a
	Spring 2012	9.5	n/a	n/a
	Summer 2012	n/a	n/a	n/a
Graduate Student FTE (AY 2010-11)	Fall 2010	11.4	n/a	n/a
	Spring 2011	11.4	n/a	n/a
	Summer 2011	n/a	n/a	n/a

Graduate Student FTE (AY 2009-10)	Fall 2009	6.8	n/a	n/a
	Spring 2010	6.0	n/a	n/a
	Summer 2010	n/a	n/a	n/a
Student FTE to Faculty FTE (AY 2011-12)	Fall 2011	7.02	n/a	n/a
	Spring 2012	5.83	n/a	n/a
	Summer 2012	n/a	n/a	n/a
Student FTE to Faculty FTE (AY 2010-11)	Fall 2010	9.58	n/a	n/a
	Spring 2011	8.65	n/a	n/a
	Summer 2011	n/a	n/a	n/a
Student FTE to Faculty FTE (AY 2009-10)	Fall 2009	13.07	n/a	n/a
	Spring 2010	7.93	n/a	n/a
	Summer 2010	n/a	n/a	n/a
Degrees Awarded (AY 2011-12)	AY 2011-12	8	n/a	n/a
Degrees Awarded (AY 2010-11)	AY 2010-11	8	n/a	n/a
Degrees Awarded (AY 2009-10)	AY 2009-10	13	n/a	n/a

Support Staff Headcount	0	0	n/a	n/a
Support Staff FTE	0	0	n/a	n/a
Instructional Budget	0	0	n/a	n/a
General Budget	0	0	n/a	n/a
Portion of Budget for Graduate Program	0	0	n/a	n/a
Externally Led Research	0	0	n/a	n/a
Other Externally Generated Funds	\$12,400 (2012-14): Northumbria Fellowship Funding	\$12,400 (2012-14)	n/a	n/a

Specific Course FTEs:

The following figures indicate how FTE numbers were distributed among individual courses and faculty members over the past academic year.

Fall 2010

Course	Title	Name	Percent Responsibility	Credit	Enrollment	*FTE	*iFTE
HIST 5901	Special Topics In U.S. History	Knee, Stuart E	100	3	16	3.2	0.25

HIST 691 1	Historiography	Bodek, Richard H	100	3	14	2.8	0.25
HIST 610 1	Special Topics In Us Hist	Slater, Sandra D	100	3	11	2.2	0.25
HIST 900 1	Continuous Research Enrollment	Boucher, Christophe J	100	1	1	0.1	0.05
HIST 900 2	Continuous Research Enrollment	Powers, Bernard E	100	3	1	0.2	0.05
HIST 770 1	Independent Study In History	Coy, Jason P	100	3	1	0.2	0.05
HIST 770 2	Independent Study In History	Coy, Jason P	100	3	1	0.2	0.05
HIST 770 3	Independent Study In History	Powers, Bernard E	100	3	1	0.2	0.05
HIST 770 4	Independent Study In History	McCandless, Amy M	100	3	1	0.2	0.05
HIST 770 5	Independent Study In History	McCandless, Amy M	100	3	1	0.2	0.05
HIST 900 3	Continuous Research Enrollment	Diamond, Jeffrey M	100	1	1	0.1	0.05
HIST 900 4	Continuous Research Enrollment	Coy, Jason P	100	1	1	0.1	0.05
HIST 802 2	Master's Thesis	Powers, Bernard E	100	3	1	0.2	0.05
HIST 770 6	Independent Study In History	Williams, Anthony M	100	3	1	0.2	0.05
HIST 770 6	Independent Study In History	Williams, Anthony M	100	3	1	0.2	0.05
HIST 770 7	Independent Study In History	Poole, William S	100	3	1	0.2	0.05
HIST 770 8	Independent Study In History	Poole, William S	100	3	1	0.2	0.05
HIST 770 9	Independent Study In History	Stockton, Robert P	100	3	1	0.2	0.05
HIST 770 10	Independent Study In History	Powers, Bernard E	100	3	1	0.2	0.05
HIST 770 11	Independent Study In History	Knee, Stuart E	100	3	1	0.2	0.05
HIST 770 12	Independent Study In History	Coy, Jason P	100	3	1	0.2	0.05
Total:					59	11.4	1.65

Spring 2011

Course	Title	Name	Percent Responsibility	Credit	Enrollment	*FTE	*iFTE
HIST 537 01	Renaissance And Reformation	Coy, Jason P.	100	3	15	3	0.25
HIST 592 01	St. Asian/African/Latin Am His	Diamond, Jeffrey M.	100	3	10	2	0.25
HIST 710 01	Research Seminar In U.S. Histo	Poole, William S.	100	3	10	2	0.25

HIST 770 01	Independent Study In History	McCandless, Amy M.	100	3	1	0.2	0.05
HIST 801 01	Master's Thesis	Ingram, Tammy L.	100	3	1	0.2	0.05
HIST 802 01	Master's Thesis	Ingram, Tammy L.	100	3	1	0.2	0.05
HIST 900 01	Continuous Research Enrollment	Coy, Jason P.	100	3	1	0.2	0.05
HIST 801 02	Master's Thesis	Coy, Jason P.	100	3	1	0.2	0.05
HIST 802 02	Master's Thesis	Coy, Jason P.	100	3	1	0.2	0.05
HIST 770 02	Independent Study In History	Coy, Jason P.	100	3	1	0.2	0.05
HIST 770 03	Independent Study In History	Coy, Jason P.	100	3	1	0.2	0.05
HIST 801 03	Master's Thesis	Coy, Jason P.	100	3	1	0.2	0.05
HIST 802 03	Master's Thesis	Coy, Jason P.	100	3	1	0.2	0.05
HIST 770 04	Independent Study In History	McCandless, Amy M.	100	3	1	0.2	0.05
HIST 801 04	Master's Thesis	McCandless, Amy M.	100	3	1	0.2	0.05
HIST 802 04	Master's Thesis	McCandless, Amy M.	100	3	1	0.2	0.05
HIST 770 05	Independent Study In History	Coy, Jason P.	100	3	1	0.2	0.05
HIST 770 06	Independent Study In History	Coy, Jason P.	100	3	1	0.2	0.05
HIST 801 05	Master's Thesis	Grenier, Katherine	100	3	1	0.2	0.05
HIST 801 06	Master's Thesis	Powers, Bernard E.	100	3	1	0.2	0.05
HIST 770 07	Independent Study In History	Coy, Jason P.	100	3	1	0.2	0.05
HIST 801 07	Master's Thesis	Poole, William S.	100	3	1	0.2	0.05
HIST 802 05	Master's Thesis	Poole, William S.	100	3	1	0.2	0.05
HIST 770 08	Independent Study In History	Sachs, Honor R.	100	3	1	0.2	0.05
HIST 770 09	Independent Study In History	Powers, Bernard E.	100	3	1	0.2	0.05
Total:					57	11.4	1.85

Fall 2011

Course	Title	Name	Percent Responsibility	Credit	Enrollment	*FTE	*iFTE
HIST 591 01	Special Topics European Hist	Welsh, Jennifer L.	100	3	9	1.8	0.25

HIST 710 01	Research Seminar In U.S. Histo	Ingram, Tammy L.	100	3	7	1.4	0.25
HIST 592 01	St: Asian/African/Latin Am His	Sarr, Assan	100	3	14	2.8	0.25
HIST 900 01	Continuous Research Enrollment	Poole, William S.	100	1	1	0.1	0.05
HIST 900 02	Continuous Research Enrollment	Coy, Jason P.	100	1	1	0.1	0.05
HIST 770 01	Independent Study In History	Poole, William S.	100	3	1	0.2	0.05
HIST 900 03	Continuous Research Enrollment	Coy, Jason P.	100	1	1	0.1	0.05
HIST 801 01	Master's Thesis	Coy, Jason P.	100	3	1	0.2	0.05
HIST 770 02	Independent Study In History	Coy, Jason P.	100	3	1	0.2	0.05
HIST 770 03	Independent Study In History	Coy, Jason P.	100	3	2	0.4	0.1
HIST 770 04	Independent Study In History	Coy, Jason P.	100	3	1	0.2	0.05
HIST 900 04	Continuous Research Enrollment	Olejniczak, William J.	100	1	1	0.1	0.05
HIST 802 01	Master's Thesis	Grenier, Katherine	100	3	1	0.2	0.05
HIST 770 05	Independent Study In History	Coy, Jason P.	100	3	1	0.2	0.05
HIST 801 02	Master's Thesis	Coy, Jason P.	100	3	1	0.2	0.05
HIST 770 06	Independent Study In History	Coy, Jason P.	100	3	1	0.2	0.05
HIST 801 03	Master's Thesis	Ingram, Tammy L.	100	3	1	0.2	0.05
HIST 770 07	Independent Study In History	Coy, Jason P.	100	3	1	0.2	0.05
HIST 801 04	Master's Thesis	Coy, Jason P.	100	3	1	0.2	0.05
HIST 802 02	Master's Thesis	Coy, Jason P.	100	3	1	0.2	0.05
HIST 770 08	Independent Study In History	Coy, Jason P.	100	3	1	0.2	0.05
HIST 900 05	Continuous Research Enrollment	Coy, Jason P.	100	3	1	0.2	0.05
HIST 802 03	Master's Thesis	Powers, Bernard E.	100	3	1	0.2	0.05
HIST 770 09	Independent Study In History	Powers, Bernard E.	100	3	1	0.2	0.05
HIST 770 10	Independent Study In History	Boucher, Christophe J.	100	3	1	0.2	0.05
HIST 770 11	Independent Study In History	Coy, Jason P.	100	3	2	0.4	0.1
HIST 770 12	Independent Study In History	McSweeney, William T.	100	3	1	0.2	0.05
HIST 802 04	Master's Thesis	Coy, Jason P.	100	3	1	0.2	0.05

HIST 770 13	Independent Study In History	Powers, Bernard E.	100	3	1	0.2	0.05
Total:					58	11.1	2.15

Spring 2012

Course	Title	Name	Percent Responsibility	Credit	Enrollment	*FTE	*iFTE
HIST 502 01	Col Amer & Amer Revol 1789	Sachs, Honor R.	100	3	15	3.0	0.25
HIST 591 01	Special Topics European Hist	Blanton, James E.	100	3	4	0.8	0.25
HIST 541 01	Enlight & French Revol	Olejniczak, William J.	100	3	9	1.8	0.25
HIST 802 01	Master's Thesis	Coy, Jason P.	100	3	1	0.2	0.05
HIST 770 01	Independent Study In History	Coy, Jason P.	100	3	6	1.2	0.3
HIST 801 01	Master's Thesis	Coy, Jason P.	100	3	1	0.2	0.05
HIST 801 02	Master's Thesis	Poole, William S.	100	3	1	0.2	0.05
HIST 802 02	Master's Thesis	Poole, William S.	100	3	1	0.2	0.05
HIST 801 03	Master's Thesis	Ingram, Tammy L.	100	3	1	0.2	0.05
HIST 802 03	Master's Thesis	Ingram, Tammy L.	100	3	1	0.2	0.05
HIST 802 04	Master's Thesis	Coy, Jason P.	100	3	1	0.2	0.05
HIST 590 01	Special Topics In U.S. History	Coy, Jason P.	100	3	1	0.2	0.05
HIST 900 01	Continuous Research Enrollment	Coy, Jason P.	100	3	1	0.2	0.05
HIST 802 05	Master's Thesis	Ingram, Tammy L.	100	3	1	0.2	0.05
HIST 900 02	Continuous Research Enrollment	Poole, William S.	100	1	1	0.1	0.05
HIST 900 03	Continuous Research Enrollment	Coy, Jason P.	100	1	1	0.1	0.05
HIST 770 02	Independent Study In History	Powers, Bernard E.	100	3	1	0.2	0.05
HIST 900 04	Continuous Research Enrollment	Grenier, Katherine	100	1	1	0.1	0.05
HIST 900 05	Continuous Research Enrollment	Coy, Jason P.	100	1	1	0.1	0.05
HIST 900 06	Continuous Research Enrollment	Powers, Bernard E.	100	1	1	0.1	0.05
HIST 770 03	Independent Study In History	Boucher, Christophe J.	100	3	1	0.2	0.05
Total:					51	9.5	1.9

*FTE is the Student FTE for the course.

*iFTE is the Faculty FTE for the course.

IV. Program Faculty

A. Profile of Program Faculty

1. Total Number of Faculty (Headcount):

The joint History MA program faculty, composed of professors from both the College of Charleston and the Citadel, numbers 33 faculty members.

	Full Time	Part Time	Adjuncts
Total Number of Faculty (Headcount)	33	0	0

2. Number of Faculty Advising in Program:

The director of graduate studies advises all of the students in the program during their first year. In their second year, they are advised by their thesis advisors or their comprehensive examination directors.

3. Profile of Faculty by Rank, Gender, and Race:

	Full Professor	Associate Professor	Assistant Professor
Total Number	7	12	14
Gender:			
Male	6	8	9
Female	1	4	5
Race:			
Caucasian	5 (80%)	11 (92%)	12 (85%)
African American	1 (20%)	1 (9%)	1 (8%)
Asian	0 (0%)	0 (0%)	1 (8%)

4. Description of the Retention/Turnover of Program Faculty:

At the College of Charleston, three faculty members left the graduate program in History over the past five years for reasons other than retirement. One was denied tenure (Jeffrey Diamond), one took a position elsewhere (David Gleeson), and one resigned her position (Michelle Garceau). So far, two of these faculty members have been replaced by new hires (the department is waiting for a replacement hire for Garceau). We have also had five retirements and one death of senior faculty within the last five years. Four of these departed faculty members have already

been replaced, and we are currently conducting a national search for a replacement for the last of them (Knee).

5. Individual Listing of Current Faculty:

Akin, Yigit	Assistant Professor	Ph.D., Ohio State University	Modern Middle East; Ottoman Empire	CofC
Bishop, Jane	Associate Professor	Ph.D., Columbia University	Early Medieval West; Byzantium	Citadel
Bodek, Richard	Professor	Ph.D., University of Michigan	Modern Germany; European Intellectual	CofC
Boucher, Christophe	Associate Professor	Ph.D., University of Kansas	Native American; American West	CofC
Boughan, Kurt	Assistant Professor	Ph.D., University of Iowa	Early Modern Europe; Science and Medicine	Citadel
Carmichael, Timothy	Associate Professor	Ph.D., Michigan State University	East Africa; Islam	CofC
Coates, Timothy	Professor	Ph.D., University of Minnesota	Portuguese Empire; Early Modern	CofC
Covert, Lisa	Assistant Professor	Ph.D., Yale University	Latin American; Mexican	CofC
Cox, Marcus	Associate Professor	Ph.D., Northwestern University	Twentieth-Century African American	Citadel
Coy, Jason	Associate Professor	Ph.D., UCLA	Early Modern Europe; Reformation	CofC
Delay, Cara	Associate Professor	Ph.D., Brandeis University	Women and Gender; Modern Ireland	CofC
Drago, Edmund	Professor	Ph.D., University of California, Berkeley	Civil War and Reconstruction	CofC
Gao Bei	Assistant Professor	Ph.D., University of Virginia	Modern East Asia; China	CofC
Gigova, Irina	Associate Professor	Ph.D., University of Illinois	Eastern Europe; Modern Europe	CofC
Grenier, Katherine	Professor	Ph.D., University of Virginia	Modern Britain; Social and Cultural	Citadel
Ingram, Tammy	Assistant Professor	Ph.D., Yale University	Modern U.S.; U.S. South	CofC
Johstono, Paul	Assistant Professor	Ph.D., University of Minnesota	Hellenistic Greece; Military	Citadel
Knapp, Keith	Associate Professor	Ph.D., University of California, Berkeley	East Asia; Medieval China	Citadel
Mushal, Amanda	Assistant Professor	Ph.D., University of Virginia	Old South; Early Republic	Citadel
Neulander, Joelle	Associate Professor	Ph.D., University of Iowa	Modern France; Gender	Citadel

Olejniczak, William	Associate Professor	Ph.D., Duke University	French Revolution; European Social	CofC
Piccione, Peter	Associate Professor	Ph.D., University of Chicago	Ancient Egypt and Ancient Near East	CofC
Poole, W. Scott	Associate Professor	Ph.D., University of Mississippi	South Carolina; American Culture	CofC
Powers, Bernard	Professor	Ph.D., Northwestern University	African American History; U.S. to 1865	CofC
Preston, David	Associate Professor	Ph.D., William and Mary	Early American; Native American	Citadel
Renouard, Joe	Assistant Professor	Ph.D., Emory University	Modern U.S.; Diplomatic	Citadel
Sarr, Assan	Assistant Professor	Ph.D., Michigan State University	Pre-Colonial Africa; West Africa	CofC
Sinisi, Kyle	Professor	Ph.D., Kansas State University	Civil War; Military	Citadel
Slater, Sandra	Assistant Professor	Ph.D., University of Kentucky	Atlantic World; Colonial U.S.; Gender	CofC
Steere-Williams, Jacob	Assistant Professor	Ph.D., University of Minnesota	British Empire; Science and Medicine	CofC
Taylor, Kerry	Assistant Professor	Ph.D., University of North Carolina	20th-Century U.S.; Labor and the Left	Citadel
Wright, Christopher	Assistant Professor	Ph.D., UCSB	Middle East; Medieval Islam	Citadel

B. Faculty Involvement in Program (3 Years)

1. Student/Faculty Ratio:

The student FTE to faculty FTE ratio ranges from 5.83 to 13.07.

2. Average Course Load:

Professors at the College of Charleston who teach a graduate course generally also teach two undergraduate courses that same semester. Most faculty members have an opportunity to teach in the program once every two to three years.

3. Additional Instructional Responsibilities:

The average faculty course load also includes directing various graduate independent studies, internships, comprehensive examinations, and thesis direction duties, as well as regular course offerings within the program.

4. Process for Teaching Evaluation:

Faculty are formally evaluated by students in each course taught in the program, using the College of Charleston's online teaching evaluation system. The results of these student evaluations are delivered to the History Department and then shared with the instructor of the course.

5. Role of Adjunct Faculty in the Program:

Adjunct faculty do not play a role in the MA program. Occasionally, Visiting Assistant Professors, scholars with doctoral degrees who teach on three-year contracts in the College of Charleston History Department, are asked to teach graduate courses in order to take advantage of their expertise in fields not covered by our tenure-track faculty (e.g., Russian History). Since they are not tenure-track professors, they are not part of the graduate faculty.

C. Campus and Public Service

The History Department faculty has been active in service to the campus and to the larger community in the last five years. Faculty members in the History department generally serve on three departmental committees each year, and most also serve on at least one campus-wide committee as well. Departmental faculty have provided leadership on important campus committees, including the Faculty Advisory Committee on Tenure and Promotion, and have served as directors or interim directors of various campus programs, including The Carolina Lowcountry and Atlantic World Program, the Women's and Gender Studies Program, the African Studies Program, the European Studies Program, and the Faculty Liberal Arts and Sciences Colloquium. They are also active in numerous professional organizations, including the German Studies Association, H-Africa, the American Conference of Irish Studies, the Consortium on the Revolutionary Era, and on the boards of various scholarly journals, including *Serapis: the American Journal of Egyptology*, *Northeast African Studies*, and the *Portuguese Studies Review*.

The faculty of the MA program in History have also worked to engage with the larger community in recent years, with professors helping to organize major events, like the American Indian Expo at Charles Towne Landing, and delivering public lectures locally at venues like the Multicultural Center, the Center for Creative Retirement, and Fort Sumter and at other universities, including Davidson, Clarke University, Furman, and the University of Florida.

D. Faculty Research (5 Years)

The graduate faculty of the History MA program at the College of Charleston have been active in scholarship during the past five years, having produced thirteen peer-reviewed books, dozens of peer-reviewed articles in scholarly journals and edited volumes, scores of book reviews, and well over one hundred conference presentations. During the period covered by this self-study, the graduate faculty of the History MA program has produced a wealth of peer-reviewed monographs, including Jason Coy's *Strangers and Misfits: Banishment, Social Control, and Authority in Early Modern Germany* (2008) and *A Brief History of Germany* (2011); Lee Drago's, *Confederate Phoenix: Rebel Children and Their Families in South Carolina* (2008); Gao Bei's *Shanghai Sanctuary: Chinese and Japanese towards European Jewish Refugees*

during World War II (2012); Tammy Ingram's *Dixie Highway: Roads and Modernization in the South, 1900-1930* (2012); Scott Poole's *Monsters in America: Our Historical Obsession with the Hideous and the Haunting* (2011), *Satan in America: The Devil We Know* (2009), and *Palmetto State: The Making of Modern South Carolina* (2009). They also edited or co-edited several peer-reviewed edited volumes, exploring subjects that include new approaches to the history of the Holy Roman Empire, the immigration of Jewish intellectual to America during World War II, and Native American gender and sexuality. The articles, essays, and book reviews are too numerous to list, but have appeared in major scholarly journals from a wide range of fields, including the *International Review of Social History*, the *International Journal of Middle East Studies*, the *Journal of Eastern African Studies*, the *Sixteenth Century Journal*, the *Latin Americanist*, *New Hibernia Review*, *Modern China, History & Memory*, the *Journal of Urban History*, and the *Journal of the History of Medicine*.

