Department of History

ACADEMIC PROGRAM REVIEW
SELF-STUDY REPORT

JANUARY 2011
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<td>27</td>
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</table>
Vision and Goals

Faculty in the Department of History at Texas A&M University believe that a common and compelling interest in the human past makes history an essential component of a liberal education. We are committed to teaching, research, and service by producing new historical knowledge and imparting it to students and our community.

To that end, we will enhance the undergraduate experience by fostering intellectually challenging and innovative practices in teaching. Students exposed to the rigorous study of history will develop skills in critical thinking, writing, oral presentation, and the evaluation and critical use of evidence that make them more competitive in a changing job market and more sensitive to the questions facing individuals and societies in our interconnected, dynamic, and complex world.

We will also foster graduate education and research in keeping with the university’s mission of global leadership by continuing to recruit and retain a highly-qualified and diverse pool of graduate students. We will support their development as teachers, researchers, and engaged scholars, thus preparing them for careers in academia, government service, and private sector employment.

As a department, we remain committed to promoting a diverse faculty that excels in the areas of teaching, research, and service. At the same time, we will further develop areas of excellence within our department.
Introduction

The Department of History last completed a self-study in January 2003, followed by the visit of an external review team later that spring. That self-study thus ran through 2002, and like earlier versions, it only focused on the graduate program. This 2010-2011 self-study takes a more global view of our department, as called for by the new guidelines for external evaluation, and focuses primarily on what has transpired since academic year 2002-2003.

Those eight years saw rapid growth and dramatic change, punctuated at the end by a sharp economic downturn. We have grown from 43 to 51 tenured and tenure track faculty, which together with resignations and retirements has meant considerable turnover so that more than a third of our current faculty have joined us since 2002. This change allowed us to expand dramatically in non-U.S. fields of research and undergraduate teaching. Like much of the profession we have a much more transnational, international, and cross-border focus than eight years ago. We also have become much more demographically diverse and younger, and we have sharpened our focus on graduate education. We have a greater international presence, and a fine record of winning external grants and fellowships. We now face the challenge of holding on to what we have built and continuing to advance as a department in difficult times.

A committee comprised of Sara Alpern (chair), Cynthia Bouton, Glenn Chambers, Joseph G. Dawson, David Hudson, Adam Seipp, and Phillip Smith collected evidence for the self-study. Where possible the committee sought to use data comparable to other universities and to collect the accomplishments and achievements of our faculty and graduate students since 2002. RJQ Adams, Julia Blackwelder, Terry Anderson, and Brian Linn helped the committee assemble data in some areas and worked on the wording of the first draft of the self-study. Mary Johnson and Rita Walker gave invaluable staff support. The committee submitted a rough draft
of this report, together with the raw evidence, to the entire faculty for comment in early December 2010. Walter Buenger collected feedback and Mary Johnson entered corrections to the list of achievements and accomplishments. Buenger edited the document with the help of Julia Blackwelder and Harold Livesay, senior colleagues with ample experience at other universities and as department administrators. It was then sent to the Department of History Executive Committee for final review and Buenger incorporated their suggestions.

Preparing this document not only provided a convenient summary of our recent history and current status, it also served as a starting point for the department to reflect on its future. The document provides a brief history and current overview of the department, a candid appraisal of the faculty, and reviews of the undergraduate and graduate programs. It closes with some thoughts on future directions at a time when the department is in the process of selecting a new department head and developing a strategic plan. More detailed information appears in appendices.

Our objectives in writing this self-study included offering the external review team a useful introduction to our department, providing Texas A&M University administrators a snapshot of where we stand currently, and encouraging our faculty to think contemplatively about the future. We look forward to ongoing interactions with all concerned about the best path forward.
A Brief History and Current State of the Department of History

For a hundred years after the founding in 1876 of what became Texas A&M University, History remained primarily a service department with a faculty largely removed from the trends and norms of the broader profession. This began to change in the 1970s as the department hired a number of research-oriented faculty. By the 1980s the graduate program had begun to grow, furthering the creation of a modern department with a dynamic faculty that participated actively in the profession, an undergraduate program geared to majors, and a viable graduate program. Yet as late as 2002, the department and its faculty remained heavily focused on the teaching of U.S. history, and dominated by white males. Since 2002, a greater focus on transnational, international, and cross-border approaches to the past, and aggressive attempts to add diversity have transformed the department intellectually and demographically. We still teach a large number of non-majors in undergraduate U.S. history surveys, but we also have a growing number of majors taking a broad range of courses and a graduate program poised to take advantage of an increased number of talented and highly motivated faculty. Although by any reasonable standards a department that only recently entered onto the stage of departments striving for national and international recognition, we face the future with optimism.

History of the Department before 2002

The evolution of Texas A&M University itself has followed a trajectory from which the course of the Department of History has subtended. From its original mission of training young Texans in the areas of agriculture and engineering, with other disciplines taught in support of that role, the University has emerged as a Research I institution with major research support from alumni, the state and federal governments, and corporations, and with Sea Grant (1971) and Space Grant (1989) status added to its original Land Grant designation. The student body, until
1963 all male and all required to serve in the Corps of Cadets, in 2011 numbers almost 50,000 with an undergraduate student body from all fifty states (though still largely from Texas) and a graduate student body drawn literally from around the world.

As an academic subject, History began its life at A&M when the school first opened its doors, included along with rhetoric, logic, mental and moral philosophy, economy and “higher English” in a “Department of Mental and Moral Philosophy and Belles-Lettres,” with all courses taught by the first President, Thomas S. Gathright, surely a man of great versatility, whatever his other gifts. From that modest beginning, History in 1880 passed into a separate Department of English and History, itself a one-man band conducted by Professor James Reid Cole. A series of changes ensued in the following years, but these embodied structure more than substance: in 1888 History became one of the eleven academic departments of the College; in 1900 it became part of a new Department of History and Government; in 1924 History and Government along with other non-agriculture and engineering college divisions were classified as “service departments” and remained such until well after World War II, a classification reinforced by the decision of the State Legislature in the early 1950s to require six credit hours in American history of all students of public institutions of higher education in the state. This requirement remains in place, serving as both a blessing and a curse: blessing, because it ensures enrollments in introductory level courses with the concomitant opportunity to recruit students into more advanced courses and as history majors; curse, because it long weighted the faculty toward American historians, and because the perpetuation of this dimension of the “service role” has made more difficult the reconfiguration of the department into a research-focused entity.

In the years following World War II, demand for entrance to Texas A&M and for broadened offerings by a new generation of students resulted by the early 1960s in several
decisions that redirected the mission of the institution. In 1963 the A&M College became Texas A&M University, admission opened to women, and mandatory enrollment in the Corps of Cadets ended. New curricula, departments, and degree programs emerged, while enrollment began its upward spiral. The administrative reorganization of the University between 1964 and 1968 added Colleges of Science, Liberal Arts, Education, and Business Administration to the older established units of Agriculture, Engineering, and Veterinary Medicine.

The sea change brought about by co-education and the end of mandatory membership in the Corps of Cadets, echoed in the History faculty and curriculum. The department expanded slowly until 1974, when enrollment growth increased steeply. Between that year and 1980, the number of regular tenure track faculty rose from 19 to 34. By 1990, it reached 45. The early 1990s brought a series of restrictive budgets for Texas A&M; consequently, retirements and resignations reduced the History faculty to 42, where it remained until 2000. As of September 2002, when preparations began for the last self-study, faculty numbered 43.

History of the Department since 2002

Since 2002, the Department of History has made significant progress in diversifying its faculty and course offerings. Supported by the university administration and energized by former A&M president Robert Gates’ dynamic implementation of “Vision 2020,” it has successfully completed twenty-five searches for tenured/tenure track faculty, all but one of them at the entry level. Some of these new appointments replaced departing faculty; others filled new positions. As of January 2011, the department has retained nineteen of these appointees and currently numbers fifty-one tenured and tenure track faculty. In selecting and filling these positions, the department sought to achieve several goals, foremost among them congruence with the “Vision 2020” effort to raise the University’s standing. For the department this meant not
only expansion in numbers, but also diversification of faculty specializations, of undergraduate and graduate course offerings, and above all of faculty demography. Thus the department consciously set out to depart from its overwhelming focus on American history and its predominantly white male faculty by hiring in non-American fields and seeking to attract female and minority faculty.

In these efforts we have enjoyed considerable success through a combination of faculty members’ support, the ability to offer highly competitive entry-level salaries, a teaching load and financial support that facilitated research and publication, and the development of both a graduate concentration in “Comparative Border Studies” and a focus on “The United States in the World” that enabled us to broaden the scope of our appointments to encompass the Atlantic World, the American Southwest, the Caribbean, Africa, Asia, and other regions. When hiring in these areas and in others, we also successfully sought scholars with a transnational, international, and cross-border approach. Thus we hired in the African Diaspora, the Indian subcontinent, the Islamic World, and the Iberian World among other similar positions. As a result, we have competed successfully for top-notch talent including women, African-Americans, and Latinos/Latinas emerging from first-rank graduate programs. Every assistant professor hired since 2002 has attained tenure and promotion on schedule. (A list of faculty arrivals and a summary of the department’s demographic profile appear below. Discussion of the creation of the “Comparative Borders” concentration, as well as other changes in the graduate program appears in the Graduate Program section below.)
Table 1

Faculty Arrivals & Departures Since 2002

<table>
<thead>
<tr>
<th>NAME</th>
<th>PHD INSTITUTION</th>
<th>DATE HIRED</th>
<th>RESIGNED/DESTINATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sylvia Hoffert</td>
<td>Indiana (1984)</td>
<td>1/1/2005</td>
<td></td>
</tr>
<tr>
<td>Adam Seipp</td>
<td>North Carolina (2005)</td>
<td>9/1/2005</td>
<td></td>
</tr>
<tr>
<td>Felipe Hinojosa</td>
<td>Univ. of Houston (2009)</td>
<td>9/1/2009</td>
<td></td>
</tr>
<tr>
<td>Side Emre</td>
<td>Chicago (2009)</td>
<td>9/1/2010</td>
<td></td>
</tr>
<tr>
<td>Brian Rouleau</td>
<td>Pennsylvania (2010)</td>
<td>9/1/2010</td>
<td></td>
</tr>
</tbody>
</table>

Add'l Resignations

<table>
<thead>
<tr>
<th>NAME</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lora Wildenthal</td>
<td></td>
<td>6/1/2003</td>
<td>Rice</td>
</tr>
<tr>
<td>H.W. Brands</td>
<td></td>
<td>1/1/2005</td>
<td>Univ. of Texas</td>
</tr>
<tr>
<td>Daniel Bornstein</td>
<td></td>
<td>8/31/2007</td>
<td>Washington University</td>
</tr>
</tbody>
</table>

Retirees

<table>
<thead>
<tr>
<th>NAME</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger Beaumont</td>
<td></td>
<td>6/1/2003</td>
<td></td>
</tr>
<tr>
<td>Betty M. Unterberger</td>
<td></td>
<td>6/1/2004</td>
<td></td>
</tr>
</tbody>
</table>
The department has recruited and retained as talented a group of young faculty as any institution in the country. To date, however, this success has not come without some setbacks. As new PhDs arrived, some senior members with national reputations as scholars departed: Roger Beaumont and Betty Unterberger to retirement; Daniel Bornstein to Washington University of St. Louis; and in the most serious loss, H.W. Brands to a chaired position at the University of Texas. By contrast, we made only one appointment at the rank of full professor during this period: Sylvia Hoffert from the University of North Carolina. Moreover, when H.W. Brands left for the University of Texas, he vacated the Melbern G. Glasscock Chair in American History. Under instructions from the dean, the department attempted to fill the position with an external candidate, but due in part to a failure to reach consensus on how and who to hire and the unwillingness of established senior scholars at other institutions to move to Texas A&M, the department, at least for the foreseeable future, has lost the chair.

These changes in our department have left us with a much younger faculty with less developed scholarly reputations. Five of the nineteen faculty hired since 2002 that are still with us have been promoted to associate professor, but just within the past few years. The rest, except for our one senior hire, remain as assistant professors, although some of these have now published books. During the same time, five faculty, three in the last two years, have been promoted from associate professor to professor, a notable improvement over past years, but still leaving many who have been in rank at associate professor for many years. As evidence of past hiring and retention patterns, all five of those promoted to professor were male, and to date the department has never promoted a woman through the ranks to professor. As this era of extensive hiring closes, the collective membership of each faculty rank is younger and somewhat less established in the profession than in 2002. (The one exception to this youth movement is that, as
discussed later in this document, our American historians have relatively few younger members in their midst.) For the most part, these changes bode well for our future development, but to some degree currently limit our ability to recruit top graduate students.

One final theme of the past eight years also bodes well for our future, and that is the convergence of faculty salaries in our department with those of faculty at peer or better universities. Texas A&M administrators made concerted efforts between 2002 and 2008 to equalize pay with comparable institutions. As previously noted, this facilitated our hiring of so many talented colleagues. It also assisted retention, and provided the resources for further scholarly development. As the salary table in the appendix reveals, we still trail the peer average at the associate professor rank, but this is in part a function of the merit-based raise system used in Texas and the scarceness of funds to address pay inversion and convergence between ranks. Those recently promoted to associate professor, however, do more nearly match peer averages. At the assistant and professor ranks we are near parity.

Current State of the Department

As of January 2011, then, our department can be briefly summarized as follows. We have fifty-one tenured and tenure-track faculty: thirteen assistant professors, nineteen associate professors, and nineteen professors. We also have one instructional assistant professor and one instructional associate professor who function in most ways as regular faculty and who help with graduate and undergraduate advising. For the past decade we have been able to employ two to six visiting assistant professors who have primarily taught sections of survey courses, a practice which will be sharply curtailed or end due to our current financial difficulties.
Of the fifty-one tenured and tenure-track faculty, thirty six are male (70%) and fifteen female (30%). Of the assistant professors, six are male and seven female, and among the associate professors thirteen are male and six female (four of these promoted since 2004). Among the professors, seventeen are male and two female, both hired into our department at that rank. Both of our instructional professors are male.

Minorities now also make up a higher percentage of the department than the average for the profession. Four of our faculty (8%) are Latino/Latina, with three being male and one female. Two Latino/Latinas are assistant professors. Two Latinos are associate professors. Three of our faculty (6%) are African American, all males. One African American is an assistant professor and two are professors.

As this demographic profile of our faculty indicates, over the past eight years we have not only hired and retained a diverse faculty, we have promoted them to associate professor. We have gained greater gender balance and increased ethnic and racial diversity. We now exceed the norms of the history profession in those areas. (A discussion of faculty research interests can be found later in this self-study.)

No department can function without staff support and we are fortunate to have a fine staff led by Mary Johnson, the assistant to the department head. Barbara Dawson serves as our business coordinator, and Rita Walker rounds out our central office staff, with one position currently vacant. In addition, Jude Swank provides technical support, and Robyn Konrad assists in course scheduling and helps with advising undergraduates. Philip Smith, an instructional assistant professor, also serves as an undergraduate advisor.

Several faculty also help manage the affairs of the department. Walter Buenger serves as department head. Sara Alpern is associate department head and is in charge of the undergraduate
program. Julia Blackwelder heads up the graduate program as graduate director, and Carlos
Blanton is in charge of scheduling. David Hudson, an instructional associate professor, is
Associate Director of the Graduate Program and assists with many of the program’s day-to-day
details. The department has several significant committees, including an executive committee,
and it holds regular faculty meetings. The committees and the general form of faculty
governance are described in the Department Bylaws found in the Appendix.

Our undergraduate program will be discussed at length later in this self-study, but this
profile of our current undergraduate students helps complete the overview of our department:

Total Majors......722
Male ....................477
Female...............245
African-American ..20
Asian ....................9
Hispanic ..........96
Anglo...............581

Our graduate program will also be discussed in detail later in this self-study, but this
profile of our current graduate students introduces this important part of our department:

Total Students .......75
Male .................56
Female.............19
African-American ....2
Asian .................4
Hispanics..........8
Anglo..............61

The following table (Table 2) represents degrees awarded for graduate and undergraduate
students over the past five years:
Table 2
Degrees Awards in History 2005-2009

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tr>
<td></td>
<td>2005</td>
<td>2006</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
<td>total</td>
<td>%</td>
</tr>
<tr>
<td>BA</td>
<td>67</td>
<td>64</td>
<td>78</td>
<td>87</td>
<td>84</td>
<td>380</td>
<td>41</td>
</tr>
<tr>
<td>MA</td>
<td>0</td>
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<td>3</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>PhD</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>12</td>
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<table>
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<tr>
<th></th>
<th>Male</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2005</td>
<td>2006</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
<td>total</td>
<td>%</td>
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<tr>
<td>BA</td>
<td>107</td>
<td>125</td>
<td>102</td>
<td>103</td>
<td>97</td>
<td>534</td>
<td>59</td>
</tr>
<tr>
<td>MA</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>30</td>
<td>79</td>
</tr>
<tr>
<td>PhD</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>15</td>
<td>88</td>
</tr>
</tbody>
</table>

The Department of History is located in one central building, the Melbern G. Glasscock Building, which has sufficient office space for faculty, staff, and teaching assistants. We also have three classrooms, a library, a lunch room, a computer lab, and a mail room. We are fortunate to have much research support for faculty and graduate students from the Glasscock Center for the Humanities also located in our building.

Despite the budgetary problems facing the state of Texas and Texas A&M University, the Department of History has permission to hire up to two additional faculty in U.S. history to begin in September 2011. We are also in the midst of selecting a new department head through an internal search process. The department certainly faces severe budget problems, much reduced support for various faculty initiatives, and the difficulty of teaching the same number of students with a reduced number of instructors. It is unlikely that we will hire again next year or that the faculty will receive raises for next year. Still the members of the department stand ready to plan for the future and act on that plan.
Faculty

It bears repeating that nineteen of our current fifty-one tenure/tenure track faculty have been hired since 2002, and all but one were entry-level hires. Thus, these new faculty are concentrated at the assistant professor and beginning associate professor levels. Our new faculty, as well as their senior colleagues, have increased the department’s publication rate and won an increasing number of external awards. They also have broadened the international presence of our department and diversified our course offerings, particularly on the undergraduate level. Still, our greatest strength and most productive faculty remain in a few targeted areas, and many current faculty do not yet have the seniority, standing in the profession, and publication records to attract national recognition. Our greatest challenges are to build national prominence as a department in a profession that expects leading departments to be strong across the board and to be patient enough and supportive enough to allow our younger colleagues to fully establish their scholarly reputations.

Activities and Achievements

This concentration of so many faculty at the assistant professor and beginning associate professor levels effects all types of faculty achievements and accomplishments. For example, during the last eight years faculty published thirty-one single authored books, as well as numerous co-authored and edited works. They also published articles in a wide range of journals, including the Journal of American History, the Journal of Southern History, and Past and Present. Reflecting our surge in hiring at the entry level, thirteen of those single-authored books were by assistant professors. Professors published ten books and associate professors seven books over that time period, although both were larger cohorts of the faculty. (One book was published by an instructional assistant professor.) During that same time span, members of
the department averaged about five external grants or fellowships per year. Again, while senior faculty earned several especially prestigious awards, the largest number of these went to untenured or newly tenured faculty. Book prizes and other indicators of success were roughly split between professors and assistant professors. Complete listings of all publications, external fellowships and grants, and other indicators of merit appear in the appendices. When looking at this evidence of achievement, keep in mind that although a young department with many of our most productive and promising scholars either untenured or newly tenured, we have several productive and widely recognized senior scholars. Because of the resignations and retirements mentioned in the previous section of this self-study, however, there are probably fewer especially well known and established senior professors in our department than in 2002.

**Internationalization and Greater Diversity of Course Offerings**

On the other hand, most of the newer faculty hired since 2002 specialize in fields outside the United States, enhancing our presence on the international stage. Even our more senior faculty specializing in U.S. history increasingly have lectured and participated in international scholarly venues, and they too have often moved toward more transnational themes in their work. Our increased level of international participation is noted in several entries in the appendices, but especially important are the number of single-authored books published on non-U.S. topics or transnational topics that include the U.S.—a total of fourteen. That is almost half of the total number of single-authored books published since 2002, a remarkable turnaround from years past. To produce these books and lay the groundwork for future such publications faculty have conducted research in twenty-four countries other than the United States, and fifteen languages other than English.
Not surprisingly, the expanded research interests of our faculty led to a steady increase in the number of non-U.S. courses we offer undergraduates. Research and teaching, as always, were closely connected, and the increased expertise of our faculty in areas outside the U.S. or in transnational areas has allowed us to accelerate a trend begun in 1999 when we first clearly recognized we were too narrowly focused on the United States. Since then, we have added over forty new courses on non-U.S. topics. Many of these courses are transnational and cross-border in focus, such as the Atlantic World, the Iberian World, South Asia, and the Caribbean. We have consciously hired in these areas both to expand our emphasis on the graduate level in Comparative Border Studies and to provide our undergraduates with the global perspective they need in the modern interconnected age.

Strengths and Challenges

Recent hiring has given us not only new energy and a new breadth of coverage on the undergraduate level, but for the first time we now have more women, more African Americans, and more Latinos/Latinas than the average for the profession. These new faculty have strengthened our traditional areas of emphasis on U.S., Diplomatic/Military, and European history, giving them a transnational and international focus in keeping with recent trends in the profession. We also have built almost from scratch a new emphasis on Comparative Borders, particularly in the Atlantic World, the Caribbean, and the Southwestern Borders. These three subsets of Comparative Borders have played a key role in the growing diversity of our approach to the past, allowing us to move beyond a simple focus on the nation state. As part of our Atlantic World approach, for example, we hired a specialist in the African diaspora who also brought expertise in the Caribbean. As part of the Southwestern Borders approach, we hired two
specialists in Latino/Latina history, giving us a total of four faculty in this increasingly important area.

Preserving what we have built over the past eight years presents an especially difficult challenge in these economic times. We must balance offering undergraduates a wide array of history courses in a transnational and global context with growing pressure to focus scarce resources on a relatively few research and graduate teaching areas. As the economy improves in other places and for other universities, our most talented junior faculty and our leading senior faculty will begin receiving offers, just as they have in the past. We must maintain an intellectual environment that encourages innovative thinking, teaching, and research, an environment that even in the absence of plentiful financial resources makes anyone think twice before leaving. At the same time, we need to mentor, guide, and remain patient as our younger faculty emerges onto the national and international stage. Senior faculty must continue to provide leadership in their fields, and we must begin to plan for their eventual replacement.

While we are a young department in most areas, in U.S. history the overwhelming majority of those who teach and conduct research are in their sixties or older. We are in the process of making two entry level hires in U.S. history, but that will not fully address this problem. Finally, as the by-rank figure on the publication of books indicates, associate professors do not publish books at the same rate as either assistant professors or professors. This disparity must be effectively addressed.
Undergraduate Program

Currently more than 720 undergraduates major in history. Many of them enter our program after their sophomore year and come to us from other majors. An increasing number, however, start as history majors, drawn to us by the excitement of the field and the opportunity to learn skills that will help them cope with a more complex and interconnected world. Our undergraduate program for our majors differs radically from 2002—much less U.S. centric and much more transnational, international, and cross-border focused. This has been both an intentional decision on our part and a beneficial side effect of our Comparative Borders focus on the graduate level. With this change we hope to show students that the U.S. is in the world, not separate from the world. At the same time, however, we continue to teach roughly 7,500 undergraduates each semester in history courses with 5,000 in just three survey courses that fulfill the State of Texas mandate for taking U.S. history. While we try to take the same basic approach in teaching these multi-section courses, staffing and teaching them in an effective and engaging manner requires a constant balancing act with the needs of our undergraduate majors. What follows address specific questions suggested by the Associate Provost’s office for program reviews of undergraduate studies.

Focus of the Undergraduate Academic Program

The undergraduate program in history introduces majors to the challenge of explaining continuity and change over time, while helping them analyze cause and effect in the past and in future situations. Students learn to situate Texas and the United States in the global community and come to understand the interconnections between the local, the national, and the
international. Thus, it prepares them to cope with an increasingly complex and interconnected world.

Students gain critical thinking and communication skills through reading, writing and speaking assignments based on the use of evidence from primary and secondary sources. Students learn to judge historical accuracy, and to test the plausibility of evidence and explanations (past and present). This training prepares students for the obligations of citizenship, more effective participation in a global society and economy, and success in fields such as business, education, journalism and information media, government, public policy and advocacy, international relations, and military service. Some pursue higher degrees in academic fields and professional schools such as law and medicine.

Assessment to Measure Success

Our capstone course, History 481, provides the primary measure of our success. Taught in sections of fifteen students or fewer, professors in these classes evaluate students on their research, writing, and speaking abilities. Every major must satisfactorily complete this course, and over the past ten years, 93% of history majors have passed it on their first attempt.

The catalog description of this course reads:

481. Seminar in History. (3-0). Credit 3. Literature of an issue, event, period or people in history; use of primary source materials connected with the field of the seminar; problems of bibliography, historiography and historical method; and experience in writing. Prerequisite: 21 credits of history, 9 of which must be 300-level or above. Open to senior history majors or with instructor's approval.

Satisfactory grades in the capstone course indicate superior -A-, good -B-, and satisfactory -C- demonstrated ability in the use of historical evidence and analysis. A survey of selected participants in these capstone courses is also conducted.
Writing Enhancement for Undergraduates

University writing courses, including History 481, focus on students’ skills in defining a topic, developing a thesis, finding sources, documentation, writing an outline, preparing a rough draft, and producing a polished essay. Beginning in 2008, all history graduates were required to have two University-defined writing courses in their major, one of them the capstone 481 course. To supply the second, since 2008 the department has added numerous writing courses, capped at 25 students to facilitate discussion and the teaching of writing. These additions to the department's course offerings have necessitated a decrease in the number of honors courses, also capped at 25 students, offered each semester. Demand for the honors courses has declined and so has the supply of instructors since so many faculty now teach writing courses.

Table 3

Enrollment in Undergraduate Research and Writing Courses

<table>
<thead>
<tr>
<th>Undergrad</th>
<th>HIST481</th>
<th>HIST485</th>
<th>HIST491</th>
<th>HIST497</th>
<th>Writing</th>
<th>Honors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>Capstone</td>
<td>Directed</td>
<td>Research</td>
<td>Honors</td>
<td>Courses</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>200</td>
<td>249</td>
<td>18</td>
<td>0</td>
<td>1</td>
<td>294</td>
<td>3</td>
</tr>
<tr>
<td>2009</td>
<td>165</td>
<td>241</td>
<td>28</td>
<td>4</td>
<td>8</td>
<td>169</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>106</td>
<td>208</td>
<td>23</td>
<td>4</td>
<td>9</td>
<td>140</td>
<td>3</td>
</tr>
<tr>
<td>2007</td>
<td>197</td>
<td>214</td>
<td>32</td>
<td>4</td>
<td>9</td>
<td>26</td>
<td>3</td>
</tr>
<tr>
<td>2006</td>
<td>198</td>
<td>225</td>
<td>18</td>
<td>0</td>
<td>9</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2005</td>
<td>361</td>
<td>236</td>
<td>24</td>
<td>0</td>
<td>10</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2004</td>
<td>367</td>
<td>194</td>
<td>16</td>
<td>0</td>
<td>13</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2003</td>
<td>282</td>
<td>174</td>
<td>34</td>
<td>0</td>
<td>6</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2002</td>
<td>301</td>
<td>174</td>
<td>25</td>
<td>0</td>
<td>4</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2001</td>
<td>363</td>
<td>158</td>
<td>25</td>
<td>0</td>
<td>6</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

During fall semester 2010, the Department of History initiated History 280, “The Historian's Craft.” This majors-only, sophomore-level course fulfills one of the two mandated writing-intensive courses, and has three primary objectives: introducing undergraduate students
to the discipline of history, developing skills in research and writing, and exploring careers for history majors.

**Undergraduate Degree Program Review**

The Associate Department Head, who also chairs the Undergraduate Committee, along with appointed faculty members from that committee annually review the undergraduate program for history majors. In addition, subsidiary academic field plans lead to teacher certification in public high schools. The College of Education’s Department of Teaching, Learning and Culture and our department jointly manage these field plans, review them annually and adjust them in response to changing course offerings and to the requirements of the Texas Department of Education’s certification examination. Philip Smith, an academic advisor for history undergraduates, manages this function. Last year, 100% of history majors seeking teacher certification passed the state qualifying examination.

**Undergraduate Courses Primarily for Non-majors**

Because the state of Texas requires that all undergraduates enrolled at one of the state’s public universities take six hours of U.S. history before graduation, the department faces enormous pressure to offer enough seats to accommodate student demand from across the university. As mentioned, some 5,000 undergraduates per semester pack the three courses commonly used to meet this requirement, History105, History 106, & History 226. (See Table 4) In past years some 40% of these students were taught by visiting assistant professors, graduate students, and temporary instructors. Budget pressures have made hiring these non-tenured instructors increasingly difficult, and as a result we have dramatically increased class size to keep the number of available seats level. We have compensated for the impersonal nature of large surveys by offering as many as possible with multiple discussion sections attached. We
have also further restricted the number of honors classes, and moved faculty from a few of the
less popular upper level classes to these basic classes. Obviously this makes it difficult to
balance the interests of our majors who benefit from a wide array of upper level courses with the
interests of the general student population who need to fulfill a requirement for graduation. We
welcome this problem, however, because many students take these required courses, become
enthralled with history, and change majors to our department. History faculty also strongly
believe that they are fulfilling a commitment to the state of Texas to train all students to better
understand the world around them.

Table 4

Undergraduate Class Sizes

<table>
<thead>
<tr>
<th>Survey courses</th>
<th>HIST105</th>
<th>HIST106</th>
<th>HIST226</th>
<th>All Undergraduate Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>total students</td>
<td>average class size</td>
<td>total students</td>
<td>average class size</td>
</tr>
<tr>
<td>2010</td>
<td>4605</td>
<td>94</td>
<td>4055</td>
<td>86</td>
</tr>
<tr>
<td>2009</td>
<td>4945</td>
<td>87</td>
<td>4350</td>
<td>91</td>
</tr>
<tr>
<td>2008</td>
<td>4825</td>
<td>86</td>
<td>4687</td>
<td>85</td>
</tr>
<tr>
<td>2007</td>
<td>4639</td>
<td>89</td>
<td>4073</td>
<td>80</td>
</tr>
<tr>
<td>2006</td>
<td>4409</td>
<td>88</td>
<td>4217</td>
<td>84</td>
</tr>
<tr>
<td>2005</td>
<td>4395</td>
<td>88</td>
<td>4326</td>
<td>83</td>
</tr>
<tr>
<td>2004</td>
<td>4561</td>
<td>86</td>
<td>4172</td>
<td>79</td>
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<tr>
<td>2003</td>
<td>4531</td>
<td>108</td>
<td>4264</td>
<td>99</td>
</tr>
<tr>
<td>2002</td>
<td>4596</td>
<td>139</td>
<td>4539</td>
<td>103</td>
</tr>
</tbody>
</table>

Academic Advising

The University is an affiliate organization of the National Academic Advising
Association (NACADA) and the University Advisors and Counselors (UAC). The UAC
maintains a “New Advisor Training Manual” and nurtures a peer community. The assistant dean
for undergraduate studies supports the advising function in each department of the College, including training. The department also allows time for needed training for academic advisors. The department has two academic advisors. Robyn Konrad, a staff member (Academic Advisor II), devotes 80% of her time to undergraduate academic advising; Philip Smith, (Instructional Assistant Professor) devotes 33% of his time to advising for a net advising Full Time Equivalent (FTE) of 1.13. The department's ratio of majors to advisors 543/1 exceeds the national average at 4-year public universities of 285/1, but our advisors many years’ experience and expertise allow them to manage the task admirably.

**Teaching**

The department's fifty-three faculty (all PhDs) teach undergraduates as part of a 2-2 course load. Visiting assistant professors (VAP’s) and history graduate students who have completed all qualifying examinations for the PhD degree also have taught in years past with VAP’s carrying a 3-3 load. The department provides informal mentoring of teaching if faculty members request it, and the university also offers training seminars on effective teaching skills and on classroom technologies. All new non-tenure-track instructors undergo review by the Associate Department Head. This review involves class visitation, reporting, and follow up action as needed.

**Curricular Innovation**

In recent years our search process has led to curricular innovation and much greater diversity in our courses because we often hired in fields never before available for undergraduate study at Texas A&M. In addition, the department's stated emphasis on Comparative Border Studies and a transnational focus has facilitated the development of new courses. As noted above we have also increasingly relied upon large introductory U.S. survey courses with multiple
smaller discussion sections attached to each lecture section. This has constituted another major innovation for undergraduates (and the graduate students who teach discussion sections). We have also added several writing courses in that time period as described above. Taken as a whole these changes have allowed undergraduates to better understand the place of Texas and the United States in the World, the connections between here and there, and the importance of understanding people and events outside the United States. They have also better developed students’ analytical and writing abilities. For our majors the greater emphasis on writing, on interpreting the evidence base of history, and on understanding books has allowed them to sharpen the skills they need to thrive in the workplace and given them the basic tools of an historian. They also now have a better grasp on how to harness these skills to find a rewarding position in that workplace.

**Undergraduate Research**

History undergraduates may perform research in a variety of courses such as the three described below:

- **485. Directed Studies. Credit 1 to 3.** Selected fields of history not covered in depth by other courses. Reports and extensive reading required. Prerequisite: Approval of Department head.

- **491. Research. Credit 1 to 3.** Research conducted under the direction of faculty member in history. Prerequisites: 24 hours if history, with 12 or more at 300-level or above; junior or senior classification and approval of instructor.

- **497. Independent Honors Studies. Credit 1 to 3.** Directed independent studies for upper division Honors students, regardless of academic major, in selected aspects of history. Prerequisites: Junior or senior classification either as Honors student or with overall GPR of 3.25 and letter of approval from head of student's major Department and approval of head, Department of History.

Over the past ten years, participation in these three courses varied between about thirty-five and fifty students per year. Participation has dropped in 2010, but it is a bit early to tell whether that
is an emerging trend caused by increased demands on faculty to teach larger classes, or an aberration.

Table 5
Undergraduate Research

<table>
<thead>
<tr>
<th>Year</th>
<th>HIST485 Directed</th>
<th>HIST491 Research</th>
<th>HIST497 Honors</th>
<th>Honors Thesis</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>18</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>2009</td>
<td>28</td>
<td>4</td>
<td>8</td>
<td>1</td>
<td>41</td>
</tr>
<tr>
<td>2008</td>
<td>23</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>39</td>
</tr>
<tr>
<td>2007</td>
<td>32</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>2006</td>
<td>18</td>
<td>0</td>
<td>9</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>2005</td>
<td>24</td>
<td>0</td>
<td>10</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>2004</td>
<td>16</td>
<td>0</td>
<td>13</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>2003</td>
<td>34</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>41</td>
</tr>
<tr>
<td>2002</td>
<td>25</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>2001</td>
<td>25</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>34</td>
</tr>
</tbody>
</table>

The department also encourages student participation in research projects by presenting an annual award for undergraduate research papers. A faculty committee reviews submitted papers and identifies noteworthy projects. Once the committee decides on the winners of the competition, they attend an awards ceremony hosted by the Department Head. The following honors and award winning titles of undergraduate research papers indicate the diversity of faculty and student interests.

“The Empire of French Imperial Art: Jacques-Louis David and the Napoleonic Regime”
“A Study on the Relationship Between Southern Culture and the History of Racism, Gender Issues, and Politics at Texas A&M University”
“Disturbance at the New Mexico Penitentiary”
“Islamic West Africa Origins of the 1835 Bahian Slave Revolt”
“Profitability of the Atlantic Slave Trade”
“Constructing a Sense of Place: The Portraiture of Elite Jewish Women in Colonial British America”
“Jean-Paul Sartre”
“The Voyages of Zheng He and the Glory of the Ming Dynasty”

Faculty advisors for most of the significant research papers originate in the fields of Comparative Borders, Gender, European, Economic, and Intellectual History. Other than the designated research courses, no formal method exists to account for undergraduates working collaboratively with faculty on research projects.

**Student Population**

History majors’ demographic profile remains less ethnically and racially diverse than those of the College and the University overall, and less diverse than national averages for history departments and university populations. The table below depicts the history major population compared with the College of Liberal Arts (CLLA) and the university (TAMU).

**Table 6**

<table>
<thead>
<tr>
<th>2010</th>
<th># DEPT</th>
<th>% DEPT</th>
<th>% CLLA</th>
<th>% TAMU</th>
<th>% Dept’s National</th>
<th>% Univ’s National</th>
<th>% Texas Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo</td>
<td>581</td>
<td>80.5</td>
<td>75.8</td>
<td>74.7</td>
<td>78.8</td>
<td>75.3</td>
<td>46.7</td>
</tr>
<tr>
<td>African American</td>
<td>20</td>
<td>2.8</td>
<td>3.6</td>
<td>3.2</td>
<td>6.6</td>
<td>6.6</td>
<td>12.0</td>
</tr>
<tr>
<td>Latino/a</td>
<td>96</td>
<td>13.3</td>
<td>15.0</td>
<td>14.5</td>
<td>5.4</td>
<td>5.7</td>
<td>36.9</td>
</tr>
<tr>
<td>Asian</td>
<td>9</td>
<td>1.2</td>
<td>3.8</td>
<td>5.1</td>
<td>3.6</td>
<td>8.3</td>
<td>3.6</td>
</tr>
<tr>
<td>American Indian</td>
<td>2</td>
<td>0.3</td>
<td>0.7</td>
<td>0.1</td>
<td>0.5</td>
<td>0.4</td>
<td>0.8</td>
</tr>
<tr>
<td>Unknown</td>
<td>14</td>
<td>1.9</td>
<td>0.3</td>
<td>0.3</td>
<td>2.6</td>
<td>2.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>722</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most significantly, the number and percent of African American history majors is statistically insignificant and far below the state population of African Americans and only one-third of
national averages. On the other hand, the enrollment of Latino/Latina majors in the Department of History is more than double that of History departments nationwide.

Diversity Recruitment

Efforts to recruit a diverse undergraduate population take place at the university and college levels. The department has no direct recruitment program at the undergraduate level and no funding for such a program.

New Students

TAMU encourages entering students to declare a major, however, it is easy to change majors, which many do during their first two years. History typically gains majors who start in engineering, business, or the sciences but find themselves ill matched. History majors must maintain a minimum grade point average of 2.0, identical to the minimum required to remain enrolled in the College of Liberal Arts. Some majors and some colleges have higher GPA requirements.

Table 7

Undergraduate Admissions

<table>
<thead>
<tr>
<th></th>
<th>fall &amp; spring</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>freshman</td>
<td>transfer</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>65</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>61</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>79</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>79</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>2006-07</td>
<td>79</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>2005-06</td>
<td>88</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>2004-05</td>
<td>89</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>2003-04</td>
<td>73</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>2002-03</td>
<td>42</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>2001-02</td>
<td>45</td>
<td>73</td>
<td></td>
</tr>
</tbody>
</table>

2010-11 does not yet include spring semester
Students who choose no major as freshman may remain in a general studies category until they have completed 60 hours, at which time they must declare an academic major. Transfer student numbers remain high, augmented by an arrangement with a nearby community college, Blinn College, whose students may co-enroll in TAMU courses and seek admission to TAMU in their second year.

**Retention and Graduation Rates**

Typically, about 70-78% of majors return from the previous academic year at the start of the next year. Thus, in each of the past few academic years, 22-30% of history majors graduated, changed majors, or otherwise left the university. Some 40-65% of history majors typically graduate within a six-year period.

**Study Abroad**

The department offers two study abroad programs, but history majors study abroad as part of various other programs. In addition, department faculty members have regularly offered history courses at the Santa Chiara Study Center in Castiglion Fiorentino, Italy. History majors are twice as likely to study abroad as other TAMU majors, and members of the department are very supportive of this program.

**Internships**

The department has no internship placement program, but the university’s Career Center assists students who wish to find internships in fields of interest to history majors.

**Student Organizations**

The department provides an advisor and meeting space for the History Club, a recognized campus student organization. The advisor, a faculty member, provides guidance and suggestions when appropriate. The club organizes activities of interest to history students, and each year the
club sponsors programs about careers for history majors and about graduate school in the field of history. The university also has a chapter of Phi Alpha Theta, the international history honors society, and a faculty member also acts as advisor to this chapter.

**Scholarships**

The department offers no scholarships, but notifies majors about funding opportunities appropriate to history majors.

**Capstone Courses**

All history majors must complete a capstone course (HIST481, described earlier in this report), taught in small classes of fifteen students. Eight or nine sections of History 481 are regularly offered each Fall and Spring semester, with a different subject for each section.
Graduate Program

Much about our graduate program has changed since our PhD program review in academic year 2002-2003. Most especially, we now have a better developed emphasis on Comparative Border Studies and a more transnational perspective, and we have had the benefit not only of the analysis of the previous external review team, but also participation in the Carnegie Initiative on the Doctorate (CID) in 2003-2004. In the past two years we have also undertaken a substantial restructuring of how our students move through the program. Still some basic characteristics remain the same. The department offers the MA and PhD in American history and European history with signature concentrations in Diplomatic/Military history and in Comparative Border Studies. The Diplomatic and Military history concentration has been a strength of the department for three decades, while Comparative Borders (both described below) developed in the late 1990s. Faculty expertise in the department could support a stand-alone major in either concentration, but the department has maintained the importance of a broad grounding in American or European history to facilitate graduates’ employment in higher education or government service and to foster students’ intellectual development. Students in the doctoral program must complete a major in either American or European history and may also elect to focus on either of the signature concentrations. The MA may be offered in any field with sufficient faculty expertise to offer 18 hours of course work, but the graduate program does not encourage applications for the MA only track. Typically, the MA serves as a point of passage toward the PhD.

Responses to the Program Review and the CID and Recent Reforms

After the visit of an external review team on March 2-4, 2003 and after more than a year of involvement with the CID including meetings in Palo Alto, California with representatives
from several prominent history departments, we identified six areas that needed work. These can be summarized as follows: (1) achieve better gender balance among the faculty and the graduate student population, (2) broaden the focus of the graduate program, (3) improve the work load and financial support of graduate students, (4) continue efforts to target minority institutions and minority students for recruitment into our program (5) better integrate graduate students into the intellectual community of the department, and (6) better equip graduate students to be successful professional historians. All of these points, especially number six, have been revisited in the past three years as we have again sought to rethink how we approach graduate education.

Our last external review committee found particularly troubling the presence of a “male culture” and the underrepresentation of women among faculty and graduate students. While this problem had long been recognized, the graduate program review provided needed encouragement to act. As indicated earlier, since September 2002 over 50% of the faculty hired have been women. During the same time, the department has promoted three female faculty members to associate professor with tenure, with another currently in the review process. With our department’s faculty now 30% female and the graduate program 25% female, our commitment to diversification has brought results. Even though we still have never promoted a woman through the ranks to professor, our recent success at promoting women to associate professor suggests that this will soon happen. Recent attempts to recruit female graduate students have been especially strong, but our number of female graduate students also still trails a profession where 40% of new PhD’s are women.

Recognizing that all significant departments of history emphasize breadth as well as depth, the external review committee also highlighted the weakness of our pre-modern and Asian fields. We have since hired four specialists in European or Mediterranean history who focus on
the period from the end of the Roman Empire to the Renaissance (three of them replacement hires). We have also hired an historian of Vietnam, an historian of the Islamic world, a South Asianist, and an historian of German-Japanese relations who has taught our undergraduate course in Japanese history. While these hires most directly impacted our undergraduate program, some of the new faculty play a significant role in our graduate program as committee members and graduate instructors.

Reviewers and participants in the CID process also suggested the work load was too time consuming and the financial support of the graduate students too meager. The clear problem of advanced graduate students teaching large survey classes, to the detriment of their research, has continued for budgetary and curricular reasons. However, the department now offers graduate students tuition remission, instituted formal review of student progress, and regularized assignment of teaching and teaching assistant duties. We also provide limited funding to support language study, dissertation research, and professional travel. As part of recent efforts to enhance the graduate program, all graduate stipends were raised in 2007-2008, and were raised for entering students without an MA in 2009-2010. Yet stipends remain uncompetitive with leading programs ($11,007 for nine months for those entering without an MA, and $11,565 to $12,195 for those with an MA). We also recognize the workload, particularly in the early years of a student’s time with us, remains too heavy. We have to date been unable to offer departmental fellowships which do not require work as a teaching assistant, a factor cited by several students who have been admitted to our program but elected to enroll elsewhere.

On the recommendation of the reviewers and those involved with the CID we have continued our recruitment efforts at institutions underrepresented in graduate programs, such as Texas Southern and Prairie View Universities and colleges in the Rio Grande Valley, but with
only marginal success. Recruiting women and minorities from other undergraduate programs has been somewhat more successful. We have done reasonably well at recruiting Latino/Latina graduate students—in part because of our developing border studies program, but lag far behind in the recruitment of African-Americans. As aspects of our Comparative Borders concentration such as the African Diaspora and Latino/Latina history mature, recruitment of underrepresented groups may change for the better.

The CID process also suggested that the department should better integrate graduate students into its intellectual community and foster closer links between graduate students and the profession. Adding an Associate Director of Graduate Studies has eased the burden of the Graduate Director and allowed both to focus more on the quality of the graduate student experience. We now communicate more effectively about departmental events, including visits from nationally-known senior scholars as well as graduate student participation in departmental colloquia. Largely on their own initiative, but with significant financial support from the department, graduate students will host their second annual conference in February 2011. Graduate students also now participate on all search committees and in the on-campus visits of job candidates. With the Associate Graduate Director in place other recommendations that sprang from the CID experience have also been implemented. For example, we have discouraged or barred graduate students from taking an excessive number of independent study courses, compelled them to take courses outside of their primary area of concentration in order to broaden their perspective, and provided a formal orientation upon their arrival.

In addition, the CID experience forced us to examine in an ongoing manner how best to equip students to become more successful. We designed two courses to help students succeed in the profession: HIST 629, “Research Methods and Professional Development,” and a course in
the process of being approved for the catalog that focuses on improving students’ writing and publishing. Over the past three years our long standing course in historiography has stressed developing a dissertation proposal, analysis of dissertation writing, and conversion of the dissertation to a book, and has involved younger faculty who retrace their steps from the dissertation idea to the first monograph. These curricular changes have better prepared students to complete a high quality dissertation, and working on the theory that good dissertations produce good placements for our graduate students, we also have actively sought out development funds from private donors for dissertation research. We now have four such funds available for our best graduate students. Although we still have difficulty placing our students at PhD granting institutions, increased funding for dissertation research has helped, and we do place almost all of our students.

These efforts to equip our students to be successful have acquired special urgency in the past two years. Thanks to recent efforts by the graduate director and the graduate committee, before students arrive we now match them with a potential faculty mentor, and once here we provide them with as much guidance and as many incentives as possible to move toward graduation efficiently. Each student now files a progress report each semester. Departmental funding for advanced PhD candidates requires evidence of application for extra-university dissertation funding. Every student undergoes a rigorous review of progress at the end of their third semester in the program. The Graduate Committee also has developed a suggested degree plan for moving through the PhD program that will soon be posted to the department’s website.

Current Structure of the Graduate Program

While the past eight years have brought innovations in the scope and design of our graduate program, our traditional strengths remain intact and indeed have been enhanced. We
still focus on U.S. and European history, with Diplomatic/Military history and Comparative Borders bringing subfield specialties, transnational perspectives, and theoretical frameworks to both geographic areas. Within each of these four areas of excellence, we have built faculty strength and better defined how we approach the field.

**United States History**

Studies in the history of English America, Spanish America, and the United States involve the majority of our faculty and of our graduate students as they have since the beginning of the graduate program in the 1970s. Faculty have published on many aspects of the American experience, but publications and research interests show significant depth in diplomatic and military history; rural America; and in areas that overlap with Comparative Border Studies such as Latino/Latina history, South and Southwest, women and gender, the Atlantic World, the Caribbean, and African-Americans. Additional notable fields include business, the environment, Native Americans, immigration, religion, culture, and politics. Viewed from this broad perspective historians of the United States have published widely at respected presses and in leading journals.

Viewed more narrowly, students without a concentration in either Diplomatic/Military History or Comparative Border Studies but with a focus on the United States make up about 20% of the department’s current graduate students. Despite uncompetitive stipends, the scholarly reputations of our U.S. historians have attracted graduate students with BA or MA degrees from such universities as Wisconsin, Illinois, Ohio State, Pennsylvania State, Boston College, U.C.-Santa Barbara, Boston University, University of British Columbia, and the U.S. military academies, especially West Point, giving the program wide-ranging geographical diversity of student origins.
The department has placed its PhD’s around the nation, including at colleges and universities in Texas, Washington, Oklahoma, Louisiana, Illinois, North Carolina, Arkansas, Tennessee, New York, and Iowa. Two of the department’s PhD’s in U.S. history hold endowed chairs, one at the University of Montana and the other at Texas Christian University. Another is Supervisory Archivist at The George H.W. Bush Presidential Library, and other graduates work as staff professionals in business and state government, and as historical consultants.

Graduate seminars offered in U.S. history vary widely and often bridge the areas of Comparative Border Studies and Diplomatic/Military Studies. To prepare for Comprehensive General Examinations and for background as college faculty, all students in American history enroll in two semester-long general Reading Seminars in U.S. history.

In terms of the quality and quantity of publications, faculty in U.S. History at Texas A&M compete with departments at Purdue, Louisiana State, Kentucky, Oklahoma, and New Mexico, and we aspire to compete with History departments such as those at the University of Texas, the University of Minnesota, and the University of North Carolina at Chapel Hill.

**European History**

The graduate program in European history at Texas A&M ranges from the classical period forward and involves not only Europe but its connections to the broader world. Our faculty teach, conduct research, and direct graduate study in political, social, cultural, military, transnational and international history, and the history of ideas within this context. In recent years the European history faculty has grown to fifteen members, conducting research in sub-fields including the classical world, the middle ages, and early modern Russia, France, and Iberia, as well as nineteenth and twentieth century Germany, France, the Soviet Union and Britain. This research has been supported by grants and fellowships from the American Council
of Learned Societies, the National Endowment for the Humanities, the American Philosophical Society, the American Historical Association, the J. William Fulbright Program of the Department of State, Woodrow Wilson Center, the DAAD (German Academic Exchange Program), and the German Historical Institute, among other institutions.

The first PhD’s in European history were granted in 1993, with the majority focused for some years on the history of Britain in the twentieth century. In recent years more graduate students have joined our department to pursue study in other national and chronological fields, and graduate students working on European history now comprise about 20% of the total graduate student population. Most of our doctoral graduates in European history have gone on to establish careers in college teaching and research, and many have published articles and books in their fields of interest including monographs dealing with various aspects of World War I, of British policy in Palestine, of the R.A.F. in World War II, of Anglo-Irish relations, of the British press and party politics and British Empire policy and politics in the twentieth century, among other subjects.

European historians at Texas A&M offer seminars in early and later medieval history, readings in early modern and modern European history, and modern British history, as well as several courses that may deal with the history of Europe in a cross or multi-national format such as the research and reading seminars in military history, the history of technology, and the research and special topics seminars in Comparative Border Studies. The departments of English, of European Studies, and of Political Science, among others, as well as the Bush School of Government and Public Service offer graduate courses which deal with European topics and are frequently of interest to history students.
Our program in European history competes with those at other universities in the region such as Louisiana State University, University of Oklahoma, University of Arkansas, University of New Mexico, and the University of Arizona. We tend to draw students more widely and compete in a broader arena in aspects of British history. We aspire to be the equal of the University of Texas in European history.

Diplomatic and Military

Diplomatic and Military Studies at Texas A&M focuses on international relations in peace and international conflicts in war. These studies also include ethnic conflicts, internal and civil strife, and what is often termed war and society including various interactions of civilian leaders and agencies with military officers and organizations. Department faculty conduct research and publish scholarly works on international relations, conflicts between the United States and other nations, and the relationships between military institutions and civilian society. In recently published work, in particular, much of the undergirding research has been comparative, transnational, and cross-border involving work in archives from many nation states and in multiple languages. Published works address civil-military relations, international prisoner of war policies, the U.S.-Philippine War, World War I, World War II, the U.S.-Mexican War, the American Civil War, the Vietnam War, U.S. military and maritime strategy and policies, the Russian army and its officer corps, the status of veterans and civilians in post-World War I Germany and Britain, as well as international relations during the Cold War and diplomacy pertaining to Britain and the Middle East, Latin America, Germany, and Japan. Diplomatic and Military history faculty have been awarded grants and fellowships by various agencies, such as the Fulbright Exchange Program, Guggenheim Memorial Fellowship, Woodrow Wilson International Center, the German Marshall Fund, the Naval War College, the
Marine Corps Historical Foundation, the Naval History and Heritage Command, the Society for Historians of American Foreign Relations, the Society for Military History, the North American Society for Oceanic History, the Marine Corps Historical Foundation, the Naval History and Heritage Command, and the Smith Richardson Foundation.

For thirty years Diplomatic and Military Studies has been a mainstay of the department’s graduate program and currently about 40% of our graduate students are working on some aspect of this concentration. Several graduates have notable records of research and publication. As civilians, some hold teaching and administrative positions at U.S. national military institutions, including the Military Academy at West Point, the Air Force Academy, and at the staff colleges of the Army, Air Force, and Marine Corps. Others teach at state or private colleges and universities, work in U.S. government agencies, and serve in the U.S. Armed Forces. Students in this area take seminars in either U.S. or European history, but they also take a specialized course in modern military history and such topical courses as the history of technology. The creation of the George H. W. Bush School of Public Service has greatly enriched the diplomatic/military concentration and many students pursuing the field take six hours of study in the Bush School.

Diplomatic and Military Studies competes for entering students with departments at, among other places, the University of Kansas, the University of Wisconsin, and Pennsylvania State University, and aspires to be competitive with the University of North Carolina at Chapel Hill and Ohio State University.

**Comparative Border Studies**

Comparative Border Studies is our newest field of PhD concentration. Students and faculty work in a variety of subject areas intended to broaden and enrich the chronological and geographic foci of the department. The program bridges several historical subfields, but has
particular strengths in the areas of early modern Atlantic world, the American Southwest and Northern Mexico, and the Caribbean. It builds on the rich themes of multiculturalism, conquest, human agency, identity formation, and environmental diversity prominent in each of these subfields, but it also extends these approaches methodologically, theoretically, chronologically, and geographically. This initiative positions the department in front of emerging trends in historical research that look beyond the nation state to relationships between them, within states to neglected aspects of social behavior, such as religion, and at the impact of non-state actors.