The graduate faculty of the MA program in History have also won an impressive number of prestigious external fellowships, honors, and awards during the last five years, including external research fellowships from the National Endowment for the Humanities, the Fulbright Foundation, the Deutscher Akademischer Austausch Dienst (DAAD), the Fritz Thyssen Stiftung, the Institute for Advanced Study/Wissenschaftskolleg zu Berlin, and the Center for the Study of the American South at the University of North Carolina-Chapel Hill.

V. Students

A. Graduate Student Profile

1. Average Age; Sex; Ethnicity; Citizenship:

According to the responses on the self-study student survey conducted in November 2012 (see Appendix), the average age of students currently enrolled in the MA program when they applied was 29.5.

67% of the respondents on the survey were female, and all of the respondents identified as Caucasians and U.S. Citizens.

2. Number of Majors:

The chart below provides graduate student headcounts for the past five years, using the most recent available data.

Spring Majors, 2007-2011

Spring 2007	34
Spring 2008	36
Spring 2009	35
Spring 2010	32
Spring 2011	27

NB: The current student major headcount for Spring 2013 is 36.

3. Headcount Enrollments by Full-Time/Part-Time:

	History MA Student FTE	History MA Student Headcount		
Terms		Full-Time	Part-time	Total
Fall 2011	11.1	13	17	30
Spring 2011	11.4	15	12	27
Fall 2010	11.4	16	12	28
Spring 2010	6.0	13	19	32
Fall 2009	6.8	20	12	32

4. Degrees Awarded:

In 2011-12, 8 MA degrees in History were awarded.
 In 2010-1, 8 MA degrees in History were awarded.
 In 2009-10, 13 MA degrees in History were awarded.
 In 2008-9, 13 MA degrees in History were awarded.
 In 2007-8: 12 MA degrees in History were awarded.

B. Admission Information

1. Current Admissions Criteria:

Degree-seeking applicants must submit a completed application form with a nonrefundable application fee of \$45, one official copy of a transcript from each institution of higher learning they have attended, including documentation of graduation from an accredited four-year college or university. They must also submit three letters of recommendation, normally from former professors. Each referee should be as specific as possible in the analysis of the applicant's potential for academic success and aptitude for graduate study in History. They must also submit an official copy of test scores of the Graduate Record Examination. Finally, they must submit provide written evidence of their ability to conduct research and present findings. Ideally, this requirement should be met by submission of a term paper, honors thesis, etc., from a graduate or upper-level course taken in college.

Applicants are expected to have a minimum cumulative undergraduate grade point average of 2.5 on a 4.0 scale, with at least a 3.0 in the major. In addition, their transcripts must show that they have successfully completed a minimum of 15 hours of upper-division undergraduate History coursework. Applicants must also have scored a minimum of 155 on Verbal Component of the Graduate Record Examination, which must have been taken within the last five years, and have scored at least a 3 (of 5) on the Writing Assessment section of the exam.

An applicant who fails to meet these minimum requirements, but has submitted recommendation letters and a writing sample that demonstrate an aptitude for graduate study in History may be accepted as provisional students. After completing nine hours of coursework in the program, if the provisional student has earned a 3.25 grade point average or better, he/she may apply for full admission to the MA program.

Non-degree seeking applicants must submit a completed application form with a nonrefundable application fee of \$45, along with one official copy of a transcript from each institution of higher learning attended, including documentation of graduation from an accredited four-year college or university.

With the approval of the director, non-degree students may be permitted to register for up to 12 semester hours of credit prior to applying for admission to the program. Non-degree students who have taken in excess of 12 semester hours of graduate courses in history must have permission of the Joint Program Committee to continue enrollment in a non-degree status. Courses taken in non-degree status may only be applied towards a degree with the approval of the Joint Program Committee.

2. Number Applied, Accepted, and Enrolled (past 3 years):

Data currently being compiled by Graduate School Admissions Coordinator; will supply when available.

C. Student Achievements (3 years)

1. Awards/Grants:

In the past three years, Ph.D. fellowships were awarded to the following students:

2011-12: Andrew Davis (University of Mississippi)

2008-9: Ivy Farr (University of St Louis); Hilary Lentz (University of Minnesota, Twin Cities)

2. Publications:

No student publications were produced during the self-study period.

3. Exhibitions:

2011-12: Two students, Andrew Davis and Erica Veal, presented their Master's Thesis research at the Graduate School's 2012 Research Poster Session. Both of these students won juried awards from the Graduate School recognizing the quality of their research presentations.

2010-11: Three students, Andrew Davis, Krystle Kline, and Frank Puricelli, presented aspects of their Master's Thesis research at the Graduate School's Research Poster Session. One of these students, Frank Puricelli, won an award from the Graduate School for his presentation of his

research on the social and cultural changes prompted by the mass production of the bicycle at the close of the nineteenth century.

2009-10: Six students take part in the Research Poster Session sponsored by the Graduate School of the College of Charleston: Amber Clawson, “In a Golden Age: Landed Goodwives of Carolina; Kristin Hopkins, “Empowering Women: The Role of Irish-American Nuns in Charleston, 1820-1860; Stefan Kosovych, “Commemoration of War During the Late Roman Republic and Early Principate; Hilary Lentz, “Satan, Africans, and Jews in Medieval and Early Modern Europe: An Examination of the Formation of the Image of the Devil; Joi Mayo, “A 'Beacon of Light': Immaculate Conception School.” Joi Mayo’s poster presentation, on the history of Charleston’s African-American community, was recognized by the event’s judges for its excellence.

4. Professional Presentations:

2010-11: Two History M.A. students presented research papers at the South Carolina Historical Association Conference. At this regional conference, featuring scholars drawn from across the state, Andrew Davis presented a paper entitled “The Devil’s Helpmate: the Study of Witchcraft in Colonial New England, and Krystle Kline presented a paper entitled “Charleston’s White Slavery Scare, 1912.”

2009-10: Several College of Charleston History MA students, including Neal Pohlhemus and Hillary Lentz, presented research papers at the South Carolina Historical Association Conference in Columbia, South Carolina.

5. Applied Research Projects:

Several History graduate students pursued internships that involved applied research during the self-study period, including Shauna Winkler, who worked with the Citadel’s Oral History Project, Krystle Kline, Kate Fowler, Julie Chen, Frank Puricelli, and Victoria Musheff, who all worked at the Charleston Museum, Joi Mayo and Shelia Harrell-Royce, who worked at the Avery Research Center, and Kate Fowler and Megan Valentine, who worked at the National Park Service, Fort Sumter.

D. Financial Support of Graduate Students

1. Graduate Assistantships:

Since its inception, the MA program in History has only had two graduate assistantships, hampering our ability to attract highly qualified applicants. Two years ago, however, the Graduate School granted us two more assistantships, bringing the total number to four. The increase in graduate assistantships has begun to pay real dividends in our recruiting efforts, allowing us to attract a large class of 19 highly qualified incoming students in fall 2012. Students holding graduate assistantships are eligible for in-state tuition, which has also allowed us to increase the geographical diversity of our student body. The History program’s graduate assistants help departmental faculty with their ongoing research projects or are assigned to on-

campus projects that allow them to acquire skills in the discipline (for example, Michael Shanshala worked as a research assistant for the Ted Stern biography project and Beth Gniewek is working on the Lowcountry Digital Library project. In addition to our departmental graduate assistantships, some of our students have been able to acquire GA positions on campus. For example, four of our students studying African American History, Shelia Harrell-Roye, Joi Mayo, Elizabeth Wilkins, and Daron Calhoun, have obtained graduate assistantships at the Avery Research Center, providing financial support for their studies and giving them valuable experience in the field of Public History.

2. English Diaspora Project Fellowship:

By partnering with Northumbria University, located in Newcastle, England, the MA program in History has secured a two-year graduate assistantship, the English Diaspora Project Fellowship. The fellowship, a collaboration between the College of Charleston Master of Arts in History Program and the British and Irish Worlds Program at Northumbria University, will be for the academic years 2012-2013 and 2013-2014, provided funding that allowed us to recruit our most-promising applicant of the 2011-12 recruiting cycle, Alexandra Bauer. The student will conduct research in Charleston's archives to support the mission of the English Diaspora Project, a research group established to study English overseas immigration since the seventeenth century (<http://www.englishdiaspora.co.uk/team.html>).

3. Fellowships:

During the self-evaluation period, 10 students enrolled in the MA program in History have been successful in obtaining fellowships to support their graduate studies. In the past three years, three in-state students, Samuel Gervais, Laura May, Jessica Stollenmaier, and Jailyne Wood, earned the highly competitive South Carolina Scholar Award, which carries a stipend of \$5000, a reflection of their academic distinction. Andrew Cuadrado, Kelly Gerhold, Elizabeth Wilkins, Margaret Edling, Morgan Keller, and Frank McHone earned Graduate Scholar Awards. The GSA, intended to attract highly qualified applicants from outside our state, carry a \$1000 stipend and eligibility for in-state tuition.

VI. Curriculum

A. Program Structure and Degree Requirements

The Master of Arts in History is conferred upon those candidates who successfully complete an approved program of study consisting of a minimum of 33 semester hours of graduate credit with a cumulative GPA of 3.0. The distribution of courses follows this general scheme:

Major concentration: 18 hours*
 Minor concentration: 6 hours
 Historiography: 3 hours
 Electives: 6 hours**

*Includes either a thesis (6 credit hours of directed research) or two research seminars (3 credit hours each), both of which should be taken in the major concentration when possible.

**In history or a related discipline in the humanities or social sciences. Non-history courses require prior approval of the program director.

All students are encouraged to attain proficiency in a foreign language. There is no formal requirement for students in the program to demonstrate language proficiency at a certain level. Depending upon his/her program of study, however, a candidate may be required by the advisor to demonstrate mastery of an appropriate foreign language, indicated by the satisfactory use of source material or literature in the relevant foreign language in seminar or research work.

A comprehensive written examination is prepared and administered by the director and is required of students pursuing the non-thesis track. They are to be taken after the completion of 27 hours of coursework. This comprehensive examination is a thorough review of the fields covered in the student's program. The examination committee is composed of faculty from both institutions. Non-thesis track students must also satisfactorily complete two 700-level research seminars before final certification for the degree.

Those who intend to write a thesis must first have a proposal approved by a thesis committee and by the Joint Program Committee. A satisfactory oral defense is also required before final certification for the degree.

The program currently offers one area of concentration in African American History. Students opting to add this concentration to their program of study must meet all the normal requirements for the MA degree. In addition, they must complete one of the two courses of study below, and all courses chosen must meet the approval of the graduate program director:

Thesis Option:

6 hours in African American oriented history
3 approved hours in another discipline
6 hours in an African American oriented thesis

Non-Thesis Option:

9 hours in African American oriented history
3 approved hours in another discipline
3 hours in African American oriented independent study or similar coursework (e.g., research seminar)

B. Course Description and Cycle of Offerings

Each semester courses are offered to cover different content areas and to provide electives. In the fall and spring terms, three courses are offered on each campus, and in the summer two courses are offered (during May Evening and Summer Evening terms), for a total of 14 courses per academic year. All of our courses are offered in the evening, to accommodate students who work during the day (e.g., area teachers).

Each fall we offer a section of HIST 691: Historiography, the “gateway” course that introduces students to the study of History at the graduate level and to the MA program. The responsibility for teaching this 20-student course rotates between the College of Charleston and the Citadel on a two-year rotation. Most of the courses we offer are 500-level classes, graduate-level readings courses that acquaint students to the history and historiography of a given field and seat 20 students. Non-degree seeking students are only permitted to take 500-level courses. We also offer more advanced, rigorous 600-level courses that have a research focus and seat 15 students. We also offer a 700-level research seminar (a required course for students on the comprehensive exam track that entails producing an article-length seminar paper based upon original research) each semester, which enrolls 10 students and rotates on a yearly basis between our campuses. In addition to these regularly scheduled classes, we offer a large number of independent-study courses. These include HIST 770s, independent study courses that graduate students schedule with individual professors to cover topics that are not covered in our standard course offerings. Another independent study course we offer is HIST 801/802, a six-hour sequence for students writing an MA thesis that facilitates working on independent research and writing under the supervision of their thesis advisor. The majority of our students pursue the thesis option, and only 2-3 per year choose to take comprehensive exams and two seminars instead.

C. Curricular Changes

Roughly half of the students in the MA program in History complete internships at some point while they are in the program, at locations including the Charleston Museum, the Addlestone Library’s Special Collections Department, the College of Charleston’s Lowcountry Digital Library Project, the Citadel’s Oral History Project, the Preservation Society, and Fort Sumter. Most of these students will pursue a career in the field of Public History, working in museums, archives, or historical sites. We currently do not have an internship course to allow these students to receive course credit for these efforts. We also lack a course that would introduce students to the burgeoning field of Public History, where most of them will be employed after graduation, or a concentration in this area that students could use to show potential employers that they were trained as public historians as they apply for jobs. The graduate faculty intends to explore the feasibility of launching new courses to address these issues in the near future.

VII. Programmatic Climate

A. Student Satisfaction

The graduate program in History conducted surveys of current students and recent alumni in November 2012 as part of this self-study (see Appendix). The following responses serve to illustrate student satisfaction with the program:

Current Student Survey:

#4. How well has the M. A. program prepared you for your post-graduation career plans?

57% of respondents answered "well" and 43% responded "somewhat well." No students responded negatively to this question.

#5. How could the program have better prepared you for your post-graduation career?

Only one respondent provided feedback to this question, stating "There could have been some type of workshop on developing teaching skills or applying to teaching jobs."

#9. How well has the program provided interesting extra-curricular activities for its students?

14% of respondents answered "very well," and 86% answered "well." No students responded negatively to this question.

#10. Prompted in question #10 to respond about the program's strengths, current students responded:

"flexibility to match diverse student interests"

"The program has a rich body of helpful professors with diverse academic interests. It includes a good number of social activities to create an academic community among the students."

"professor guidance/academic and professional"

"The professors are capable and well informed."

"Excellent instructors, interesting course offerings"

"Strong and approachable faculty, comfortable atmosphere, challenging and engaging coursework"

#11. Asked in this question about the program's weaknesses, current students responded:

"few class options due to program size, lack of cohesive joint program-feels like two different programs between the Citadel and CofC"

"The Citadel and CofC are not very well integrated. I have experienced problems with registering for an independent study and with transferring grades. Additionally, breaks, start dates, and end dates between the schools are not coordinated, leading to confusion and frustration."

"guidance in early preparation for thesis defense"

"The program is "joint" in namesake only. There is no interface (logistically or academically) between CofC and the Citadel."

"A tendency to teach for teachers"

"Few extra-curricular events, such as engaging lectures, and little connection to other academic program events"

Alumni Survey:

#11. How well did the MA program prepare you for your (current) job?

60 % of recent alumni respondents reported "Very well," 20% reported "well," and 20% reported "not well."

#12. If you continued your education after the M.A. (for example, Ph.D. work, law school, etc.), how well did the M.A. program in History prepare you for your studies?

50% of recent alumni responded "very well," and 50% responded "neutral." No students responded negatively to this question.

#13. Asked how the M.A. program could have better prepared them for their post-graduation career, recent alumni responded:

"If nothing else it helps you continue to learn and grow as an individual. It also lets you think more abstractly and less like another undergraduate drone."

"Offering workshops on history jobs, resume/CV building."

"More introduction to teaching at the college level (since many of the grad students were interested in that line of work)"

"Foreign Language requirements"

"Could have incorporated more interaction with undergraduates and provided some teaching experience"

#14. Asked about the program's strengths, recent alumni responded:

"The teachers, for the most part. They were extremely helpful and always willing to listen to problems inside and out of the classroom. I am very grateful for them."

"Classes are challenging and faculty are supportive."

"Great professors who are interested in helping students develop viable thesis projects; joint program allows students to draw on faculty at two colleges which is beneficial."

"Joint Program, additional faculty, very helpful and supportive faculty"

"Great faculty, Great location due to the amount of regional and local archives, Great variety of class offerings"

#15. Asked in this question about the program's weaknesses, recent alumni responded:

"The advising, or lack thereof."

"Not enough emphasis on publishing and presenting research."

"Less a weakness and more of a course offering suggestion: technical writing, public history, or teaching oriented elective options."

"Requirements could be tougher, would be good and helpful to require Foreign language"

"Needs to be better coordinated with the Citadel, it seems like a disjointed joint program at many levels"

B. Quality of Academic Advising

The director of graduate studies advises all of the students in the program during their first year. In their second year, they are advised by their thesis advisors or their comprehensive examination directors.

C. Special Activities and Program Enhancements

During the past several years, the Master of Arts in History Program has introduced several new activities and enhancements in an effort to improve the program. In 2011, the program director submitted a successful proposal for two new graduate assistantships, increasing the number of assistantships from two to four. This enhancement in the program's funding opportunities has paid dividends in attracting highly qualified students to the program, and continued financial support in this area will allow us to continue these successful recruiting efforts.

Designed to accommodate working adults, the Master of Arts in History program offers all of its classes in the evening. Furthermore, as a joint program, the History MA program offers courses at both the College of Charleston and the Citadel. These structural limitations have made it difficult in the past to foster a sense of intellectual community and cohesion among the students. In an effort to remedy the situation, in 2010 the program director instituted a colloquium series, where students and faculty could meet together to discuss works in progress, and founded the Graduate Historical Society (GHS), a student organization for History graduate students. The History Graduate Colloquium has held three meetings a year since fall 2010, providing an opportunity for graduate students and faculty to present and discuss works-in-progress (paper drafts are pre-circulated) and to interact outside the classroom. Likewise, the GHS has

flourished, and the group has been instrumental in fostering active involvement in the program among the graduate students by sponsoring scholarly presentations, social events, and charitable activities. This year the GHS organized an “archive crawl,” where faculty members led them on a guided tour of Charleston’s many archives and historical societies, allowing them to interact with the staff of these sites where they will be conducting their thesis research.

Finally, in 2011 the History MA program began the process of updating its website in accordance with the College’s new (and more appealing) template. The new website will help with the program’s recruiting activities and will help foster communication among current graduate students and faculty.

D. Collaborations with Other Institutions

The M.A. Program in History has an ongoing a cooperative arrangement on campus with the M.A. in English related to our African American History concentration. History students concentrating in this area must take a graduate class in another area, and any of our students can take an elective in another graduate program that relates to their field of study. Most of these students choose to take courses in the English department.

Graduate students in the History MA program also collaborate with various institutions in Charleston through internships. Despite the lack of an official internship program or the opportunity to earn course credit through internships, our graduate students have held dozens of internships in recent years, at locations including the Charleston Museum, the Addlestone Library’s Special Collections Department, the College of Charleston’s Lowcountry Digital Library Project, the Citadel’s Oral History Project, the Preservation Society, and Fort Sumter.

VIII. Facilities and Equipment

All graduate History classes at the College of Charleston are taught in Maybank Hall, and all of them are held in Smart Classrooms, where a full array of instructional technology is available. The History Department office and all faculty offices are also located in Maybank Hall, which is convenient for our students. In addition, the History MA students have access to a graduate student office on the third floor of Maybank Hall, which is supplied with two computers, two printers, several desks, and reference materials.

The Marlene and Nathan Addlestone Library, with its collection of over 500,000 volumes, 3000 print journals, and 16,000 electronic journals, is an excellent resource for our graduate students. It has a wonderful Special Collections department, where our graduate students can conduct research or pursue internships. History MA students also make frequent use of the library’s efficient Interlibrary Loan department and the PASCAL system, an online research consortium that enables users to obtain books quickly from other libraries within the state.

IX. Program Assessment

A. Assessment Procedures

The Master of Arts in History Program at the College of Charleston has conducted rigorous, if somewhat informal, assessment activities since its inception in the early 1990s. The director of the MA program is required to attend each student's thesis defense (a defense conducted by three professors serving on the student's thesis committee), in order to conduct an independent assessment of each student's skills and knowledge in the discipline as demonstrated in this capstone activity. Students are required to successfully defend a master's thesis or to pass comprehensive exams and successfully pass two 700-level seminar classes, which require them to produce two article-length seminar papers. The joint program faculty serving on each student's thesis or comprehensive exam committee rigorously assess these capstone activities and report the results to the program director, in order to ensure that each of our students has demonstrated graduate-level research and writing skills, knowledge of human history, and skills and knowledge of the discipline before graduation.

In 2010, the History MA program instituted more rigorous assessment procedures. For the past two years, the graduate committee has formally assessed the MA theses produced by our graduating students according to a standardized rubric. The results of these assessment activities have produced invaluable information about the degree to which our students are mastering the learning objectives established by the program. While our recent assessment activities suggest that the History MA program is reaching its program goals, the data furnished by our new assessment procedures has allowed the graduate committee to identify needed improvements to be implemented in our curriculum.

B. Application Trends

In the past five years, the History MA program has experienced a relatively consistent number of applications (between 15 and 20 per year), which has allowed the program to maintain its optimal size of around 40 students. The one exception to this trend was Fall 2011, when the MA program only received about half its normal number of applicants. Fortunately, this proved to be an isolated incident, and in response to reinvigorated recruiting efforts a large and exceptionally strong pool of candidates applied to the program in the 2012-2013 recruiting cycle (26 students). The addition of this large and highly qualified class returned the program to its normal enrollment levels and also enhanced the overall quality of our student body. The graduate committee is currently working to follow up on this successful application cycle by recruiting another strong class for 2013-4.