Borders divide but they also connect, and from that perspective, for example, all aspects of life in the American Southwest flowed from the interaction between the United States and Mexico and masculinity cannot be viewed separately from femininity. The program is essentially two pronged in that it examines the impact of literal geographic borders such as that between the United States and Mexico, and borders unmarked on a map such as those that separate by race, gender, sexuality, religion, and constructed identity. These two parts of the program tend to act as nurseries for the development of new ideas and new approaches, and as incubators for new specialties in geographic borders. Thus we now have a burgeoning emphasis on the Caribbean--a new area of emphasis in our department in the last eight years--that focuses on such questions as the impact of race on national and regional identity.

The Comparative Border Studies program has helped structure the department’s hiring priorities over the past decade, and many of the faculty members hired during this period have research interests that cross geographic and cultural boundaries and that challenge the traditional regional and chronological distinctions that underpin more traditional fields of study. During the past eight years, faculty teaching graduate classes in this area have included specialists in native North America, language education, labor and gender, early American religion, the early modern
Atlantic world, the Caribbean, the Mediterranean world, and Latinos/Latinas in the American Southwest.

At the heart of this program lies a two-course sequence that introduces graduate students to teaching and research in Comparative Border Studies. These seminars are taught by faculty in rotation, offering students a wide range of methodological perspectives on the state of the field. Current graduate student research reflects a similar broad range of interests, including native-colonial-British relations during the American Revolution, the Americanization of the Puerto Rican education system, and the development of Buddhist ritual practice in contemporary Texas and China. Currently some 20% of all graduate students work in this concentration.

With its two pronged structure emphasizing both literal and non-literal borders, the Comparative Border Studies field is innovative. It draws, however, on the models of other successful history programs with a strong comparative, transnational, and global historical focus such as Rutgers University, the University of North Carolina at Chapel Hill, the University of Michigan–Ann Arbor, Johns Hopkins University, the Ohio State University, the University of California-Berkeley, the University of California-Los Angeles, and the University of Texas-Austin.

Recent Trends

Faculty participation in the graduate program appears to be growing as recently hired faculty move more fully into the teaching of graduate classes and as Comparative Border Studies gains maturity. In 2009, eight of 49 faculty chaired three or more graduate student committees. Those eight professors were directing 43 of the department’s graduate students—meaning that eight faculty directed more than half of the students. This relates closely to the findings of the Carnegie Initiative on the Doctorate in 2004, which noted that it was typical in departments
participating in the Initiative for a minority of faculty to direct a majority of the graduate
students. Of the eight faculty, four were professors directing 26 students, and four were
associate professors directing 17 students. About 70% of the History faculty were involved in
the department’s Graduate Program by serving as either a chair or a member of at least one PhD
or MA committee.

In 2010, 12 of 51 faculty chaired three or more graduate student committees. Those 12
were directing 62 of the department’s graduate students (75%). Of those 12 faculty, six were full
professors chairing 36 students; five were associate professors directing 23 students; and one was
an assistant professor chairing three students. This increased number of faculty serving as chairs
of graduate committees in 2010 indicates a broadening of significant involvement in the graduate
program, but overall faculty involvement on some level remained at about 70%.

Perhaps as a result of this increase in significant involvement, the graduation rate of our
students seems headed up. Three PhD students and three MA students completed their programs
in 2010. Two earned PhD’s in U.S. history without a concentration and one with a
Diplomatic/Military concentration. The three MA’s were in Diplomatic/Military fields, with two
of those students continuing on for doctoral studies. As of November 2010, the status of 28 PhD
students who had passed Comprehensive-General Exams and are working on dissertations seems
to indicate a surge in graduation. As many as eight of those students may complete their degrees
in 2011.

Strengths of the Program

The program review comes at a time when many facets of the graduate program are
trending upward. As it has for several years, however, the principal strength of the graduate
program remains the diversity and high research profile of the faculty. The American and
European PhD majors still do not rank highly nationally, however, and broadening the program to include concentrations in Diplomatic/Military and Comparative Border Studies concentrations has been our approach to building national excellence while also training historians with likely employment by the federal government or at a non-PhD granting institution.

Texas A&M is one of a handful of institutions in the U. S. that maintains a diplomatic/military concentration within a History department rather than as a free-standing institute, and one of the few that combines diplomatic history and military history in one intellectual community. These characteristics keep us grounded in the recent trends of the broader history profession and create the potential for innovative dissertations. Our concentration, once principally rooted in the American and British experience, now offers study of Western and Eastern Europe and other transnational perspectives. Diplomatic/military history educates students for high-level federal jobs as well as for employment in higher education. Each year one or more students enter the program with military funding that prescribes the pursuit of military history. Others bring VA benefits to finance their education. The Diplomatic/Military history program merits continued support from the department and from the University for its symmetry with the historical mission of Texas A&M and the Bush School and for its ability to attract gifted students.

The Comparative Borders Program emerged from an older concentration in the history of Texas and the Southwest and it has only recently begun to attract students whose interests are comparative or transnational rather than exclusively regional. It now encompasses transnational or comparative examinations of race, gender, belief systems and other similar borders between people as well as interactions across national and regional boundaries in varied parts of the world. It is a field that has moved beyond the traditional borders of regions and nations. It
merits support from the department and from the university for its claim to innovative research and teaching in a rapidly emerging field of historical inquiry in which Texas A&M has pioneered and has attracted top faculty over the past decade.

**Challenges of the Program**

Despite the optimism generated by the changes of the last eight years, significant challenges to building our graduate program remain. Funding poses the principal threat to a healthy graduate program, and funding for teaching assistants has never been competitive with nationally ranked PhD programs. A related significant threat is the lack of fellowships not requiring work as a teaching assistant. Currently the departmental budget, along with that of the entire university, has suffered potentially debilitating cuts. For the coming year we may offer only two or three departmental aid packages to incoming students, a level that makes it unlikely we can recruit a reasonably sized class. In part due to limited funding, the department continues to have difficulty attracting a diverse student body and the gender ratio and ethnic/racial representations remain out of line with either the profession or the population of Texas.

Finding a healthy balance between the Diplomatic/Military and Comparative Borders undertakings also has grown increasingly essential for the overall success of the program. Our teaching resources and the size of our graduate student body (8 to 21 entry class per year) require that most seminars offered have utility for students in either concentration. Although the two programs are inherently complementary, faculty and students occasionally manifest a competitive rather than cooperative spirit that limits the intellectual reach of some students and marginalizes others.

Reflective of the profession overall, babyboomers predominate among the senior faculty, especially in U.S. history where an overwhelming majority are nearing or past retirement age.
Thus we have a paradox. On the one hand, we have many younger faculty with a third of the department hired at the entry level in the last eight years. On the other hand, a majority of faculty active in the graduate program in U.S. history, including those in the Diplomatic/Military concentration, are approaching retirement. This demographic, with its certainty of multiple retirements over the next decade, has been a source of concern as the department strives to move ahead with its two signature concentrations and to build upon our recent excellent record of hiring.

Despite our many efforts at upgrading our graduate program, our external rankings remain lower than what we believe they should be. Addressing the challenge of external rankings requires an honest evaluation of how we have structured our program and the patience to let our younger faculty develop and become established in the profession.
Future Directions

The Department of History has arrived at a crossroads and so the Academic Program Review comes at an ideal time. This report outlines our substantial progress in building a top faculty, enhancing the experience of our undergraduates, and making our graduate program more competitive, but obvious and difficult challenges face us in the immediate future. Of course, the trying economic times and the reduced level of funding from the state of Texas colors every decision. Still moving forward requires retaining and supporting our most promising and productive faculty, especially the numerous younger faculty that we went to such pains to hire and promote over the past eight years, and that in part requires maintaining the air of intellectual excitement we have built by our emphasis on a more transnational, international, and cross-border approach to history. It also requires our patience and our support, both financial and otherwise, as they establish their scholarly presence on the national and international stage.

We must also maintain the diverse course offerings and dynamic education of our undergraduate majors that has come with our new hires and the continued commitment of so many long-time faculty to undergraduate teaching. Our emphasis on Comparative Border Studies, our significant effort to hire beyond United States history, and our development of smaller writing oriented courses have transformed our approach to teaching undergraduates and made our program much better suited for our times. Yet, we have been instructed by the university to continue to teach the same number of students with fewer instructors, and that will be difficult to do without harming the quality of the undergraduate experience.

We must continue upgrading our graduate program by paying higher stipends, attracting the best possible students, adjusting workloads so they do not hinder the production of a quality dissertation, and placing our graduates in rewarding positions. We should plan now to replace an
aging cohort of U.S. historians active in the graduate program, and that too requires decisions about how to spend scarce resources. Decisions about what can be spent and what can be done in one area impact the resources, time, and energy available for others, but such decisions must be made. Such decisions, if they are to fully benefit us, require moving beyond past controversy and building consensus among our faculty.

We also face a change in leadership as Walter Buenger, who has been department head since the last program review, steps down August 31, 2011. This imminent change in leadership makes discussion of the challenges and the responses to them more complicated, and more tentative, at least at this point in time. Still, new leadership should help us with these challenges since facing them requires both new ideas and energy. We need patience to allow the selection process to unfold, and an orderly and effective transition.

In the midst of all this we have been tasked by José Luis Bermúdez, Dean of the College of Liberal Arts, with developing a strategic plan for our department by April 1, 2011. Thus, the need is great and the timing urgent for a thoughtful and reflective exchange with the external review team about how our department can best move forward.

This entire document serves as a starting point for that exchange, but perhaps a few concluding suggestions will prove beneficial. It seems essential that the next department head pursue the development of private sources of funding even more vigorously than in the past. Grant incentives, research funding, and travel funding must be steered to more recently hired faculty who in general earn less than senior faculty and who are not yet fully established in the profession. Upper division class sizes should be kept relatively small for our undergraduate majors, and every effort made to continue to build up the writing courses. What funds that can be diverted into higher stipends for graduate students should be diverted. Over the next two
years a more fully articulated organizational scheme needs to be developed for our graduate program, one that highlights the inherent compatibility between Diplomatic/Military history and Comparative Border Studies and accurately portrays what we do to the broader profession. Efforts to promote diversity, gender balance, and a culture that values all types of people at all ranks of the faculty and in the graduate program should be a major concern of the next department head. Progress made in this area should not languish with a change in leadership and a shrunken budget. Our strategic plan should involve as much participation by as many faculty as possible, and this plan needs to reflect the realities of a history profession that values strength across the board as well as the imperatives of the moment. This plan also needs to take into account the increased age of many of our faculty, especially those active in U.S. history. Hiring at the entry level in the next two years in a field such as War and Society in the Mid-19th Century U.S., might bridge the gap between Diplomatic/Military and Comparative Borders, strengthen our graduate program, and partially address the problem of an aging U.S. history cohort. Much more could be written, but then this is a starting point not an ending point for discussion.
Self- Study Appendices (On CD)

A. Faculty Brief Vitae
B. Faculty Prominence since 2002
C. Budget Information
D. Departmental Bylaws
E. Promotion and Tenure Guidelines
F. Assessment Plans
G. Undergraduate Courses
H. Graduate Courses
I. Carnegie Initiative on the Doctorate
J. Documents regarding completed PhDs
K. Graduate Student Handbook
CURRICULUM VITAE

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PROFESSIONAL TRAINING

Ph.D., University of California, Santa Barbara, 1972
M.A., Valparaiso University, 1969
B.S., Indiana University, 1965

PROFESSIONAL APPOINTMENTS

2009-present Distinguished Professor of History
Texas A&M University

2004-present Patricia and Bookman Peters Professor of History
Texas A&M University

1998 Distinguished Professorial Fellow
Queen Mary College, University of London

1992-93 Research Fellow
St. Catherine’s College, Oxford

1974-2004 Assistant Professor to Professor of History
Texas A&M University

1973-74 Assistant Professor of History
Bethany College, Bethany, WV

1971-73 Lecturer in History
University of California, Santa Barbara

SELECTED ADMINISTRATIVE APPOINTMENTS

1997, Acting Assistant to Vice-President for Research, Texas A&M University
1987-present, Chair, Advisory Board, Military Studies Institute
1886-90, 2004-05, Director of Graduate Studies in History, TAMU
1986, Special Administrative Assistant to the Chancellor, TAMU System
1983-84, Administrative Fellow and Acting Assistant Provost, TAMU
1981-83, Director, TAMU Institutional Self-Study Program

and others
PROFESSIONAL AFFILIATIONS

Fellow, Royal Historical Society
North American Conference on British Studies
Western Conference on British Studies
Southern Conference on British Studies

SELECTED PUBLICATIONS (Books)


and many articles, essays, reviews and scholarly papers

CURRENT RESEARCH (Book)

The Georgians: Britain in the Age of George V
ARMANDO C. ALONZO

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I. Education
Changes in Land Tenure, Hidalgo County, Texas, 1850-1900.” Dissertation Chair:
Prof. George Juergens.
M.A. History, University of Texas at Pan American, 1983.

II. Academic Employment
Associate Professor of History, Texas A&M University, July 2005-present.
Associate Professor of History, Thomas O’Connor Chair, St. Mary’s University, San Antonio, Texas,
Associate Professor of History, Texas A&M University, September 1998 to August 2004.
Assistant Professor of History, Texas A&M University, September 1991-May 1995; September 1996-
Assistant Professor of History, University of Texas at San Antonio, September 1995-May 1996.

III. Teaching Fields
U.S. History, Spanish Borderlands, Mexican American History, Texas History, and Mexican American
Civil Rights History

IV. Research Projects
I am presently working on a transnational history of Texas and Northern Mexico that examines social
and economic links between 1848-1942. This book project is under contract with the University of
Texas Press at Austin. I have also initiated my third book project, a study of 18th century Nuevo
Santander, a colony in northern New Spain. This project is part of a trilogy of scholarly works that
constitutes my research agenda at Texas A & M.

V. Publications
Book
Tejano Legacy: Rancheros and Settlers in South Texas, 1734-1900. Albuquerque, University of

Articles
“Orígenes de una sociedad y economía binacional: El noreste de Mexico y el sur de Texas, 1848-
1940,” Socorro Arzaluz, ed., Territorio y Ciudades en el Norte de Mexico, Colegio de la Frontera
Norte Monterrey and Porrúa, Monterrey and Mexico City, 2009, 59-89.
“Religiosidad Popular en Semana Santa: Parroquia de Santa Teresa de Bryan, Texas y La Catedral de


**VI. Professional Service**

*Reader for University Presses and Academic Journals*

Patterns of Prejudice, London, 2004
Agricultural History, 2004
University of Colorado, Boulder, 2003

*Memberships in Professional Associations*

American Historical Association
Texas State Historical Association
Society for the Study of the Great Plains
Texas Catholic Historical Society

**IX. Honors, Grants and Fellowships**

*Honors*

Fellow, Mexican American and Latino Research Center, Texas A & M University, 2010-2011.
Thomas O’Conner Chair in Texas Colonial History, St. Mary’s University, 2004.
Fellow, Center for the Study of the Great Plains, University of Nebraska, Lincoln, Nebraska, 1995.
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EDUCATION:
1978    Ph.D., University of Maryland
1968    M.A., University of California at Los Angeles
1964    B.A., Western Reserve University, magna cum laude

AWARDS:
2007-2008  Texas A&M University Enhancement Grant for Scholarly and Creative Activities
2005-2006  University Honors Program Teacher/Scholar Award
1982    Association of Former Students of Texas A&M University Distinguished Teaching Award

FELLOWSHIPS AND HONORS:
2009    Selected as one of 12 “Extraordinary Women Faculty” by the Aggie Women
2006    Women’s Studies/Glasscock Center Stipendiary Faculty Fellowship
2006    NEH “We the People” Grant Consultant
Spring 2001  Texas A&M University Faculty Development Leave
1996-1997  Texas A&M University Women’s Studies Faculty Research Fellowship
1994-1995  N.S.F. Grant, co-principal investigator
1994    Texas A&M University Honors Curriculum Development Grant
1993    Texas A&M University Enhancement Grant for Scholarly and Creative Activities
1993    Texas A&M University Faculty Development Leave
1992    Andrew W. Mellon Fund Fellow of The Huntington Library
1991    Texas A&M University Honors Curriculum Development Grant
1987    Texas A&M University Faculty Academic Study Leave
1986    Radcliffe Research Support Grant

TEACHING EXPERIENCE:
1988-     Associate Professor: History, Texas A&M University
Fall 1998, 1999, 2000  Bush School Faculty
1979-88     Assistant Professor: History, Texas A&M University
1977-79     Instructor: History, Texas A&M University

ADMINISTRATIVE EXPERIENCE:
2010-    Associate Department Head
1991-93  Women's Faculty Network, President
1991-93  Women's Mentoring Project, Steering Committee Member

SELECTED PUBLICATIONS: BOOKS AND ARTICLES
“Eating Disorders Among Women: An Historical Review of the Literature from a Women's History Perspective,” Agriculture and Human Values, Vol. 7, Nos. 3 & 4, (Summer-Fall, 1990), pp. 47-55.
SELECTED PROFESSIONAL ACTIVITIES:
“Margaret Divver and the John Hancock Mutual Life Insurance Company,” Popular Culture Association annual meeting, St. Louis, MO, 1 April 2010.
Panelist, “Writing women into the Curriculum,” for TAMU Women’s Leadership Forum, Texas A&M University, College Station, TX, 23 March 2010.
Commentator, “Seeking Identity” Panel, History Graduate Student Conference, Texas A&M University, College Station, TX, 6 March 2010.
“A History of Women at Texas A&M University,” for the Women’s Leadership Conference annual meeting, College Station, TX, 14 November 2009.
“Mildred Albert and the Academie Modern,” at the session, Biography as Artistic and Ethical Expression, International Society of Educational Biography annual meeting, San Antonio, TX, 1 May 2009.
“Macy’s, Gimbel’s and Me: Bernice Fitz-Gibbon,” Popular Culture Association annual meeting, New Orleans, LA., 11 April 2009.
“The Rise of the Women’s Movement and the Role of Jewish Women,” Jewish Women’s Summit, Texas A&M University, College Station, TX, 24 March 2009.
Speaker and Panelist, “Texas A&M University’s Women’s Faculty Network: A History,” at the program WFN Celebrates 25 Years of Teaching and Learning at Texas A&M University, Texas A&M University, 26 March 2008.
Chair, “States and the Professionalization of Management,” Business History Conference, Toronto, Canada, 10 June 2006.
Chair and Commentator, “Ideological Daughters of the Mexican Revolution,” Texas State Historical Association, Austin, Texas, 2 March 2000.
Panelist, “Answering the question, ‘What Constitutes an American at the turn of the century?’ Afro-American and Jewish women’s perspectives,” at the session, Americanization and Naturalization, Organization of American Historians, Indianapolis, Indiana, 4 April 1998.
Chair, “The Role of Texas Women During World War II,” Texas State Historical Association, Houston, 4 March 1993.

UNIVERSITY SERVICE:(selected committees)
Department of History, Undergraduate Committee, Chair 2010-
Department of History, Undergraduate Committee, Member 2009-2010
Honors Program Advisory Committee 2004-2007
Department of History, Library Representative 1999-2007
Department of History Undergraduate Committee 2003-2006
Women's Faculty Network, President 1991-1993
Women's Faculty Network Mentoring Project 1991-2007
Athletic Council, Member 1994-2000
TERRY H. ANDERSON
Professor of History and Cornerstone Faculty Fellow

ADDRESS:
Department of History
Texas A&M University
College Station, TX 77843
979 845-7157  FAX: 979 862-4314
e-mail  tha@tamu.edu

EDUCATION:
1978  Ph.D. Indiana University (History)
1973  M.A.  University of Missouri (History)
1971  B.A.  University of Minnesota (Psychology)

ACADEMIC EMPLOYMENT:
1979-  Texas A&M University (TAMU), Professor, Associate, and Assistant
2001-02  Mary Ball Washington Professor of American History, University
         College Dublin, Ireland (Distinguished Fulbright Award)
1994-95  Fulbright Professor, Institute of American Studies, Northeast Normal University,
         Changchun, China.
1991  TAMU-Koriyama, Japan.
1979-88  The Oral Historian, TAMU.
1986-87  Texas International Education Consortium, Institut Teknologi Mara,
         Shah Alam, Malaysia.
1981  Systems Assistant Professor, TAMU System, Prairie View A&M
1978-79  Virginia Polytechnic Institute and State University, Assistant Professor
1976-78  Indiana University, Assistant Oral Historian, and Associate Instructor, 1974-76.

PUBLICATIONS:
2006: TAMU College of Liberal Arts Research Award.
Editor, Pearson Longman series on significant eras in American History

BOOKS
Bush’s Wars, forthcoming Oxford University Press, June 1, 2011.


EDITED WORKS:
Series Editor, Pearson Longman series on significant eras in American History, 2006-

South Central Review (an interdisciplinary journal of the Modern Language Association). Guest Editor of a special edition on 1968, in which I wrote one article and edited eight others that concerned the United States and Western Europe, vol. 16.4-17.1 (winter 1999-spring 2000).


ARTICLES and BOOK CHAPTERS (Refereed):
Dale Baum

EDUCATION
Ph.D. University of Minnesota (Major: History; Minor: Political Science/Sociology), 1978
M.A. University of Minnesota, 1972
B.A. Georgetown University (Major: History; Minor: Government)

MILITARY SERVICE
U.S. Coast Guard (Active Duty), 1967-1971, Honorable Discharge, 1973

TEACHING FIELDS
U.S. History: Introductory Survey and Graduate Readings;
Civil War and Reconstruction
Quantitative Methods of Historical Analysis

TEACHING AND RESEARCH EXPERIENCE
1999-present: Professor of History, Texas A&M University
2005: Visiting Fulbright Professor, Graduate School of International Studies, Yonsei University, Seoul, Korea
1985-1998: Associate Professor of History, Texas A&M University
1978-84: Assistant Professor of History, Texas A&M University 1973-75

Publications
Books and Monographs:

Articles:
"Burdens of Landholding in a Freed Slave Settlement: The Case of Brazos County's 'Hall's Town'," Southwestern Historical Quarterly, 113, no. 2 (October 2009): 185- 204.


"'Noisy but not Numerous': The Revolt of the Massachusetts Mugwumps," The Historian 41, no. 2 (February 1979): 241-256.


**Chapters in Books:**


**Notes, Comments, and Legal Briefs:**


**Data Collections**

Donor, "Electoral and Demographic Data, 1848-1876: Massachusetts," ICPSR Dataset #8242 [367 cases and 31 records per case with a logical record length of 80], Inter-university Consortium for Political and Social Research, Ann Arbor, Michigan.

**Work in Progress**

"Tejanos and Reconstruction: The Experience of Mexican-Texans after the Civil War" [The stories regarding how Mexican-Texans adjusted to and experienced the tumultuous period after the American Civil War remain largely untold.]
Dr. Troy Bickham  
Curriculum Vitae

DEGREES RECEIVED

University of Oxford, D.Phil. in Modern History, 2001
University of Oxford, M.Phil. in Economic and Social History, 1997
William Jewell College, B.A. with honors in history, 1995

ACADEMIC APPOINTMENTS

Associate Professor of History and Ray A. Rothrock ’77 Fellow, Texas A&M University, 2009-present
Assistant Professor of History, Texas A&M University, 2003-9
Assistant Professor of History, Southeast Missouri State University, 2001-3
Research Editor, Oxford Dictionary of National Biography (University of Oxford appointment), 2000-1

TEACHING FIELDS

Atlantic world
British Isles, early modern and modern periods and empire North America and the United States before 1865

BOOKS

Current book project: Divided Again: The United States, the British Empire, and the War of 1812 (contracted with Oxford University Press).


ARTICLES IN REFEREED JOURNALS


*Winner of the Belasco Prize, Association for the Study of Food and Society


CHAPTERS IN EDITED BOOKS AND INVITED ARTICLES


“Slavery in Visual Advertising” as part of the Oxford University Bodleian Library and Proquest project: Electronic Ephemerata: digitized selections from the John Johnson Collection.


HONORS, AWARDS, AND GRANTS

Belasco Prize for Scholarly Excellence, from the Association for the Study of Food and Society, for article “Eating the Empire”, 2010.

Ray A. Rothrock Fellowship, Texas A&M University, 2009-present

Student Led Award for Teaching Excellence, Texas A&M University, 2009

Elected a Fellow of the Royal Historical Society (United Kingdom), 2008

A. M. Keck Foundation Fellowship, Huntington Library, 2006

Program to Enhance Scholarly and Creative Activities research award (Texas A&M’s most significant internal research grant), Texas A&M University, 2005 and 2007

Franklin Research Grant, American Philosophical Society, 2004

Bernadotte E. Schmitt Grant, American Historical Association, 2004

Faculty Fellowship, Melbern G. Glasscock Center for Humanities Research, Texas A&M University, 2005

Isaac Comly Martindale Resident Research Fellowship, American Philosophical Society, 2001

Graduate Fellowship, Pew Charitable Trust, 1997-2001

Overseas Research Student Award from the Committee of Vice-Chancellors and Principals of Universities of the United Kingdom, 1997-2000

Janet Watson scholarship, Somerville College, University of Oxford, 1997

Lord Crewe Scholarship, Lincoln College, University of Oxford, 1995
Julia Kirk Blackwelder
Curriculum Vitae

Education

B.A., American Civilization, University of Pennsylvania, 1964, major honors
M.A., American Studies, Emory University, 1969
Ph.D., American Studies, Emory University, 1972
Certificate in Archival Management, The National Archives - American University, 1973
Bryn Mawr Summer Institute for Women in Higher Education Administration, 1991

Professional Experience

Director of Graduate Studies, Department of History, 2008-
Associate Dean, College of Liberal Arts, Texas A&M University, 2002-2006
Head and Professor, Department of History, Texas A&M University, 1993-2001
Chairperson, Department of History, University of North Carolina-Charlotte, 1988-1993
Professor, Texas A&M University, 1993-
Professor, History, UNCC, 1990-1993; Associate Professor, 1983-1990;
Assistant Professor, 1977-1983
Assistant for the Seydell Collection, Woodruff Library, Emory University, 1973-1975
Visiting Assistant Professor, University of Cincinnati, 1972-1973
Part-time Instructor, History, Georgia Institute of Technology, 1970-1972
Instructor, Mathematics, Brandon Hall School, 1964-1965
Coordinator, Women's Studies, UNCC, 1985-1987
Co-director, Incorporating Cultural Pluralism and Women into the Curriculum, a project for restructuring introductory courses in the humanities. Funded by a $130,000 grant from National Endowment for the Humanities, 1986
Member, Coordinating Council, National Women's Studies Association, 1985-1987
Coordinator, American Studies, UNCC, 1977-1985
Graduate Coordinator, History, UNCC, 1986-1988

Publications and Research

Books:

Articles:
"Quiet Suffering: Atlanta Women in the 1930s," Georgia Historical Quarterly, LXI (Summer, 1977), 112-124.
"Letters from the Great Depression," Southern Exposure IV, 3 (Fall, 1978), 73-77.
"Estadistica criminal y accion policial en Buenos Aires, 1887-1914," with Lyman L. Johnson

Chapters in Books:


Selected Research Funds and Awards:
The Newberry Library, Summer Fellow, 1975, 1976
Wellesley College, Center for Research on Women, Small Grant, 1977
National Endowment for the Humanities Summer Seminar Stipend 1979, 1993
Urban Institute Incentive Grant, 1980
National Endowment for the Humanities Fellowship for College Teachers, 1981-1982
Fellow, Institute for Women's Studies, Emory University, 1991-1993

Teaching Areas
Gender in America
20th-century United States and Italy,
Crime and Policing,
Migration
Historiography
Race and Ethnicity in America

International Experience
Texas A&M University activities in England, Holland, Germany, France, Italy, Mexico, Brazil, Qatar
Travel in Argentina, Peru, Nicaragua, Canada, Western Europe, Eastern Europe, Soviet Union, China, Japan

Foreign Language
Elementary reading and conversation in French
CARLOS KEVIN BLANTON

EMPLOYMENT
Texas A&M University, College Station, TX
2009-present, Assistant Head of Department of History
2007–present, Associate Professor of History
2001–2007, Assistant Professor of History
Portland State University, Portland, OR
1999–2001, Assistant Professor of Chicano/Latino Studies
Texas A&M University-Kingsville, Kingsville, TX
1996–1999, Adjunct Summer Instructor of History

EDUCATION
Rice University, Houston, TX
Southwest Texas State University (now Texas State University), San Marcos, TX
Texas A&I University (now Texas A&M University-Kingsville), Kingsville, TX
B.A., History and Political Science (double major), May 1993

BOOK

JOURNAL ARTICLES AND BOOK CHAPTERS
"Deconstructing Texas: The Diversity of People, Place, and Historical Imagination in Recent Texas History" in Beyond Texas Through Time: Breaking Away from Past Interpretations, Walter L. Buenger and Arnoldo De León, eds. (College Station: Texas A&M University Press, forthcoming in 2011).


**SELECTED SERVICE TO THE PROFESSION**

29 published book reviews (or forthcoming) in academic journals since 2000
27 paper presentations, participation on panels, and invited lectures since 1996
Executive Board, Texas State Historical Association, 2010-2013
Bob Calvert Book Prize Committee, Texas A&M University Press, 2010-2013
Book Prize Committee for Texas State Historical Association, 2005-2007
Fellowship Committee for Texas State Historical Association, 2007-2009

Member of Organization of American Historians, American Historical Association, Southern Historical Association, Texas State Historical Association, History of Education Society, Immigration and Ethnic History Society, Western History Association

**AWARDS AND HONORS**

Winner of the Bolton-Cutter Award for best article on borderlands history of 2009 by the Western History Association for "The Citizenship Sacrifice" in the *Western Historical Quarterly*, 2010

Winner of the Coral Horton Tullis Award for best book in Texas History of 2004 by the Texas State Historical Association for *Strange Career of Bilingual Education*, 2005

Honorable Mention for the History of Education Society's Outstanding Book of 2004 Award for *Strange Career of Bilingual Education*, 2005
CURRICULUM VITAE
Cynthia A. Bouton

EDUCATION
B.A. 1976 Colgate University (major: French Literature; minor: History)
M.A. 1979 State University of New York, Binghamton (European History)
     1973-4 Université de Dijon, France (year of study in French Literature)
Ph.D. 1985 State University of New York, Binghamton (European History)

EMPLOYMENT HISTORY
1993-       Associate Professor, History, Texas A&M University
1987-93    Assistant Professor, History, Texas A&M University
1986-87    Assistant Professor, History, Antioch College, Yellow Springs, OH
1985-86    Assistant Professor, History, College of Charleston, Charleston, SC

FELLOWSHIPS, GRANTS, AND HONORS (select)
2011        Melbern G. Glasscock Center for Humanities Research, Internal Faculty
            Fellowship, Texas A&M University (Spring Semester)
2010        Eisenberg Institute for Historical Studies, Residency Research Fellow, University
            of Michigan, Ann Arbor, MI (Spring Semester)
2005-6      Texas A&M University Faculty Development Leave
2004        Program to Enhance Scholarly and Creative Activities Grant ($10,000), Texas A&M
            University
1999-2000  Center for Humanities Stipendiary Fellow ($1000), Texas A&M University
1994-96      Humboldt-Stiftlung Transatlantic Research Cooperation Grant
1993-95      National Endowment for the Humanities Collaborative Projects Grant
1992-95      Council for European Studies Research Planning Group Grant
1992        Association of Former Students Distinguished Teaching Award, College of Liberal
            Arts, Texas A&M University

SCHOLARLY WORK
Publications
Interpreting Social Violence in French Culture: Resonances and Renditions of Buzançais, 1847-
"French Food Riots: Provisioning, Power, and Popular Protest from the 17th century to the
present" in Disturbing the Peace: Collective Action in Britain and France, 1381 to the
Present, eds. Michael Davis and Brett Bowen. London and Sydney: Palgrave,
forthcoming 2010.
“Subsistances” in Dictionnaire sur la Révolution française. Paris: Editions Larousse,
“The United States and France in Crisis and Revolution in the 1840s” in Les Eats-Unis face aux
révolutions: de la Révolution française à la victoire de Mao en Chine, eds. Pierre
“Imaging Reality: Telling and Retelling the Buzançais Riot of 1847” in Proceedings of the
Western Society for French History, Newport Beach, CA, 2003. Ann Arbor: University of


Translations


Book Reviews


Papers Presented/Invited Lectures

I have presented papers and delivered lectures before the Société des Etudes des Robespierristes (Paris, France), International Conference on Hunger (New York), Gender and History Speaker’s Series (University of British Columbia, Vancouver, Canada), Colloque sur le pouvoir local et révolution (Rennes, France), Social History Society (Rouen, France), George Rudé Seminar on French History (Wellington, New Zealand; Melbourne, Australia), Colloque sur les mouvements populaires et conscience social, XVIe-XIXe siècles (Paris, France), Seminar sur les critiques libérales et libéralisme, (Université de Paris-VII, France), Seminar on the Moral Economy, Twenty-One Years On (Birmingham, UK), James Allen Vann Seminar, Emory University, (Atlanta, GA), French Historical Society, Western Society for French History, American Historical Association, Social Science History Association, Southern Historical Association, British Studies Conference, and Consortium on Revolutionary Europe.
JAMES C. BRADFORD

CONTACTS: Department of History (Room 110) Tel: 979/845-7165
Texas A&M University Fax: 979/862-4314
College Station, TX 77843-4236 E-mail: jcbradford@tamu.edu

EDUCATION: Michigan State University, B.A., 1967; M.A., 1968; University of Virginia, Ph.D., 1976

AREAS OF SPECIALIZATION: Naval & Maritime History; The Age of Sail; Early U.S., World War II;

EMPLOYMENT:
1981-Present Texas A&M University, Associate Professor: Teach Maritime History and Sea Power;
American Sea Power; The Early Republic, 1760-1820; World War II; and U.S. to 1877
1995-1997 Air War College, Visiting Professor: Taught Strategy, Doctrine and Air Power; Naval History
1973-1981 United States Naval Academy, Assistant Professor: Taught Naval History: Ancient to the

CURRENT RESEARCH: John Paul Jones: A Biography

SELECTED PUBLICATIONS:
Books:
Received the John Lyman Book Award for "the best book on the history of the U.S. Navy published in
Anne Arundel County Maryland: A Bicentennial History, 1649-1977, ed. Annapolis and Anne Arundel

Journal Articles and Book Chapters (Selected):
"Pointe-du-Hoc Battlefield, Normandy, France,” in Fields of Conflict: Battlefield Archaeology from the
"The Effects of the Vietnam War on the U.S. Navy,” in From Quagmire to Détente: The Cold War from 1963
"Samuel Nicholas: Senior Officer, Continental Marines,” in The Commandants of the Marine Corps, ed by
"John Paul Jones and Guerre de Razzia,” The Northern Mariner, 13:4 (October 2003), 1-16.
"The Battle of Flamborough Head,” in Great American Naval Battles, ed. By Jack Sweetman. Naval Institute
"Two Centuries of Warfare for Profit: French and American Privateering, 1680-1865.” in Pirates, ed. by
"Naval Developments in the Late 19th Century,” in Sea Power: A Naval History, 2nd ed. by E. B. Potter.

Other Publications (Selected):

SERVICE:
Series Editor: "The Library of Naval Biography": Series editor for the Naval Institute Press.
"New Perspectives on Maritime History and Nautical Archeology" Series co-editor for the University Press of Florida

Professional Organizations (Select):
North American Society for Oceanic History: President, 2008-2012; Book Prize Committee, 1990-2007; Chair, 1995-2007; Program Chair, 2000 & 2001; Vice President, 1993-1997
Society for Historians of the Early American Republic: Executive Director, 1996-2004

Community Service (Select):
2008-2010 "From Kings to Presidents: Teaching U.S. History,” Pasadena ISD, Consultant
2006-2008 "George to George: Teaching U.S. History,” Cy-Fair School District, Consultant
2000-2008 Bryan-College Station Library Board

Media Appearances (Select)
"John Paul Jones," Biography, A&E Network
"The Barbary Corsairs," In Search of History, The Discovery Channel

Invited Lectures (Selected):
Britannia Royal Naval College
U.S. Military Academy
Malaysian Royal Armed Forces Staff College
St. Petersburg State University

AWARDS:
Excellence Award for Faculty in International Teaching, George H. W. Bush Center, Texas A&M, 2007.

Meritorious Service from the Society for Historians of the Early American Republic, 1996.
Charles E. Brooks

Office: 111a Glasscock Bldg
Department of History, Texas A&M University
College Station, Texas 77843-4236

Education:
State University of New York at Buffalo  Ph.D. in History, September, 1988
State University College at Buffalo M.A. in History, May 1977
State University College at Buffalo B.A. in History, May 1973

Positions:
Associate Professor of history at Texas A&M University, Sept. 1995 to present.

Assistant Professor of history at Texas A&M University, Sept. 1989 to May 1995.

Lecturer at State University College at Buffalo, January to May 1989. Supervised student
teachers in social studies education.

in American history and an upper level undergraduate course on the origins of the U.S.
Constitution.

Teaching Assistant and full time student at SUNY Buffalo, Sept. 1983 to May 1987.

Part time Instructor in History and Social Studies Education Department at State University

Director of Education, Buffalo and Erie County Historical Museum, October 1978 to August 1983.

Papers Presented:

“Land Development, Property Rights, and the Roots of Agrarian Conflict” at the American
Historical Association Pacific Coast Branch Meeting, August 1991.

State History Conference, June 4-5, 1993.


“‘Never consent to a system which would reduce white labor to nothing’: Texas Yeoman Attitudes toward Slavery on the Eve of the Civil War” at the Fostering Community Through Applied History Conference, October 22-23, 1999.


Books:


*States’ Rights, Citizen Soldiering, and the Making of Civic Identity in the Confederacy.* Book manuscript in progress.

*Citizen Soldiering in Early America: From the Revolution to the Civil War.* Book manuscript in progress.

Articles:


Honors and Awards:

Winner of the Ralph W. Hidy Award for the best article published in *Forest & Conservation History* during 1995.

Distinguished Teaching Award, College of Liberal Arts, 2002.

University Research Grant, Program to Enhance Scholarly and Creative Activities, 1998.
Department of History  
Texas A&M University  
College Station, TX 77843

EDUCATION:  
Stanford University 1969-1973 B.A., History  
Duke University 1975-1977 Ph.D., History

RESEARCH:  

Books:  
Black San Francisco: The Struggle for Racial Equality in the West, 1900-1954  

American History: The Early Years to 1877 with Donald A. Ritchie (Glencoe/McGraw Hill, 1997).


The American Republic to 1877 with Joyce Appleby, Alan Brinkley, James A. McPherson, and Donald A. Ritchie (Glencoe/McGraw Hill, 2002).

African Americans in the American West in press (Harland Davidson, 2011)

Articles/Essays:  


“El Movimiento por los derechos civiles y la lucha de los negros por la libertad, 1945-1968,” in El Color de La Tierra: Minorias en Mexico Y Estados Unidos eds., Barbara Driskoll de Alvarado and Paz Consuelo Marquez-Padilla (Mexico: Universidad Nacional Autonoma de Mexico, 2001),

“Local History and Beyond: Black Urban Communities Revisited,” Locus, Regional and Local History of the Americas 7 (Spring 1995), 171-77.


“George Albert Flippin and Race Relations in a Western Rural Community,” Midwest Review 12 (1990), 1-15. won prize as the best article of the year.


“Strange Territory, Familiar Leadership: The Impact of World War II on San Francisco’s Black Community,” California History 65 (March, 1986), 18-25, 70-73.


WALTER LOUIS BUENGER

EDUCATION:

1979 Ph.D., Rice University

EXPERIENCE:

2003-2011 Head of the Department of History, Texas A&M University
2002-2003 Interim Head of Department, Texas A&M University
1979- Assistant Professor to Professor, Texas A&M University

SELECTED PUBLICATIONS:

Books
Beyond Texas Through Time: Breaking Away From Past Interpretations, editor with Arnoldo De León (College Station: Texas A&M University Press, to be published in 2011)

The Path to a Modern South: Northeast Texas between Reconstruction and the Great Depression (Austin: University of Texas Press, 2001)

Texas Merchant: Marvin Leonard and Fort Worth, with Victoria Buenger (College Station: Texas A&M Press, 1998)

Texas Through Time: Evolving Interpretations, editor with Robert A. Calvert (College Station: Texas A&M University Press, 1991)

But Also Good Business: Texas Commerce Banks and the Financing of Houston and Texas, with Joseph A. Pratt (College Station: Texas A&M University Press, 1986)

Secession and the Union in Texas (Austin: University of Texas Press, 1984)

Articles
“The Texas State Historical Association and the Future of the Past,” Southwestern Historical Quarterly 114 (October 2010):


“Texas and the South” Southwestern Historical Quarterly 103 (January 2000): 309-326

"This Wonder Age': The Economic Transformation of Northeast Texas, 1900-1930," Southwestern Historical Quarterly 98 (April 1995): 519-549


"Secession Revisited: The Texas Experience," Civil War History 30 (Winter 1984): 293-305
"Texas and the Riddle of Secession," *Southwestern Historical Quarterly* 87 (October 1983): 151-182


"Secession and the Texas German Community: Editor Lindheimer vs. Editor Flake," *Southwestern Historical Quarterly* 82 (April 1979): 379-402

Book Chapters


**SELECTED AWARDS, GRANTS, AND HONORS:**

President, Texas State Historical Association, 2009-2010

Coral Horton Tullis Memorial Prize, 2002, for the best book on Texas published during the previous year. Texas State Historical Association (for *Path to a Modern South*)

Michael P. Malone Award, for the best article, essay or commentary on state, provincial, or territorial history in North America appearing in a periodical publication. Western Historical Association, 2001 (for “Texas and the South”)

Fellow, Texas State Historical Association, 2000

Jefferson Davis Award, 1984, Confederate Memorial Literary Society (for *Secession and the Union*)

Best Historical Publication of 1984, Texas Historical Commission (for *Secession and the Union*)

H. Bailey Carroll Award, 1984, Texas State Historical Association, for the best article in the *Southwestern Historical Quarterly* (for "Texas and the Riddle of Secession")
**Glenn Anthony Chambers, Jr., Ph.D.**
Department of History
4236 TAMU
College Station, TX 77843-4236
Email: g-chambers@tamu.edu

**Degrees Received**
Howard University, Ph.D., History (Latin American and the Caribbean), 2006
Howard University, M.A., History (Latin American and the Caribbean), 2002
University of St. Thomas, Houston, B.A., *cum laude*, History, 1999

**Academic Appointments**
Assistant Professor of History, Texas A&M University, College Station, August 2006 – present
Pre-Doctoral Fellow, DePauw University, August 2005 – July 2006
Graduate Assistant, Howard University, August 2001 – May 2004

**Major Grants**
J. William Fulbright Fellow- Honduras, 2004 – 2005
U.S. Department of State, Specialist Grant-Honduras, 2010

**Publications**

**Monograph**

**Articles in refereed journals**

**Book reviews and review essays**

**Selected Presentations and Invited Lectures**
Invited Lecture, “*Black-Latino relations on the North Coast of Honduras: The Impact of Migration and Culture on Racial Identity Formation,*” Middle Tennessee State University, September 28, 2010
“The Migration of Louisiana Creoles of Color to Southeast Texas and the Complexities of Race and Culture in an African American Community, 1890-1950.” Race and Ethnic Studies Institute Speaker Series, Texas A&M University, October 9, 2009.


**Teaching and directed research**

Teaching fields (undergraduate)
- African Diaspora
- Caribbean
- Latin America
- United States

Research directed
- Committee member, Trenée Cherisse Seward, M. A., Department of English (Spring 2008)
- Committee member, Rainily Elizondo, Ph.D., Department of History (Fall 2009- present)
- Committee member, David Tomlins, M.A., Department of History (Fall 2010- )
- Committee member, Micah Wright, Ph.D., Department of History (Fall 2010- )
- Committee chair, Dorimar Ortiz-Torres, M.A., Department of History (Fall 2010- )
- External committee member, David Paz, Ph.D., Department of Education and Human Resource Development (Fall 2010- )

**Professional Service**

Internal to Texas A&M University
- Library Committee, Department of History, 2006-2007
- Undergraduate Committee, Department of History, 2007-2008
- Graduate Committee, Department of History, 2008-2010
- Faculty Search Committee, Iberia and the Iberian World, Department of History, 2008-2009
- Africana Studies Program affiliate, College of Liberal Arts, 2007- present
- Panelist, Fasken Teaching Symposium, College of Liberal Arts, August 23, 2007
- Executive Committee, Department of History, 2010-present
- External Review Committee, 2010-present

External to Texas A&M University
- Manuscript evaluator for the Latin American history journal *The Americas*, 2007
- Contributor, Texas Black History Preservation Project, 2008- present
- Planning Committee Member, Pacific Coast Branch of the American Historical Association, 2010

**Professional Associations**
- Association of Caribbean Historians, Member
- Association for the Study of the Worldwide African Diaspora, Member
- Pacific Coast Branch of the American Historical Association
CURRICULUM VITAE
Jonathan C. Coopersmith

Department of History
Texas A&M University
College Station, Texas 77843
(979) 845-7151
862-4314 fax
j-coopersmith@tamu.edu
people.tamu.edu/~j-coopersmith

ACADEMIC EMPLOYMENT

Tokyo Institute of Technology
   Fulbright Visiting Lecturer/Researcher 2008-09

Texas A&M University
   Associate Professor 1995+
   Assistant Professor 1988-95

Virginia Polytechnic Institute and State University
   Visiting Assistant Professor summer 1987

EDUCATION

Oxford University
   D.Phil., Department of Modern History 1985

Princeton University
   A.B., History and Philosophy of Science Program 1978

CURRENT RESEARCH

Failure and technology
History of the facsimile machine, 1843-2010
Pornography and communications technologies
BOOKS


RECENT PUBLICATIONS


“Old Technologies Never Die, They Just Never Get Updated,” International Journal for the History of Engineering and Technology 80,2 (July 2010), 166-82.


JOSEPH G. DAWSON III  
CURRICULUM VITAE

Department of History/4236  Phone:  (979) 845-7182  
Texas A&M University  Email:  jgdawson@tamu.edu  
College Station, TX  77843-4236  Fax:  (979) 862-4314

EDUCATION
Ph.D. in history, Louisiana State University, 1978
M.A.  in history, Louisiana State University, 1970
B.A.  in history, Louisiana State University, 1967
Dissertation Adviser:  T. Harry Williams

ACADEMIC APPOINTMENTS
Present Position:  Professor of History, 2000--
Department of History/4236  
Texas A&M University

Previous Academic Positions:
Associate Professor of History, 1985-2000
Director of Military Studies Institute, 1986-2000
Texas A&M University
College Station, Texas

Assistant Professor of History, 1979-1985
Texas A&M University at Galveston
Galveston, Texas

Instructor in History, 1978-1979
Louisiana State University at Eunice
Eunice, Louisiana

GRADUATE TEACHING
Chair of 13 completed Ph.D. students and 25 completed M.A. students.

CONFERENCE PRESENTATIONS
Papers presented at Organization of American Historians; Southern Historical
Association; Western History Association; Society for Military History; North American
Society for Oceanic History; & Texas State Historical Association.

BOOK REVIEWS
in American Historical Review; Civil War History; Historian;
Journal of American History; Journal of Interdisciplinary History; Journal of
Military History; Journal of Southern History; Journal of the Early Republic; Pacific
Historical Review; Western Historical Quarterly; numerous others.
HONORS & AWARDS:
Member, Board of Trustees, Society for Military History, 1999-2003.
L. Kemper Williams Book Prize, for *Army Generals and Reconstruction*, awarded by the Louisiana Historical Association, 1983.

SELECTED PUBLICATIONS


Leah DeVun

Professional Preparation.
University of Washington History B.A. 1996
Columbia University History M.A. 1997
Columbia University History Ph.D., with Distinction 2004

Appointments
2010-Present Associate Professor, History, Women’s and Gender Studies, Texas A&M University
2004-2010 Assistant Professor, History, Women’s and Gender Studies, Texas A&M University
2003-2004 Visiting Assistant Professor, History, Sarah Lawrence College

Recent Scholarly Publications

Select Invited Lectures and Conference Presentations
1. “Sexuality Studies Now!” Gender Symposium, University of Texas, Austin, November, 2009
2. “‘History, Intersex, and the Future of Gender,” Invited Distinguished Speaker, TransRhetorics Conference, Cornell University, Ithaca, March, 2009 (One of seven Invited Distinguished Speakers, along with Susan Stryker, Shannon Minter, Paisley Currah, Gayle Salamon, Victor Muñoz, and Matt Richardson)


10. “‘Human Heaven’: Alchemy and Apocalyptic Thought in the Writings of John of Rupescissa, 1310-1364,” Radboud University Nijmegen, Netherlands, October, 2005.

Select Fellowships and Awards
2. Charles Donald O’Malley Fellowship, David Geffen School of Medicine and Louise M. Darling Biomedical Library History and Special Collection for the Sciences, University of California, Los Angeles, California, 2010-11.
3. Visiting Scholar Fellowship, University of Texas Medical Branch, Institute for the Medical Humanities, Galveston, Texas, Fall, 2008.
6. Jerry Stannard International Memorial Award for the Best Article of the Year (in the History of Materia medica, Medicinal Botany, Pharmacy, and Folklore of Drug Therapy before 1700), 2006, for “‘Human Heaven’: John of Rupescissa’s Alchemy at the End of the World.”
8. National Science Foundation Travel Grant, National Science Foundation, 2002.

Teaching Fields
Sex, Gender, and Sexuality
History of Science, Medicine, and Technology
Intellectual and Cultural History
Medieval and Early Modern Western and Mediterranean Europe
Contemporary Feminist, Queer, and Trans Studies

Teaching at Texas A&M University

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Students</th>
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<tbody>
<tr>
<td>HST 101</td>
<td>Introduction to Western Civilization</td>
<td>120</td>
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<tr>
<td>HST 331</td>
<td>Medieval Europe, 500-1500</td>
<td>45</td>
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<tr>
<td>HST 481</td>
<td>Science, Sex, and Society</td>
<td>15</td>
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<tr>
<td>HST 481</td>
<td>Magic, Science, and Religion</td>
<td>15</td>
</tr>
</tbody>
</table>
OLGA DROR

Address: 103D Melbern G. Glasscock Building, Department of History, Texas A&M University, College Station, TX 77843-4236

Phone: office: (979) 845-1346
E-mail: olgadror@tamu.edu
Fax: (979) 862-4314

ACADEMIC POSTIONS HELD

- Associate Professor, Department of History, Texas A&M University, College Station, 2009-
- Assistant Professor, Department of History, Texas A&M University, College Station, 2004-2009
- A. Kenneth Pye Visiting Assistant Professor (endowed chair), Clements History Department, Southern Methodist University, Dallas, TX, 8/2003 – 8/2004
- Lecturer in Asian History, Wells College, Aurora, NY, 2000

PUBLICATIONS

Books:

- *Cult, Culture, and Authority: Princess Lieu Hanh in Vietnamese History* (University of Hawai‘i Press, March 2007) (nominated for the Association for Asian Studies Southeast Asia Council's Harry J. Benda Prize; the American Folklore Society, Women's Section's Elli Kongas-Maranda Prize; the Berkshire Conference of Women Historians Prize; for the Longman-History Today Book of the Year 2008 award)
  

Chapters:


Articles:

- “Nation, Family, and Self: Children’s Writing in North and South Vietnam during Wartime,” conditional acceptance (upon revisions) by the *Journal of Vietnamese Studies*
- “Doan thi Diem’s ‘Story of the Van Cat Goddess’ as a Story of Emancipation,” *Journal of*

CURRENT RESEARCH

Working on a monograph tentatively titled “This Side, The Other Side: Vietnamese Identities at War, 1965-1975”

LANGUAGES

Fluency in English, Russian, Vietnamese, Hebrew.
Fair command of French.
Reading abilities in Latin, Italian, Classical Chinese, Demotic Vietnamese characters (Nom).

FELLOWSHIPS AND AWARDS

- Scholarly and Creative Activities Grant, Texas A&M University, 2008
- International Research and Travel Grant to attend Euro-Viet Conference in Hamburg, Germany, 2008
- Visiting Fellow, Southeast Asian Program, Cornell University, 2007-2008
- Nominee for
  - the Association for Asian Studies Southeast Asia Council's Harry J. Benda Prize
  - the Longman-History Today Book of the Year award
  - the Berkshire Conference of Women Historians Prize
  - the American Folklore Society, Women's Section's Elli Kongas-Maranda Prize
- Fellow of the Melbern G. Glasscock Center for Humanities and Research, Texas A&M University, 2007
THOMAS RICHARD DUNLAP

Professor                                                                                     Phone (979) 845-7109 or 7151
Texas A & M University                                                               Fax (979) 862-4314
History Department                                                                     Internet: t-dunlap@tamu.edu
College Station, Texas 77843-2436

ACADEMIC HISTORY:

University of Kansas, Lawrence, KS 1965-1968 Graduate work—Chemistry
Lawrence University, Appleton, WI 1961-1965 B.A., Chemistry, 1965

TEACHING EXPERIENCE:

1991-- Texas A&M, Professor, History
1975-1991 VPI&SU, Assistant Professor to Professor, History

OTHER EXPERIENCE:

U. S. Army, 1968-1970

AWARDS, DISTINCTIONS:

Fellow, Forest History Society, elected 2007
OAH Distinguished Lecturer, 2007-2010
(Annual award for best article in forest and conservation history)
National Science Foundation Scholar's Grant, 2006-2007
(Year's research leave)
National Science Foundation, Summer Grant, 1990.
National Science Foundation Scholar's Grant, 1984-1985
(Sabbatical year research)
National Endowment for the Humanities, Summer Teaching Fellowship, 1980
Canadian Studies Program, Canadian Embassy, Faculty Research grant, 1988
Faculty Development Leave, Texas A&M, Spring 2003, 1996-1997

PUBLICATIONS:

Books:

Environmental History.