C. Student Achievements and Placement

The MA program in History has been successful in placing its recent graduates, and in the past five years our graduates have been admitted to doctoral programs, found positions as teachers, started careers in public history, or furthered their careers in secondary education. In the past five years, we have had two graduates admitted with full funding the Southern History Ph.D. program at the University of Mississippi, one to the History of Science and Medicine doctoral program at the University of Minnesota, Twin Cities (fully funded), and one to the doctoral program in the History of Women and Gender at the University of St Louis (fully funded). During this period, other graduates have found employment as teachers at the post-secondary level, teaching at

institutions that include Trident Technical College and Charleston Southern University. Our graduates have been particularly successful in launching careers in the field Public History in the last few years, obtaining positions at prominent institutions like the National Park Service (Fort Sumter), the National Trust for Historic Places (Drayton Hall), the Charleston City Archives, The Avery Research Center, the Public Broadcasting Service, the History Press, and the Charleston Public Library. Finally, students who pursued graduate study in History while working in secondary education have furthered their careers in secondary education with their MA degrees.

D. Departmental Assessment

Since the MA programs inception in the early 1990s, the program director has relied upon the data provided by exit surveys conducted by the Graduate School Office to assess student satisfaction. The program director is conducting a more comprehensive survey of current graduate students and recent graduates in Fall 2012. The data from these anonymous surveys will be provided once it is collected and compiled.

E. Overall Assessment

The MA program in History has developed a systematic annual assessment plan and is in the process of accumulating several years of data in order to allow a comprehensive review of the effectiveness of our procedures and curriculum in meeting our educational goals. The anonymous surveys of current students and recent graduates conducted in Fall 2012 will help to augment this data.

X. Conclusions

A. Strengths

The Master of Arts in History program has four primary strengths. The first is its rigorous curriculum, centered upon “high impact” courses that hone students’ research and writing skills and culminating in a “capstone experience:” either a master’s thesis defense or comprehensive exams. The program’s second major strength is the active engagement it fosters between its students and the local community through public history internships at local historical sites and archives. The History MA program’s third major strength is the quality of its joint faculty: faculty from the College of Charleston and the Citadel selected to teach in the program are leading teacher-scholars. These teacher-scholars, actively engaged in creating knowledge in the discipline of history through their own research publications, are therefore highly qualified to facilitate our graduate students’ development as scholars and writers. The fourth current strength of the Master of Arts in History program is the high level of student-faculty research collaboration that it engenders. Students are afforded ample opportunity to work closely with faculty as they conduct their own individual research projects through independent studies, research seminars, and Master’s Thesis research. The interactive nature of the Master of Arts in History program has been particularly effective in preparing its best students for further graduate study at the doctoral level, and recent graduates have gone on to study at prestigious Ph.D.

programs in their chosen field of study. Likewise, it has prepared our graduates for exciting careers in Public History, where they can share their love of history with the general public.

B. Weaknesses

In recent years, the Master of Arts in History program has improved in quality, but it still suffers from several lingering weaknesses. The most serious of these is the lack of adequate funding opportunities for students (despite a recent increase, the program only has four graduate assistantships to award), which hampers recruiting efforts and negatively affects student morale. Another weakness of the History MA program is the difficulty inherent in administering a joint program. Our students frequently complain (with good reason) about the lack of coordination between the two partner institutions in the joint program. The lack of seamless integration in the programs is evident in the fact that the two schools have different academic calendars, meaning courses on the two campuses do not begin and end on the same day and our breaks are not concurrent. Worse yet, our billing systems are not fully integrated, meaning that students enrolled through the College of Charleston who wish to take an independent study with a member of the graduate faculty teaching at the Citadel has to pay separate tuition to the Citadel's Graduate College for that one course, which causes enormous difficulties in terms of their financial aid eligibility. Meanwhile, our student record systems and course management software platforms are not integrated, making it exceedingly difficult for faculty teaching in the graduate program to view students from the partner institution on their course roster or to enter their grades. Finally, periodic breakdowns in communication between the graduate directors at the two institutions sometimes cause serious administrative problems, particularly in crafting a coherent set of course offerings.

C. Opportunities

Several opportunities to improve the Master of Arts in History currently present themselves. In the 2010-11 academic year, the program director submitted a successful proposal for two new graduate assistantships, increasing the number of assistantships from two to four. This enhancement in the program's funding opportunities has helped to attract high-quality students to the program, improving the quality of our student body. For example, our fall 2012 class of incoming students included students from prestigious undergraduate institutions like the University of North Carolina-Chapel Hill, Morehouse University, Furman University, Baylor University, Michigan State University, and the University of Sussex (UK). Four of our incoming students had GRE scores above the 90th percentile (two scored in the 98th percentile) and nine had an undergraduate grade point average of 3.5 or above (one had a perfect 4.0 at Michigan State). I am confident that continued – or even enhanced -- financial support in the form of graduate assistantship funding will allow us to continue these successful recruiting efforts. Likewise, recent efforts to foster a sense of intellectual community and cohesion among our students have begun to pay off. The colloquium series, established in 2010-11, and the Graduate Historical Society, the student organization for History MA students, have met with great success. I am pleased to report that the students are demonstrating a sense of ownership over these initiatives have taken an increasingly active role in running the colloquium and the club.

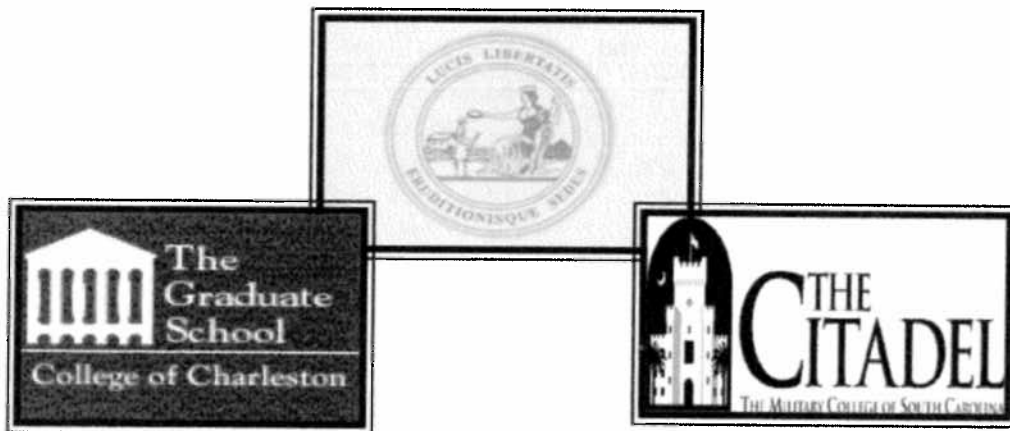
D. Threats

The current budgetary situation in South Carolina threatens to hamper the continued improvement of the Master of Arts in History program in two key ways. First, delays in hiring replacement faculty in the History department have affected the MA program's ability to offer a suitable number and variety of courses for its students. In addition, funding cuts could also force a reduction in the number of Graduate Assistantships offered by the History MA program, which would harm our recruiting efforts (already hampered by the current state of the economy and the ongoing public debate about student debt) and potentially affect both student retention and time to degree statistics in negative ways. Finally, the Citadel has experienced grave recruiting difficulties in recent years and currently has just 6 graduate students left in the program (compared with 39 graduate students enrolled through CofC), threatening not only the financial viability of the Citadel's graduate program, but also the future of the joint nature of our shared MA program.

Appendix A: 2008 Program Self-Study

Appendix B: 2012 Alumni and Student Surveys

Joint Masters Program in History Self - Assessment Report



April 2006

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I. PROGRAM OVERVIEW PURPOSE GOALS AND OBJECTIVES

A. Background

The Joint Master's Program began in the fall semester 1990 and is administered and taught by faculty members from the College of Charleston and The Citadel. To provide students of history with more flexibility and opportunity for in-depth study, this program replaced The Citadel's Master of Arts in Education-History Degree Program, which required participants to take both history and education courses. It was designed to benefit several different constituencies. Chief among them was history and social studies teachers in the secondary schools of Charleston and the tri-county area. The program was designed to assist teachers to improve mastery of their discipline, without having to interrupt their careers by enrolling in a program a great distance from Charleston. Another constituency was the variety of people employed in various public history and tourism venues in the metropolitan area. Middleton Place, Boone Hall Plantation, Historic Charleston Foundation and the Charleston Museum are some specific examples. Military personnel either temporarily or permanently stationed at one of the nearby installations was another constituency. Traditional students who had recently completed undergraduate studies was considered another group with a potential interest in pursuing history further, before entering the workforce or going on for further study in doctoral or other programs. Finally we considered those residents, including those recently relocated, who wanted to learn more about the community where they resided or to simply study a humanities subject in greater depth, to be another important potential constituency. Although the relative proportions have changed over the years, the foregoing continue to be the basic constituencies for the program today.

B. Mission statement: The Program provides students the opportunity to pursue advanced and specialized study of the discipline of History, in order to both promote intellectual development and prepare for different career paths.

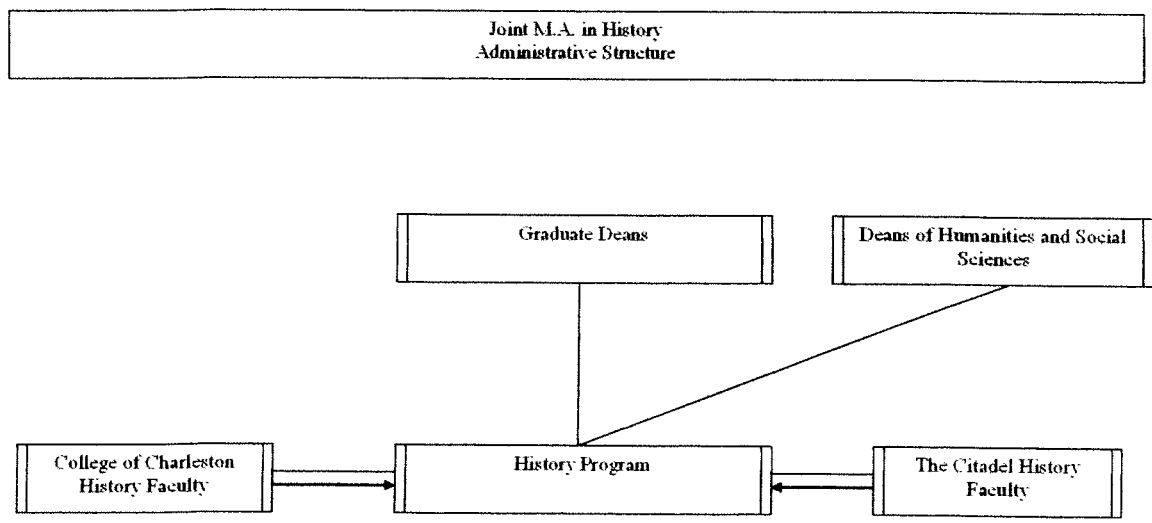
C. Goals and Objectives:

The following goals and objectives have been approved by the Joint Program Committee (spring 2006) and are being reviewed for adoption by each department.

Goals:	Objectives:
To develop in our Graduate Students:	
1. A base of historical knowledge that combines both intellectual depth and breadth.	<ul style="list-style-type: none"> - maintain a program structure which combines an area of concentration with minor fields which cover other geographical regions. - offer conceptually linked reading and research seminar combinations. - require the successful completion of a comprehensive examination.
2. Research and presentation skills based on a demonstrated familiarity with historiographical traditions, professional standards of documentation and an ability to synthesize broad historical themes and ideas.	<ul style="list-style-type: none"> - require adherence to professional standards for research and documentation in all courses especially the research seminars and the thesis. - require an oral presentation component in both thesis courses and research seminars. - encourage and financially support student participation in professional and para-professional meetings and conferences by presenting papers and other activities.
3. Historiographic sensibilities or the habit of approaching conceptual problems with a historical perspective.	<ul style="list-style-type: none"> - require each student to successfully complete a historiography course. - include historiographical components appropriate to the subject in every course.
4. Affective and intellectual foundations for a professional identity as a historian	<ul style="list-style-type: none"> - encourage and promote student membership and participation in discipline-related honorary societies and professional organizations. - where possible, to involve students in research collaborations with faculty members. - identify and encourage participation in internships.
5. Interdisciplinary thought in conceptualizing historical problems. (Goals 1-5 adapted from the AHA 2004 report <i>Retrieving the Master's Degree from the dustbin of History.</i>)	<ul style="list-style-type: none"> - regularly offer courses which effectively incorporate the principles, conclusions and /or methodologies of other disciplines. - continue to offer elective opportunities allowing students to take courses in other disciplines if clearly related to their course of study in history. - encourage students to utilize interdisciplinary methods and perspectives in their research.

Goals:	Objectives:
To develop a Graduate Program which:	
6. Attracts and retains a diverse and high quality student body.	<ul style="list-style-type: none"> - formally and systematically recruit from our own most talented undergraduates. - encourage graduate students and faculty to recruit when attending meetings. - continue participation in the Graduate School effort to cultivate under- represented students.
7. Maintains curricular offerings and experiences that capitalize upon our unique geographical location while conforming to local, regional and national demands.	<ul style="list-style-type: none"> - work closely with the Carolina Low Country Atlantic World Program on future programming and publicity. - offer courses addressing issues of gender, class, race and material culture. - periodically reassess program teaching strengths and ensure regular and innovative offerings in those areas while developing more courses with Atlantic World emphasis. - identify and encourage participation in internships and other opportunities in public history.
8. Demonstrates a high level of faculty scholarly productivity, participation in professional organizations and professional contacts with institutions and agencies that employ historians.	<ul style="list-style-type: none"> - provide faculty members with regular access to graduate assistants and expand their number. - faculty members should cultivate internship opportunities and relationships with nearby historical institutions. - faculty should integrate their current research interests into classroom teaching where appropriate.
9. Promotes a more integrated academic environment between the College of Charleston and The Citadel to further its joint character.	<ul style="list-style-type: none"> - both campuses should publicize history-related activities in each location of interest to students and faculty members. - joint social and/or scholarly activities should be planned and promoted involving both students and faculty members where possible. - organize regular Faculty-Student Colloquia as a forum for discussing participants' current research.
10. Maintains an effective assessment plan.	<ul style="list-style-type: none"> - develop and utilize a student questionnaire to assess program performance and student satisfaction. - conduct exit interviews with graduates. - identify specific aspects of the program which need improvement or change and include these in the regular assessment cycle.

II. ORGANIZATIONAL STRUCTURE
A. Organizational Chart



B. Joint Committee, Departments and Decision Making

The Joint Master's Program in History between the Graduate School of the College of Charleston and The Citadel is a venture which rests on the cooperation of the two institutions. The Program is administered by a Joint Committee consisting of a Director and Associate Director, in cooperation with two graduate faculty members chosen from each institution. The Directorship rotates to each institution every four years. The Director and Associate Director each serve for four consecutive years. The Director and Associate Director communicate regularly on program matters. In the spirit of cooperation, neither administrator makes substantive program decisions without consulting the other first. All matters concerning admissions, curriculum, program regulations and procedures, student appeals, etc. are brought to the Joint Committee for review, deliberation and decision. Depending on the seriousness and implications of the issue, after consideration by the Joint Committee, a recommendation might need to be made to each department for a final decision. For example, a modification in the character of the comprehensive examination would require the approval of both departments. In another case, changing a course title would require not only departmental approvals but also approvals of the relevant college bodies i.e. Graduate Council, Faculty Senate etc. Issues and recommendations can also originate with each department for consideration and implementation by the Joint Committee. The Joint Committee routinely considers admissions, curricular issues, course scheduling, policy interpretation and implementation.

III. SIZE OF THE SUPPORTING UNIT AND PROGRAM FACULTY

A. Graduate Faculty IFTE and Headcount

The headcount for the graduate professors in the College of Charleston department has varied during the period under review from 23 to 26 (the official roster of the faculty varied between 24 and 27 but one faculty member did not teach graduate courses and has been subtracted from the total). At The Citadel the number of graduate faculty members varied between twelve and thirteen. The IFTE figures below indicate that graduate teaching represents a small percentage of the overall teaching responsibility of both departments. Beyond this, the figures indicate that the program has the personnel to expand if necessary but of course, that growth in graduate offerings would shift faculty members away from undergraduate teaching.

TABLE 1: Graduate Faculty IFTE

Semester		College of Charleston		The Citadel
Fall 2004	IFTE	.75	IFTE	.50
Fall 2003	IFTE	.50	IFTE	.50
Fall 2002	IFTE	.75	IFTE	.50
Fall 2001	IFTE	.50	IFTE	.50
Fall 2000	IFTE	.75	IFTE	.50
Fall 1999	IFTE	.75	IFTE	.50

B. Faculty Advising

The Program Director and Associate Director conduct most of the actual advising in the program. They are the points of initial contact for prospective students and once students matriculate, the Directors usually have them assigned to faculty advisors in their area of interest by the end of the first semester on campus. Even after these assignments are made though, we have found that

students routinely seek out the Directors to discuss important aspects of the program. This is probably the case because of their comfort level with us and because we have more information readily available than the average professor, who is mainly involved in delivering instruction in the Program. Also when the students reach certain crucial junctures in the Program they need the advice and approval of the Director. For example, establishing a thesis committee or a comprehensive examination committee or arranging for independent studies, all require collaboration with the Director. Early on in the process the student is given a Program of Study Form (see Appendix 1), which is used to assist in selecting the proper courses and for keeping track of where they fall among electives and required areas. Students come in regularly to discuss their progress and the proper completion of the form, which must be approved by the Director and submitted to the Graduate School Office before graduation. The Director is of course the best source of information on upcoming courses and activities related to the program; items of special interest are routinely dispatched to the students by the Directors. To secure professionally related information students continue to rely heavily on the Directors but do seek out their faculty advisors frequently. Often students have questions about how best to form a coherent course of study or have questions on the best set of courses for their career path. Students with an interest in public history or in Lowcountry heritage tourism or teachers, work with advisors to determine which faculty members have expertise in their areas of intellectual or professional interest. Sometimes students are not sure exactly what they intend to do once they complete the degree or have a very parochial idea of their options. Individual faculty advisors work with them to make them aware of a broader range of options. Our best and brightest are generally those who go on for doctoral work and they work closely and equally with their campus Director and individual

faculty members. Our program has no language requirement but for example, any student who expressed a desire to pursue doctoral work in European history would be directed to begin acquiring competence in the most relevant foreign languages.

C. Faculty Profile Overview: Tenure Rank Gender and Race

**TABLE 2: Profile of Roster Instructional Faculty, 1999-2004
History Departments**

College of Charleston									
Year	Total Faculty	Professor	Associate Professor	Assistant Professor	Instructor	Tenured	Terminal Degree	Women	Minority
1999	24	50%	25%	25%		86%	100%	17%	17%
2000	26	46%	15%	38%		80%	100%	23%	15%
2001	26	46%	19%	35%		85%	100%	15%	15%
2002	26	42%	19%	38%		76%	100%	15%	15%
2003	27	41%	19%	41%		73%	96%	11%	15%
2004	27	41%	19%	41%		67%	96%	15%	15%
The Citadel									
Year	Total Faculty	Professor	Associate Professor	Assistant Professor	Instructor	Tenured	Terminal Degree	Women	Minority
1999	11	45%	27%	27%	0%	73%	100%	18%	0%
2000	11	36%	36%	18%	9%	73%	100%	18%	0%
2001	12	25%	42%	25%	8%	67%	92%	17%	8%
2002	12	17%	50%	25%	8%	67%	92%	33%	8%
2003	13	15%	46%	31%	8%	62%	92%	31%	8%
2004	12	17%	50%	33%	0%	67%	100%	33%	8%

D. Individual Faculty List: Rank Credentials and Specialization

The College of Charleston and The Citadel

M. ALPHA BAH (Africa, West and North Africa, Islam in Africa) is a Professor of History who received his Ph.D. from Howard University in 1983. He came to the College of Charleston in the summer of 1986 from Villanova University where he was a Fulbright Scholar in residence for one year. He has taught at Howard University and the University of Liberia. Among his publications are "The Nineteenth Century Partition of Kissiland and the Contemporary Possibilities for Reunification" in *Liberian Studies Journal XII, Journal of Muslim Majority/Minority* (1991); and "Legitimate Trade, Diplomacy, and the Slave Trade," in *Africana Studies* (1993). He is the author of *Fulbe Presence in Sierra Leone: A Case History of Twentieth-Century Migration and Settlement Among the Kissi of Koindu* (Peter Lange 1998). He is currently working on a history of Charleston-West African connections entitled *West Africa-SC/GA Lowcountry Connections: Three Black Charlestonians in Freetown and Monrovia*.

MICHAEL B. BARRETT (Weimar and Third Reich Germany) is an Associate Professor of History at the Citadel who received his Ph.D. from the University of Massachusetts in 1977. He has authored several articles and edited one book in this area. His current interests lie in World War I, and he has recently presented several papers at national and international conferences.