Nature and the English Diaspora: Environment and History in the United States, Canada, Australia, and


1982).
Book Manuscript


Edited Collections:


Articles:

Eighteen refereed articles, four of which have been reprinted in books. The most recent:


Published Papers:

A dozen published pieces in anthologies, encyclopedias, or conference proceedings, most recently,


Book Reviews:


PRESENTATIONS:

Some three dozen professional papers at conferences on history, history of science, American Studies, Canadian Studies, and theriology (mammalogy), most recently:

“Analyzing the Whole Thing,” for a session on scale in environmental history, annual conference, American Society for Environmental History, St. Paul, 31 March 2006

A dozen public talks, most recently:


“Environmentalism as Reform and Religion,” Lawrence University, Appleton, WI 24 April 2007

OTHER ACTIVITIES

Consultant for a film on John James Audubon and on conservation history for the Wildlife Conservation Society (Bronx Zoo); expert witness in two civil actions on DDT; outsider reader on Ph.D. committees for universities in the United States, Australia, and New Zealand.
EDUCATIONAL BACKGROUND

**B.A.** University of California at Santa Cruz 1971
Highest Honors in History, College Honors

**M.A.** Boston College 1972 (with distinction)
major field: Early Modern European History

**Ph.D.** Boston College 1976 (with distinction)
major field: Russian History
minor fields: Early Modern Europe, Comparative Early Modern History

RECENT PUBLICATIONS

* A Short History of Russia’s First Civil War: The Time of Troubles and the Founding of the Romanov Dynasty* (University Park: Penn State Press, 2004); viii, 342 pp.


MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS:
- American Historical Association
- American Association for the Advancement of Slavic Studies
- Hakluyt Society
- Early Slavic Studies Association
- European History Section, Southern Historical Association
- Milton Society of America

HONORS, GRANTS AND AWARDS:
- Regents Scholar, University of California at Santa Cruz (1967-71)
- Woodrow Wilson Fellowship (1971)
- National Endowment for the Humanities Translation Program Grant (1980-81)
- Texas A&M University College of Liberal Arts Distinguished Teaching Award (1984)
- Kellogg Foundation Agriculture and Liberal Arts Research Grant (1985-86)
- Texas A&M University Honors Teacher-Scholar Award (1986-87)
- Harvard University Russian Research Center Research Fellowship (1987-88)
- Visiting Scholar, Harvard University (1987-88)
- Amoco Foundation Award for Distinguished Teaching (1992)
- Texas A&M University Distinguished Teaching Award (1995)
- National Endowment for the Humanities Collaborative Research Grant (2002-03)
- Glasscock Center for Humanities Research Matching Grant (2002)
- Eppright University Professorship in Undergraduate Teaching Excellence (2005-2008)
- Texas A&M University System Student Led Award for Teaching (SLATE) (2009)

PROFESSIONAL WORK EXPERIENCE:
- Assistant Professor Pembroke State University 1977-79
- Assistant Professor Texas A&M University 1979-85
- Associate Professor Texas A&M University 1985-2002
- Visiting Scholar Harvard University 1987-88
- Professor Texas A&M University 2002-
- Eppright Professor Texas A&M University 2005-2008

TEACHING RESPONSIBILITIES: UNDERGRADUATE
- Western Civilization to 1660 (HIST 101)
- Russian Civilization (HIST 210)
- Early Modern Europe (HIST 333)
- Rise of the European Middle Class (HIST 338)
- Eastern Europe Since 1453 (HIST 339)
- Medieval and Early Modern Russian History (HIST 410)
- Imperial Russia, 1801-1917 (HIST 411)
- History of the Soviet Union (HIST 412)

TEACHING RESPONSIBILITIES: GRADUATE
- Historiography (HIST 628)
- Early Modern Europe (HIST 643)
- Imperial Russia (HIST 689)
Side Emre
Curriculum Vitae

Texas A&M University
Assistant Professor
Department of History
013 M. Glasscock Bld.,
College Station, TX 77843-4236
sideemre@tamu.edu
773-344-8563

Education
• Ph.D., 2009
  Department of History
  University of Chicago
• M.A., 1996
  Department of History, Institute of Social Sciences
  Boğaziçi University, Istanbul, Turkey
• B.A., 1992
  Department of Romance Languages and Literature, Faculty of Arts and Sciences
  Boğaziçi University, Istanbul, Turkey

Teaching Experience
• Assistant Professor, 2010-present
  Texas A&M University
  Department of History (Religious Studies Affiliation)
  • Visiting Full-Time Faculty, 2009-2010
    University of Tennessee – Knoxville
    Department of History
  • Full-time Instructor, 2002-2006
    Sabancı University, Istanbul, Turkey
    Division of Social Sciences, Department of History

Certificate
• British Cultural Studies, 1995-1996

Language Skills
• Turkish: Native fluency
• English: Near native fluency
• Ottoman Turkish and Anatolian Turkish Paleography: Advanced-level reading skills
• Arabic: Advanced-level reading knowledge
• Persian: Intermediate-level reading knowledge
• French: Advanced-level reading knowledge
• German: Basic-level reading knowledge
Fellowships, Scholarships and Honors

- **Melbern G. Glasscock Center for Humanities Research Fellow**, Texas A&M University, 2010-2011
- **Century Scholarship**, University of Chicago, 1996-2000
- **International House Residency Fellowship**, University of Chicago, 1996-2001
- **Center for Middle Eastern Studies, Summer Arabic Program Grant**, University of Chicago, 1997/1998
- **Overseas Research Grant**, Division of Social Sciences, University of Chicago, 1997-1999

Fields of Expertise and Teaching Interests

- World History and Civilizations
- Early and Medieval Islamic History
- Sufism and Mysticism, 15th -18th centuries in Islamic and Mediterranean geographies
- Early Modern Ottoman, Islamic and North African Political, Social, Cultural, Intellectual and Religious History
- Turkish Language and Literature
- Ottoman Literature and Arts
- Modern Middle East and Turkish Political and Social History
- Medieval and Early Modern European History, Early Modern Spain

Publications

- **Refereed Journal Article**

Scholarly Papers and Panels

Upcoming Conference

- **Middle Eastern Studies Association (MESA) Conference, San Diego, November 2010**

Panel Organized by Side Emre: Revisiting the Ottoman Imperial Project: Its Advocates and Critiques in the 15th and 16th centuries

Paper title: Perspectives on the Ottoman imperial project in Egypt: The crossing paths of a Messianic conqueror, Sultan Selim (d.1520), a Cairene saint/shah, İbrahim-i Gülşeni (d. 1534), and a Hanefi judge/Ottoman chronicler, Abdussamed Diyarbekri (d.1542)
EDUCATION
Ph.D., American History, 2003, University of Wisconsin-Madison
M.A., American History, 1996, University of Wisconsin-Madison
B.A., History, 1994, Haverford College

ACADEMIC EMPLOYMENT
Texas A&M University, 2004 – Present, Assistant Professor
Rutgers-University-Camden, 2003-2004 – Assistant Professor

COURSE PROGRAM
History 105 - US History to 1877
History 365/Religious Studies 365 - American Religious History to 1865
History 366/Religious Studies 366 - American Religious History since 1865
History 366W - American Religious History since 1865 - Writing Intensive
History 367 - Colonization of North America
History 367W - Colonization of North America - Writing Intensive
History 481 - Senior Seminar - Topics include American Religious History, Rise of Modern
Evangelicalism, Religion in George H. W. Bush’s America
History 631 - Readings in US History to 1877 - Graduate Seminar
History 679 - Topics in Comparative Borders - Religion as a Border in American History - Graduate Seminar

RESEARCH-IN-PROGRESS
“Breaking Ties: International Protestantism in the era of the American Revolution, 1765-1792”

BOOKS, ARTICLES, AND BOOK CHAPTERS

- Winner, Dale W. Brown Award for Outstanding Scholarship in Anabaptist and Pietist Studies


**MISCELLANEOUS PUBLICATIONS**


Book reviews in *Journal of American History*, *Church History*, *William and Mary Quarterly*, *Journal of Southern History*, *Journal of Moravian History*, *Business History Review*, *Journal of Church and State*, and *Georgia Historical Quarterly*.

**SELECTED FELLOWSHIPS & AWARDS**

American Council of Learned Societies-Ryskamp Fellowship, 2010 Competition year


American Philosophical Society, Franklin Research Grant, 2009

Pew Young Scholars in American Religion Program, Center for the Study of Religion and American Culture, 2007-2009

McNeil Center for Early American Studies, Barra Postdoctoral Fellow, 2004-2005

Colonial Society of Pennsylvania Article Prize, First Place, 2003

Yale University, Center for Religion in American Life Dissertation Fellow, 2002-2003

Deutscher Akademischer Austauschdienst (DAAD) Research Fellow, 2001


DAAD Sprachkursstipendium, Goethe Institute, Iserlohn, Germany, 1999

**SELECTED CONFERENCE PRESENTATIONS**

April Lee Hatfield  
Department of History  
Texas A&M University  
College Station, TX 77843-4236  
(979) 845-7180  
ahatfield@tamu.edu

Employment:
Texas A&M University Associate Professor, 2004-present  
Texas A&M University Assistant Professor, 1998-2004  
Marquette University Visiting Assistant Professor, 1997-1998  
George Mason University Adjunct Instructor, 1996

Education:
The University of Oregon, Eugene, Oregon. M.A. 1992, History  
Duke University, Durham, North Carolina. A.B. 1989, History

Work in Progress:
Book Project: Imperial Boundaries on Land and at Sea: Human and Legal Intersections of English and Spanish America, 1670-1721

Recent Awards and Fellowships:
Melbern G. Glasscock Center for Humanities Research Internal Faculty Fellow, Spring 2009.  
Texas A&M University. Program to Enhance Scholarly and Creative Activities, 2006.  
Texas A&M University. Faculty Development Leave, 2005-2006.  

Publications:

Peer-Reviewed Journal Articles and Book Chapters:
“A very wary people in their bargaining’ or ‘very good merchandise’: English Traders’ Views of Free and Enslaved Africans, 1550-1650” *Slavery & Abolition* 25 (December, 2004), 1-17.

Solicited Essays and Non-Peer-Reviewed Book Chapters:


Recent Conference Papers and Presentations:
October 16, 2009. “Borders and Identities in the Early Modern Caribbean.” Glasscock Humanities Center Internal Faculty Fellows Workshop, College Station, Texas.

Recent Service:
5 Search Committees, Texas A&M University Department of History between 1999 and 2010.
Chair, Search Committee, Texas A&M University Department of History, 2006-2007.
American Studies Search Committee, Texas A&M University College of Liberal Arts, 2005.

Advising/Teaching at Texas A&M University:
Chair, 2 completed Ph.D. committees, 2 current Ph.D. committees
Chair, 2 completed M.A. committees, 1 current M.A. committee
Member, 5 completed Ph.D. committees, 4 current Ph.D. committees
Member, 2 completed M.A. committees, 1 current M.A. committee

History 105, 105H: History of the United States
History 320, 320W: History of the Atlantic World
History 321: The Age of Revolution in the Atlantic World
History 341: Latin America to 1810
History 367, History 367W: Colonization of North America
History 368: The Birth of the Republic, 1763-1820
History 450: The Old South
History 601: Colonial North America
History 604: The Early Republic
History 679: Topics in Comparative Border Studies: Law and Borders
History 679: Topics in Comparative Border Studies: The Atlantic World
Felipe Hinojosa  
Curriculum Vitae  

Texas A&M University  
Assistant Professor, Department of History  
fhinojosa@tamu.edu  

College Station, TX 77843  

DEGREES RECEIVED  

Ph.D., History, University of Houston, 2009  
Master of Arts, History, University of Texas Pan American, 2004  
Bachelor of Arts, English, Fresno Pacific University, 1999  

RESEARCH AND PUBLICATION  


FELLOWSHIPS AND RESEARCH GRANTS  

Louisville Institute, First Book Grant for Minority Scholars, Postdoctoral Fellowship for academic year, 2010-2011.  

Faculty Stipendiary Fellowship, The Melbern G. Glasscock Center for Humanities Research, Texas A&M University, 2009-2010  

CONFERENCE PAPERS  

“Jesus Christ made me a Macho!”: Latino/a Identity and Activism in the Mennonite Church, 1968-1974.” Afro-American Religious History Group, American Academy of Religion, October 30-November 1, 2010.  

“Latino/a Identity and Activism in the Mennonite Church, 1968-1974” Texas State Historical Association Conference, March 4-6, 2010.  

“Building a Multiethnic Movement: Latino/a and African American Activism within the Mennonite Church, 1968-1980” Mexican American Scholars Conference, Our Lady of the Lake University, San Antonio, Texas, February 11-12, 2010
TEACHING FIELDS

Chicana/o-Latina/o History
20th Century U.S.
American Religion
Gender, Race & Ethnicity

COURSE PROGRAM

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<th>Semester</th>
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<tr>
<td>Spring 2010</td>
<td>Hist 106</td>
<td>History of the United States since 1877</td>
<td>180</td>
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<td>Spring 2010</td>
<td>Hist 481</td>
<td>Latina/o Religion</td>
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<td>Fall 2009</td>
<td>Hist 307</td>
<td>Latina/os in the U.S.</td>
<td>42</td>
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<td>Fall 2009</td>
<td>Hist 481</td>
<td>Latina/o Religion</td>
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INVITED LECTURES

“African American and Latino/a Religious Identity in the Mennonite Church, 1968-1982”
Convocation Series, Bethel College, North Newton, Kansas, October 30, 2009.

“Religion as Resistance: From Slavery to Civil Rights” Celebration of Black History Month,
South Texas College, McAllen, Texas, February 16, 2009.

“The Spaces of Chicana/o History: Race, Resistance, and Power in Greater Mexico,”
Convocation Series, Bethel College, North Newton, Kansas, February 2005.

EXTRAMURAL PROFESSIONAL AND SERVICE ACTIVITY

Organizing the visit of filmmaker John J. Valadez for a screening of his new documentary on

“Race & Identity in U.S. History,” Voluntary Service Orientation, August 11-12, 2010,
San Antonio, TX.


“Anti-Racism Education” Summer Service Program for Young Adults, program of
Mennonite Central Committee Central States, June 9, 2010, New Orleans, LA.

Dissertation Committee outside reader: Sarita Bertinato, graduate student in Sociology,
working on a project on Mexican immigration to San Antonio during the early to middle 20th

Editorial Services to Scholarly Publications, Article Manuscript in Latino Studies Journal
November 2009
SYLVIA D. HOFFERT

History Department
101 Glasscock Bldg
Texas A & M University
College Station, TX 77843-4236
Email: shoffert@tamu.edu
Phone: 979-696-8141

EDUCATION

Ph.D., History, Indiana University-Bloomington, 1984
M.A., History, Western Michigan University, Kalamazoo, 1968
B.A., History with Distinction and Honors, Indiana University-Bloomington, 1965

PUBLICATIONS

Books:
“Alva Vanderbilt Belmont,” Indiana University Press, forthcoming


Scholarly Articles:


“Who Funded the National Women’s Party?” in Kathryn Kish Sklar and Thomas Dublin, eds., Women and Social Movements in the United States, 1600 -2000, 11 (December 2007), (text and documents - 126 pages) (accessed through subscribing libraries)


“Mary Boykin Chesnut: Private Feminist in the Civil War South,” Southern Studies, XVI (Spring 1977), 81-89.

PROFESSIONAL EXPERIENCE

Professor of History, Texas A & M University, College Station, TX, 2005 -
Distinguished Professor of History and Women’s Studies, University of North Carolina – Chapel Hill, 2004
Professor of History and Women’s Studies, University of North Carolina – Chapel Hill, 1995 -2004
Associate Professor of History, Southwest Missouri State University, Springfield, 1992-1995
Assistant Professor of History, Southwest Missouri State University, 1988-1992

TEACHING AWARDS

Bowman and Gordon Gray Chair in Distinguished Undergraduate Teaching, University of North Carolina – Chapel Hill, 2004
Tanner Faculty Award for Excellence in Undergraduate Teaching, University of North Carolina-Chapel Hill, 2000
Senior Class Teaching Award, University of North Carolina-Chapel Hill, 1997.
Women’s Studies Teaching Award, University of North Carolina-Chapel Hill, 1996.
Angela Pulley Hudson
Department of History
(979) 845-7151; fax (979) 862-4314
College Station, TX 77843-4236
aphudson@tamu.edu

Degrees Received
Ph.D., American Studies, Yale University, 2007
M.A., American Studies, Yale University, 2003
M.A., English, University of Georgia, 1999
B.A., English/Spanish, Auburn University, 1996

Academic Positions
Assistant Professor, History, Texas A&M University, 2007-present
Instructor, American Studies, Yale University, 2005
Graduate Teaching Assistant, American Studies, Yale University, 2003-2004, 2006
Graduate Teaching Assistant, English, University of Georgia, 1999

Research and Publication

Books

Articles
"'Real Native Genius': Okah Tubbee's Traveling Indian Show," under revision for publication in the Journal of Southern History

Chapters

Conference Papers
"'Real Native Genius': Okah Tubbee's Traveling Indian Show," American Studies Association Annual Meeting, Washington, DC, November 5-8, 2009
"Selling the Shadow: Okah Tubbee's Traveling 'Indian' Show," Futures of American Studies Institute, Dartmouth College, Hanover, New Hampshire, June 21-27, 2009
"Furtive Geographies: Slaves on the Road in Creek Country, 1790s-1830s," Southern Historical Association Annual Meeting, New Orleans, Louisiana, October 9-12, 2008
"'Keeping our Path White and Strait': Territory and Mobility in Creek Country, 1790s-1820s," American Society for Ethnohistory Annual Meeting, Tulsa, Oklahoma, November 7-10, 2007
"Child of an 'Unnatural Mother': The Mis-Identification of Okah Tubbee," American Studies Association Annual Meeting, Atlanta, Georgia, November 11-14, 2004
"Revisiting Mary Musgrove: Georgia's 'Creek Indian Princess' and the Politics of Writing History" American Studies Colloquium, Yale University, New Haven, Connecticut, May 10, 2002
"Imagining Mary Musgrove: Georgia's 'Creek Indian Princess' and the Politics of Southern Identity" 11th Annual Women's Studies Conference, Southern Connecticut State University, New Haven, Connecticut, October 12-13, 2001
"Southeastern Native American Documents Database, 1730-1842: An Introduction to Teaching with Historical Databases," The Multicultural South: A Graduate Student Conference, Graduate Association for
Multicultural Studies, University of Georgia, Athens, Georgia, April 19-20, 2001

Invited Lectures
"'Real Native Genius': Okah Tubbee's Traveling Indian Show," Rice University, Houston Area Southern Historians, Houston, Texas, October 14, 2009
"Teaching Students to Find the Worlds within the United States," The United States and the World: New Departures in Research and Pedagogy, Sponsored by the Andrew W. Mellon Foundation, Yale University, New Haven, Connecticut, May 29, 2009

Book Reviews

Fellowships & Research Grants
Franklin Research Grant from the American Philosophical Society, 2009-2010
Ballard Breaux Visiting Fellowship at the Filson Historical Society in Kentucky, 2009-2010
American Studies Stipendiary Fellow for the Melbern G. Glasscock Center for Humanities Research, 2008-2009
Melbern G. Glasscock Center for Humanities Research, Travel to Archives Grant, Texas A&M University, 2008
Program to Enhance Scholarly and Creative Activities Award, Texas A&M University, 2008
Whiting Fellowship in the Humanities, Graduate School of Arts and Sciences, Yale University, 2006-2007
Joel Williamson Visiting Scholar Grant, Southern Historical Collection, University of North Carolina, 2005
Howard R. Lamar Center for the Study of Frontiers and Borders at Yale University Fellowship, 2004
Phillips Fund for Native American Research Grant, American Philosophical Society, 2004
History of Cartography Short-term Fellowship, The Newberry Library, 2004
Kate B. and Hall J. Peterson Fellowship, American Antiquarian Society, 2004
John F. Enders Fellowship and Research Grant, The Graduate School of Arts and Sciences, Yale University, 2004
MacKinnon Family Fellowship in Western Americana, Beinecke Rare Book and Manuscript Library, 2004

Professional Service
Professional Memberships
American Historical Association
American Studies Association
Native American and Indigenous Studies Association
Society for American Ethnohistory
Southern Association of Women Historians
Southern Historical Association

External Committees
Women’s Committee of the American Studies Association

Internal Committees
American Studies Advisory Board, Texas A&M University (2008-present)
Latino/a History Search Committee, Department of History, Texas A&M University (2008-09)
Undergraduate Committee, Department of History, Texas A&M University (2008-present)
Executive Committee, Department of History, Texas A&M University (2009)

Professional Service
Professional Memberships
American Historical Association
American Studies Association
Native American and Indigenous Studies Association
Society for American Ethnohistory
Southern Association of Women Historians
Southern Historical Association

External Committees
Women’s Committee of the American Studies Association

Internal Committees
American Studies Advisory Board, Texas A&M University (2008-present)
Latino/a History Search Committee, Department of History, Texas A&M University (2008-09)
Undergraduate Committee, Department of History, Texas A&M University (2008-present)
Executive Committee, Department of History, Texas A&M University (2009)
Curriculum Vitae 2010

David R. C. Hudson
Instructional Associate Professor
Associate Graduate Director
Department of History
Texas A&M University

tel: (979) 845 7101
fax: (979) 862 4314
E-Mail: david-hudson@tamu.edu


• M.A., History, Sam Houston State University, Huntsville, Texas; December 1993. Thesis: “D’Hanis, Texas: Immigration, Integration and Assimilation” (Director: Prof. Terry Bilhartz)

• B.A. (hons), Theology and Religious Studies, University of Bristol, Great Britain; July 1983.

Fields of Study/Research:

• Ireland; politics, culture, religion and nationalism.
• Modern Britain; political, social and religious history.
• The British Empire.
• Nationalism and identity formation in Britain and Ireland.
• John Redmond and the quest for political consensus in Ireland
• British-Israel Identity movement in Britain.

Current Writing Projects:

(1) Article: A study of the transportation of Irish soldiers to Sweden and Muscovy in the early 17th century - with Professor Chester Dunning. Our article - ‘The greatest cruelty ever inflicted on any people’: The Transportation of Irish Swordsmen to Sweden and Russia, 1609-1613, and the Plantation of Ulster

(2) Projected Monograph: A critical study of the life, ideas and political legacy of John Redmond. This study will focus on a series of comparisons drawn between Polish and Irish history in the nineteenth and early twentieth centuries. The validity of assertions of Irish and Polish “exceptionalism” will be considered, together with a consideration of the relevance of John Redmond for the future of Northern Ireland and other zones of endemic conflict.

Current Position at Texas A&M University:

• Instructional Associate Professor, Department of History
• Associate Graduate Director, Department of History
• Faculty - Eleven (12) years in position
• Member of the Graduate Faculty
• Member of the History Department Graduate Committee
• Chair - Study Abroad Application Review Committee
Current Responsibilities as Associate Graduate Director (AGD): My work as Associate Graduate Director is both varied and stimulating. It brings me into contact with not only the more than 70 students currently enrolled in our program, and also involves interacting with many enquirers and outside entities. My tasks include streamlining procedures and improving communications between the graduate program, the History Department and the University community. I also work to enhance our recruitment and outreach and to improve the overall effectiveness and quality of the History Graduate Program.

Selected Publications/Conference Participation:

- Presented Paper “The Earl of Midleton’s Autopsy on Ireland’s Death by Kindness” at Western Conference on British Studies meeting, Tucson, October 1999.
- Panel chair and commentator - Southern Conference on British Studies (SHA meeting), New Orleans, November 2001 - “Imps, Imperialism and Impertinent Women: Subversive females and the British military authorities.”
- Panel commentator - Western Conference on British Studies, Little Rock, October 2002 - “Using the Irish and Being Used: Anglo-Irish Relations 1895-1918.”
- The Ireland That We Made was published by the University of Akron Press, April 2003.
- Chaired session at NACBS 2005 meeting in Denver - “Imperial Understandings: Ireland and the Empire 1798-1922” - four papers presented with commentary.
- Program Chair, Western Conference on British Studies (WCBS), for 2005 & 2006.
- July 2005 - authored manuscript report for the College of Veterinary Medicine on a proposed History of the Veterinary School at Texas A&M University.

Teaching at Texas A&M University: whilst at Texas A&M I have taught a very wide variety of undergraduate courses at both lower and upper level. In addition to survey courses over American and European History, I have also taught courses in British and Irish History covering every period from earliest times to the present. In fact my interest in Irish History arose as a direct result of my research - and whilst at Texas A&M I have written three courses in Irish history - these are described in the current University Catalog. I have also supervised one Undergraduate Honors Fellow (who subsequently went on to earn an M.A. in History), and directed one graduate student in an independent study. In all the classes that I teach I endeavor to communicate my own enthusiasm and excitement about History - and I have abundant evidence that many students respond extremely positively. In all of my teaching, I try to bear in mind that almost all learning takes place in response to questions - and that the task of the historian is to examine the past in as forensic a manner as possible. Although in my teaching I employ various methods and techniques (outlines, maps, charts, power-point, students presentations, etc.), I remain convinced that the traditional lecture when well-delivered is an unbeatable model for College teaching.
Walter D. Kamphoefner
VITA

EDUCATION
Ph.D. (History), University of Missouri-Columbia, 1978
University of Münster, Germany, 1975-76
M.A. (History), University of Missouri-Columbia, 1972
B.A. (History), Concordia Senior College, Ft. Wayne, IN, 1970

POSITIONS HELD
Texas A&M University, Asst. Prof. 1988-90; Assoc. Prof. 1990-96; Professor, 1996-present
Senior Fulbright Lecturer, University of Osnabrück, 1998-99
Visiting Professor, Ruhr University Bochum, 1991-92
Senior Fulbright Lecturer, University of Bremen, 1986-87
University of Miami, Assistant Prof. 1983-87; untenured Associate 1987-88
Mellon Postgraduate Instructor, California Institute of Technology, 1981-83
Postgrad. Research Associate, Inst. of Comparative Urban History, Univ. of Münster, 1978-81

TEACHING FIELDS
U.S. Immigration, Urban, and Social; Quantitative Methods; U.S. Civil War and Reconstruction;
Modern Germany, esp. Social

BOOKS & SELECTED ARTICLES PUBLISHED
Germans in the Civil War: The Letters they Wrote Home, ed. with Wolfgang Helbich, trans.
German-American Immigration and Ethnicity in Comparative Perspective, ed. with Wolfgang
Deutsche im Amerikanischen Bürgerkrieg: Briefe von Front und Farm, 1861-1865, ed. with
An Immigrant Miller Picks Texas: The Letters of Carl Hilmar Guenther, ed. with intro., trans.
with Regina Hurst, (San Antonio: Maverick Publishing Co., 2001) 127 pp. [non refereed].
Von Heuerleuten und Farmern: Die Auswanderung aus dem Osnabrück Land nach
Nordamerika im 19. Jahrhundert; Emigration from the Osnabrück Region to North America in
the 19th Century, ed. with P. Marschalck and B. Nolte-Schuster, (Rasch Verlag: Bramsche,
1999), [bilingual exhibition catalogue, incl. authored chapter: "Kettenwanderung,
Siedlungsmuster, Integration; Chain Migration, Settlement Patterns, Integration," pp. 53-81].
News From the Land of Freedom: German Immigrants Write Home, ed. with Wolfgang Helbich
Briefe aus Amerika: Deutsche Auswanderer schreiben aus der Neuen Welt, 1830-1930, ed. with
"Uprooted or Transplanted? Reflections on Patterns of German Immigration to Missouri," Missouri Historical Review 103 (2009), 71-89.
"German Texans: In the Mainstream or Backwaters of Lone Star Society?" Yearbook of German-American Studies 38 (2003), 119-138.
"¿Quiénes se fueron al sur? La eleccion de destino entre los inmigrantes alemanes en el siglo XIX," Estudios Migratorios Latinoamericanos 42 (August 1999), 23-49.
HOI-EUN KIM
Assistant Professor
Department of History
hekim@tamu.edu

DEGREES RECEIVED
Ph.D., History, Harvard University, 2006
B.A., summa cum laude, Western History, Seoul National University (South Korea), 1998

ACADEMIC POSITIONS
Assistant Professor, History, Texas A&M University, 2007-present
Visiting Lecturer, History, Yale University, 2006-7

PUBLICATION
Published Peer-Reviewed Articles
“Medicine and Colonial Modernity in Korea: A Sketch,” in Transaction in Medicine, eds.
Yasutaka Ichinokawa, Christian Oberländer, Shizu Sakai, and Tatsuo Sakai (Tokyo:
University of Tokyo, 2009): 107-118.
“Imaginary Terrain of German Orientalism: the Image of Japan in Die Gartenlaube
Between 1854-1902,” in Germany and the Imagined East, ed. Lee M. Roberts,
“Anti-Semitism and the Holocaust: Daniel Goldhagen's Hitler's Willing Executioners,’’ in

Forthcoming
"Forum: Germany, Asia, and the Transnational Turn," with Young-Sun Hong, Kris
Manjapra, Corinna Unger, and Jennifer Jenkins. To be published in December, 2010
issue of the journal, German History.

Accepted
“Bio-sophers? German Physicians as ‘Ethnographers’ of Meiji Japan.” To be published
in History of the German East Asiatic Society (editor: Christian Spang).
“Anatomically Speaking: the Kubo Incident and the Paradox of Race in Colonial Korea.”
To be published in Race and Racism in Modern East Asia: Western Constructions and
Local Reactions (editors: Rotem Kowner and Walter Demel).
“Measuring Asian-ness: Erwin Baelz’ Anthropological Expeditions in Fin-de- Siècle
Korea.” To be published in German-Asian Cultural Studies
(editors: Mary Rhiel and Veronika Fuechtner).

Pending
“Doctors of Empires: Medical and Anthropological Encounters between Imperial Germany
and Meiji Japan, 1868-1914.” Book manuscript under revision.
“Cure for Empire: the ‘Conquer-Russia-Pill,’ Pharmaceutical Manufacturers, and the
Making of the Patriotic Japanese, 1904-1945.” To be submitted to Social History of
Medicine.

FELLOWSHIPS & RESEARCH GRANTS (SELECTED)
JSPS (Japan Society for the Promotion of Science)-SSRC Research Grant in Japan, 2009
DAAD (German Academic Exchange Service) Faculty Research Visit Grant, 2009
Matching Grant, Glasscock Center, TAMU, 2009
Faculty Research Enhancement Program, College of Liberal Arts, TAMU, 2009
Harvard-Yenching Library Travel Grant, 2009
International Research Travel Assistance Grant, TAMU, 2009
Program to Enhance Scholarly and Creative Activities, Texas A&M University, 2008, 2010
Faculty Travel Grant to Archives, Glasscock Center, TAMU 2009, 2007
Supplementary Dissertation Research Grant for Research in Japan, Harvard, 2004
Krupp Foundation Fellowship for Dissertation Research in Germany, 2002

TEACHING AWARD
Student Led Award in Teaching Excellence, Texas A&M University, 2009
Winner of the H-German Syllabus Contest, 2008.

INVITED LECTURES & COLLOQUIA (SELECTED)
“‘Japan is a German Colony’: German Medicine, Physicians on the Move, and German ‘Soft Power’ in Meiji Japan, 1868-1912.” Princeton University, March 5, 2009.
“Cure for Empire: Seirōgan and a Cultural History of Pharmaceutical Medicine in Modern Japan, 1904-1945.” Glasscock Center Faculty Colloquium, College Station, TX, April 16, 2008.
Panelist: “Emerging Perspectives on Humanities Research and Medicine,” Glasscock Center’s Humanities Roundtable, College Station, TX, Feb. 19, 2008.
“Japanese Medical Students as Ethnographers on Imperial Germany.” The 22nd Stuttgarter Fortbildungsseminar: Medizin und Reisen, Stuttgart, Germany, May 9, 2003.
“Japanese Medical Students in Berlin.” Institut für Geschichte der Medizin, Free University Berlin, Germany, January 27, 2003.

CONFERENCE PAPERS (SELECTED)
“Medicine and Colonial Modernity in Korea: An Overview,” Transaction in Medicine and Heteronomous Modernization: Germany, Japan, Korea, and Taiwan, University of Tokyo, Tokyo, Japan, September 20, 2008.
Andrew J. Kirkendall

Associate Professor of History
MS 4236/TAMU
College Station, TX 77843
andykirk@tamu.edu
(979)324-9858 (cell phone)

Education

Ph. D., Latin American history, University of North Carolina at Chapel Hill, 1996.
M. A., Latin American history, University of North Carolina at Chapel Hill, 1991.
M. A., University of Missouri-Columbia School of Journalism, 1987.
B. A., Wesleyan University (CT), 1980: graduated cum laude and with departmental honors in history.

Books


Articles


Teaching Award

Texas A&M University Association of Former Students Distinguished Achievement Award for Teaching, 2007.

On-Going Research Project

“The Cold War and Latin American Democracy”
Editorial Activities


Book Chapter


Conference Proceedings


Teaching Experience

Associate Professor of History, Texas A&M University, 2003 to present.
Assistant Professor of History, Texas A&M University, 1997-2003.
Courses Taught at Texas A&M University:

- History 104, World History since 1500
- History 341, Latin America to 1810
- History 342, Latin America since 1810
- History 343, Inter-American Relations (created)
- History 449, History of Brazil (created)
- History 464, International Developments since 1918
- History 481, Senior Seminars in US-Latin American Relations
- History 617, Latin America – The National Period
- History 689, US-Latin American Relations
ARNOLD KRAMMER, PH.D.

Professor of History
Texas A&M University, 4236 TAMU
College Station, TX 77843-4236
Phone: (979) 845-7108
Email: apkrammer@aol.com

Education
University of Wisconsin, Madison History & Chemistry B.S., 1963
University of Vienna German History Diploma, 1970
University of Wisconsin, Madison German History (Prof. Theo. Hamerow) M.A., 1965
University of Wisconsin, Madison Russian Area Studies Certificate, 1965
University of Wisconsin, Madison German History (Prof. George Mosse) Ph.D., 1970

Professional Experience
2002–2003 Fulbright Professor, Schiller Universität (Jena, Germany)
1993–1994 Guest Professor, Universität Tübingen (Tübingen, Germany)
1992 Fulbright Professor, Universität Tübingen (Tübingen, Germany)
1982 Visiting Professor, Rice University
1980 Visiting Professor, Rice University
1979–Present Professor of History, Texas A&M University
1974–1979 Associate Professor, Texas A&M University
1970–1974 Assistant Professor, Rockford College (Rockford, Illinois)
1968–1970 Teaching Assistant, University of Wisconsin, Madison

Books


**Chapter Contributions**


JOHN H. LENIHAN
BRIEF VITA

EDUCATION:
B.A., History, Seattle University, 1963
M.A., History, University of Washington, 1966
Ph.D., History, University of Maryland, 1976

TEACHING EXPERIENCE:
Instructor, History, Texas A&M University, August 1968 - May 1970
Teaching Assistant and part-time Instructor, University of Maryland, September 1970 - July 1977
Tenure-track and tenured faculty, History, Texas A&M University, September, 1977--.

PUBLICATIONS (Select):
"Classics and Social Commentary," Journal of the West, 22, no. 4 (October 1983), 34-42.
"English Classics for Cold War America: MGM's Kim (1950), Ivanhoe (1952), and Julius Caesar (1953)," Journal of Popular Film and Television, 20, no. 3 (Fall, 1992), 42-51. Cover-lead article.
PROFESSIONAL MEETINGS (Select Role, Topics, Associations):
Chair: “Popular Culture and Social Crisis,” American Historical Association, Chicago 1984
Commentator: “Many Westerns, Many Scripts,” Western History Association, Las Vegas 2004

AWARDS:
Texas A&M University Honors Program, Teacher-Scholar Award, 1988.
Association of Former Students of Texas A&M University, Distinguished Teaching Award, 1994.
Texas A&M University, College of Liberal Arts, Summer Research Grant, 1985.
Film Studies/Glasscock Center Stipendiary Faculty Fellow, 2004.

COURSES TAUGHT (at TAMU):
HIST 105/106: History of the U. S. (including honors sections)
HIST 374: U. S. Since World War II
HIST 460: Modern American Society and Culture (most Spring semesters)
FILM 394: Studies in Genre/HIST 453: The American Frontier (cross-listed Film/History)
FILM 394: Studies in Genre/ HIST 489: Christianity in Film (team-taught, cross-listed Film/Hist.)
HIST 489/FILM 489: U. S. Film Censorship (team-taught HIST/FILM honors seminar)
HIST 629: Recent American Cultural and Intellectual History (Graduate seminar)
BRIAN McALLISTER LINN
Professor of History and Ralph R. Thomas Class of 1921 Professor in Liberal Arts
President, Society for Military History

Department of History, TAMU 4236
Texas A&M University
College Station, TX  77843-4236
email:  b-linn@tamu.edu
phone:  979 845-5172
fax:  979 862-4314

Academic Record
Ph.D., The Ohio State University, 1985
M.A., The Ohio State University, 1981
B.A. with High Honors, University of Hawai’i, 1978

Professional Experience
Professor, Department of History, Texas A&M University, 1998-present
Associate Professor, Department of History, Texas A&M University, 1995-98
Assistant Professor, Department of History, Texas A&M University, 1989-95
Visiting Assistant Professor, Department of History, Old Dominion University, 1987-89
Visiting Assistant Professor, Department of History, University of Nebraska, 1986-87

Grants and Fellowships
Smith Richardson Foundation Research Grant, 2008-2011
Fulbright Fellowship, Department of History, National University of Singapore, 2009
Woodrow Wilson International Center Fellowship, 2004-2005
John Simon Guggenheim Memorial Fellowship, 2003-2004
Susan Louise Dyer Peace Fellowship, Hoover Institution, Stanford University, 1993-1994
John M. Olin Postdoctoral Fellowship, Yale University, 1990-1991
National Endowment for the Humanities Summer Stipend, 1989

Books
The Echo of Battle: The Army’s Way of War, Harvard University Press, 2007; paperback 2009
The Philippine War, 1899-1902, University Press of Kansas, 2000 (4th printing); paperback 2002 (5th printing). Society for Military History Distinguished Book Prize; History Book Club Selection; Army Chief of Staff’s Reading List; Air Force Chief of Staff’s Reading List
Guardians of Empire: The U.S. Army and the Pacific, 1902-1940, University of North Carolina Press, 1997; paperback 1999. Society for Military History Distinguished Book Prize; Army Historical Foundation Book Award; History Book Club Selection; Choice Outstanding Academic Book

Articles, Book Chapters, Journals
“Military History: Reaching Beyond the Traditional Academy,” Historically Speaking 10 (November 2009): 10-12, and “Rejoinder,” p. 19
Awarded Moncado Prize, 2003
Twenty-six other publications; fifty book reviews

Courses Taught at Texas A&M
HIS 106--U.S. History Since 1877 (lecture and honors seminar)
HIS 230--American Military History, 1609 to Present
HIS 234--European Military History
HIS 444--American Military History since 1901
HIS 444W—US Military History since 1901 (writing intensive)
HIS 481 (Senior Seminars)--Vietnam War; World War II; 20th Century US Military; Military Policy Since Vietnam; American Ways of War
HIS 645--Modern U.S. Military History (readings and research methods)
HIS 689--American Military History Since 1898
BUSH 689—Military Strategy and the Conduct of Nations

Chair, Graduate Students:  Masters theses supervised:  5;  Doctoral dissertations:  5

International Lectures:  Australia, Canada, England, France, Netherlands, New Zealand, Scotland, Singapore, Sweden

Professional Service (selected)
International
Co-Chair, Program Committee, 28th International Congress on Military History (2001-2002)
Federal-State
Department of the Army Historical Advisory Committee (2003-2007)
U.S. Panel, Fellowship Competition, Woodrow Wilson International Center 2006-7)
Theodore Roosevelt Medal of Honor Board (1999)
Professional Organizations and University
President, Society for Military History (2009-present)
Program Committee, Historical Society 2010 Biannual Meeting (2009-2010)
Aggie Honor Council (2005-present)
Board of Faculty Advisors, Scowcroft Institute for International Affairs, (2007-present)
HAROLD C. LIVESAY
CURRICULUM VITA

EDUCATION


PUBLICATIONS

Books
\hspace{1cm} Revised second edition published 2002 by Pearson Longman.
\hspace{1cm} Revised third edition published 2007 by Pearson Longman.
\hspace{1cm} Revised second edition published 2007 by Pearson Longman
\hspace{1cm} Revised third edition forthcoming from Pearson Longman, 2011.
\hspace{1cm} (Revised edition published 1999.) (with Marcia L. Rorke)

Edited book


Articles, Book Chapters, Contributions to Collections, etc.


REVIEWING


PAPERS, SPEECHES, CONFERENCE PARTICIPATION

In addition to well over a hundred talks on a variety of topics to other professional and non-professional audiences, including schools, civic groups, etc. I have presented papers and delivered comments at many professional meetings, including those of the American Historical Association, the Organization of American Historians, the Economic History Association, the Business History Society, and the Economic and Business Historical Society. In addition I have made presentations at professional meetings in Great Britain, France, Spain, Germany, Japan, and Australia.
**PROFESSIONAL WORK EXPERIENCE**

*Occupational experience:*

Clerk, freight brakeman, yardmaster, for the Pennsylvania Railroad in Wilmington, Delaware, and Baltimore, Maryland. 1952-1957


Yardmaster, Pennsylvania Railroad, Wilmington Delaware, and Chester, Pennsylvania. 1959-1962

Self-employed steel hauler and industrial painting contractor, coast-to-coast. 1962

Chemical research technician for E.I. du Pont de Nemours and Co. in Wilmington, Delaware. 1964-1966

Undergraduate student at the University of Delaware. 1964-1966

Graduate student at The Johns Hopkins University. 1966-1970

Assistant, then Associate Professor (1974) of History, University of Michigan. 1970-1978

Professor of History, State University of New York at Binghamton. 1978-1981

Chair, History Department, State University of New York at Binghamton 1980-1981

Head, Department of History, Virginia Tech 1981-1987

Professor of History, Texas A&M University 1987-

*Teaching Experience:* forty years worth, all shapes, sizes, and levels

*University Administrative Service*

I have served in all the various capacities usually associated with a career trajectory such as mine, including terms as department chair at the State University of New York at Binghamton (one year), department head at Virginia Tech (six years), and acting department head (two semesters) at TAMU.

*OTHER PROFESSIONAL ACTIVITIES*

Consultant to:

Twenty-five corporations, federal and state government agencies, and media production firms.

Several of my case studies have appeared in the Harvard University Graduate School of Business's Business History Casebook.

I have made presentations to Congressional subcommittees and committee staffs in Washington, DC on the subjects of inventor-support programs in the U.S. and abroad, and on the importance of inventors to technological competitiveness.

*Television*


EDUCATION
University of Minnesota, USA
PhD in Modern South Asian History, 2008
University of Hyderabad, India
M.A. in Modern Indian History, 2002
St. Xaviers College, University of Bombay, India
B.A. in History, 2000

EMPLOYMENT
Texas A&M University, USA
Assistant Professor (tenure-track), Fall 2008-present
University of Minnesota, USA
Instructor, Spring 2007 & Fall 2007

TEACHING FIELDS
Modern World, British Empire, Modern South Asia, India

PUBLICATIONS PUBLICATIONS
Book Reviews (non-peer reviewed)

WORKS IN PROGRESS
Submitted/ Under Review
Book Manuscript
Vernacular Homeland: Language and Territory in the Making of Modern Orissa (1866-1936) under review at Oxford University Press, India drafts for 2 chapters completed.

Journal Articles (Peer reviewed)
“Beyond Powerlessness: The Institutional Life of the Vernacular in the Making of Orissa”. Under review at Indian Economic and Social History Review (IESHR) and is out for external review after passing first round of editorial review.
“Towards a Politics of the Colonized: Utkal Sammillani and the emergence of a vocabulary of nationalism in colonial Orissa (1903-1920)” Under review at the Comparative Studies in South Asia, Middle East and Africa) and is out for external review after passing first round of editorial review.

SELECTED INVITED WORKSHOPS AND PRESENTATIONS

AIIS Workshop on ‘From Dissertation to Book’
At the 39th Annual Conference on South Asia, University of Wisconsin, Madison, October 2009
“Beyond Powerlessness: Institutional Life of the Vernacular in the Making of Modern India” University of Southampton, November 2010

SCHOLARLY PRESENTATIONS

European Conference for Modern South Asian Studies University of Bonn July 2010
Southwest Conference of Asian Studies-2009 University of Texas at Austin October 2009
British Association for South Asian Studies 2009 University of Edinburgh, March/April 2009
37th Annual Conference on South Asia, University of Wisconsin, Madison, October 2008
South Asia Seminar, University of Minnesota, Minneapolis. December 2007

PROFESSIONAL ACTIVITIES

Book manuscript reviewer for Oxford University Press and Texas &M University Press Panel Convenor: “Politics of Naming in South Asia”, Southwest Conference of Asian Studies, October 2009

PROFESSIONAL MEMBERSHIPS

American Historical Association
British Association of South Asian Studies
CURRICULUM VITA

Ernest Obadele-Starks
Professor of History
Texas A&M University-College Station
College Station, Texas 77843-4236

Academic Record
Ph.D., U.S. History; minor field Latin American History, University of Houston,
Dissertation: “The Road to Jericho: Black Workers, the Fair Employment Practice
Commission, and the Struggle for Racial Equality on the Upper Texas Gulf Coast,
1941-1947.” M.A., U.S. History, Texas Southern University. B.A., Sociology,
Northern Illinois University.

Professional Experience
Professor, Department of History, Texas A&M University-College Station
Associate Professor, Department of History, Texas A&M University-College Station.
Associate Professor (joint appointment), Department of History, Texas A&M University at Qatar
(Doha Qatar), 2005-2009.
Assistant Professor, Department of History, Texas A&M University.
Lecturer, Department of History, Sam Houston State University.

Courses Taught
United States History (1492-1865). United States History (1865-present).
Blacks in the United States after 1877.

Graduate Students
Committee member: Ph.D.–3 students, 1 complete, (Texas A&M ); M.A.–2 students, both complete (1
at Texas A&M, 1 at St Mary’s University, San Antonio, Texas).

Publications and Research
a. Books
Freebooters and Smugglers: The Foreign Slave Trade in the United States after 1808,

Culture, Community, and Free Black Settlements in Canada, the United States, and


The Arrivants: African Americans, Black British and the Civil Rights Era
(research in progress, 3 chapters completed)

A Philip Randolph: The FBI Files, editor (book manuscript under review
with Palgrave Macmillan Publishers).
b. Articles and Book Chapters


“Black Labor, the Black Middle Class, and Organized Protest along the Upper Texas Gulf Coast, 1883-1945,” Southwestern Historical Quarterly, 103, 1 (July 1999), 52-65 (refereed).


**Fellowships, Grants, Scholarships and Awards**

Scholarly and Creative Enhancement Grant, Texas A&M University, 2010.
Catherine Munson Foster Memorial Award for Literature, Brazoria County Historical Museum, Brazoria County, Texas, 2008.
Qatar Foundation Research Funding Grant, Doha, Qatar, 2008.
Qatar Foundation Research Funding Grant, Doha, Qatar, 2007.
Scholarly and Creative Enhancement Grant, Texas A&M University, 2003.

**Professional Affiliations**

ADA PALMER – Curriculum Vitae

Department of History – 4236
Melbern G. Glasscock Building, Room 101
Texas A&M University
College Station, Texas 77843-4236

P: 979-845-8277
F: 979-862-4314
adapalmer@tamu.edu

ACADEMIC EMPLOYMENT:
Texas A&M University, 2009-present, Assistant Professor

EDUCATION:
- Ph.D., History, 2009, Harvard University, Cambridge, MA
- M.A., History, June 2003, Harvard University, Cambridge, MA
- B.A., History, cum laude, 2001, Bryn Mawr College, Bryn Mawr, PA
- A.A., with distinction, 1999, Simon’s Rock College of Bard, Great Barrington, MA
- Seminario di Alta Cultura, 2010, Istituto Internazionale, Sassoferrato, Italy
- Aestiva Romae Latinitatis, 2004, with Fr. Reginald Foster, Rome, Italy

TEACHING FIELDS:
- Renaissance and Early Modern Europe
- Long Durée European Intellectual and Cultural History
- Religion, Atheism and Freethought
- History of Science, Technology and the Book
- Reception and Transmission of Classical Texts

RESEARCH AND PUBLICATIONS:

Publications:

Dissertation:

Conference papers:
• “History of Atheism,” invited talk at Anticipation (Worldcon), the 67th annual meeting of the World Science Fiction Society, Montreal, August 5th-9th 2009.


• “Lucretius, Epicureanism and Atomism in the Renaissance.” Presented at the American Philological Association Conference, Boston, January 9 2005.


Fellowships and Research Grants:
• Program to Enhance Scholarly & Creative Activities, Texas A&M, 2010
• International Research Travel Assistance Grant, Texas A&M, 2010
• Melbern G. Glasscock Center for Humanities Research Faculty Stipendiary Fellowship, 2009-10
• Fulbright Scholar, Italy, 2006-7
• Frederick Sheldon Traveling Fellowship, Harvard University, 2006-7
• Harvard University History Department Travel & Research Grant, 2006 and 2007
• Villa I Tatti, Harvard University Center for Italian Renaissance Studies, Readership, 2005

PROFESSIONAL AND SERVICE ACTIVITY:
• Co-Convener TAMU Interdisciplinary Early Modern Studies Working Group, Glasscock Center 2010-present.
• Historical Consultant, FUNimation, 2010 to present.
• Mythology and Language Consultant, ADV Films, 2005 to 2008.

Professional Memberships
• American Historical Association
• Renaissance Society of America
• American Philological Association
• International Association for Neo-Latin Studies

AWARDS AND HONORS:
• Texas A&M Student Led Award for Teaching Excellence Fall 2010
• Nominated for the Joseph R. Levenson Memorial Teaching Prize, Harvard 2004
• Seymour Adelman Book Collector’s Prize, Bryn Mawr College 2001
• Division of Languages and Literature Prize, Simon’s Rock College 1999
• Leslie Sander Writing Contest Winner, Simon’s Rock College 1999
• National Merit Scholar 1997-99
JASON C. PARKER
Department of History                jcparker@tamu.edu
101 Glasscock Bldg            Tel. 979-845-7151
College Station, TX 77843-4236        Fax: 979-862-4314

EDUCATION

Ph.D., UNIVERSITY OF FLORIDA           2002

TEACHING AND PROFESSIONAL EXPERIENCE

Associate Professor, Department of History, Texas A&M University       2010-
Rothrock Faculty Research Fellow, Texas A&M College of Liberal Arts       2010-2013
Assistant Professor, Department of History, Texas A&M University       2006-2010
Seminar Leader, Annual International Seminar on Decolonization, National History Center-Mellon Foundation, Library of Congress       2007-
Postdoctoral Fellow, Mershon Center for International Security Studies       2006-2007
Assistant Professor, Department of History, West Virginia University       2002-2006

SELECT PUBLICATIONS

Brother’s Keeper: The United States, Race, and Empire in the British Caribbean, 1937-1962 (Oxford University Press, 2008)
* Winner, Society for Historians of American Foreign Relations Bernath Prize for Best First Book
* CHOICE Magazine Outstanding Academic Title for 2009
* Finalist, American Historical Assn. Birdsall Prize in European Military/Strategic History 2008

The Contest: Hearts, Minds, U.S. Public Diplomacy, and the Creation of the Third World (book project, currently in drafting phase)

* Winner, 2010 Best Article Prize, History of Education Society


“Cold War II: The Eisenhower Administration, the Bandung Conference, and the Re-periodization of the Postwar Era,” Diplomatic History (November 2006)

“Wilson’s Curse: Communalism, Nationalism, and the End of Empire in the Short Life of Two Postwar Federations,” in preparation for submission to American Historical Review


* Nominee, Southern Historical Assn.-Latin American/Carih. Section, Annual Best Article Prize

* Finalist, Society for Historians of American Foreign Relations 2003 Bernath Article Prize

SELECT HONORS, GRANTS, AND FELLOWSHIPS (SINCE 2002)

Truman Scholar’s Award, Harry S. Truman Library Institute, 2010
2010 Best Article Prize, History of Education Society (for “Made-in-America Revolutions”)
Rothrock Faculty Research Fellow, Texas A&M College of Liberal Arts, 2010-13
Fulbright Scholar in Argentina, Spring 2010
Texas A&M University, Program to Enhance Scholarly and Creative Activities, 2009-10
Big XII Faculty Fellowship (University of Colorado), 2010
Winner, 2009 SHAFR Bernath Award for Best First Book (for Brother’s Keeper)
CHOICE Magazine Outstanding Academic Title for 2009 (for Brother’s Keeper)
Finalist, American Historical Assn. Paul Birdsall Prize for 2008 (for Brother’s Keeper)
SHAFR Samuel Flagg Bemis Research Grant, 2008
Glasscock Humanities Center, Symposium and Small Conference Grant, 2008
Texas A&M College of Liberal Arts International Research Travel Grant, 2007
Texas A&M-European Union Center for Excellence Research Grant, 2007
Mershon Center for International Security Studies Postdoctoral Year Fellowship, 2006-07
Smith Richardson Foundation Junior Faculty Research Year Fellowship, 2005-06
Lisa Y. Ramos
Assistant Professor
Texas A&M University
Department of History, 4236 TAMU
College Station, TX 77843-4236
lyramos@tamu.edu

Education

Columbia University
Ph.D. in U.S. History, October 2008
“A Class Apart: Mexican Americans, Race, and Civil Rights”

Columbia University
M.A. in U.S. History, October 2000

Columbia University
B.A. in U.S. History, May 1996

Employment

Texas A&M University
Assistant Professor, Fall 2008-Present

John Jay College of Criminal Justice
Adjunct Instructor, Fall 2006-Spring 2007

Barnard College
Adjunct Instructor, Fall 2006-Spring 2007

Columbia University
Graduate Student Instructor, Fall 2001-Spring 2002

Selected Publications

Refereed Journal Article:

Book Chapter:
“Not Similar Enough: Mexican American and African American Civil Rights Struggles in the 1940s.” In The Struggle in Black and Brown: African American and Mexican American Relations During the Civil Rights Era,
Brian D. Behnken, ed., forthcoming (University of Nebraska Press).