JANE C. BISHOP (Ancient History, Medieval Church, and Medieval/Early Modern Islamic) is an Associate Professor of History at the Citadel who received her Ph.D. from Columbia University in 1980 and has taught at The Citadel since 1987. She has taught Greek, Roman, Byzantine and Islamic courses in the M.A. Program. She has completed a manuscript on the importance of Pope Nicholas I (858-67) in papal history for publication; in published works, she has contributed to the *Dictionary of the Middle Ages*, helped translate the mystical works of Hildegard of Bingen and written articles on "Bishops as Marital Advisors in the Ninth Century" and "The Death Penalty in the Byzantine Empire". Her current research interests are on conditions of employment in the early Byzantine period and capital punishment in Greece and Rome.

RICHARD BODEK (Germany, Modern European Social and Cultural) is an Associate Professor of History and Director of Post-Graduate Scholarships and Fellowships who received his Ph.D. from the University of Michigan in 1990. He has taught graduate-level courses in German History, Labor History, and Historiography. His publications include "The Not-So-Golden Twenties: Everyday Life and Communist Agitprop in Weimar-Era Berlin", *Journal of Social History* (1996); "Red Song: Social Democratic Music and Radicalism at the End of the Weimar Republic", *Central European History* (1995); and "Communist Music in the Streets: Politics and Perceptions in Berlin at the End of the Weimar Republic", in James Retallack and Larry Eugene Jones, eds., *Elections, Mass Politics, and Social Change in Modern Germany: New Perspectives* (Cambridge, 1992). His book, *Proletarian Performance in Weimar Berlin: Agitprop, Chorus, and Brecht* appeared in 1997. Bodek has received grants from the Fulbright Foundation, National Endowment for the Humanities and the German Academic Exchange

Service. His latest publication is "Beowulf" published in *The Explicator*, 62, No.3, (Spring 2004): 130-132.

CHRISTOPHE J. M. BOUCHER (Native American History, History of the American West, and Atlantic World History) is an Assistant Professor of History who received his Ph.D. from the University of Kansas in 2001. He is currently revising a book manuscript on the early history of the Wyandots, a Northern Iroquoian people who deeply influenced the history of the Great Lakes region until Removal. Professor Boucher also has research interests in the early modern Western representation of Otherness. He has received research grants from the American Philosophical Society and the Newberry Library.

ROSEMARY BRANA-SHUTE (Latin American, Caribbean) is an Associate Professor of History who received her Ph.D. from the University of Florida in 1985. She is co-editor of *Crime and Punishment in the Caribbean* (1980) and compiler of *A Bibliography of Caribbean Migration and Caribbean Immigrant Communities* (1983). She has been the recipient of two Fulbright and two NEH grants. Most of her work focuses on slavery in the Caribbean and the wider Atlantic world. Her research has appeared in *Slavery and Abolition*, and as chapters in a number of books and encyclopedias on slavery and the Caribbean. Currently she is an Associate Professor in the History Department at the College of Charleston, and co-associate Director of the Program in the Carolina Lowcountry and the Atlantic World. In the graduate program she has taught courses on Colonial Latin America and on the Early Caribbean (to ca. 1830).

TIMOTHY CARMICHAEL (African, Northeast, East and Southern Africa, Islam in Africa) is an Assistant Professor of History who received his Ph.D. from Michigan State University in 2001. After teaching at Smith College, he joined the College of Charleston in 2003. His research focuses on politics, culture, language, law, and Islam in Northeast/East Africa. His most recent publications are "The Diaspora in Yemen," in *Routes of Passage: Rethinking the African Diaspora* (2005) and "Religion, Language and Nationalism: Harari Muslims in Christian Ethiopia," in *Islam in Contemporary Societies*. Work in progress includes articles about qat, Ethiopian literacy, and Somalis in Ethiopia.

TIMOTHY J. COATES (Portugal and Portuguese Empire, Early Modern History, Colonial Latin America) is an Associate Professor at the College of Charleston who received his Ph.D. from the University of Minnesota in 1993. Formerly the Vasco da Gama Visiting Professor of Portuguese History at Brown University, he has conducted research in Portugal, India, and Macau on grants from the Gulbenkian Foundation, the Fundacao Oriente, the Luso-American Development Foundation, and the American Institute of Indian Studies. Professor Coates specializes in early modern crime, criminality, and related topics. He has published in a number of journals and contributed essays to several collections such as *The Final Argument* (Kagay, ed.). Recently he translated and edited a 1695 missionary work, *Conversion of the King of Bissau* for use in his World History classes. His monograph *Convicts and Orphans: Forced and State-Sponsored Colonization in the Portuguese Empire, 1550-1755* was released in 2002. His second book on internal exile within Portugal was also published in 2002. (Stanford University Press). Professor Coates organized two international conferences at the College of Charleston to

celebrate the 500th anniversaries of Vasco da Gama's arrival in India and Pedro Cabral's in Brazil. For his work promoting Portuguese history and culture in the United States, in 2001 the President of Portugal awarded him the title and medal of "Grand Commander of the Order of São Tiago da Espada."

MARCUS S. COX (United States, 20th Century Civil Rights, African American Civil-Military History) is an Assistant Professor of History at the Citadel who received his Ph.D. from Northwestern University, Evanston, IL in 2001. He is currently at work on a manuscript entitled "From Racial Uplift to Personal Advancement: African American Attitudes Toward Military Service in the Deep South, 1941-1973." Future projects include a history of African American attitudes toward military service and a history of leadership at historically black colleges and universities. He offers graduate courses in Civil Rights and African Americans and the Cold War.

JASON P. COY (Renaissance and Reformation Europe, Early Modern Germany) is an Assistant Professor of History who received his Ph.D. from the University of California, Los Angeles in 2001. Professor Coy's research focuses on criminality and authority in Reformation-era Germany, and he is currently working on a manuscript entitled, "Foreign and Useless People: Banishment and Authority in Sixteenth-Century Ulm." He has conducted archival research in Germany with University of California, Berkeley Center for German and European Studies research grant (1997), a Deutscher Akademischer Austauschdienst (DAAD) Foundation annual award (1998-1999), and a Maria Sibylla Merian Fellowship for Postdoctoral Studies from the University of Erfurt, Germany (2002). His most recent publication is "Our Diligent Watchers and Informers: Denunciation, False Accusation, and the Limits of Authority in Early Modern Ulm," in Mary Lindemann, ed., *Ways of Knowing: Ten Interdisciplinary Essays* (Brill Academic Press, 2004).

DIAMOND, JEFFREY P. (South Asia, Islamic World, and Imperialism) is an Assistant Professor of History who received his Ph.D. from the University of London in 2002. His research examines modern South Asian social and intellectual history, including religious reform and Indian responses to imperialism. He is currently working on a book manuscript about print, Islamic education, and religious identity in British India during the later nineteenth century. Professor Diamond has previously held a Mellon Postdoctoral Fellowship at Cornell University and he was awarded a grant from the Fulbright Foundation for research in Pakistan.

EDMUND L. DRAGO (U.S. History, 19th Century, Civil War and Reconstruction, South Carolina) received his Ph.D. from the University of California, Berkeley in 1975. He came to the College of Charleston the same year. He is the author of *Hurrah For Hampton: Black Red Shirts in South Carolina during Reconstruction* (1998); *Initiative, Paternalism and Race Relations: Charleston's Avery Normal Institute* (1990) and *"Broke by the War": Letters of a Slave Trader* (1991); *Black Politicians and Reconstruction in Georgia: A Splendid Failure* (1982). His awards include a National Endowment for the Humanities Fellowship for College Teachers (1981), and a Fulbright Senior Scholar Award in Italy, 1994. He has taught graduate level courses on the Civil War and South Carolina. He is currently studying the impact of the Civil War on children.

W. MARVIN DULANEY (U.S. History, 20th Century, African-American) is an Associate Professor of History who received his Ph.D. from Ohio State University and is Director of the Avery Research Center and Director of the College of Charleston's African American Studies Program. He has taught at several universities, including the University of Texas-Arlington, Ohio State University, and St. Olaf College. He has published in the *Journal of Negro History*, *Civil War History*, *Southwestern Historical Quarterly*, *The Historian*, *Pacific Historical Review*, and *Legacies*. He is co-editor of the *Texas African-American History Journal*, *Essays on the American Civil Rights Movement*, and published *Black Police in America* (Indiana University Press, 1996). Dr. Dulaney's research interests are in African-American political and social history, the civil rights movement, and American criminal justice history.

IRINA GIGOVA (Modern Eastern European History and Jewish History) is an Assistant Professor of History who received her Ph.D. from the University of Illinois in 2005. She has taught upper-level courses on nineteenth and twentieth century Eastern Europe and everyday communism. Her research examines aspects of European intellectual and cultural history, through a case study of Bulgarian writers. She is currently working on a book manuscript based on her dissertation entitled *Writers of the Nation: Intellectual Identity in Bulgaria, 1939-1953*.

DAVID T. GLEESON (American South, Modern Ireland, and Irish in America) received his Ph.D. from Mississippi State University in 1997. Before coming to the College of Charleston he taught for five years at Armstrong Atlantic State University in Savannah, Georgia, where he was an active participant in the graduate program there. He is the author and recipient of the Donald Murphy Distinguished First Book Award for his monograph, *The Irish in the South, 1815-1877* (Chapel Hill: University of North Carolina Press, 2001). His current research interests are on immigrant networks in the American South and the role of the Catholic Church in the South during the Civil War and Reconstruction. His latest publication is a review essay in *Immigrants and Minorities* 22 (March 2003): 93-96, of *Demography, State and Society: Irish Migration to Britain, 1921-1971* by Enda Delaney and *Outsiders Inside: Whiteness, Place and Irish Women* by Bronwen Walter. He is under contract with the University of North Carolina Press for a manuscript entitled *The Green and the Gray: The Irish and the Confederate States of America* to be published in its *Civil War America Series*.

KATHERINE GRENIER (Britain, Modern Europe) is an Associate Professor of History and Director of the Program at the Citadel. She has taught at The Citadel since 1992 and offers courses on social and cultural history of Victorian Britain. She has published articles on tourism in Victorian Scotland in *Nineteenth-Century Studies and Victorians Institute Journal*. Her manuscript, *Tourism and Identity in Scotland, 1770-1914* is under contract at Ashgate Press.

GEORGE W. HOPKINS (U.S. History, 20th Century, Urban, Labor, Vietnam War) is a Professor of History who received his Ph.D. from the University of North Carolina at Chapel Hill in 1976 and joined the College of Charleston that fall. Co-editor of *South Atlantic Urban Studies*, Vols. III-V, 1979-81, he has published in American urban, labor, and social history. His most recent publication is "Historians and the Vietnam War: The Conflict Over Interpretations

Continues," *Studies in American Culture*, Vol. XXIII: 2, October 2000, which won the Jerome Stern Award for best article published in the journal in 2000. He is currently completing a study of "The Miners For Democracy: Insurgency and Reform in the United Mine Workers of America, 1970-1981."

LAYLON WAYNE JORDAN (U.S. Colonial, Revolution, 19th Century, South Carolina) is a Professor of History who received his Ph.D. from the University of Virginia in 1972. He has taught at the College of Charleston since 1970 and was Visiting Lecturer at the University of New Brunswick in 1978. Co-author of *Intellectual Life in Antebellum Charleston and South Carolina and the Sea*, he has published a variety of articles on nineteenth century American and Southern institutional, urban, and intellectual history. His most recent work is a history of St. John's (Colleton) Parish. A biography of Christopher Memminger--German immigrant and Charleston lawyer, businessman, politician--is in progress.

KEITH KNAPP (East Asia, Pre-Modern China) is an Associate Professor of History at the Citadel who received his Ph.D. from the University of California, Berkeley in 1997. His research interests are pre-modern Chinese religious history, popular culture, Confucianism, and social history. His publications include "Heaven and Death according to Huang-fu Mi, a third-century Confucian" in *Early Medieval China* (2000), and "New Approaches to Teaching Early Confucianism" in *Teaching Theology and Religion* (1999), and "The Ru Reinterpretation of Xiao" in *Early China* (1995). Recently, he received a National Program for Advanced Study and Research in China grant, which was financed by the National Endowment for the Humanities. He is presently revising a book manuscript entitled "Dutiful Offspring: Accounts of Filial Children in Early Medieval China."

STUART E. KNEE (U.S. Social/Intellectual/Cultural, Ethnic/Immigration History, 19th/20th Centuries, Jewish history) is a Professor of History who received his Ph.D. from New York University in 1974. He is the author of *The Concept of Zionist Dissent in the American Mind 1917-1941* (1979), *Hervey Allen: A Literary Historian in America 1889-1950* (1988) and *Christian Science in the Age of Mary Baker Eddy* (1994). He has also published numerous articles in refereed journals on a variety of subjects, among them American Zionism, black slavery in the early Republic, Theodore Roosevelt and the West and public reaction to the publication of *Uncle Tom's Cabin*. One of his essays, entitled "The King-Crane Commission of 1919: The Articulation of Political Anti-Zionism" appeared (1997) in a compilation of the best articles ever written in the field of American Jewish history.

AMY THOMPSON McCANDLESS (Women in U.S. and Europe, Early Modern England) is a Professor of History who received her Ph.D. in modern British social history from the University of Wisconsin at Madison in 1972. She also holds an A.B. degree in history from Sweet Briar College (1968) and an M.B.A. in personnel from the University of South Carolina (1985). She has published numerous articles on women's higher education in the U.S. South in the *NC Historical Review*, the *NWSA Journal*, *The History of Higher Education Annual*, and *The Journal of Thought*. Her major publication is *The Past in the Present: Women's Higher Education in the Twentieth Century American South* (Alabama, 1999). Other publications include four edited

volumes on the history of Mount Pleasant. She teaches courses on Tudor and Stuart England and on Women and Gender in the U.S. and Europe.

PETER McCANDLESS (History of Medicine, Modern British) is a Professor of History who received his Ph.D. in Modern British history from the University of Wisconsin at Madison in 1974. McCandless came to the College of Charleston in 1974. He is the author of *Moonlight, Magnolias, and Madness: Insanity in South Carolina from the Colonial Period to the Progressive Era* (1996). He has also published a number of articles on the history of mental illness and related subjects in Britain and the United States. His current research is on disease and medicine in early Carolina.

WINFRED B. (BO) MOORE, JR. (U.S. South) is a Professor of History at the Citadel who received his Ph.D. from Duke University in 1975. He is a specialist in the history of the American South since 1877. He is the author of biographical articles on James F. Byrnes and the editor of four books of essays including *Developing Dixie: Modernization in a Traditional Society*.

JOELLE NEULANDER (Modern French History, Modern African History, History of Popular Culture) is an Assistant Professor of History at the Citadel who received her Ph.D. from the University of Iowa in 2001. Before coming to The Citadel, she taught as a visiting professor at the University of Iowa. She recently published, "Radio and the Fiction of Single Working-Class Women in 1930s France," *Proceedings of the Western Society for French History*, vol. 29 (2001). She is currently at work on a study of the culture of French radio in the interwar years.

JOHN H. NEWELL, (Medieval Europe) is a Professor of History who received his Ph.D. in History with a minor in Medieval and Renaissance Studies from Duke University in 1978. He joined the faculty of the College of Charleston in 1978 and has held the rank of Professor since 1995. He has received Woodrow Wilson, Fulbright, American Philosophical Association, and National Endowment of the Humanities grants. Professor Newell's research has focused primarily on twelfth-century intellectual history, especially on William of Conches and the cathedral school of Chartres, the interaction between the cathedral schools and courtly literature, and the interaction between the cathedral scholars and Gothic architecture. He has published a variety of articles on medieval intellectual history, including 'Grammaticus et Ethicus': William of Conches' Search for Order, in *Knowledge and the Sciences in Medieval Philosophy* (Helsinki, 1990); "Self and Society in Twelfth-century Schools and Courts," *Medieval Perspectives*, 9 (1994): 99-111; and "L'humanisme medieval de l'école de Chartres," *Bulletin de la Société Archéologique d'eure-et loir*, 50 (1996): 43-53. He currently serves as Professor of History, Director of the Honors Program, and Director of the Governor's School at the College of Charleston. Professor Newell teaches courses in the History of Medieval Europe, as well as regularly continuing to teach HONS 120, the first half of Honors Western Civilization. Some of his medieval history courses include HIST 234: Early Middle Ages; HIST 235, High Middle Ages; HIST 337, Witches, Saints and Heretics; and such special topics classes as Twelfth-Century Courts and Cathedrals, In Search of King Arthur and the Holy Grail, and Women and Love in the Middle Ages.

W. GARY NICHOLS (Russian history, Early Modern Europe, Military) is a Professor of History at the Citadel who received his Ph.D. in 1970 from The University of Alabama and has taught at The Citadel since 1965. He is the co-editor of *Arms Control and Nuclear Weapons: U.S. Policies and the National Interest* (Greenwood Press, 1987), and has lectured and published in the fields of European and American military history and in American local history. He is currently working on a biography of General Charles P. Summerall, one of the most outstanding leaders of the AEF in World War I and president of The Citadel from 1931-53.

WILLIAM OLEJNICZAK (France, European Social and Cultural) is an Associate Professor of History who received his Ph.D. from Duke University in 1983. He came to the College of Charleston in 1987 and has taught as a Visiting Professor at the University of Versailles/Saint-Quentin in France. He has published in the *Journal of Social History* and the *Journal of Policy History* and is working on a comparative social and cultural study of the able-bodied poor in France and England from 1660-1840 as well as a survey of the Enlightenment, Revolutionary and Napoleonic Eras. He has taught courses on the Enlightenment, the French Revolution, modern European labor history, 19th and 20th century France, and is developing interests in recent European history and the European Union. He served as Director of the M.A. Program from 1994-1998. He is Director of the European Studies Program at the College of Charleston and regularly conducts study abroad programs.

PETER A. PICCIONE (Ancient Egypt, the Near East, Nubia and Cush) is an Associate Professor of History who received his Ph. D. from The Oriental Institute of The University of Chicago in 1990. He has performed epigraphical and archaeological research in Egypt and directs the Theban Tombs Publication Project in Egypt. His numerous articles pertain to the history of Egyptian religion, medicine, athletics, and social history. Currently he is the managing editor of *Serapis: The American Journal of Egyptology* (Chicago) and editor for Ancient Egypt for the *Society of Ancient Medicine Review* (Ann Arbor). His book, *The Game of Senet in Ancient Egyptian History and Religion*, is forthcoming (University of Hamburg). He is also editing an *editio princeps* of the letters of Prof. James Henry Breasted, written during the latter's political and archaeological reconnaissance of the Middle East from 1919-20.

W. SCOTT POOLE (U.S. South Cultural, South Carolina, and American Religion) is an Assistant Professor of History who received his Ph.D. from the University of Mississippi in 2001. One of his recent publications is "*Religion, Gender and the Lost Cause*": *Hampton or Hell!* in *The Journal of Southern History* Volume LXVIII, August, 2002. He is author of *Never Surrender: Confederate Memory and Conservatism in the South Carolina Upcountry* (UGA Press, 2004). His book won the George C. Rogers award from the S.C. Historical Society for best book in S.C. history. He is also the co-editor of *Vale of Tears: New Essays in Religion and Reconstruction* (Mercer University Press, 2004). He is currently writing a history of the 1st African regiment of South Carolina, one of the first black regiments in the Union army, a study slated to appear in the University of Florida's *Southern Dissent* series. He will be developing several graduate courses, and topics will include Confederate memory, 20th century S.C. history, American religion and the religious traditions of the African Diaspora.

BERNARD E. POWERS, JR. (United States, African-American) is a Professor of History who received his Ph.D. from Northwestern University in 1982. His major work is *Black Charlestonians: A Social History 1822-1885*, (University of Arkansas Press, 1994) which won a Choice Award for Best Academic Books in 1995. His article "Community Evolution and Race Relations in Reconstruction Charleston, S.C." was selected as one of the "Three Articles From A Century of Excellence" Centennial Volume 1900-2000 of *The South Carolina Historical Magazine* 101(July 2000): 214-233. He is presently conducting research on the history of the A.M.E. Church in South Carolina.

DAVID L. PRESTON (U.S. Colonial, Native American, and Public History) is an Assistant Professor of History at the Citadel who earned his M.A. (1997) and Ph.D. (2002) in Early American History at the College of William and Mary in Virginia. He completed his undergraduate studies at Mary Washington College in Fredericksburg, VA. with a B.A. in American History (1994). His research and teaching interests are in early American Indian history, social history, frontiers and borderlands, New France, the American Revolution, and public history/memory. He is currently preparing his book manuscript, "*The Texture of Contact: European and Indian Settler Communities on the Iroquoian Borderlands, 1720-1780.*" An article based on his dissertation appeared in 2003 in Daniel K. Richter and William Pencak, eds., "*From Native American to Penn's Woods: Pennsylvanians, Indians, and the Construction of Culture, 1682-1800*" (Pennsylvania State University Press, 2003).