**Book Reviews/Book Review Essays:**


**Selected Presentations**

**Tx State Historical Association**

Paper presented: Blind Men or Visionaries? Texas Chicanos and School Desegregation in the 1940s and 1950s,” March 2010, Dallas, TX

**American Studies Association**


**American Historical Association**


**Tx State Historical Association**

Paper presented: “Two Races Fit All: Texas juries, race and Mexican American place,” March 2006, Austin, TX
Roger Roi Reese  
Professor  
Department of History  
Texas A&M University

**Education**

- Ph. D., History, The University of Texas, 1990  
- M. A., History, The University of Texas, 1986  
- B. A., History, Texas A&M University, 1981

**Publications**


**Scholarly Awards and Prizes**

University Distinguished Achievement Award in the Area of Teaching, 2009

A Moncado Prize for outstanding article in military history awarded by the Society for Military History, spring 2003

“The Soviet Female Experience as Soldiers in World War II,” The Second Annual University of Victoria Military Oral History Conference, Victoria, British Columbia, 5-7 May 2010


“Surrender and Capture in the Winter and Great Patriotic Wars: Which was the Anomaly?” at the annual British Association for Slavonic and East European Studies (BASEES) conference at Fitzwilliam College of the University of Cambridge, England, 31 March – 2 April 2007.

“Military Service in the Great Patriotic War: Patriotism, Memory, and Stalinism” delivered at the Melbourne Conferences on Soviet and Australian History and Culture, University of Melbourne, Australia, July 4-8, 2006.


“Red Army Professionalism and the Communist Party, 1918-1941” delivered at the Southern Historical Association annual meeting in Louisville, Kentucky, November 8-11, 2000.
ROBERT PAUL RESCH

History Department
Texas A&M University College Station, TX 77843-4236

979 845 8472 (Office) 979 862 4314 (FAX)

Education: Ph.D in History, University of California, Davis, March, 1985.

Fields of Interest: European Intellectual History: Critical Theory, Marxism, Psychoanalysis, Structuralism and Poststructuralism, Racism.

Academic Posts: Associate Professor of History, Texas A & M University, 1992-present.
Assistant Professor of History, Texas A&M University, 1987-1992.
Visiting Assistant Professor in History and Comparative Literature, University of California, Davis, 1986-1987.
Visiting Assistant Professor in History, California State University, Sacramento, 1985.
Lecturer in American Studies, University of Paris (VII), Paris, France, 1982-3.

Courses Taught: Western Civilization from 1500 (Europe and United States).
European Intellectual History (1): Birth of Capitalist Culture (Renaissance to Positivism).
European Intellectual History (2): The Culture of Capitalism (Positivism to Postmodernism).
Europe in the Nineteenth Century.
Race, Gender, and Class (graduate reading seminar).
Utopia and Dystopia (undergraduate reading seminar).

Publications:


"Running on Empty: Zizek's Concept of the Subject." Journal for the Psychoanalysis of Culture and Society, 4:3 (Spring, 1999), pp. 92-99.


James Rosenheim  
Department of History  
Texas A&M University  
4236 TAMU  
College Station, Texas 77843-4236  
979-845-8329  
j-rosenheim@tamu.edu

Education  
1972:  A.B., magna cum laude, Department of History, Harvard University  
1978:  M.A., Department of History, Princeton University  
1981:  Ph.D., Department of History, Princeton University

Employment  
2005 (Fall) Visiting Professor, Department of History, Rice University  
1999- Professor of History, Texas A&M University  
1999- Director, Melbern G. Glasscock Center for Humanities Research  
1996-1999 Associate Department Head, Department of History, Texas A&M  
1989-1999 Associate Professor of History, Texas A&M University  
1982-1989 Assistant Professor of History, Texas A&M University  
1981-1982 Assistant Professor and Chair, Arts and Sciences Department, Westminster Choir College, Princeton, New Jersey  
1977-1978 Instructor and Lecturer, Department of History, Princeton University

Publications

Books


Edited books

Editions

Book chapters


“Being taken notice of as engag’d in a party”: partisan occasions and political culture in


**Articles**


**Fellowship and research grants**

Andrew W. Mellon Fellowship (short-term), The Huntington Library, 2009
Clark Library/American Society for Eighteenth-Century Studies, Short-term Fellowship, 1994
Scholar in Residence, Centre for East Anglian Studies, U. of East Anglia, 1991
Research Fellow, Center for British Studies, University of Colorado - Boulder, 1991
American Philosophical Society, Research Grant, 1989
National Endowment for the Humanities, Fellowship for College Teachers, 1983

**Professional Service**

Elected Board Member, Consortium of Humanities Centers and Institutes, 2009-2012
Elected Council Member, North American Conference on British Studies, 2007-2010
Grant Evaluator, Humanities Research Center, Rice University, 2007, 2010
Grant Evaluator, Center for the Humanities, University of Miami, 2010
Treasurer, Committee on Lesbian and Gay History, American Historical Association, 2006-
External Review Committee, Center for the Study of Cultures, Rice University, 2005
Program Committee, North American Conference on British Studies, 1998-2002
Gottschalk Prize Committee, American Society for Eighteenth-Century Studies, 1996
Committee of Affiliate Associations, American Society for Eighteenth-Century Studies, 1995
President, Western Conference on British Studies, 1992-1994


November 2010
Brian Rouleau  
Assistant Professor  
Department of History  
Texas A&M University  
College Station, TX 77843-4236  
brianr@tamu.edu

Education

University of Pennsylvania  Ph.D.  (2010)

Research and Teaching Fields

United States through 1877  
The United States in the World  
The Atlantic World  
The Pacific World  
Maritime history

Dissertation

“With Sails Whitening Every Sea: Commercial Expansion, Maritime Empire, and the American Seafaring Community Abroad, 1780-1870”

Publications


Conference Papers

Atlantic World Literacies Conference

Society for the Historians of American Foreign Relations Annual Meeting
“Showdown at the Oriental Hotel and Other Such Tales of Barroom Violence from Abroad” (2010)

McNeil Center for Early American Studies Works-in-Progress Seminar
“Exchange Relations Along the Maritime Frontier” (2008)

New England Historical Association Annual Meeting
“Maritime Destiny as Manifest Destiny: Frontier-Speak and the American Sailor Abroad” (2008)

Society for the Historians of the Early American Republic Annual Meeting
“‘They are much like our own Indians’: Transporting the Idea of North America’s Indigenous Peoples Abroad” (2008)

Barnes Club Graduate Student Conference (Temple University)
“‘They are much like our own Indians’: Transporting the Idea of North America’s Indigenous Peoples Abroad” (2008)

Gender, Race, Ethnicity, and Power in Maritime America (Mystic Seaport Museum)

Approaching Evidence in Early America (University of Pennsylvania)
“Mass Produced Memory: Maritime Memoirs and the Antebellum Public Sphere” (2005)

Book Reviews


Fellowships

Capt. Victor A. Gondos Memorial Fellowship (New Bedford Whaling Museum)
Phillips Library Research Fellowship (Peabody Essex Museum)
Dissertation Research Summer Grant (Library of Congress)
SAS Dissertation Completion Fellowship (University of Pennsylvania; competitively awarded)
REBECCA HARTKOPF SCHLOSS
Associate Professor
Texas A & M University
Department of History-MS 4236
College Station, TX 77843-4236
979-845-7151
rhschloss@tamu.edu

EDUCATION

Duke University
Ph.D. in Modern French History, May 2003
“‘The distance between the color white and all others’: The Struggle Over White Identity in the French Colony of Martinique, 1802-1848”

Duke University
M.A. in European History, December 1996

University of Wisconsin, Madison
B.S. in History, with distinction, May 1992

EMPLOYMENT

Texas A & M University
Associate Professor, 2010
Assistant Professor, 2003-2010

Colorado Mountain College
Instructor, Fall 2002

Duke University
Interim Instructor, Fall 1998

TEACHING FIELDS

Atlantic World, Modern Europe and France, Caribbean, Women’s History

CURRENT RESEARCH

France at the Edges: Life in France’s Atlantic Port Cities, 1763-1830, manuscript in progress

PUBLICATIONS IN PRINT

Book:
Sweet Liberty: The Final Days of Slavery in Martinique (University of Pennsylvania Press, July 2009)

Referred Journal Articles:

“Superb Ladies,” “Uncultivated Creoles,” and “Intimate Friends:” Female Identity in Nineteenth-Century Martinique,” Pouvoirs dans la Caraïbe, numéro spécial, Série Université de juillet, Session 1998, septembre 2000, pp. 15–32 (ISSN 1143-1865)

SELECT RECENT SCHOLARLY PRESENTATIONS

Western Society for French History
**Melbern G. Glasscock**

**Center for Humanities Research**


**French Colonial Historical Studies**

Roundtable Participant: “Biography, Race and Gender in the French Empire,” June 2010, Annual Conference, Paris, France

**Western Society for French History**


**American Historical Association/Conference on Latin American History**


**Anglo-American Conference**


**Omohundro Institute Of Early American History and Culture**

Paper presented: *Mulâtres-blancs* & “Poor white bastards”: Out-of-wedlock births and the Struggle over White Identity in Nineteenth-century Martinique, June 2006, Annual Conference, Québec City, Québec, Canada

**International Seminar on the History of the Atlantic World**


**RECENT EXTERNAL GRANTS**

2009 Bernadotte E. Schmitt Grant, American Historical Association

2008 Franklin Research Grant, American Philosophical Society

2007 Research Fellowship for the Study of the Global South, Collaborative Research Group for the Study of the Global South, Tulane University

2007 Summer Research Grant, Harvard University’s International Seminar on Atlantic World History

**RECENT INTERNAL AWARDS**

2010 Association of Former Students Distinguished Achievement Award for Teaching, College-Level

2010 Melbern G. Glasscock Center for Humanities Research, Internal Faculty Fellow, Texas A & M University, 2009-2010

2008 Melbern G. Glasscock Center for Humanities Research, Texas A & M University, Travel to Archives Grant, 2007-2008
College of Liberal Arts, Texas A & M University Program to Enhance Scholarly and Creative Activities (PESCA), 2005-2006
Henry Schmidt
Short Vita

RECENT AND CURRENT WORK:
Book in progress on Northeastern Mexico and South Texas.
Three papers related to book project given in 03, 05, and 09.

EDUCATION:
B.A., M.A., Latin American Studies; fields: history, anthropology, literature, The University of Texas at Austin. Ph.D., Latin American history; fields: Mexico, colonial Latin America, national Latin America, popular culture, American studies.

EMPLOYMENT:
1972 - ; Associate Professor.

LANGUAGES:
Spanish (fluency), Portuguese.

SUMMARY OF RESIDENCY ABROAD:
Mexico: three years; Brazil, one year; Europe, one and one-half years.

FELLOWSHIPS FOR STUDY ABROAD:

FELLOWSHIPS FOR WORK IN U.S.:

DOCTORAL STUDENTS WHOSE DIRECTED WORK RESULTED IN PUBLICATIONS:

SELECTIVE PUBLICATIONS:
Book:

Articles:


Dr. Daniel L. Schwartz  
Department of History  
Texas A&M University—4236  
College Station, TX 77843–4236  
Email: daniel.schwartz@tamu.edu; Fax: (979) 862-4314

EMPLOYMENT  
Texas A&M University, College Station, TX  
2010–present, Assistant Professor of History

Oxford University, Oriental Institute  
2009-2010, Andrew W. Mellon Post-doctoral Research Fellow

Westfälische Wilhelms-Universität Münster  
2008-2009, Research Fellow

Bryn Mawr College  
2007-2008, Instructor in the Department of History

EDUCATION  
Princeton University  
Ph.D., History, April 2009  
Dissertation: “Christian Education and Worship in the Making of the Late-Antique Church: Paideia and Cult in the Catechetical Homilies of Theodore of Mopsuestia.” Peter Brown, dissertation advisor

Trinity Evangelical Divinity School  
M.A., Christian Thought, Church History and Philosophy of Religion, December 1998  

University of California, Santa Barbara  
B.A., Philosophy and Religious Studies (double major), June 1995

JOURNAL ARTICLES  

BOOK CHAPTERS  

ENCYCLOPEDIA ENTRIES  

**PRESENTATIONS AND PAPERS**

Late Roman Seminar, University of Oxford, March, 2010
“Coercion, Persuasion, and Belief: Understanding the Christianization of the Roman Empire”

Patristic, Medieval, and Renaissance Studies Conference, Villanova University, October, 2007
“Teaching the Faith in Theodore of Mopsuestia’s Catechetical Orations”

“Disciplina Arcani: Catechesis and the Revelation of the Christian Mysteries”

“Catechesis and Conversion in Late Antiquity”

Byzantine Studies Conference, University of Georgia, Athens, October 2005
“Liturgy and Christian Paideia in Theodore of Mopsuestia’s Catechetical Homilies”

**AWARDS AND HONORS**

Dissertation Fellowship, Center for the Study of Religion, Princeton University, 2005-2006
Shelby Cullom Davis Merit Prize, History Department, Princeton University, 2005-2006

**PROFESSIONAL ORGANIZATIONS**

I am currently a member of the American Historical Association, American Society of Church History, and the Byzantine Studies Association of North America.
ADAM R. SEIPP

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Texas A&M University College Station, TX 77845
101 Melbern Glasscock Building (979) 690-3833
College Station, TX 77843-4236 aseipp@tamu.edu
(979) 845-1737

Degrees Received


Master of Arts History, University of North Carolina at Chapel Hill, History, 2001 “A League of Youth: Boy Scouting, Youth, and War, 1907-1925”

Bachelor of Arts History and African Studies, University of North Carolina at Chapel Hill, 1998 (with highest honors)

Academic Positions

Assistant Professor, History, Texas A&M University, 2005-

CURRENT AND PENDING PUBLICATIONS

Monograph:
Strangers in the Wild Place: Refugees, Americans, and a German Town, 1945-52
(Currently under review, Indiana University Press)
The Ordeal of Peace: Demobilization and the Urban Experience in Britain and Germany, 1917-21 (Farnham: Ashgate: 2009)

Articles in Refereed Journals

Refereed Book Chapters:
“A Reasonable ‘Yes’: Social Democrats and West German Rearmament, 1945-60” in James Corum, ed., Rearming Germany (Under contract with Brill Publishers, expected 2009)


**Recent Fellowships and Research Grants:**
TAMU International Curriculum Development Grant, 2010
TAMU Race and Ethnic Studies Institute Planning Grant, 2009
United States Holocaust Memorial Museum Jack and Anita Hess Faculty Follow-Up Fellowship, 2009
German Academic Exchange Service (DAAD) Faculty Research Visit Grant, 2009
German Historical Institute Postdoctoral Research Fellowship, 2009
Immigration History Research Center, University of Minnesota, Ethnic Studies Grant (Polish), 2008-09
Faculty Research Enhancement Grant, Texas A&M University, 2008
Scowcroft Institute for International Affairs Faculty Research Grant, 2008
Program to Enhance Scholarly and Creative Activities Grant, Texas A&M University 2007
Melbern G. Glasscock Center Travel to Archives Grant, Texas A&M University 2007

**Selected Scholarly Presentations:**
“Of Course, I’d Rather Go Home: Occupation and Repatriation in Rural West Germany.” Coming Home?: Conflict and Return Migration in Twentieth Century Europe, University of Southampton (UK), April 1, 2009.
“In a Foreign Land: GIs, Refugees, and Germans, 1945-52,” Society for Military History Annual Meeting, Frederick, MD, April 17, 2008.

**Awards and Honors:**
Second Place, Charles Adams Center Cold War Studies Essay Contest, 2008.
Philip M. Smith
History Department
Texas A&M University
College Station, Texas 77843
979-862-2061
pms@tamu.edu

Education

Texas A&M University, College Station
Ph.D., 2007 History

Principia College, Elsah, Illinois
B.A., 1972 Philosophy & Religion

Employment

Texas A&M University, instructional assistant professor and undergraduate advisor, 2007-present
Texas A&M University, graduate assistant and instructor, 2002-2007
College of DuPage, Glen Ellyn, Illinois, consultant, 1997-2010
MIT, Alfred P. Sloan School of Management, Cambridge, research associate, 1979-1982
Christian Science Center, Boston, 1973-1978
The Christian Science Monitor, Boston, 1972-1973

Conference papers

Southern Historical Association, “Citizenship and Gender in Territorial Florida,” October 11, 2008,
New Orleans

Race and Place in the American South, “Caribbean State: Freedom and Citizenship in Florida,”
March 11, 2005, University of Alabama, Tuscaloosa

Reviews

Jacksonville Greets the Twentieth Century: The Pictorial Legacy of Leah Mary Cox by Ann Hyman

Courses taught

History of the Old South
History of the New South
History of the United States, 1820-1860
The United States to 1877
The United States after 1877
Texas History
ANTHONY N. STRANGES

EDUCATION
PhD History of Science University of Wisconsin, Madison 1977
MS Chemistry Niagara University 1964
BS Chemistry Niagara University 1958

TEXAS A&M UNIVERSITY EXPERIENCE
1983-Present Associate Professor, History Department
1977-82 Assistant Professor, History Department
1977-82 Member, German Document Retrieval Project

TEACHING
History of the United States: History 106, 106H (Honors), 106I (International)
Interplay of Scientific Thought and Society: Liberal Arts (LBAR) 203
History of Science in America: History 363, History 363H (Honors)
History of Science: History 362, History 362H (Honors)
Science Literacy: A Biographical Approach to Science Literacy: History 376
Issues in Science, Religion and Society Undergraduate Seminar: History 481
Graduate Faculty Member: serve as chair, co-chair, and member of MS and PhD graduate advisory committees
History 485: Problems; History 497: Honors; History 685: Problems; History 691: Research
Faculty Advisor to Phi Alpha Theta, History National Honor Society

RESEARCH IN PROGRESS
Fischer-Tropsch Website (with Syntroleum Corporation, Tulsa, Oklahoma). The Fischer-Tropsch Archive, a website (www.fischer-tropsch.org), contains an extensive collection of documents on the development of the Fischer-Tropsch and related synthetic fuels processes in Germany, Britain, Japan, the United States, and other countries from the 1920s to the 1970s. The purpose of the website is to put in the public domain the chronology of the Fischer-Tropsch's eighty-year development, indicating the current state of the process and its potential for further technological advancement.

Transforming America. This is a book-length manuscript on the history of science in America.

Farrington Daniels: Physical Chemist and Pioneer of Alternative Energy. This book-length manuscript examines the career of Farrington Daniels, well-known chemist, textbook writer, and pioneer in the study of solar energy.

Petroleum From Coal: Its German Roots and International Development 1910-60. This is a book-length manuscript on the historical development of coal-to-oil conversion (synthetic fuel) process in the twentieth century. It examines the technological emergence and the social, political, and economic impact of the coal-to-oil conversion process in Europe, Japan, and North America.

RESEARCH AND TRAVEL GRANTS
Texas A&M University, College of Liberal Arts International Travel Grants. 2003-2010: $7,500; 1996-2002: $3,000
Texas A&M University International Research Travel Assistance Grant. 2002: $2,000.

PUBLICATIONS
Books
Book Chapters

Articles

SCHOLARLY PRESENTATIONS
"Responses to Air and Water Pollution in the United States from the 1900s to the 1950s," International Committee for the History of Technology, Thirtytieth Symposium, St. Petersburg and Moscow, August 2003.

HONORS AND AWARDS
Texas A&M University Faculty Development Leave, Spring 1999
Texas A&M University Faculty Development Leave, Spring 1987
Texas A&M Association of Former Students University-Level Distinguished Teaching Award, 1988
DAVID VAUGHT
Department of History
Texas A&M University
College Station, TX 77843-4236
(979) 845-7151; fax (979) 862-4314

DEGREES RECEIVED
Ph.D., History, University of California, Davis, 1997
Master of Arts, History, San Francisco State University, 1990
Bachelor of Arts, History, San Francisco State University, 1988

ACADEMIC POSITIONS
Professor of History, Texas A&M University, 2008-present
Melbern G. Glasscock Professor in Undergraduate Teaching Excellence, Texas A&M University, 2008-2010
Associate Department Head, History, Texas A&M University, 2006-2009
Associate Professor of History, Texas A&M University, 2002-2008
Assistant Professor of History, Texas A&M University, 1997–2002

TEACHING FIELDS (graduate and undergraduate)
American History
Agriculture and Rural Life
Gilded Age and Progressive Era
Labor

RESEARCH AND PUBLICATION
Books
Country Hardball: Baseball in Rural America since 1839 (in progress).
Teaching the Big Class: Advice from a History Colleague. Boston: Bedford/St. Martin’s, 2011.

Refereed Articles and Chapters
"From Tobacco Patch to Pitcher's Mound: Gaylord Perry, the Spitter, and Farm Life in Eastern North Carolina." Journal of Southern History 77 (November 2011), forthcoming.


"State of the Art—Rural History, or Why is there no Rural History of California?" *Agricultural History* 74 (Fall 2000): 759–774.


**Invited Essays**


**Reviews**

Book reviews in the *Journal of American History*, *American Historical Review*, *Agricultural History*, *Pacific Historical Review*, *Business History Review* and eight other scholarly journals (28 total).

Manuscript reviews for eleven university presses (17 total) and twelve scholarly journals (40 total).

**Selected Honors**

President, Agricultural History Society, 2009-2010


University Professorship for Undergraduate Teaching Excellence (UPUTE), Melbern G. Glasscock Professorship, Texas A&M University, 2008-2010


The Association of Former Students Distinguished Achievement Award in Teaching, University Level, Texas A&M University, May 2, 2006

National Endowment for the Humanities Summer Stipend, 2005 ($5,000)


National Endowment for the Humanities Fellowship for University Teachers, 2001–2002 ($35,000)

W. Turrentine Jackson Award, American Historical Association, Pacific Coast Branch, for the most outstanding dissertation on the history of the American West in the twentieth century, 1997

National Endowment for the Humanities Dissertation Grant, 1994 ($17,500)
DI WANG
The Department of History
Texas A&M University
College Station, TX 77843-4236
Tel: 979-845-5960; Fax: 979-862-4314; E-mail: di-wang@tamu.edu

EDUCATION
Ph.D., East Asian history, Johns Hopkins University, 1999
M.A., East Asian history, Johns Hopkins University, 1997
M.A., Modern Chinese history, Sichuan University, China, 1985.
B.A., History, Sichuan University, China, 1982.

PROFESSIONAL EXPERIENCE
Professor: Department of History, Texas A&M University, 2009-present
Zijiang Distinguished Visiting Professor, Si-mian Institute of Advanced Studies, East China Normal University, 2009-present
Visiting Associate Professor, Department of History, University of California at Berkeley, Spring 2009
Associate Professor: Department of History, Texas A&M University, 2004-present.
Assistant Professor: Department of History, Texas A&M University, 1998-2004.
Fellow, National Humanities Center, 2006-2007
Visiting Professor, Institute of History, Central China Normal University, 2003-present

RECENT PUBLICATIONS
Books:

Selected Refereed Journal Articles:
“Developments of the Public Sphere in the Late-Qing Sichuan.” *Social Sciences in China* XVIII, No. 2 (1997): 125-130.

“Chakan ,chabo to chakiaku—Sinmatu-minkokuki ni okeru aru chugoku nairiku to soi no koukyoukukan to koukyouseikatu no jishoukenkyu’u” [The teahouse, teahouse workers, and teahouse-goers: A microhistory of public space and public life in a Republican inland city]. *Chugoku--shakai to bunka* [China: society and culture], No. 19, 2004: 116-135.


“Wanqing Changjiang shangyou diqu gonggong lingyu de fazhan” [A study on public sphere in the upper Yangzi region in the late Qing]. *Lishi yanjiu* [Historical research], No. 1 (1996): 5-16.


“Xifang zongjiao shili zai Changjiang shangyou diqu de tuozhang” [Dissemination of Western religious power in late-Qing upper Yangzi region]. With Wei Yingtao. *Lishi yanjiu* [Historical research], No. 3 (1991): 105-119.

“Jindai Changjiang shangyou diqu de chengshi xitong yu shichang jiegou” [Urban network and market structure in modern upper Yangzi region]. *Jindaishi yanjiu* [Modern Chinese history studies], No. 6 (1991): 105-123.

**RECENT FELLOWSHIPS AND AWARDS**

2010 Research Fellowship of the East Asian Institute of the National University of Singapore

2009 Stipendiary Fellowship, the Glasscock Center for Humanities Research and the Confucius Institute, Texas A&M University

2007 Program to Enhance Scholarly and Creative Activities, Texas A&M University

2007 International Research Travel Assistance Grant, Texas A&M University

2006 The Chinese translation of *Street Culture in Chengdu* was selected as one of the top 10 best books published in China during 2006 by *Zhonghua Dushu Bao* (Chinese Readers’ Weekly).


2006 Fellow of the National Humanities Center (NEH Fellowship).

2004 Grant of the Japan Society for the Promotion of Science

2004 Fellow of the Institute for International Research at the Hopkins-Nanjing Center.


**PROFESSIONAL ORGANIZATIONS**

Member of the Association for Asian Studies, 1991-present.

Member of the American Historical Association, 1997-present.

Member of the Chinese Historians in the United States, 1996-present.

Member of the Historical Society for Twentieth Century China, 2006-present

**RECENT COURSES TAUGHT**

HIST 356/ASIA, Twentieth-Century Japan, TAMU, Spring 2010

HIST 355, Modern China, TAMU, Spring 2010.

HIST 689-601, Modern China, TAMU, Spring 2010.

HIST/ASIA 351, Traditional East Asia, TAMU, Spring 2010

HIST 355, Modern China, TAMU, Fall 2009.

HIST 354, Imperial China, TAMU, Fall 2009.

History 6B, Chinese History from the Mongols to Mao, UC-Berkeley, Spring 2009

History 280G, Modern China: Archives and Historiography, UC-Berkeley, Spring 2009

HIST 481, Chinese Popular Culture since 1600; TAMU; Spring 2006.

HIST 351, Traditional East Asia; TAMU; Spring 2006.

HIST 355, Modern China; TAMU; Spring 2006.
DEGREES RECEIVED

Ph.D., History, Johns Hopkins University, 2009
M.A., with highest honor of distinction, History, Johns Hopkins University, 2004
B.A., summa cum laude and with distinction in all subjects, Cornell University, 1999

ACADEMIC POSITIONS

Institute Fellow, Omohundro Institute of Early American History & Culture
Williamsburg, VA, July 2010-July 2012

Assistant Professor, History, Texas A&M University, August 2009-present

RESEARCH AND PUBLICATION

Edited collections

In progress.

Refereed Articles


Invited Essays


Book Reviews


**Fellowships and Research Grants**

Postdoctoral Fellow, Omohundro Institute for Early American History & Culture, Williamsburg, VA (2010-2012)

Dean’s Teaching Fellowship, Johns Hopkins University (2009)

Research Grant, Society of Antiquaries of Scotland (2008)

Frederick Jackson Turner Travel Grant, Johns Hopkins University (2008)

Atlantic Seminar Grant, Harvard University (2006-2007)

Fulbright Student Grant (Portugal, 2005-2006)

Jacob K. Javits Fellowship (2003-2007)

George Owen Fellowship, Johns Hopkins University (2002-2005)

**Conference Papers**


“‘No Life as Infernal or Desperate’: Enslaved Pearl Diving in the Sixteenth- and Seventeenth-Century Caribbean.” Annual Meeting of the American Historical Association, San Diego, California, January 9, 2010.


Invited Lectures

“Regulating an Imperial Commodity: Pearls’ Shifting Economic and Symbolic Utility in Seventeenth-Century Britain,” The Early Modern Global History Seminar, Georgetown University, October 1, 2010.