KYLE S. SINISI (Civil War and Gilded Age, American political and military) is an Associate Professor of History at the Citadel who received his Ph.D. from Kansas State University in 1997. He is the author of *Sacred Debts: State Civil War claims and American Federalism, 1861-1880* (University of Fordham Press, 2003). He is also co-editor of *Warm Ashes: Issues in Southern History at the Dawn of the Twenty-First Century* (University of South Carolina Press, 2003). He is currently contracted with Scholarly Resources for a book entitled *The Last Hurrah: Sterling Price's 1864 Invasion of Missouri*.

JENNIFER L. SPEELMAN (United States, Military and Maritime History) is an Assistant Professor of History at the Citadel who received her Ph.D. from Temple University in 2001. She came to The Citadel after teaching at the Maritime Studies Program of Williams College and Mystic Seaport. During the summer of 1999 she participated in the United States Military Academy's military history seminar examining the impact of war on society. Jennifer is currently revising her manuscript on the creation and evolution of state merchant marine academies, which is an extension of her interest in military education, officership, and professionalism at the end of the 19th century.

JUNG-FANG TSAI is Professor of History who received his Ph.D. in History from the University of California at Los Angeles in 1973. Born and raised in Taiwan, he was educated in a Japanese grade school and then in Taiwanese-Chinese middle and high schools and college. With a B.A. degree from Tunghai University in Taiwan, he came to America for graduate studies, and received his M.A. in History from the University of Maryland and a Ph. D. in History from the

University of California at Los Angeles. He has published scholarly articles and book-reviews in various academic journals, including *Modern China*; *Bulletin of Concerned Asian Scholars*; *Asian Profile*; *China Quarterly*; *Journal of Oriental Studies*; *The China Review*; and *China Review International*. He is the author of two books: *Hong Kong in Chinese History: Community and Social Unrest in the British Colony, 1842-1913* (New York: Columbia University Press, 1993; paperback edition, 1995); and *Xianggang ren zi Xianggang shi (The Hong Kong People's History of Hong Kong, 1841-1945)* (Hong Kong: Oxford University Press, 2001). He has taught as a Visiting Professor at the University of Hong Kong and at National Taiwan University in Taipei. Currently, he is doing research on "Hongkongese and Taiwanese in Quest of Identity;" and on "A Comparative Study of Japanese Colonialism in Taiwan and British Colonialism in Hong Kong."

E. Student/Faculty Ratio and Average Course Load

Graduate faculty members in the College of Charleston History Department teach what is considered a "research load" of three courses per semester. One course would be a graduate course and the others, undergraduate courses. The graduate student/faculty ratios are below:

TABLE 3: Graduate Student/Faculty Ratios

Semester	Ratio	Semester	Ratio
		Spring 2005	5.7
Fall 2004	7.9	Spring 2004	6.0
Fall 2003	9.5	Spring 2003	6.2
Fall 2002	7.6	Spring 2002	7.0
Fall 2001	9.0	Spring 2001	7.6
Fall 2000	8.3	Spring 2000	5.8
Fall 1999	8.4		

At The Citadel the normal teaching load is twelve hours (four courses) per semester. However, teaching a graduate course there reduces the normal teaching load to three courses. Comparable graduate student/faculty ratios for The Citadel were unavailable.

F. Additional Instructional Responsibilities

College of Charleston

In addition to their normal teaching loads, faculty members conduct independent studies, direct theses and prep students for their written comprehensive examinations. These independent studies allow students to tailor make a course around a specific topic that they want to pursue in more detail than is typically offered in a regular course. These courses are of special importance for students interested in pursuing Developing World topics because we offer fewer courses in this area than in others. On average the College of Charleston department offers six sections of History 770 (Independent Study) each semester. The thesis is successfully completed in two courses and the thesis director sponsors each course for a total of 6 hours. On average there are three sections of thesis course work offered each semester. This figure only counts the thesis director and therefore understates the number of faculty involved in this work. Each thesis committee consists of a director and two other faculty members (one of which must be from the school other than the student's home institution). The independent study courses and the thesis courses entail considerable work but based on the present formula, these are not factored into a faculty member's work load. The Program Director or Associate Director is an ex-officio member of each thesis committee and generally reads the penultimate version of the manuscript and participates in the oral defense.

The Citadel

During the period under review, The Citadel has offered seven sections of HIST 770 (Independent Study) and has averaged one section of thesis course work per semester.

G. Teaching Evaluation

Every semester the program instructors are evaluated by students through a standard evaluation form distributed in classes and filled out anonymously. [Appendix 2]. The most recent results for individual faculty members are maintained by the department offices. The chairman of the department conducts an annual evaluation of each faculty member. This includes but is not limited to the individual's student evaluations and the chairman discusses various other teaching related matters also. The goal is to ensure that results are in line with department averages. Where necessary the department chairman and the Program Director consult on student evaluations and other teaching concerns and use this information to plan future curricular offerings.

H. Campus and Public Service

College of Charleston

The History Department has a longstanding and well established tradition of contributing to both the life of the college and the larger community. The examples following are from the last academic year but are representative of the kind of commitment our Program faculty have demonstrated throughout the period under review. At the College of Charleston, faculty members on average served on four different departmental committees including search committees, research and professional development and curriculum. History professors also served in the following capacities for the larger college: Associate Provost, Executive Director of the Avery Research Center, Director of the Honors Program/Governor's School, Director of Post-Graduate Fellowships and as Director of the History Master's Program. Others serve as administrative heads of interdisciplinary minors. Examples are African Studies, African American Studies,

British Studies, European Studies and the Carolina Lowcountry Atlantic World Program. Such involvement gives the faculty from the Program a significant presence across the campus. Faculty members demonstrated their commitment to the larger public by providing public lectures for numerous community organizations and government agencies and also by serving as consultants, board members and officers for community and civic organizations and governmental agencies. Some examples of the community organizations in which our faculty members participated are: One Hundred Black Men of Charleston, Friends of the Charleston County Courthouse, Historic Charleston Foundation and the Carolina Alliance for Fair Employment. Some examples of governmental agencies to which our faculty make contributions through various kinds of memberships are: City of Charleston Tourism Commission, State Historical Records and Archives Board, South Carolina Humanities Council and the City of Charleston Arts and Humanities Commission.

The Citadel

At The Citadel, faculty members serve on one or two departmental committees. These include search committees, the departmental undergraduate curriculum committee, the graduate committee, and as advisors to the History Club and Phi Alpha Theta. Faculty members also generally serve on one college-wide committee, such as Faculty Council, Research Committee, Sabbaticals Committee, Faculty Development Committee, College Curriculum Committee and Graduate Council. As at the College of Charleston, Citadel History Department members have a strong presence on campus, and have taken leadership roles on important committees, such as the Research Committee. A member of the History Department is the Director of the African American Studies minor, another helped to design a new Asian Studies minor. Several History

Department members are also actively involved with student life, serving as advisors to sports clubs, cadet discussion groups, the African-American Society, and the Honor Committee. The Citadel History Department members are also actively engaged in sharing their expertise with the local community. Faculty members have given lectures to local schools and libraries, the Gibbes Museum of Art, the South Carolina State Museum, the Low Country Senior Citizen Center, the Charleston Foreign Affairs Program, and the Charleston Historical Society, among others. They also make contributions as board members of organizations such as the South Carolina Council for African American Studies, the Bridge of Hope Learning Center, and the Charleston Harbor Society.

I. Faculty Research

College of Charleston

Faculty Publications: Books

Richard Bodek. *Proletarian Performance in Weimar Berlin: Agitprop, Chorus, and Brecht*. Camden Press, 2002.

Rosemary Brana-Shute, Jack P. Greene, and Randy J. Sparks, *Money, Trade, and Power: The Evolution of Colonial South Carolina's Plantation Society*. University of South Carolina Press, 2001.

Timothy J. Coates. *Convicts and Orphans: Forced and State-sponsored Colonizers in the Portuguese Empire, 1550-1755*. Stanford University Press, 2002.

Lee Drago. *Hurrah for Hampton! Black Red Shirts in South Carolina during Reconstruction*. University of Arkansas Press, 1999.

David T. Gleeson. *The Irish in the South 1815-1877*. University of North Carolina, 2001.

Amy McCandless et al. Associate Editor, *The South Carolina Encyclopedia*. University of South Carolina Press, forthcoming 2006.

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Peter McCandless, et al. Associate Editor, *The South Carolina Encyclopedia*. University of South Carolina Press, forthcoming 2006.

W. Scott Poole. *Vale of Tears: New Essays on Religion and Reconstruction*. Mercer University Press, 2005.

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Bernard Powers, et. al. Associate Editor. *The South Carolina Encyclopedia*. University of South Carolina Press, forthcoming 2006.

Patrick J. Speelman. *Henry Lloyd and the Military Establishment of Eighteenth Century Europe*. Contributions in Military Studies, no. 221. Greenwood Press, 2002.

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Jung-Fang Tsai. *The Hong Kong People's History of Hong Kong 1841-1945*. Oxford University Press, 2001.

Philip Whalen. *The Development of the Burgundian Systeme d'Appellation d'Origine Controlee, Bacchus to the Future*. Brock University Press, 2002.

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Richard Bodek. "A Political Tevye? Yiddishkeit, Scholem Aleichem and the Novels of Stefan Heym," in *Jewish Identity and Jewish Writing in Germany and Austria Today*, ed., Benjamin Lapp, Todd Herzog and Hillary Herzog, Berghahn Books, forthcoming.

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Christopher Boucher. "Determined Conservatives or Moderate Innovators?: Colonists, Values, and Institutions in New France." Review Essay, *Itinerario*, 28 (2004): 107-16.

- Timothy Carmichael. "Bureaucratic Literacy, Oral Testimonies, and the Study of Twentieth-Century Ethiopian History," *Journal of African Cultural Studies* (Special Issue: "Orality and Literacy in the Horn of Africa," Guest Edited by Cedric Barnes and Tim Carmichael) 18 (June 2006).
- _____. "The Diaspora in Yemen," in *Routes of Passage: Rethinking the African Diaspora* (Volume I of the African Diaspora Research Series), ed., Ruth Simms Hamilton, Michigan State University Press, forthcoming.
- _____. "Afarsata," "Gemjabét," "Harar From Late Nineteenth Century-Late Twentieth Century" "Kulub (Jamiya)," and "Ras Mäkonnen Wäldä Mika'el," in *Encyclopaedia Aethiopica*, ed. Siegbart Uhlig, Harrassowitz Verlag, 2005.
- _____. "Religion, Language, and Nationalism, Harari Muslims in Christian Ethiopia," in *Islam in World Cultures: Comparative Perspectives*. ed. R. Michael Feener, ABC CLIO, 2004, 217-52.
- Timothy Coates. "Aspects of Early Modern Forced Labor," in *Cambridge World History of Slavery*, ed. David Eltis, Cambridge University, forthcoming.
- _____. "Preface," in *Banidos: A Inquisicao e a Lista dos Cristaos-Novos Condenadaos a Viver no Brasil*, ed. Geraldo Piero, Bertrand, 2003.
- _____. "The Convent of Santa Mónica of Goa and Single Women in the Estado da India, 1550-1700," in *Faces de Eva: Revista de Estudos Sobre a Mulher*, 8 (2002): 67-82.
- _____. "Viewpoints on the Timing of Brazil's Primacy in the Early Modern Portuguese World" *Portuguese Studies Review* 8 (Spring-Summer 2000): 54-68.
- Jason Coy. "Our Diligent Watchers and Informers: Denunciation, False Accusation, and the Limits of Authority in Early Modern Ulm." in *Ways of Knowing: Ten Interdisciplinary Essays*. Mary Lindemann, ed. Brill Academic Publishers, 2004, 153-70.
- W. Marvin Dulaney. "A Research Challenge: The African American Experience in Dallas, Texas." *Legacies* 19 (Spring 2004): 50-56.
- David Gleeson. "Easing Integration: The Impact of the Great Famine on the American South," in *An Gorta Mor: Ireland's Great Hunger, An Interdisciplinary Assessment*, eds. Christine Kinealy and David Valone, University Press of America, 2002.
- George Hopkins. "Historians and the Vietnam War: The Conflict over Interpretations Continues." *Studies in American Culture* 23 (October 2000): 99-108.

Stuart Knee. "Rockingham and the American Struggle." *The New England Journal of History* 57 (Winter 2001): 11-27.

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David Kiracofe. "The Jamestown Jubilees: "State Patriotism" and "Virginia Identity in the Early Nineteenth Century." *Virginia Magazine of History and Biography* 110 (2002) : 35-68.

Amy T. McCandless. "Anita Pollitzer: South Carolina Advocate for Equal Rights." *Proceedings of the South Carolina Historical Association* (Spring 2000): 1-10.

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Peter McCandless. "A Female Malady?: Women at the South Carolina Lunatic Asylum, 1828-1915." *Journal of the History of Medicine and Allied Sciences*. 54 (October 1999): 543-71.

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Laura McGough. "Civil Society in Post Colonial Ghana: A Case Study of the Ghana Institution of Engineers." *Transactions of the Historical Society of Ghana* (January 2000).

William Olejniczak. "Crossing Cultural and Linguistic Frontiers: Some Reflections from a Historian on the Recent European Past," in *Crossing Frontiers: Culture, Language and Bilingualism*. eds. Peter D. Pelham and Eric Widmer (Deerfield Academy Press, 2004), 25-39.

Peter Piccione. "Theban Tombs Publication Project: Tombs No. 72 (Rây) and 121 (Ahmose): Report on the 2001 Field Season." *Annales du Service des Antiquités de l'Égypte*, forthcoming

_____. "The Women of Thutmose III in the Stelae of the Egyptian Museum." *Journal of the Society for the Study of Egyptian Antiquities* [Toronto] 30 (2004)

- _____. "Introduction." *Ancient Records of Egypt: Historical Documents from the Earliest Times to the Persian Conquest*, by James H. Breasted, Vol. 1, *The First Through the Seventeenth Centuries*. Reprint Edition, University of Illinois Press, 2001, xxix-xliii.
- _____. "Preface and Supplementary Bibliographies." *Ancient Records of Egypt: Historical Documents from the Earliest Times to the Persian Conquest*, by James H. Breasted, Vol. 5, *Supplementary Bibliographies and Indices*. University of Illinois Press, 2001, vii-xix.
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- Clark G. Reynolds. "Naval Operations during the War for Independence," in *A Companion to the American Revolution*, eds. Jack P. Greene and J. R. Boles, Blackwell, 2000, 320-25.
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- Alpha M. Bah. "Gullah", "Omar Ibn Said." *The South Carolina Encyclopedia*. University of South Carolina Press, forthcoming.
- _____. "Low Country South Carolina - West African Connections." *Charleston Black Heritage Visitor's Guide*. Avery Research Center and the Atlantic Publication Group, 2003, 22, 29, and 55.
- Amy Bushnell. "Pedro Menéndez de Avilés." *American National Biography 24 vols.* eds. John A. Garraty and Mark C. Carnes, Oxford University Press, 1999.
- Timothy Coates. "Portuguese Colonies in Asia," "Goa," and "Macau." in *Scribner's Dictionary of Early Modern History*, Scribners, forthcoming.
- Jeffrey Diamond. "London," in *Encyclopedia of the Home Front: World Wars I and II*, ed. Thaddeus Russell, 3 volumes, NY: M.E. Sharpe.
- W. Marvin Dulaney. "Briggs v. Elliott," "Civil Rights Act of 1964," "James Clyburn," "Cleveland Sellers." *The South Carolina Encyclopedia*, University of South Carolina Press, forthcoming.
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- George Hopkins. "1969 Charleston Hospital Workers' Strike." *Encyclopedia of South Carolina*. University of South Carolina Press, forthcoming.
- Stuart Knee. "Isaiah Berlin" and "Arthur Koestler," in *Multicultural Source Book*, eds. Bettina Knapp and Alba Amoia, Greenwood Press, 2004.
- _____. "Hervey Allen," *American National Biography*, ed. John A. Garraty, 24 vols. Oxford University Press, 1999, 1: 327-29.
- Amy McCandless. "Charles Duncan McIver," *American National Biography 24 vols.*: Oxford University Press, 1999, 92-93.
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- W. Scott Poole. "Catfish Row: Redneck Chic and Hip-Hop Get Down and Dirty." *Pop Matters*, April 28, 2004.
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- Clark G. Reynolds. "Royal Eason Ingersoll," *American National Biography 24 Vols.*, Oxford University Press, 1999, 11: 651-52.
- _____. "William Edward 'Wild Bill' Davison," "Leroy Elliott 'Slam' Stewart," "Benjamin David 'Benny' Goodman," and "Theodore Shaw 'Teddy' Wilson," *Scribner's Encyclopedia of American Lives*, 1999.
- _____. "George W. Anderson, Jr.," *Scribner's Encyclopedia of American Lives*, 2001, 3: 15-17.
- _____. "Jess Stacy." *Scribner's Encyclopedia of American Lives*, 2001, 6: 529-530.
- _____. "Helen Forrest" and "Joseph Kenneth 'Red' Norvo." *Scribner's Encyclopedia of American Lives*, 2002, 5.
- Patrick J. Speelman. "Battles of Hochkirch, Leuthen, Minden, Rosssbach and Torgau" in *Ground Warfare An International Encyclopedia 3 vols.* ed. Stanley L. Sandler, ABC-CLIO, 2002.
- _____. "Battle of Tchesme" "Charles Watson" *Naval Warfare: An International Encyclopedia 3 vols.* eds Spencer C. Tucker et. al. ABC-CLIO., 2002.

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Books

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IV. STUDENTS

A. The National Environment and Degrees Awarded

Between the years 1996-2002 the production of all master's degrees grew by 19 per cent, making the masters degree "the fastest-growing degree in the United States." Master's degree production in education demonstrated the greatest growth at 29 per cent with African Americans in this field increasing by 41 percent but the production of master's degrees in history actually decreased by 16 per cent over the period. This resulted from the decline in both the absolute number and the percentage of history bachelor's degrees produced in the period. The same trend is evident in social science bachelor's degrees in subjects closely related to history such as political science, sociology and economics. It is clear that many students who might have been attracted to history as an undergraduate major switched to business and education majors. The decline in the number of undergraduates no doubt had an adverse effect on the pool of students who seek more advanced degrees in history.¹

Race Gender Enrollment Status and Age

The years 1995-2001 reveal some important gender and race related changes in master's degree production. According to the National Center for Education Statistics, white students finishing the master's degree in history declined from 2,534 to 1,843 or by 27 per cent. The drop was most pronounced among male students who evinced a decline from 1,580 in 1995 to 1,046 in 2001 for a decline of about 34 percent. At the same time minority master's degree production in history, grew modestly from fourteen to seventeen per cent of all master's degrees. However, the absolute number of African American students receiving the master's degree in history remained relatively

¹ American Historical Association, *Retrieving the Master's Degree from the Dustbin of History* <http://www.historians.org/projects/cmd/2005/Report/index.cfm>, Chap. II.

stable, suggesting that the decline of white degree seekers accounts for the apparent increased diversity among degree seekers.

TABLE 4: Master’s Degrees in History A.Y. 1994-95-A.Y. 2000-01

	1994-95	1995-96	1996-97	1997-98	1999-2000	2000-01
black non-Hispanic	104	104	114	112	104	92
female	50	57	52	56	47	38
male	54	47	62	56	57	54

Surprisingly, for 1999-2000 (the most recent survey period), the National Postsecondary Student Aid Study revealed that master’s level history students were a less diverse population than their counterparts enrolled in doctoral programs. The Hispanic population was an exception to this general finding. In 1999-2000 only three per cent of all students in master’s level history programs were African American compared to eleven percent studying at the doctoral level. When all other fields are examined the results show a reversal of the foregoing distribution. African Americans comprised eleven per cent and nine percent respectively of master’s and doctoral level non-history students that year. These data suggest that there is something about the study of history at the master’s level that deters the enrollment of African American students.

Regarding gender and graduate education, nationally in 1999-2000, 59 per cent of all master’s level students from all fields were female and 41 per cent were male. At the doctoral level among history students 51 per cent were male and 49 per cent female but master’s level history students are more heavily male; 58 per cent of the pool is male compared to 42 per cent female. Nationally in 1999-2000, 71 per cent of history doctoral students attend full time which contrasts with only 50 per cent of history master’s level students. The average age for master’s level students was 33

and the figure was the same for history students. Half the students were over age thirty and 28 per cent were over age forty.²

B. College of Charleston Profile

Race Gender Enrollment Status Age and Geographical Origin

During the years 1999-2005 the history program has been overwhelmingly comprised of white students, whose percentages never dropped below eighty-nine per cent and reached 100 per cent for the period 2001-2003. For the same period African American students never comprised more than 8 per cent of the total pool of degree seeking students and is more typically in the range of 3-5 per cent. These percentages represent only a few students and for three of the subject years there was not a single student. Even so the College of Charleston percentages are consistent with the national trends found among African American enrollments in master's level history programs. The small numbers of African American students is underscored by the fact that the African American populations in the Charleston metropolitan area and the state at large are substantial. One of the problems yet to be overcome is the legacy of segregated education and the College of Charleston's erstwhile efforts to avoid racial integration. This is only one explanation and other factors must also contribute to these low figures. Hispanic enrollments range between 5-7 per cent and Asian students have comprised a high of 5 per cent. For both these latter groups, the numbers involved are also very small. Contrary to the national trends during the period 1999-2004 women have comprised a substantial proportion of the master's level students. This was especially the case in the early part of this period when women comprised a high of 66 per cent of program students. The fall semesters of 2003 and 2004 have seen a reversal and women's percentage fell to

² Ibid.

33 per cent in fall 2004, the lowest point in the reporting period. The high percentage of female students is understandable because of the disproportionate number of women among undergraduates but it is not at all clear why their numbers have dropped in recent years. For the years 1999-2004 there is a marked tendency towards more full time students. Part-time enrollments reached a high of 68 per cent in 2000 but fell to 52 per cent by the fall of 2004, bringing the proportion more into line with national characteristics for such programs. With an average age of 30 for the reporting period, students in our program are younger than the most recent data on graduate history programs. The Program draws substantial numbers of students from South Carolina but at the beginning of the period South Carolina residents comprised only 54 per cent of the totals. That proportion rose over the next few years reaching a high of 72 per cent in 2002 before dropping off to 52 per cent in fall 2004. This has been a period of substantial tuition increases which might help account for the rising percentages of in-state students; the seeming tendency to a more balanced distribution between in state and out of state enrollments cannot be explained at this point though.

The Citadel Profile

Race, Gender, Enrollment Status, Age and Geographic Origin

At The Citadel, too, the history program has been overwhelmingly comprised of white students. Most years there are only one or two minority students in the Program. Our highest minority enrollment came in the spring, 2001 semester, when two of the eight students enrolled at The Citadel were African-American (25 per cent). There has never been more than one Asian student in the Program at a time, and there have been no Hispanic students. Female students compose a lower percentage of the student body at The Citadel than at the College of Charleston, a fact which

may be explained by The Citadel's long history, until recent years, of an all-male undergraduate Corps of Cadets. In Spring, 2004 women comprised one-half of the History M.A. students at The Citadel, and in Spring, 2001 they were 42 per cent. But most years the percentage of women students has been between 20-30 per cent. The vast majority of Citadel History M.A. students attend on a part-time basis; we have had only two full-time students during the period of study. One possible explanation for the difference between The Citadel and the College of Charleston in this area, is that The Citadel has a good reputation in the Charleston area as a place for working adults to obtain graduate degrees. This may also explain the fact that Citadel students are older than CofC students, with an average age of 40. Most Citadel students come from South Carolina. Our highest percentage of out-of-state students came in spring, 2002, with 28 per cent.

C. Recruiting—College of Charleston

The Graduate School Office regularly visits universities, mainly around the state to promote the various graduate programs. When prospective students contact that office directly they are referred to the history Program Director who will respond by phone or e-mail and perhaps arrange to meet with the students. Often if students are unfamiliar with the campus the Director arranges for them to take a guided campus tour. Students sometimes send their GRE scores to the history department and the Program Director responds by letter to encourage them to actually apply to the Program; that mailing also includes information on the Program. Program literature is also sent to schools from which we have received applications in the past. In recent years the faculty have been encouraged to inform our best undergraduate students about the graduate program and to encourage them to apply. In the process, they also inform the undergraduates about the variety of career paths that can be pursued by those with advanced degrees in history.

Attracting minority students has been an especial challenge for our Program but this is reflective of the larger national trend in history master's degree programs. Nevertheless, efforts have been made to target such students. *Diverse Magazine* (formerly *Black Issues in Higher Education*) publishes a listing of the "Top One Hundred Producers of African American Baccalaureate Degrees" in various fields. The Program Director sends information about our Program to those schools. In addition personal, professional contacts are routinely used to identify African American and other minority students. In the spring semester 2005, the Graduate School organized an effort specifically designated to begin attracting more minority students. This special program entitled "Creating a Legacy of Minority Scholars: Past Present and Future," invited mainly African American community leaders, students and alumni to publicize our programs and to encourage the various constituent groups to aid in our recruitment efforts. The Program Director of history and the Executive Director of the Avery Research Center for the Study of African American Life and Culture (another historian) were directly involved in planning and implementing this event. We are planning to follow this event with others to pursue the various leads that resulted.

Recruiting–The Citadel.

The College of Graduate and Professional Studies (CGPS) hosts information sessions three times during the year, at which representatives from all The Citadel's graduate programs meet with prospective students. The History Department's Director of Graduate Studies (Program Director) attends those sessions. Several students who were first met at the information sessions have enrolled in the history program. Working with the History Department, the CGPS composed a brochure with information about the Program. This brochure is given to prospective students who

ask for information, and copies were mailed to history departments in most colleges and universities in South Carolina, North Carolina, Georgia and Florida in fall, 2004. Every month the Program Director receives several inquiries about the Program by email and phone, and responds by answering questions, sending out information, and meeting with those people who are interested in a campus meeting.

D. Admissions and Enrolled Degree Seeking Students

Minimum Admission Requirements: Degree Seeking

Fifteen Hours in Advanced Level History Courses

Three Letters of Recommendation

Writing Sample i.e. research paper

GRE Scores 500 Verbal and 4.0 Analytical Writing or MAT 45 or equivalent

2.5 GPA (4 point scale) and 3.0 History GPA

Provisional Admission: Students who fail to meet the minimum scores on the GRE or MAT examinations may be allowed to pursue courseware as provisional students. Upon completion of nine semester hours with no more than three hours in independent study and a minimum GPA of 3.25, the test score may be waived and the student regularly admitted.

Minimum Admission Requirements: Non-Degree Seeking

Bachelor's Degree

2.5 GPA (4 point scale)

With the approval of the Director students in non-degree status may be allowed to take up to twelve hours in courseware. Frequently students with an interest in a particular course may enroll in this status without committing to pursuing a degree. Test scores are used to gain a broad sense

of students' potential for success but they are only one among several criteria used for making admissions decisions and therefore, over the years there has been some test score fluctuation among incoming students. With regard to the GRE Verbal scores, during the last six years the range has varied between 443 in 2002 and 545 in fall 2004. Likewise the GRE Analytical Score (changed to Analytical Writing and scored differently in 2003) has varied between 465 and 670. Privileging parts of the student's admissions portfolio other than test scores and sometimes admitting students provisionally results in the foregoing test score variations. The undergraduate GPA is a more stable indicator of potential success. For example at the College of Charleston, its average has always been above the 3.0 level and ranged between 3.13 and 3.67 among students accepted to the program. A minimally acceptable GPA alone is not sufficient for admission though and the record indicates that for the period under review, all those students who were rejected had acceptable overall GPAs.

TABLE 5: College of Charleston Degree Seeking Students – Fall Semesters

1999	2000	2001	2002	2003	2004
26	37	29	25	29	21

At the College of Charleston, the number of degree seeking students reached an extraordinary high of 37 in fall 2000; at 21, the fall semester 2004 represented an extraordinarily low enrollment. The reason for the high enrollment is unclear but the low enrollment is easily explained. In academic year 2003-04 the College of Charleston graduated eleven students, which was the highest number of graduates for the period surveyed. However this “good news” was followed by a low enrollment in the fall 2004 semester, thus reducing overall enrollment for 2004-05. For the period surveyed, the average enrollment was 28 students at the College of Charleston.

TABLE 6: The Citadel Degree Seeking Students – Fall Semesters

1999	2000	2001	2002	2003	2004
13	12	11	11	16	14

E. Financial Assistance

College of Charleston

There is little in the way of financial assistance for our students and this poses a serious challenge to our recruitment efforts. The Graduate School is able to provide a Graduate Scholars Award which gives students a small stipend (\$250.00/semester) for the first two semesters they are enrolled. These awards are given to students with exemplary academic records and benefit out-of-state students mainly because another of their benefits is that they reduce non-residents' tuition to the in-state level. That makes the award in effect worth several thousand dollars. Over the years the maximum number of these our program has awarded in any given semester is three. It is telling though that of the three students who were offered the Graduate Scholars Award for the fall semester 2005, only one chose to take advantage of it and enroll in our Program. Graduate assistantships are more compelling inducements. The College of Charleston History Department has two such assistantships and the student employees are paid \$5,200.00 per semester to work twenty hours weekly for various faculty members. We also have a close working relationship with the Avery Research Center and have been able to regularly place two students there in internship positions. These internships carry the same salary as the department assistantships but they are not history program entitlements and could be filled by graduate students from other programs, at the discretion of the Director of the Avery Research Center. There is generally little in the way of

financial aid for master’s level graduate students but all incoming students are referred to the Office of Financial Aid to investigate whatever funds might be available to them.

The Citadel

The Citadel side of the Program does not offer much in the way of financial assistance either. There is only one graduate assistantship, which pays \$7000 for the academic year for a student to work in the History Department for 20 hours a week. There are other assistantships in other departments on campus, for which history students can compete. The College of Graduate and Professional Studies endeavors to provide funding for students who are traveling to present conference papers, and is working to develop a pool of funding for student research. At The Citadel, research and travel funding is in the hands of Deans and the Provost, rather than in individual departments, so the History Department cannot support graduate students from its own budget.

F. Headcount Enrollments

TABLE 7: College of Charleston

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Course Enrollment	51	55	59	56	58	68	56
Courses Offered**	3	3	2	3	2	4	3
Students per Class	12.3	12.3	19	11	20.5	11.8	13.7

Above are the average enrollments per graduate course for the fall semesters. For the College of Charleston, these do not comport with the class enrollments for each term because the course enrollment figures above also includes students taking other than classroom courses i.e. independent studies, thesis etc. The official maximum enrollment for classes is 20 at the 500 level and 15 at the 600 level and research seminars have a maximum of 10 students. Every semester there is a research seminar offered which lowers the overall class average.

TABLE 8: The Citadel – Headcount Enrollments

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Course Enrollment	66	51	43	51	57	28
Courses Offered	3	3	3	4	4	2
Students per Class	22	17	14	13	14	14

G. Degrees Awarded

TABLE 9: Graduates by Academic Year – College of Charleston and The Citadel

	<u>College of Charleston</u>					
	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05
	6	9	4	5	11	9
	<u>The Citadel</u>					
	1	0	1	5	3	6

H. Years to Degree Completion

College of Charleston

In examining the average years to graduation, as expected, there is a relationship to the number of full-time verses part-time students enrolled in the program. In fall 2000 part-time enrollments reached a high of 68 per cent and it took students 3.8 years to complete the program, the longest time in the reporting period. That declined with the rising percentage of full-time students but unevenly. With only 52 per cent of our students attending part-time, the years to graduation had risen back to 3.8 years by the end of the reporting period. There is probably no one explanation for these results but anecdotally, in recent years students in the thesis track have been taking on more ambitious projects and those which frequently require travel to archival depositories in distant locations. In the spring semester 2005 two students also submitted completed theses which were in the ranges of 150-200 pages in length, solidly researched and well written.

Table 10: Years to Degree Completion

College of Charleston					
1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05
2.9	3.8	2.9	3.2	3.3	3.8
The Citadel					

I. Theses and Internships

College of Charleston

College of Charleston faculty members encourage students to write a master’s thesis, particularly if they intend to continue on to any other program of study. For the period surveyed 52 per cent of College of Charleston students completed a thesis. This figure is somewhat misleading though in that for two years the number of thesis writers was unusually low, at 20 and 29 per cent. The proportion of thesis writers has been as high as three-quarters.

Theses Author and Title

2004-2005

Christopher M. Shepard. *“Extremism in the Defense of Liberty is No Vice!”: Barry Goldwater and the Civil Rights Act of 1964.* Date of Graduation: December 2005.

Monica Biddix. *Lowcountry Buckras: The Exceptional Class of Overseers in South Carolina and Georgia, 1800-1870.* Date of Graduation: May 2005.

Daniel S. Phelan. *Learning to Fly: A Comparison of the Relative Effectiveness of Flight Instruction in France and the United Kingdom During the Great War.* Date of Graduation: May 2005.

Holly A. Presnell. *It is Better to Die Like Warriors: The History and Impact of the Chickamauga Cherokees.* Date of Graduation: May 2005.

James R. Silvers. *These Stones Cry Out: Gravestones and Death in Charleston, 1700-1830.* Date of Graduation: May 2005.

Andrea K. Hickman. *Women in Propaganda During the 1745 Jacobite Rebellion*. Date of Graduation: May 2005.

Gary B. Hutcheson. *A Church Divided: An Examination of the Schism That Occurred Within Bethel Methodist Episcopal Church in 1833*. Date of Graduation: May 2005.

2003-2004

Donald Boehm. *Understanding the Modern Primitive: Jazz in Paris and Berlin During the 1920s*. Date of Graduation: December 2003.

Ana M. Candela. *Remembering the 2-28 Incident: Expressing Taiwanese Identity Through Collective Memory*. Date of Graduation: August 2003.

Jason Thomas Chasteen. *Function of Control: The Agricultural Society of South Carolina in Charleston and the Lowcountry, 1800-1860*. Date of Graduation: December 2003.

Catherine A. Fitzgerald. *"Lest We Forget!": Women, Monuments, and the Memory of the Civil War in Charleston, South Carolina*. Date of Graduation: August 2003.

Kristen Halvorson. *Transitions in the Theban Necropolis of Ancient Egypt: A Study of the Placement of Non-Royal Tombs in Western Thebes, Dynasties XI-XX (ca 2134-1070)*. Date of Graduation: December 2003.

Angel Johnson. *From Reluctance to Acceptance: Why Chinese Attitudes Toward Western Medicine and British Regulations Changed after World War I*. Date of Graduation: May 2004.

Margaret K. Rice. *A Married Lady's Physician: Madame Restell and Abortion in Nineteenth Century America*. Date of Graduation: December 2003.

2002-2003

Lisa Dimitriadis. *The Influenza Pandemic of 1918 in South Carolina*. Date of Graduation: May 2003.

Haydon Ros Smith. *An Environmental History of South Carolina Rice Plantations*. Date of Graduation: December 2002.

2001-2002

Susan Welsch: *Religion, Slavery and Sectionalism as Shown in Southern Methodist Publications, 1844-1860*. Date of Graduation: May 2002.

2000-2001

Christopher J. Baranoski. *The 1949-50 Clifton, SC Textile Workers Strike*. Date of Graduation: May 2001.

Rebecca L. Barbour. *Confederate Richmond's Wartime Hospitals*. Date of Graduation: December 2000.

Kellie K. Bradshaw. *The Monastic Reform Movement*. Date of Graduation: May 2001.

Robert A. Cobb. *A Study of Place in Colonial South Carolina: Kiawah Island, SC*. Date of Graduation: May 2001.

Damon L. Fordham. *The Historiography of African American Short Fiction, 1900-1930*. Date of Graduation: December 2000.

Shelene C. Solomon. *A Great Man Gone': Mill Village Paternalism and the Case of Henry Pickney Hammett*. Date of Graduation: May 2001.

1999-2000

Renee LaHue Marshall: *Patriarch among the Merchants: James Adger of Charleston, 1777-1858*. Date of Graduation: August 1999.

John White: *"Straddling the Fence:" South Carolina Congressman L. Mendel Rivers in the Second Reconstruction, 1941-1971*. Date of Graduation: December 1999.

The Citadel

Citadel students write fewer theses than at the College of Charleston, which perhaps reflects the fact that its students tend to be older, and working full-time. Recently the number of thesis students has been increasing slightly however. During the period in question, we have had an average of one thesis writer per year.

Theses Author and Title

Alicia Wesley. "Re-Earning the Right of Enfranchisement: The Passage of the Voting Rights Act of 1965". Date of Graduation: May 2005.

Barry A. Price. "The Influenza Pandemic of 1918 in South Carolina: A Study of a State Under Siege." Date of Graduation: August 2004.

Nancy B. Stockton. "I wonder who will think to pray for me when I'm dead?": Catholicism and Elite White Women in Nineteenth-Century South Carolina." Date of Graduation: May 2004.

The College of Charleston has been able to regularly place some students with the requisite backgrounds in internship positions at the Avery Research Center for the Study of African American Life and Culture. This has proved a good experience for them as it gives our students real exposure to public history, a field that many have not seriously considered. Those who do choose a public history career path have found their Avery experience an enhancement to their resumes. While there, interns receive experience learning to process and organize manuscript collections, assist in developing finding aids and provide various public services including serving as docents.

J. Student Achievements

College of Charleston

As an enhancement to their formal studies, students are encouraged to develop and submit proposals to present their own research at professional and para-professional meetings. To have their work selected for inclusion in these programs is an important achievement and provides many valuable experiences for our students. The list of student presenters and their paper topics for the period under survey is as follows:

- Monica Biddix, "Lowcountry 'Buckras': Overseers and Paternalism in Nineteenth Century South Carolina and Georgia" Graduate History Forum-University of North Carolina Charlotte, March 2005.
- _____, "More Than A 'Buckra': The Overseer as a Paternalistic Agent on Robert Allston's Waccamaw River Rice Plantation" Brian Bertoti Innovative Perspectives in History Conference, Virginia Polytechnic Institute, April, 2005.
- Courtney McIndoe, "The History of the Arabesque" Graduate History Forum-University of North Carolina, Charlotte, March 2005.
- Jane Aldrich and Sylvia Frey, "The Ashley River Corridor as a Slave Trade Site of Memory" UNESCO Transatlantic Slave Trade Education Project, Republic of Trinidad and Tobago, November, 2004.
- Jane Aldrich, "Literature, Philosophy and a Turk Spy: The Reading Habits of Charleston Library Society Members in the Early Nineteenth Century" South Carolina Historical Association Annual Meeting, March, 2004.
- Christopher A. Mekow, "Modern War? Gillmore in Front of Charleston or Sherman and His Very Ordinary Siege of Atlanta" Organization of American Historians Southern Regional Conference, July, 2004.
- _____, "The Siege of Charleston: An Examination of the Targeting of Civilians by the Union Army During the Civil War" South Carolina Historical Association Annual Meeting, March 2003.
- Jeff Allen, "Historiography of the Columbian Exchange" Cuisines of the Carolina Lowcountry and the Caribbean Conference, Johnson & Wales University and Program in the Carolina Lowcountry and the Atlantic World at the College of Charleston, March 2003.
- Ana M. Candela, "Indigenizing Identity: Appropriating and Negotiating Aboriginal Culture Into Taiwan's National Identity" Graduate History Forum-University of North Carolina Charlotte, March 2003.
- Catherine Fitzgerald, "'Lest We Forget!': Women, Monuments, and the Memory of the Civil War," South Carolina Historical Association Annual Meeting, March 2003.
- Michelle Adams, "The People of Boone Hall Plantation: Clarifying Myth and Legend in the Antebellum Period" Graduate History Forum-University of North Carolina Charlotte, March 2002.
- Hayden Smith, "Transformations of South Carolina Rice Plantations, 1760-1860" American Society of Environmental Historians, March-April, 2001.

Rebecca Barbour, "The Confederate Hospitals of Richmond" South Carolina Historical Association Annual Meeting, March 2001.

Kelly Obernuefemann, "Efficient Nurturers: American Women Serving Overseas in WWI" WFA, Citadel Seminar on World War One, February, 2001.

Jay Karen, "Charleston in The Great War" WFA Citadel Seminar on World War One, February, 2001.

Shelene C. Solomon, "Sinners, Seekers and Leaders: Understanding the Black Fellowship of the Circular Congregational Church in Charleston, SC 1800-1860" Phi Alpha Theta Regional Conference, Newberry College, April, 2000.

_____. "A Great Man Gone: Mill Village Paternalism and the Case of Colonel Henry Pickney Hammett." Phi Alpha Theta Regional Conference, North Carolina Central University, April, 2000.

Awards

Monica Biddix, "More Than A 'Buckra': The Overseer as a Paternalistic Agent on Robert Allston's Waccamaw River Rice Plantation" Winner Best Conference Paper, Brian Bertoti Innovative Perspectives in History Conference, Virginia Polytechnic Institute, April, 2005.

Stuart Phelan, "World War I Pilot training" Winner, Best Student Paper, "Over the Front Association," 2001.

The Citadel

William E. Thomas, "Response and Reaction of Colonial South Carolina's White and Slave Population to Spanish Florida's Fugitive Slave Policy, 1670-1740," UNC-Charlotte Seventeenth Annual Graduate History Forum, March, 2005

Jesse Siess, "Let Freedom Ring: The Taking of Liberty into the Hands of South Carolina Women During the American Revolution," University of Illinois, Urbana-Champaign Graduate Symposium on Women's and Gender History, 2005.

Publications

Barry A. Price, "Guiding Light: The North Island Lighthouse" "International Paper Company and the Transformation of Georgetown", pp. 8-14, in *Carologue*, 19 (Summer 2003): 8-14, 20-25.

K. Alumni Employment

Unfortunately an error in the design of the student/alumni questionnaire distorted the responses to this question; therefore little systematically gathered information was obtained on this question. Based on our survey results we do know that a high percentage of students presently enrolled (excluding first semester students) in the Program and alumni from the survey period, intend to pursue a doctoral degree in history. [The actual figure here is 52 per cent.] Anecdotally we know that several of our graduates have entered doctoral programs and have either finished or are working toward the Ph.D. Several graduates are teaching in colleges around the country and others teach in high or middle schools. Others have taken a different course securing positions in various public history venues including some of the historic museums in this vicinity. Others have taken positions in libraries and archival collections. Some students work in non-academic environments including business and government service.

V. Curriculum

A. Program Structure and Degree Requirements

The master of arts degree in history is awarded to candidates who successfully complete an approved program of 33 semester hours of graduate credit in history with a cumulative GPA of

3.0. The general distribution of courses and areas is as follows:

Major Concentration.....	18 hours
First Minor Area.....	3 hours
Second Minor Area.....	3 hours
Historiography.....	3 hours
Electives.....	6 hours

The **area of concentration** focuses on one of three possible areas i.e. United States, Europe or Developing World. It is also possible for students to pursue a concentration in **African American history** if they take a specific arrangement of courses.[See section C below for details]. The Program provides the option of writing a **thesis** or completing two **research seminars**. Those who intend to write a thesis must first produce a proposal approved by a thesis committee and then by the Joint Program Committee. A satisfactory oral defense is also required before final certification for the degree. The thesis courses are included in the student's area of concentration and ideally the research seminars are also but this is not necessarily the case. The student's **minor fields** automatically become the two fields other than the area of concentration. **Historiography** is the only required course in the Program and although it is numbered 691, it is considered an introductory course. The remaining courses are **elective courses** and normally these are other history courses. It is possible the elective courses can be taken in another related graduate social

sciences or humanities program, provided these bear some relationship to the student's thesis research. Any non-history courses taken as electives must have the prior approval of the Program Director. **Foreign language** proficiency is not a requirement but where an area of concentration or career trajectory requires it students are strongly encouraged to develop the necessary skills. After completing 27 hours in the Program students are eligible to sit for the written comprehensive examination. This exam is a thorough review of the concentration and minor fields covered in the student's program. The fact that this is a **joint program** dictates certain policies to ensure that the students do in fact have a joint experience. Of the two minor fields, one must be taken at one school and the second at the other institution. Both schools must be represented on thesis committees and also on the concentration and minor portions of the comprehensive committee. In addition to the foregoing, all students are required to complete at least nine hours at the school that is not their home institution.

B. Course Descriptions and Cycle of Offerings

During the academic year a variety of types of courses are offered and these cover different content areas. In the two main semesters of any given year, typically eleven courses are offered, six in the fall semester and five in the spring. In the summer the program offers a maximum of three courses using the two longest summer terms (May Evening/Summer 1 or Summer Evening/Summer 2). Most of the courses offered are at the 500 or introductory level. These courses can enroll up to twenty students and it is possible for non-degree students to enroll in these classes. Because they are introductory, these courses are the only ones where some formal lecture may be used. At the 600 level the maximum enrollment is fifteen students and guided discussion focusing on thematic monographs is the mode of instructional delivery. Students in the 500 and

600 level courses produce historiographical essays, book reviews or research papers. The 700 level courses are research seminars and revolve around specific historical topics such as “The Plain Folk of the Old South” or “Religion in America.” Students in these classes discuss research methodology and design and produce long research papers which rely extensively on primary sources. Most of the students in the program concentrate in American history followed in turn by Europe and Developing World. The proportion of courses offered annually reflect these student preferences.

One of the strengths of the Program is the history of the South and every year formal courses are offered on southern history or on related topics. Formal course descriptions can be found in the catalog but the department offers more courses than are actually listed there. For example, the Special Topics rubrics allow for a variety of courses to be offered under the same number. Under History 590 Special Topics in American History some of the courses we have offered include: “Disease Medicine and History,” “Women in the U.S. South,” “Old South” and “The Age of Jefferson/Jackson.” A typical semester would also include one or two European history courses and a single course on a Developing World topic. The specific courses required by the Program are offered regularly. In the fall semester of each year History 691 Historiography is offered. This is the only specific course required by the program. Research seminars are offered in each of the main semesters but not in the summer semesters as these are too short. Generally the research seminars are preceded by a reading course on a related topic. The student who completes the two course sequence will thus have an extensive and intensive exposure to the topic. The course offerings for the examination period can be found in Appendix 3.

C. Curricular Changes

The program has instituted a concentration in African American history to take into consideration our geographical location, which is one that has been uniquely and intricately entwined with the presence and experience of African people. Students opting to add a specialization in African American history must meet all the normal requirements for the master's degree. In addition, they must complete one of the two courses of study below and all courses chosen must meet the approval of the graduate Program Director:

Thesis Option

- 6 hours in African American oriented history
- 3 approved hours in another discipline
- 6 hours in an African American oriented thesis

Non-Thesis Option

- 9 hours in African American oriented history
 - 3 approved hours in another discipline
 - 3 hours in African American oriented independent study or similar (i.e. research seminar)
- Three hours of independent study on an African American topic may be included as part of the nine hours of course work.

A conscious effort was made to construct an interdisciplinary concentration, in keeping with current trends in historical scholarship. Students electing to pursue this concentration generally take courses in the English Department, where there are several different courses offered in African American literature. In effect they leave with expertise in African American studies. We have a new historic preservation program and it is likely that our students will do some elective

course work in that area also for inclusion in the African American concentration. The master's degree program in English has a similar concentration and its students sometimes elect to take history courses. Anecdotally we know that this feature of our Program has attracted student inquiries and at present there are two students at the College of Charleston, that have declared the concentration. The concentration has only been operative since fall semester 2004 and our enhanced web page, with detailed information has only been up and running since the spring semester 2005. This concentration is already an important enhancement to our program and we hope that as word gets out, more students will take advantage of it.

VI. Programmatic Climate

A. Student Satisfaction

A survey of alumni (with known and reliable addresses) and enrolled students (excluding those in their first semester), for the period fall 1999-spring 2005 was conducted. Sixty-four survey instruments were distributed and forty surveys were returned to produce an exceptional 63 per cent rate of return. Seventy per cent of the respondents were from the College of Charleston and 30 per cent were Citadel students. Two-thirds of respondents indicated that they enrolled in the program more for personal satisfaction than for professional advancement. Even so, 90 per cent of respondents agreed that the program met their expectations for not only personal satisfaction but also for their own professional advancement. Based on their experiences and perceptions, 88 per cent of respondents stated that they would recommend this program to a friend or colleague. The one source of student satisfaction that emerged most frequently was the faculty. Students especially valued the knowledge, professionalism, enthusiasm and accessibility to the faculty. Students also valued the small sized classes and access to important resource depositories and libraries of relevance for their research interests. The most frequent suggestion the students made for improving the program was to offer a greater number and variety of courses. The greatest restrictions on doing either of these things now are budgetary and enrollments.

B. Academic Advisement

Academic advisement has been discussed in IIIB above

C. Special Activities and Program Enhancements

College of Charleston

At the College of Charleston graduate students are encouraged to participate in Phi Alpha Theta, (the history honor society). The organization meets regularly and sponsors lectures, films and field trips. Also the Carolina Lowcountry and the Atlantic World Program is based on the College of Charleston campus. Devoted to the study of South Carolina within the framework of the larger Atlantic world, this program regularly sponsors seminars, lectures and conferences on topics related to this theme. “The Material World of the Tidewater, The Lowcountry and the Caribbean,” “Carolina Lowcountry and Caribbean Cuisine,” “Haiti 201: Slavery, Struggle and Survival” and “The Past, Present and Future of Carolina Gold Rice” are examples of recent conferences. Our students are able to attend the meetings gratis and this gives them contact with up and coming scholars as well as leading luminaries in fields related to Carolina and Atlantic world studies.

The Citadel

The Citadel has sponsored several conferences in recent years, including The Citadel Conference on Civil Rights in South Carolina (2003), the Eighteenth-Century Scottish Studies Society Annual Meeting (2003), Conference on the Cuisines of the Lowcountry & the Caribbean (2003, co-sponsored) and the Society for Military History (2005). Graduate students were frequently actively involved in helping to organize these conferences, and attended them. These events were opportunities for students to have contact with leading scholars, to hear some of the latest historical work in a variety of fields, and in several cases, to gain experience in the organization and running of a scholarly conference. The Citadel has an endowed chair, the Mark Clark Visiting

Professor of History, which brings a distinguished scholar to campus to teach and engage in various forms of outreach with the community and the college. Recent chair holders have included Emory Thomas, Catherine Clinton, Warren Kimball, Vernon Burton, H. C. Willmont and Donald Wright. In addition to giving public lectures, and organizing colloquia or conferences, their involvement with graduate students has included teaching courses, leading independent studies, and consulting on theses. Although The Citadel does have a chapter of Phi Alpha Theta, which graduate students have frequently joined, the organization is primarily composed of cadets. Given the nature of the college, it is difficult to have joint club activities between cadets and graduate students.

D. Collaborations With Other Institutions

The Program has collaborated with other institutions in the area. Annually the faculty members and selected graduate students serve as judges for History Day. This program is held in conjunction with the State Department of Education and the Charleston County Schools. Our faculty members and graduate students serve as judges for various historically oriented projects, essays and video productions submitted to this competition annually. Winning entries at this level go on to state and national competitions. We have occasionally established formal internships for students at local historical sites such as Drayton Hall (a plantation museum and National Historic Trust Site). On other occasions students have desired the experience of working at a historic site but have been unable or unwilling to do a formal course. In such cases we assist them to become volunteers at historic sites and for historically oriented programs. In one such case the student volunteered at the South Carolina Historical Association. More recently we have had a student work with the City of Charleston Department of Neighborhoods and Urban Planning, which is

playing a key role in planning the proposed International African American Museum here in Charleston. Although it is within the College, the Avery Research Center for the Study of African American History and Culture, is a historic site where our students are placed regularly and they gain valuable exposure to different aspects of public history. Avery provides a paid internship. Faculty members maintain a variety of ongoing collaborative activities with historical sites and organizations in the region, which assist those entities to fulfill their missions and which could provide future internship possibilities for our students. Some representative examples are: Drayton Hall, Boone Hall Plantation, Middleton Place, the Historic Charleston Foundation, City of Charleston Department of Neighborhoods and Urban Development, The City of Charleston Office of Tourism, the South Carolina State Museum, the South Carolina Historical Society, the Old Slave Mart Museum, the National Park Service and the Penn Center-St. Helena Island.

VII. Facilities and Equipment

A. Program/Instructional Facilities

College of Charleston

The general physical condition of Maybank Hall, the building where most of the College of Charleston history courses are taught could be much improved. The heating and cooling system is poorly regulated and sometimes the building is almost as hot as a sauna and at other times it is cold. The former is the more frequent problem. There can also be wide variations from one room to another within the building. When it rains the roof leaks, leaving puddles in the hallway of the third floor and sometimes rain also seeps into the classrooms from third floor windows. These problems make the teaching environment much more difficult and prevent the Program from projecting the positive image that is so desirable to enrolled students, as well as to prospective students who seek the most for their precious tuition dollars. Our students could benefit from a place where they might gather as graduate students, to discuss the Program or work on projects before or after class or to just develop a sense of camaraderie. Any such space devoted to their interaction would go a long way towards binding the students together during their stay here and to the Program. On the positive side, more classrooms are being converted to smart classrooms, equipped with hardware for computer assisted instruction, power point and internet connections.

The Citadel

Both the positive and negative aspects of the facilities at the College of Charleston are mirrored by those at The Citadel. Capers Hall, the busiest classroom building on campus and the home of the History Department, is an old building, with classrooms that are frequently either too hot or too cold, and a leaky roof. The frequent sight of buckets and trashcans in the hall catching drips from

the ceiling does not give a positive impression of either The Citadel or the History M.A. Program. The Citadel administration is aware of Capers Hall's many problems, and hopes to build a new structure to house the departments currently located there, but there are no definite plans as yet. Like the College of Charleston, we do not have any sort of graduate student gathering place, a problem which is magnified by the fact that graduate students at The Citadel tend to feel a bit out-of-place at a campus dominated by the Corps of Cadets. Perhaps, graduate student lounges could be a part of a new Capers Hall. The History Department does have several multimedia rooms, which are suited for computer based instruction, power point and internet connections, and other sorts of audio-visual presentation. The History Department also has a comfortable and attractive seminar room which is ideal for graduate level seminars and discussion-based classes.

B. Library

College of Charleston

The Marlene and Nathan Addlestone Library opened only one year ago and is an attractive focal point for the campus. One of its most important advantages over the old library is that it has sixteen individual study rooms that students can reserve to hold group meetings or to study together. The building is the size of three football fields (144,000 sq. feet), provides access to over 500,000 volumes, 3000 print journals and over 16,000 electronic journals. It is completely outfitted for wireless internet access. The library budget remains tight and that makes it especially difficult to purchase new journals, specialized data bases or manuscript/microfilm collections. The greatest need for additional materials is in the Developing World area. United States and European acquisitions are better funded. One of the benefits of our Charleston location is that students have access to numerous libraries, archives and historical societies in the metropolitan

area and the state. These arguably benefit the Americanists mainly but most of our student concentrate in this area. Within walking distance of the campus are located the South Carolina Historical Society, the Charleston Museum, the Historic Charleston Foundation and the Preservation Society, the Medical University of South Carolina, the Charleston Library Society, the Charleston County Library and the City of Charleston Archives. The Citadel campus is a short drive across town and the University of South Carolina Library is only located 110 miles away in Columbia. Through the institutional memberships the department holds, our students have access to important private research facilities, such as the Charleston Library Society that they would otherwise have to pay to use. The interlibrary loan staff is excellent and their commitment to our students and our Program expands further the range of materials available to our students.

The Citadel-Library

The Daniel Library at The Citadel is another building which the administration hopes to be able to rebuild in the not-too-distant future. It is small and has few study rooms. Although there are numerous computers available for student use, it does not provide wireless internet access, and is not as well-wired for technology as a university library today should be. However, the collection has improved in recent years, and acquisitions librarians are keen to continue this trend. We also have an excellent interlibrary loan staff.

VIII. Program Assessment

A. Internal Program Measures

Assessment is normally done on a three-year cycle and is derived as a subset of the Annual Action Plan and/or a Three-Year Plan. In the first year, the Initial Assessment Document is written based on the items the department/program determines are so significant that they should be measured to determine how effectively that particular goal is being accomplished. The assessment items are limited to several critical components in the Program. The Initial Assessment Document outlines these items. The second year in the cycle provides the Program with an opportunity to collect data that will support the assessment process. The measurements listed in the Initial Assessment Document should be carried out in order to determine achievement of a particular goal. In certain cases though, data collection may span several years to obtain the desired results. A data collection report is completed each year to outline the collection measures used and to recount the results. In the third year the Assessment Report is submitted to the Office of Assessment and Planning and this report summarizes the results of the assessment.

IX. Conclusions

A. Opportunities

CHARLESTON AS A LOCATION. Associated as it is with many seminal events in American and Atlantic history, Charleston is well known as a historic city. Its reputation provides an attraction for prospective students. The city has a wonderful reputation for livability and the projected urban growth of the region brings with it prospects for our Program.

LOCAL HISTORIC SITES. The plethora of museums, plantation sites and related historic venues in the metropolitan area and Lowcountry region, provide ample opportunity for our students to work as interns and thus gain practical experience. This is especially important for those who seek employment in the realm of public history.

INCREASING NUMBERS OF HISTORY UNDERGRADUATES. Undergraduate interest in the history major is increasing nationally. According to recent findings of the American Historical Association, between academic years 2001-2002 and 2002-2003, history baccalaureate degrees grew by 6.6 per-cent. Even more recently, for the departments regularly listed in the AHA *Directory of History Departments*, between academic years 2002-2003 and 2004-2005, baccalaureate degrees rose by 11.5 per-cent.³ Undergraduate interest in the history major at least potentially increases the pool of students who may desire to go on for specialized training in the discipline.

THE JOINT M.A. IN HISTORY HAS AN EXCELLENT FACULTY, which offers considerable breadth in its fields. While we have strength in American southern history, we have enough faculty for a strong showing in European history, as well as several areas in the Developing

³American Historical Association *Perspectives* (December, 2005) 8-9.

World. We cover political, social, cultural, and military history. We are also located in a community with a great deal of interest in history.

B. Challenges

Among the several challenges that lay before the program the following are most important:

THE NEED FOR MORE GRADUATE ASSISTANTSHIPS. The ability to provide employment opportunities for prospective students is a powerful recruitment tool. We have frequently lost out on high quality students because other programs were able to entice them with financial packages. Our Program is extremely limited in what we can do in this regard. In addition the assistantships also provide the students with valuable professionally related experiences because they are employed working along with faculty members on research projects.

THE NEED FOR STUDENT RESEARCH FUNDS . At present there are no funds expressly available for students who desire to present research findings at professionally related conferences. Such funds can be made available by the College of Charleston History Department but this pits a professionally active faculty against an increasingly active group of graduate students. The graduate deans have been helpful in assisting our students but for the Program to be most effective, it requires a stable and predictable source for research funding for its most serious students. The presentation of conference papers is not only desirable, it is now an essential part of the resumes for students who desire to go further in the profession.

THE NEED TO RECRUIT MINORITY STUDENTS. Not unlike other programs here and around the nation, ours has had difficulty attracting minority students. Although we have already taken some initiatives in this area, we seek ways to make the Program more well known and attractive to such students.

We seek **TO MAKE THE PROGRAM MORE WELL KNOWN GENERALLY**, both in the local community and further afield and hope to find new and innovative ways to accomplish this.

DEVELOPING A STRONGER SENSE OF COMMUNITY between the two campuses, student bodies and faculties has been and remains a formidable challenge.

A COMPREHENSIVE CURRICULUM REVIEW to ensure the optimal mixture of broad introductory level courses (500 level) and more advanced and focused reading intensive courses (600 level) is another challenge. On the outcomes end of this process, one of the most important

objectives and challenges is **TO CRAFT A COMPREHENSIVE EXAMINATION**

EXPERIENCE that affords the student a challenging opportunity to synthesize the learning that occurred in the individual courses that comprise the program.

APPENDICES

Graduate School of the College of Charleston / The Citadel

PROGRAM OF STUDIES FOR JOINT MASTER OF ARTS IN HISTORY DEGREE

Social Security Number _____

Name _____
(Last) (First) (Middle Initial)

Address _____
(P.O./Street)

_____(City) (State) (Zip Code)

Anticipated Date of Graduation _____

List courses to be transferred into program:

(Transfer courses must be approved by the Joint Program Committee)	Approval Date
---	------------------

_____	_____
_____	_____
_____	_____
_____	_____

I understand that any changes in the courses to be taken must be approved by the Joint Program Committee.

_____ Signature of Student	_____ Date
----------------------------	------------

_____ Advisor	_____ Date
---------------	------------

_____ Director, Joint Program Committee	_____ Date
---	------------

or

_____ Associate Director, Joint Program Committee	_____ Date
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PROGRAM OF STUDIES

Major Concentration (18 hours)*

*Includes either a thesis (6 hours) or 2, 700-level research seminars (3 hours each)

Dept.	Number	Course Title	Institution Where Course Taken	Grade	Date Completed
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Alternate Courses

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Thesis (6 hours):

Title: _____

Director: _____

Committee Members: _____

700-Level Research Seminars (6 hours)

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

First Minor Area (3 hours)

_____	_____	_____	_____	_____	_____
-------	-------	-------	-------	-------	-------

Alternate Course

_____	_____	_____	_____	_____	_____
-------	-------	-------	-------	-------	-------

Second Minor Area (3 hours)

_____	_____	_____	_____	_____	_____
-------	-------	-------	-------	-------	-------

Alternate Course

_____	_____	_____	_____	_____	_____
-------	-------	-------	-------	-------	-------

HIST 691 - HISTORIOGRAPHY

Alternate Course

_____	_____	_____	_____	_____	_____
-------	-------	-------	-------	-------	-------

Electives (6 hours)

_____	_____	_____	_____	_____	_____
-------	-------	-------	-------	-------	-------

_____	_____	_____	_____	_____	_____
-------	-------	-------	-------	-------	-------

COLLEGE OF CHARLESTON

Student Course Information Publication (SCIP)

1. Which of the following are major components of this course? (Mark all that apply)

- Lecture
- Class discussion
- Visual presentations
- Major writing assignments
- Study guides
- Assigned reading material
- Group projects
- Frequent quizzes/tests
- Workshops/Study sessions
- Student presentations
- Out-of-class projects
- Office hours and conferences
- Regular homework assignments
- Hands-on experiments and/or activities
- Online course supplements/WebCT
- Kinesthetic (physical) experiences

2. Do tests primarily reflect materials covered in: (Mark one)

- class/lecture
- reading/texts
- both
- tests are not administered

3. What are the primary methods of assessment? (Mark all that apply)

- multiple-choice tests
- short answer tests
- papers
- essay tests
- labs/applications
- performances
- attendance/participation

4. The professor is readily accessible via: (Mark all that apply)

- e-mail
- online (chat, etc.)
- telephone
- office hours

5. Mark the following statement according to your degree of agreement: (Mark one)

The professor encourages questions and discussion during class.

- 5-highly agree
- 4-agree
- 3-neutral/different
- 2-disagree
- 1-highly disagree

STUDENT EVALUATION OF TEACHING

PLEASE RESPOND TO ANY ITEMS IN THIS SECTION BY MARKING THE APPROPRIATE SPACES.
USE NO. 2 PENCIL ONLY. ERASE CHANGES OR CORRECTIONS COMPLETELY.

HIST DEPARTMENT STUDENT EVALUATIONS

rev June 1997

The Citadel, Charleston, South Carolina 29409

CLASS	COURSE REQUIRED	EXPECTED GRADE	COURSE IN	GENDER
FRESHMAN	YES	A/PASS	MAJOR	FEMALE
SOPHOMORE	NO	B	MINOR	MALE
JUNIOR		C	OTHER	
SENIOR		D		
GRADUATE		F/FAIL		
OTHER				

PLEASE READ EACH STATEMENT CAREFULLY. THEN SELECT ONE OF THESE FIVE ALTERNATIVES:
STRONGLY AGREE (SA), AGREE (A), UNDECIDED (U), DISAGREE (D), STRONGLY DISAGREE (SD).

SAMPLE RESPONSE
SA U D SD

This course has been intellectually fulfilling for me.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
This course caused me to reconsider many of my former attitudes.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
This course stretched and broadened my views greatly.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
This course has effectively challenged me to think.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
Exams are used to help me find my strengths and weaknesses.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
My professor returns papers quickly enough to benefit me.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
Course topics are dealt with in sufficient depth.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
Class lectures contain information not covered in the textbook.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
The size of this class is appropriate to course objectives.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
Frequent attendance in this class is essential to good learning.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
My professor displays a clear understanding of course topics.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
My professor seems well-prepared for class.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
My professor speaks audibly and clearly.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
My professor displays enthusiasm when teaching.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
My professor makes good use of examples and illustrations.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
The syllabus clearly explains what is expected in this course.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
The syllabus clearly explains the grading system.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
Assignments are related to goals specified in the syllabus.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
I learned a lot in this course.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
My professor makes effective use of class time.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
My professor begins and ends class on time.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
My professor is readily available for consultation.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
My professor effectively challenged me to think.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
My professor communicated the subject matter effectively.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
In this course many methods are used to involve me in learning.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
Tests accurately assess what I have learned in this course.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
When I have a question or comment I know it will be respected.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
I would recommend taking a course taught by this professor.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
I would enjoy taking another course from this professor.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD
I would rate my professor as an excellent teacher.	SA <input type="radio"/> A <input type="radio"/> U <input type="radio"/> D <input type="radio"/> SD

APPENDIX 3: Course Offerings–Fall 1999–Spring 2005
(ST = Special Topics / Res Sem = Research Seminar)

FALL 1999

HIST 533	Ancient Rome
HIST 583	Modern China
HIST 590	ST: The Old South
HIST 593	ST: Vietnam War
HIST 650	ST: Victorian Britain
HIST 691	Historiography

SPRING 2000

HIST 523	Afro-American History
HIST 591	ST: Hitler & National Socialism
HIST 670	ST: Race in the Americas
HIST 710	Res Sem: Civil War America
HIST 740	Res Sem: Modern Britain

MAYMESTER EVENING 2000

HIST 590	ST: Americans & World War II
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SUMMER EVENING 2000

HIST 572	Pre-Colonial Africa
HIST 591	ST: Rise & Fall of the Soviet Union
HIST 591	ST: History of Shakespeare's England

FALL 2000

HIST 502	Colonial America and the American Revolution to 1789
HIST 591	ST: Victorian Britain
HIST 610	ST: 20 th Century U.S. Social Movements
HIST 691	Historiography
HIST 710 / HIST 740 / HIST 760	Res Sem: Escaping Slavery in World Perspective
HIST 710 / HIST 740	Res Sem: American Expeditionary Force

SPRING 2001

HIST 590	ST: Women & Gender in the U.S. South
HIST 590	ST: Age of Jefferson & Jackson, 1800-60
HIST 592	ST: Pre-Modern Islamic Civilization
HIST 610 / HIST 640	ST: Postwar Europe & the Marshall Plan
HIST 710	Res Sem: 20 th Century U.S. Social Movements

MAYMESTER EVENING 2001

HIST 523 Afro-American History

SUMMER EVENING 2001

HIST 590 ST: Charleston & the South Carolina Lowcountry

FALL 2001

HIST 541 Enlightenment & French Revolution

HIST 545 Modern Russia

HIST 582 China to 1800

HIST 590 ST: U.S. since 1945

HIST 691 Historiography

HIST 710 The Age of Jefferson & Jackson, 1800-60

SPRING 2002

HIST 583 Modern China

HIST 591 ST: Freud's Vienna

HIST 610 ST: U.S. Civil War

HIST 610 ST: 19th Century American Reform

HIST 740 Res Sem: Enlightenment & Revolution in the Atlantic World

MAYMESTER EVENING 2002

HIST 590 ST: Hitler & National Socialism

SUMMER EVENING 2002

HIST 590 ST: Civil Rights Movement

HIST 592 ST: Modern West Africa

FALL 2002

HIST 502 Colonial America & the American Revolution to 1789

HIST 532 Ancient Greece

HIST 590 / HIST 591

ST: Disease, Medicine & History

HIST 591 ST: Reformation & Religious Wars

HIST 670 ST: Indigenous-Indians in Spanish America

HIST 691 Historiography

SPRING 2003

HIST 590 ST: America & the Sea: A Maritime History

HIST 591 ST: Modern France, 1870-Present

HIST 592 ST: Early Caribbean

HIST 710 Res Sem: Confederacy as Revolutionary Experience

HIST 710 / HIST 740

Res Sem: Medical History

MAYMESTER EVENING 2003

HIST 590 ST: Charleston & the South Carolina Lowcountry
HIST 593 ST: World War I

SUMMER EVENING 2003

HIST 592 ST: Modern Africa

FALL 2003

HIST 562 Colonial Latin America
HIST 590 ST: Old South
HIST 591 ST: High Middle Ages
HIST 610 ST: Problems in U.S. Foreign Policy
HIST 691 Historiography
HIST 740 Res Sem: Modern France

SPRING 2004

HIST 502 Colonial America & the American Revolution to 1789
HIST 582 China to 1800
HIST 591 ST: Victorian England
HIST 610 ST: 20th Century Social Movements
HIST 710 Res Sem: Plain Folk of the Old South

MAYMESTER EVENING 2004

HIST 523 Afro-American History
HIST 591 ST: Hitler & National Socialism

SUMMER EVENING 2004

HIST 591 ST: The Romanovs

FALL 2004

HIST 583 Modern China
HIST 590 ST: South Carolina in the New South
HIST 591 ST: Rise & Fall of the U.S.S.R.
HIST 610 ST: The Civil War Era
HIST 691 Historiography
HIST 740 Res Sem: British Imperialism

SPRING 2005

HIST 590 ST: America & the Sea: A Maritime History
HIST 590 ST: Modern Civil Rights Movement
HIST 591 ST: Enlightenment & French Revolution
HIST 592 ST: Themes in Latin America
HIST 710 Res Sem: Civil War & Reconstruction

Initial Report

Last Modified: 11/20/2012

1. How would you describe your current career situation?

#	Answer	Bar	Response	%
1	Employed full-time		4	80%
2	Employed part-time, but seeking full-time		0	0%
3	Employed part-time by choice		0	0%
4	Unemployed but not seeking employment		0	0%
5	Unemployed but seeking employment		0	0%
6	Further graduate work		1	20%
7	Other; please specify below		0	0%
	Total		5	

Other; please specify below

Statistic	Value
Min Value	1
Max Value	6
Mean	2.00
Variance	5.00
Standard Deviation	2.24
Total Responses	5

2. Please briefly list your duties.

#	Answer	Bar	Response	%
1	Please specify below		5	100%
	Total		5	

Please specify below	
I write and layout a local magazine. I also art direct for the magazine as well as sell advertisements. I also take part in various events around the area to promote the magazine.	
Supporting a group of 30 engineers.	
Teach various level undergraduate courses, conduct research, write, compile reports on historic properties.	
Full time professor at Trident Technical College	
Teaching introductory history sections at the University of Mississippi	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	5

3. If you are employed, what position do you hold?

#	Answer	Bar	Response	%
1	Please specify below		5	100%
	Total		5	

Please specify below	
Assistant Editor	
Admin for a natural gas company.	
Full time adjunct professor, C of C; preservation consultant.	
History Instructor	
Teaching Assistant	



Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	5

4. What is your current annual salary?

#	Answer	Bar	Response	%
1	Less than \$25,000		2	40%
2	\$25,001 to \$35,000		2	40%
3	\$35,001 to \$55,000		1	20%
4	\$55,001 to \$65,000		0	0%
5	\$65,001 to \$75,000		0	0%
6	More than \$75,000		0	0%
	Total		5	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.80
Variance	0.70
Standard Deviation	0.84
Total Responses	5

5. Is this your first job since you graduated with your M.A.?

#	Answer	Bar	Response	%
1	Yes		1	20%
2	No		4	80%
	Total		5	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.80
Variance	0.20
Standard Deviation	0.45
Total Responses	5

6. Does your M.A. give you credentials necessary for your position or salary level?

#	Answer	Bar	Response	%
1	Yes		3	60%
2	No		2	40%
	Total		5	



Statistic	Value
Min Value	1
Max Value	2
Mean	1.40
Variance	0.30
Standard Deviation	0.55
Total Responses	5

7. Does the training you received in the M.A. program pertain to your current job?

#	Answer	Bar	Response	%
1	Directly		3	60%
2	Indirectly		1	20%
3	Not at all		1	20%
	Total		5	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.60
Variance	0.80
Standard Deviation	0.89
Total Responses	5

8. Did you continue your studies after the M.A.?

#	Answer	Bar	Response	%
1	Yes; please specify below		1	20%
2	No		4	80%
	Total		5	

Yes; please specify below

PhD at the University of Mississippi



Statistic	Value
Min Value	1
Max Value	2
Mean	1.80
Variance	0.20
Standard Deviation	0.45
Total Responses	5

9. How long ago did you graduate from the M.A. program?

#	Answer	Bar	Response	%
1	Fewer than two years		3	60%
2	Between two and three years		1	20%
3	Between three and four years		1	20%
4	Between four and five years		0	0%
5	More than five years		0	0%
	Total		5	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.60
Variance	0.80
Standard Deviation	0.89
Total Responses	5

10. Did you choose the thesis or non-thesis option?

#	Answer	Bar	Response	%
1	Thesis		4	80%
2	Non-thesis (comprehensive exams)		1	20%
	Total		5	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.20
Variance	0.20
Standard Deviation	0.45
Total Responses	5

11. If you are now employed, how well did the M.A. program in History prepare you for your job?

#	Answer	Bar	Response	%
1	Very well		3	60%
2	Well		1	20%
3	Neutral		0	0%
4	Not well		1	20%
5	Not at all		0	0%
	Total		5	

Statistic	Value
Min Value	1
Max Value	4
Mean	1.80
Variance	1.70
Standard Deviation	1.30
Total Responses	5

12. If you continued your education after the M.A. (for example, Ph.D. work, law school, etc.), how well did the M.A. program in History prepare you for your studies?

#	Answer	Bar	Response	%
1	Very well		1	50%
2	Well		0	0%
3	Neutral		1	50%
4	Not well		0	0%
5	Not at all		0	0%
	Total		2	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.00
Variance	2.00
Standard Deviation	1.41
Total Responses	2

13. How could the M.A. program have better prepared you for your post-graduation career?

#	Answer	Bar	Response	%
1	Please respond below		5	100%
	Total		5	

Please respond below	
If nothing else it helps you continue to learn and grow as an individual. It also lets you think more abstractly and less like another undergraduate drone.	
Offering workshops on history jobs, resume/CV building.	
More introduction to teaching at the college level (since many of the grad students were interested in that line of work)	
Foreign Language requirements	
Could have incorporated more interaction with undergraduates and provided some teaching experience	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	5

14. What are the program's strengths?

#	Answer	Bar	Response	%
1	Please respond below		5	100%
	Total		5	

Please respond below	
The teachers, for the most part. They were extremely helpful and always willing to listen to problems inside and out of the classroom. I am very grateful for them.	
Classes are challenging and faculty are supportive.	
Great professors who are interested in helping students develop viable thesis projects; joint program allows students to draw on faculty at two colleges which is beneficial.	
Joint Program, additional faculty, very helpful and supportive faculty	
Great faculty, Great location due to the amount of regional and local archives, Great variety of class offerings	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	5

15. What are the program's weaknesses?

#	Answer	Bar	Response	%
1	Please respond below		5	100%
	Total		5	

Please respond below	
The advising, or lack thereof.	
Not enough emphasis on publishing and presenting research.	
Less a weakness and more of a course offering suggestion: technical writing, public history, or teaching oriented elective options.	
Requirements could be tougher, would be good and helpful to require Foreign language	
Needs to be better coordinated with the Citadel, it seems like a disjointed joint program at manly levels	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	5



16. What was your age when you finished the M.A. degree?

#	Answer	Bar	Response	%
1	Please respond below		5	100%
	Total		5	

Please respond below	
24	
23	
24	
26	
25	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	5

17. What is your gender?

#	Answer	Bar	Response	%
1	Male		2	40%
2	Female		3	60%
	Total		5	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.60
Variance	0.30
Standard Deviation	0.55
Total Responses	5



18. What is your ethnic background?

#	Answer	Bar	Response	%
1	African American		0	0%
2	Asian American		0	0%
3	Caucasian		4	100%
4	Hispanic		0	0%
5	Other; please specify below		0	0%
	Total		4	

Other; please specify below

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	4

19. What was your status while you were in the M.A. program?

#	Answer	Bar	Response	%
1	Full-time		4	80%
2	Part-time		1	20%
3	A combination of full and part time		0	0%
	Total		5	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.20
Variance	0.20
Standard Deviation	0.45
Total Responses	5

20. Which of the following best describes your employment status while you were in the M.A. program?

#	Answer	Bar	Response	%
1	employed 35+ hours/week		2	40%
2	employed 20-35 hours/week		3	60%
3	employed fewer than 20 hours/wk		0	0%
4	employed as a graduate assistant		0	0%
5	not employed		0	0%
	Total		5	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.60
Variance	0.30
Standard Deviation	0.55
Total Responses	5

21. THANK YOU FOR TAKING THE TIME TO HELP US IMPROVE THE M.A. DEGREE PROGRAM IN HISTORY. IF THERE IS ANYTHING WE HAVE NOT ASKED YOU THAT YOU WOULD LIKE TO TELL US ABOUT, PLEASE RESPOND BELOW.

#	Answer	Bar	Response	%
1	Please respond below		0	0%
	Total		0	



Please respond below

Statistic	Value
Min Value	-
Max Value	-
Mean	0.00
Variance	0.00
Standard Deviation	0.00
Total Responses	0

Initial Report






Last Modified: 11/20/2012

1. How well-formed were your post-graduation career goals when you applied to the graduate program?

#	Answer	Bar	Response	%
1	Well-formed		2	29%
2	Somewhat formed		5	71%
3	Vaguely formed		0	0%
4	Not formed at all		0	0%
	Total		7	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.71
Variance	0.24
Standard Deviation	0.49
Total Responses	7





2. If you had post-graduation career goals when you applied to the graduate program, which category would best describe them?

#	Answer	Bar	Response	%
1	Doctoral study		2	29%
2	College teaching		1	14%
3	Junior college teaching		1	14%
4	Secondary teaching		1	14%
5	Public history career		2	29%
6	Professional school (e.g., law school); please specify below.		0	0%
7	Other; please specify below.		0	0%
	Total		7	

Professional school (e.g., law school); please specify below.	Other; please specify below.
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Statistic	Value
Min Value	1
Max Value	5
Mean	3.00
Variance	3.00
Standard Deviation	1.73
Total Responses	7

3. What best describes your current post-graduation career plans?

#	Answer	Bar	Response	%
1	Doctoral study		0	0%
2	College teaching		2	29%
3	Junior college teaching		0	0%
4	Secondary teaching		1	14%
5	Public history career		3	43%
6	Professional school (e.g., law school); please specify below.		0	0%
7	Other; please specify below.		1	14%
	Total		7	

Professional school (e.g., law school); please specify below.	Other; please specify below.
-	A year off working for the government and then doctoral study

Statistic	Value
Min Value	2
Max Value	7
Mean	4.29
Variance	3.24
Standard Deviation	1.80
Total Responses	7

4. How well has the M. A. program prepared you for your post-graduation career?

#	Answer	Bar	Response	%
1	Well		4	57%
2	Somewhat well		3	43%
3	Neutral		0	0%
4	Somewhat Poorly		0	0%
5	Poorly		0	0%
6	Do not know		0	0%
	Total		7	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.43
Variance	0.29
Standard Deviation	0.53
Total Responses	7

5. How could the program have better prepared you for your post-graduation career?



#	Answer	Bar	Response	%
1	Please respond below.		1	100%
	Total		1	

Please respond below.

There could have been some type of workshop on developing teaching skills or applying to teaching jobs

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	1

6. Did you complete an internship while in the program?

#	Answer	Bar	Response	%
1	Yes		1	14%
2	No		6	86%
	Total		7	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.86
Variance	0.14
Standard Deviation	0.38
Total Responses	7

7. Would the ability to earn academic credit for an internship have made you more likely to complete one?

#	Answer	Bar	Response	%
1	Yes		4	67%
2	No		2	33%
	Total		6	



Statistic	Value
Min Value	1
Max Value	2
Mean	1.33
Variance	0.27
Standard Deviation	0.52
Total Responses	6

8. How important are the extra-curricular activities associated with the program (e.g., colloquia, speakers, social events, GHS, GSA)?

#	Answer	Bar	Response	%
1	Very important		4	57%
2	Somewhat important		3	43%
3	Neutral		0	0%
4	Not important at all		0	0%
	Total		7	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.43
Variance	0.29
Standard Deviation	0.53
Total Responses	7

9. How well has the program provided interesting extra-curricular activities for its students?

#	Answer	Bar	Response	%
1	Very well		1	14%
2	Well		6	86%
3	Neutral		0	0%
4	Not very well		0	0%
5	Not at all		0	0%
	Total		7	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.86
Variance	0.14
Standard Deviation	0.38
Total Responses	7

10. What are the program's strengths?

#	Answer	Bar	Response	%
1	Please respond below		6	100%
	Total		6	

Please respond below	
flexibility to match diverse student interests	
The program has a rich body of helpful professors with diverse academic interests. It includes a good number of social activities to create an academic community among the students.	
professor guidance/academic and professional	
The professors are capable and well informed.	
Excellent instructors, interesting course offerings	
Strong and approachable faculty, comfortable atmosphere, challenging and engaging coursework	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	6

11. What are the program's weaknesses?

#	Answer	Bar	Response	%
1	Please respond below		6	100%
	Total		6	

Please respond below	
few class options due to program size, lack of cohesive joint program-feels like two different programs between the Citadel and CofC	
The Citadel and CofC are not very well integrated. I have experienced problems with registering for an independent study and with transferring grades. Additionally, breaks, start dates, and end dates between the schools are not coordinated, leading to confusion and frustration.	
guidance in early preparation for thesis defense	
The program is "joint" in namesake only. There is no interface (logistically or academically) between CofC and the Citadel.	
A tendency to teach for teachers	
Few extra-curricular events, such as engaging lectures, and little connection to other academic program events	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	6



12. What was your age when you entered the M. A. program?

#	Answer	Bar	Response	%
1	Please respond below		6	100%
	Total		6	

Please respond below	
22	
22	
23	
32	
53	
25	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	6

13. What is your gender?

#	Answer	Bar	Response	%
1	Male		2	33%
2	Female		4	67%
	Total		6	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.67
Variance	0.27
Standard Deviation	0.52
Total Responses	6




14. What is your ethnic background?

#	Answer	Bar	Response	%
1	African American		0	0%
2	Asian American		0	0%
3	Caucasian		6	100%
4	Hispanic		0	0%
5	Other; please specify below.		0	0%
	Total		6	

Other; please specify below.

Statistic	Value
Min Value	3
Max Value	3
Mean	3.00
Variance	0.00
Standard Deviation	0.00
Total Responses	6

15. What has been your status in the M. A. program?

#	Answer	Bar	Response	%
1	Full-time		5	71%
2	Part-time		1	14%
3	Combination of both		1	14%
	Total		7	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.43
Variance	0.62
Standard Deviation	0.79
Total Responses	7

16. Which of the following best describes your employment status while taking classes?

#	Answer	Bar	Response	%
1	employed 35+ hours/week		2	29%
2	employed 20-35 hours/week		3	43%
3	employed fewer than 20 hours/wk		0	0%
4	employed as a graduate assistant		2	29%
5	not employed		0	0%
	Total		7	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.29
Variance	1.57
Standard Deviation	1.25
Total Responses	7

17. How many total hours will you have earned at the end of this semester?

#	Answer	Bar	Response	%
1	9 or fewer		2	29%
2	10-18		1	14%
3	19-27		2	29%
4	More than 27		2	29%
	Total		7	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.57
Variance	1.62
Standard Deviation	1.27
Total Responses	7

18. THANK YOU FOR TAKING THE TIME TO HELP US IMPROVE THE MA DEGREE PROGRAM IN HISTORY. IF THERE IS ANYTHING WE HAVE NOT ASKED YOU THAT YOU WOULD LIKE TO TELL US ABOUT, PLEASE USE THE REST OF THIS SPACE TO DO SO.

#	Answer	Bar	Response	%
1	Please respond below		2	100%
	Total		2	

Please respond below

Class size needs to be set at a minimum of six students. Classes containing less than half a dozen students fail to provide a stimulating intellectual atmosphere.

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2