Research in Progress

I am currently revising my dissertation entitled “Adorning Empire: A History of the Early Modern Pearl Trade, 1492-1688.” The resulting book will explore the history of the Caribbean pearl fisheries and consider their impact on global trade patterns. The manuscript will examine conflicts over pearl production, circulation, and representation, from the Caribbean to the Scottish Highlands, considering the shifting economic and symbolic utility of this unique maritime jewel in an age of expanding seaborne empires. At the heart of my research is an interest in the nature of boundaries in the early modern period and the efforts of individuals, communities, and central powers to define competing claims to jurisdiction and authority in an age of expanding empires. The book will draw on but also question the Atlantic world paradigm, particularly as it has served to artificially compartmentalize the development of the Iberian and British worlds in the sixteenth and seventeenth centuries.
LARRY W. YARAK

Department of History
Texas A&M University
4236 TAMU
College Station, Texas 77843-4236
(979) 845-7151
yarak@tamu.edu

EDUCATION
1983 Ph.D., Northwestern University, Evanston, Illinois.
   Major Field: African History.
1977 Graduate Certificate of African Studies, College of Arts and Sciences,
   Northwestern University.
1972 B.A. (Honors), Kalamazoo College, Kalamazoo, Michigan.

EMPLOYMENT
1983-5 Assistant Professor, George Williams College, Downers Grove, Illinois
1985- Assistant to Associate Professor, Texas A&M University

PUBLICATIONS
I. Book

II. Articles

III. Book Chapters


IV. Editor

PRINCIPAL AWARDS
Faculty Development Leave, Texas A&M University, Fall Semester, 2000.
International Research Travel Assistance Grant, Texas A&M University, Summer 1996 (Ghana).
Faculty Development Leave, Texas A&M University, Fall Semester, 1994.
Social Science Research Council Advanced Area Research Grant, 1993-4 (Ghana and the Netherlands).
Summer Stipend, National Endowment for the Humanities, 1993 (Ghana).
International Enhancement Travel Grant, Texas A&M University, Summer 1990 (Ghana).
Council for the International Exchange of Scholars and Netherlands America Commission for Educational Exchange, Fulbright Faculty Research Fellowship, Spring Semester, 1990 (the Netherlands).
Travel to Collections Grant, National Endowment for the Humanities, Summer 1988 (the Netherlands).
International Enhancement Travel Grant, Texas A&M University, Summer 1988 (the Netherlands).
Social Science Research Council International Doctoral Dissertation Research Fellowship, 1978-80 (Ghana, the Netherlands, United Kingdom).

COURSES DEVELOPED AND TAUGHT AT TEXAS A&M UNIVERSITY
HIST 104: World History Since 1500.
HIST 344: African History to 1800.
HIST 345: Modern Africa (Africa Since 1800).
HIST 346: History of South Africa.
HIST 348: Modern Middle East.
HIST 401: Slavery in World History.

LANGUAGE SKILLS
Dutch: Fluent.
Akan (Twi): Partial fluency - understanding, speaking.
Spanish: Partial fluency - understanding, reading, speaking, writing.
German: Partial fluency - understanding, reading.
French: Reading knowledge.
Faculty Publications
2003 – 2010
(*denotes International)

2003
Single-Authored Books


H.W. Brands, Woodrow Wilson (Times Books/Henry Holt)

*David Hudson, The Ireland That We Made (University of Akron Press)

Edited Books


Articles


2004

**Single-Authored Books**


**Articles**

Armando Alonzo, "Hispanic Farmers and Ranchers in the Soil and Water Conservation Movement in South Texas, 1940s to the Present," *Agricultural History* 78 (Spring 2004), 201-221

*Jonathan Coopersmith, “The French Roots of the Fax,” Antenna* April 2004 (16,2), 5-8


*Arnold Krammer, "The Cult of the Spanish Civil War in East Germany," *Journal of Contemporary History* 39 (October 2004) 531-560


2005

**Single-Authored Books**

*Troy Bickham, Savages within the Empire: Representing American Indians in Eighteenth-Century Britain* (Oxford: Oxford University Press)

*Roger Reese, Red Commanders: A Social History of the Soviet Army Officer Corps, 1918-1991* (Lawrence: University Press of Kansas)

**Edited Books**


**Articles**


*Arnold Krammer, *American and German Prisoners of War Films*, Oshkosh, WI: Center for the Study of Film & History (CD-ROM Annual)


**Books Chapters**


**Published Conference Papers**


2006

**Co-authored Books**

*Chester Dunning, *The Uncensored Boris Godunov: The Case for Pushkin’s Original Comedy, with Annotated Text and Translation*, (University of Wisconsin Press)
**Edited Books**


*Roger Reese, editor, *The Russian Imperial Army, 1796-1917* (Hants, England: Ashgate)

*Di Wang, editor, *Shijian, Kongjian, Shuxie: Xin shehui shi (Time, space, and historical writing: A New Social History)*, Hangzhou: Zhejian renmin chubanshe

**Articles**


Jason Parker, “Cold War II: The Eisenhower Administration, the Bandung Conference, and the Re-periodization of the Postwar Era,” *Diplomatic History* 30 (November 2006):


**Book Chapters**


**2007**

**Single-Authored Books**


*Olga Dror, *Cult, Culture, and Authority: Princess Lieu Hanh in Vietnamese History* (Honolulu: University of Hawai‘i)


**Edited Books**


**Articles**


* Andrew Kirkendall, “Kennedy Men and the Fate of the Alliance for Progress in LBJ Era Brazil and Chile,” Diplomacy and Statecraft 18.4 (December 2007): 745-772


**Book Chapters**


**2008**

**Single-Authored Books**

* Troy Bickham, Making Headlines: The American Revolution Seen Through the British Press (DeKalb: Northern Illinois University, 2008)


* Jason Parker, Brother's Keeper: The United States, Race, and Empire in the British Caribbean, 1937-1962 (Oxford University Press, 2008)

**Edited or Co-edited Books**


*Chester S. L. Dunning, Russell E. Martin, and Daniel Rowland, eds., Rude & Barbarous Kingdom Revisited: Essays in Russian History and Culture in Honor of Robert O. Crummey (Bloomington, IN: Slavica Publishers. 2008), pp. 513. [This festschrift contains thirty refereed essays by leading scholars of Muscovy and several former students of Dean Emeritus Robert O. Crummey (UC Davis). As senior editor Dunning co-authored the introduction (pp. 1-2), prepared the "Bibliography of Robert O. Crummey" (pp. 13.20), and contributed one chapter.

**Articles**


*Sergei Nefedov and Chester Dunning, “O sotsial’no-ekonomicheskiky predposylakh Smutnogo vremeni” Vestnik Uralskogo institute ekonomiki, upravleniia I prava, 2008, no. 3, pp. 57-70


*_____, “Teahouses, Theaters, and Popular Education: Entertainment and Leisure Politics in Late-Qing and Early Republican Chengdu.” *Journal of Modern Chinese History* 2.1 (June 2008): 1-21


**Book Chapters**


_____.

2009

**Single-Authored Books**


*Adam R. Seipp, *The Ordeal of Peace: Demobilization and the Urban Experience in Britain and Germany, 1917-21* (Farnham: Ashgate)

**Articles:**

Dale Baum, “Burdens of Landholding in a Freed Slave Settlement: The Case of Brazos County's 'Hall's Town',” *Southwestern Historical Quarterly* 113 (October 2009): 185-204.


_____. "Uprooted or Transplanted? Reflections on Patterns of German Immigration to Missouri." Missouri Historical Review 103 (2009): 71-89


**Book Chapters**


2010

**Single-Authored Books**

*Cynthia Bouton, Interpreting Social Violence in French Culture: Resonances and Renditions of Buzançais, 1847-2008 (Baton Rouge: Louisiana State University Press)

Glenn Chambers, Race, Nation, and West Indian Immigration to Honduras, 1890-1940 (Baton Rouge: Louisiana State University Press)

Andrew Kirkendall, Paulo Freire and the Cold War Politics of Literacy (Chapel Hill: University of North Carolina Press)

**Articles**
Faculty Extramural Grants and Fellowships
2003 – 2010
(*denotes International)

2003

Chester Dunning, Second Year of National Endowment for the Humanities, Collaborative Research Grant

April Hatfield, Newberry Library Fellowship for Individual Research

Walter Kamphoefner, Second Year of National Endowment for the Humanities, Collaborative Research Grant, American Philosophical Society, Sabbatical Fellowship

2004

Troy Bickham, Benjamin Franklin Research Grant, American Philosophical Society; Bernadotte E. Schmitt Grant, American Historical Association

*Daniel Bornstein, NEH Collaborative Research Grant

*Chester Dunning, NEH Collaborative Research Grant

Katherine C. Engel, McNeil Center for Early American Studies, Barra Postdoctoral Fellow, 2004-2005

*Walter D. Kamphoefner, NEH Translation Grant

*Brian M. Linn, John Simon Guggenheim Memorial Fellowship

*________, Woodrow Wilson International Center Fellowship

*Di Wang, Grant of the Japan Society for the Promotion of Science

*________, Bernadotte E. Schmitt Grant, American Historical Association

*________, Fellow of the Institute of International Research, Hopkins-Nanjing Center
2005

*Dale Baum, Fulbright to Korea

April Hatfield, Bara Postdoctoral Fellowship, McNeil Center, University of Pennsylvania

Jason Parker, Smith Richardson Foundation Junior Faculty Research Year Fellowship

David Vaught, NEH Summer Stipend

2006

Jovita Baber, American Philosophical Society Residential Grant, John Carter Brown Library

Troy Bickham, W. M. Keck Foundation Fellowship, Huntington Library

Leah DeVun, Friedrich Solmsen Fellow, Institute for Research in the Humanities, University of Wisconsin (2006-2007)

Thomas R. Dunlap, National Science Foundation Grant (2006-2007)

Anthony Mora, Fellow, American Academy of Arts and Sciences, Boston

Jason C. Parker, Fellow, Mershon Center, Ohio State University (2006-2007)

Di Wang, Fellow, National Humanities Center, North Carolina

2007

Benjamin Brower, American Institute of Maghrib Studies

________, Fellow of the Princeton Institute for Advanced Study

________, NEH Grant

Leah Devun, Solmsen Fellowship, University of Wisconsin, Madison

Jason Parker, John F. Kennedy Library Research Grant, Mellon Foundation, summer

Rebecca Schloss, Harvard University International Seminar on Atlantic World History, summer

________, Research Fellowship for the Study of the Global South, Tulane University
2008

*Jonathan Coopersmith, Fulbright, Japan (2008-2009)


______, Visiting Scholar Fellowship, University of Texas Medical Branch

Brian M. Linn, Smith Richardson Foundation Research Grant

*______, Fulbright Fellowship, National University of Singapore

Jason Parker, SHAFR Samuel Flagg Bemis Research Grant

Rebecca Schloss, Franklin Research Grant, American Philosophical Society

*Adam Seipp, Immigration History Research Center, University of Minnesota, Ethnic Studies Grant (Polish), 2008-09

2009

Cynthia Bouton, Eisenberg Institute for Historical Studies, University of Michigan, Research Fellow

Katherine Carte Engel, American Philosophical Society, Franklin Research Grant

*Sylvia Hoffert, Faculty Fellowship, University of Edinburgh, Scotland

Angela Pulley Hudson, American Philosophical Society Franklin Research

______, Ballard Breaux Visiting Fellowship, Filson Historical Society in Kentucky

*Hoi-eun Kim, JSPS (Japan Society for the Promotion of Science), SSRC Research Grant in Japan

*______, DAAD (German Academic Exchange Service) Faculty Research Visit Grant in Germany

*Jason Parker, Fulbright, Argentina

*Adam Seipp, DAAD (German Academic Exchange Service) Faculty Research Visit Grant

*______, German Historical Institute Postdoctoral Research Fellowship
*____, United States Holocaust Museum Faculty Follow-Up Fellowship

Molly A. Warsh, Omohundro Institute for Early American History & Culture, Fellowship

2010

Katherine C. Engel, American Council of Learned Societies-Ryskamp Fellowship, 2010

Competition year

Faculty Conference Participation
2004 – 2010
(*denotes International)

2004

*Katherine C. Engel
“The Eighteenth-Century Moravian Phenomenon and Atlantic World Identity,”

*Walter Kamphoefner, Germany

*Harold Livesay, France

*Brian M. Linn
“Driving in Reverse? US Military Transformation in Retrospect,” 1st Colloquium, Stiftung Wissenschaft und Politik-Strategic Studies Institute, Berlin, Germany, 2 December

“The U.S., the Spanish-American War, and Global Reach,” Chief of Army’s History Conference, Canberra, Australia, 14-15 October

*Di Wang, China

2005

*Troy Bickham, Warwick University, UK

*Jonathan Coopersmith

*Leah, DeVun, Radboud University, Netherlands

Katherine C. Engel,

*Brian M. Linn
“American Counterinsurgency,” 7 March, Royal Military College, Kingston, Canada
*_____.“US Counter-Insurgency in the Philippines. Lessons for Iraq?” 8 March, Royal Canadian Military Institute, Toronto, Canada

*Anthony Stranges
   “Key Scientists in the History of Air Pollution,” XX II, International Congress of History of Science, Beijing, China, July

*Di Wang, Sichuan University, China; Hitotrubashi University, Japan

2006

*R. J. Q. Adams, Centenary Lecture of the Historical Association, Britain

*Daniel Bornstein, a series of invited lectures in China in Fall 2006

*Jonathan Coopersmith
   Invited lecture at European University in St. Petersburg, Russia

*Katherine C. Engel

*Arnold Krammer, Co-sponsor, International Conference on the Holocaust, Krakow, Poland

*Brian M. Linn

   “The US Army and Small Wars: An Uncomfortable Reality,” Keynote lecture, Chief of Army History Conference: Small Wars and Insurgencies, Canberra, ACT, Australia, 25 September

*Anthony Stranges

*Di Wang, a series of invited lectures in Taiwan in 2006
2007

*Armando Alonzo
Lecture presented at Centro de Estudios sobre Migraciones, Universidad de Complutense, Madrid, Spain

*Terry H. Anderson, Nobel Lecture, Oslo Norway

*Cynthia Bouton
Lecture presented at Université de Paris, Sorbonne
Paper presented in London, UK

*Benjamin Brower
Two lectures at the University of Oran, Oran, Algeria

*Leah Devun
Lecture at Radboud University, Nijmegen, Netherlands

*Sylvia Hoffert
Paper presented in London, UK

*Brian M. Linn
“Ghosts of the Past: The United States Army and Technology in the 20th Century,”
Emerging Defense Technologies Conference, Ecole Polytechnique, France, 14 June

*Harold Livesay, lecture presented at Université de Paris, Sorbonne

*Jason Parker
Paper presented at Association for the Study of the Worldwide African Diaspora,
Barbados, West Indies

*Rebecca Schloss, paper presented in London, UK

*Adam Seipp
Lecture at the University of Passau, Germany
Paper presented at NATO Advanced Research Workshop, Lisbon, Portugal

*Anthony Stranges
“A History of the Fischer-Tropsch Synthesis,” International Committee on the History of Technology (ICOHTEC), Copenhagen, Denmark, 14-16 August

*Di Wang
Two papers presented at Taipei, Taiwan
Paper presented at Beijing, China
Paper presented at Cambridge University, UK
2008

*Armando Alonzo
   Presenter at an International Congress on Popular Religiosity in Valladolid, Spain

*Terry Anderson


"Bush's War: Iraq" Invited lecture, North American Studies Department, University of Helsinki, Finland. 27 November.

*Jonathan Coopersmith

*Leah Devun
   Invited lecture, "John of Rupescissa's Trial by Fire: Alchemy and Prophecy in the Fourteenth Century," at the Real Centro Universitario Maria Cristina, El Escorial

*Hoi-eun Kim
   Presented “Medicine and Colonial Modernity in Korea: An Overview.” At Transactions in Medicine and Heteronomous Modernization: Germany, Japan, Korea and Taiwan, University of Tokyo, Tokyo, Japan, September 20, 2008.


   “Physicians on the Move: German Physicians, Medical Science and German ‘Soft Power’ in Meiji Japan, 1868-1912.” Berlin-Brandenburgische Akademie der Wissenschaften, Berlin, Germany, March 13, 2008, as part of the theme, Wissenschaft zwischen den Kulturen. Wie Deutschland and Japan voneinander lernen: Historische Aspekte und aktuelle Entwicklungen.
*Rebecca Schloss
  Presented a paper at the Western Society for French History in November in Quebec City, Quebec.

*Anthony Stranges
  “Scientists in the History of Air Pollution, Part II,” International Committee for the History of Technology, Victoria, B.C., August

2009

*Jonathan Coopersmith
  “The decline of fax (and the rise of keitai, e-mail, and the Web) in the United States and Japan,” Asian-Pacific Business and Economic History Conference, Tokyo, February, 2009

  “Technology and failure,” East Asian Science Technology Studies (EASTS), Tainen, Republic of China, April, 2009


Katherine C. Engel

*Walter Kamphoefner, Utrech, Netherlands

*Brian M. Linn

  “Driving in Reverse: Historical Perspectives on Military Transformation,” S. Rajaratnam School of International Studies, Singapore, 19 May


  “The US Army from Vietnam to Iraq” lecture, New Zealand Defense Force Command and Staff College, 13 May

  “Towards an American Way of Counterinsurgency” Lecture, New Zealand Defense Force Command and Staff College, 13 May

  “The American Way of War: Transformation or Continuity,” Lecture, Centre for
Defence Studies, Massey University, New Zealand, 14 May

“Preparing for the Fiasco,” Seminar, School of Humanities and Social Sciences, University of New South Wales at ADFA, Canberra, Australia, 2 June

“Reflections on American Military Thought,” Lecture, US Military History Seminar, Australian Defence Forces Academy, Canberra, Australia, 3 June

*Adam Seipp
University of Southhampton, UK

*Anthony Stranges

“Water Pollution and Its Treatment in Nineteenth-Century United States,” International Congress of the History of Science, Budapest, Hungary, July

*Di Wang, China

2010


Faculty Awards and Honors
2003 – 2010
(*denotes International)

2003

H. W. Brands, elected to the Philosophical Society of Texas
Brian M. Linn, awarded the Moncado Prize, Society for Military History
Roger Reese, awarded the Moncado Prize, Society for Military History

2005

Sara Alpern, University Honors Program Teacher/Scholar Award 2005-2006
Carlos Blanton, “Coral H. Tullis Award for Best Book in Texas History in 2004”, Texas State Historical Association

_____, Honorable Mention (Runner Up) to Book Award, “Best Book of 2004 Award”, History of Education Society


2006

Sara Alpern, National Endowment for the Humanities "We the People" Grant (team member)
April Hatfield, Organization of Amreican Historians Distinguished Lecturer (2006-2009)
Jason C. Parker, Fellow, Mershon Center, Ohio State University

*Adam Seipp, International Olympic Committee

*Di Wang, Top Ten Best Books published in China for the translation of Street Culture

*_____, Fellow, National Humanities Center, North Carolina
2007

James Bradford, awarded the North American Society for Oceanic History’s K. Jack Bauer Award for Scholarship and Service to Maritime History

*Lauren Clay, co-winner of the James L. Clifford Prize awarded by the American Society for Eighteenth-Century Studies for the best article concerning any aspect of eighteenth-century culture.

Thomas Dunlap, awarded Organization of American Historians Distinguished Lecturer; National Fellow of the Forest History Society

Katherine C. Engel, Pew Young Scholars in American Religion Program, Center for the Study of Religion and American Culture, 2007-2009

*Leor Halevi, winner of the Middle East Studies Association’s Albert Hourani award for the best book in any discipline within Middle Eastern studies.

April Hatfield, Organization of American Historians Distinguished Lecturer, 2006-2009

*Jason Parker, Center for British Studies, “Scholar of the Month”

2008

*R.J.Q Adams’ book Balfour: The Last Grandee was short-listed as a finalist for the 2008 Saltire Prize (U.K.)

*Troy Bickham, elected a Fellow of the Royal Historical Society (United Kingdom)

Albert Broussard, President of the TAMU African America Professional Organization

*Hoi-eun Kim won the 2008 Biennial H-German Syllabus Contest (H-German is the largest single international forum of scholars of German Studies.

Jason Parker, nominated for CHOICE Magazine Outstanding Academic Title for 2009 (for Brother's Keeper), was a finalist for AHA’s Paul Birdshall Prize for 2008 (for Brother's Keeper): Finalist, Harry S. Truman Library Institute Scholar's Award.

David Vaught, Elected Vice-President/President-Elect, Agricultural History Society automatic ascension to the presidency in 2009).
2009

Walter D. Kamphoefner, Organization of American Historians Distinguished Lecturer (2009-2012)
Jason Parker, Bernath Award for Best First Book, Society for Historians of American Foreign Relations

_____, article “‘Made-in-America Revolutions’” won the 2009 Best Article Prize, History of Education Society

David Vaught, McFarland-SABR Baseball Research Award

2010

Troy Bickham, Belasco Prize for Scholarly Excellence, Association for the Study of Food and Society for article, “Eating the Empire,” 2010.

Carlos Blanton, “Bolton-Cutter Award for Best Article In Borderlands History” awarded by Western Historical Association
Faculty Professional Service and Recognition
2003 – 2010
(*denotes International)

2003

R.J.Q. Adams
Member of the Executive Committee of the Western Conference on British Studies

*Cynthia Bouton
Editorial Board, *Annales historiques de la Rèvolution française* to 2005

Albert Broussard
Editor, *Race and Ethnicity in American West Series*, University of Nebraska Press

Thomas Dunlap
Editorial Board, *Environmental History*

Walter Kamphoefner
Book Review Editor, H-Ethnic (2003-present)

*Di Wang
Editorial Board, *Xin shehuishi*, 2003-present

2004

*David Hudson
Western Conference on British Studies Executive Board

*Brian M. Linn
Military Transformation Working Committee, Stiftung Wissenschaft und Polik (Germany)-Strategic Studies Institute

*Anthony Stranges

David Vaught
Agricultural History
NEH Evaluation Panel

*Di Wang
Editorial Board, *Shehui kexue luntan*, 2004-present
2005

Jonathan Coopersmith
Secretary, Section on History and Philosophy of Science of the American Association for the Advancement of Science (2005-2010)

Member, NASA Historical Advisory Committee (2005-2006)
Member, TAMU Press Faculty Advisory Committee (2002-2008)

Walter Kamphoefner
Executive Board, Immigration and Ethnic History (2005-2007)
Executive Committee, Social Science History (2005-2008)

2006

*R. J. Q. Adams
Executive Committee, Western Conference on British Studies

Carlos Blanton
Membership Committee, Southern Historical Association

*Daniel Bornstein
Council of the Society for Italian Historical Studies, Council of the American Catholic Historical Association

James Bradford
Editorial Board, The Northern Mariner (2006-)

Albert Broussard
Nominating committees, Western Historical Association, the Southern Historical Association, and the Oral History Association

Walter Buenger
Vice President of the Texas State Historical Association (2006-2008)

Thomas Dunlap– Editorial Board, Environmental History (2006-)

*Chester Dunning
Executive Committee, Early Slavic Studies Association

Katherine Engel
Fellowship award Committee for the McNeil Center for Early American Studies, Editorial Board, Journal of Moravian History (2006-present)

April Hatfield
Speaker for the Organization of American Historians Lecture Series
Walter Kamphoefner  
Editorial Board, *Yearbook of German American Studies*

Arnold Krammer  
President, Phi Beta Delta Society of International Scholars

Brian Linn  
Trustee, Society for Military History

Jason Parker  
Editorial Board, *American Foreign Relations Since 1600: A Guide to the Literature*

David Vaught  
Executive Committee, Agricultural History Society  
Editorial Board, *Agricultural History*

*Larry Yarak*  
Executive Committee of Ghana Studies Council  
Editorial Board, *Ghana Studies*, 2006-present

2007

Carlos Blanton  
Editorial board, *History of Education Quarterly*

Albert Broussard  
Editorial board, *Pacific Historical Review*  
Chair, W. Turrentine Jackson Prize, Western Historical Association

Katherine Engel  
Klein book prize committee of the Pennsylvania Historical

Brian Linn  
Vice-president, Society for Military History  
Historical Advisory committee, Department of the Army

*Roger Reese,*  
Editorial Board, *Journal of Slavic Military Studies*, 2007-present

David Vaught  
Chair, program committee of the Agricultural History Society
2008
*Cynthia Bouton
Editorial Board, French Historical Studies, 2008-present

*Jonathan Coopersmith
Member, Institute of Electrical and Electronic Engineers History Committee (2008-2011)

Thomas Dunlap
Trustee, Environmental History Association

*David Hudson
President of the Western Conference on British Studies (WCBS) 2008-2010

Di Wang: member editorial board, Shehui kexue luntan; member editorial board, Xin shehui shi

2009

James Bradford
President, North American Society for Ocean History

Walter Buenger
President, Texas State Historical Review

*Jonathan Coopersmith
Member, Nominating Committee, Society for the History of Technology (2009-2012)

Joseph Dawson
Editorial Board, Rhetorical & Public Affairs

Thomas Dunlap
Editorial Board, Encyclopedia of American Environmental History

Brian M. Linn
President, Society for Military History
Editorial Board, Journal of Strategic Studies, 2009-present
*Editorial Board, War and Society (Australia) 2009-present

David Vaught
President, Agricultural History Society
Faculty Research Abroad
2003 – 2010

Glenn Chambers
Honduras, Puerto Rico, Jamaica, Great Britain, Trinidad and Barbados

Jonathan Coopersmith
England

Katherine C. Engel
Germany, England

Andrew Kirkendall
Chile, France, Nicaragua

Brian M. Linn
Great Britain, Australia, Vietnam, Singapore, Malaysia, Cambodia, France, Germany, Canada

Priti Mishra
India, Great Britain

Jason Parker
Argentina, Canada, Chile, Jamaica, Trinidad & Tobago, Uruguay

Anthony Stranges
Germany, England, and Japan
Collaborative Research with International Scholars

Armando Alonzo, Transnational History of Texas and Mexico

Daniel Bornstein, Italy & China

Cynthia Bouton, France

Thomas Dunlap, Environmental History in the U.S. and Australia (two PhD committees in Australia)

Chester Dunning, Russia (two PhD committees with students in Russia)

April Hatfield, Anglo Spanish Caribbean

Walter Kamphoefner, Germany (PhD committee of German student)

Hoi-eun Kim, Germany, Japan, University of Tokyo

Arnold Krammer, Holocaust

Brian Linn, Australia

Henry Schmidt, Texas-Mexico Border

Di Wang, China & Japan
Study Abroad
2004-2010

2004
James Bradford, Normandy
Arnold Krammer, Germany

2005
James Bradford, Normandy
Arnold Krammer, Germany

2006
Julia Kirk Blackwelder, Italy
James Bradford, Western Europe
Arnold Krammer, Poland

2009
James Bradford, Europe Rudder Study Abroad Program
Members of Department helped develop a new study abroad program with Africa.
Members of Department took initial steps to begin a program with Ireland.
Members of Department developed a study abroad program for Russia
Other Faculty Activities

Faculty Participation in Programs for Support of Students Abroad

2007

Troy Bickham
    Review committee for undergraduate awards (Rhodes Scholarships; Marshal Scholarships, etc.)
    Review committee for International Research and Travel Grants

Roger Reese, Referee for International Education Fee Scholarship

2008

Walter Kamphoefner
    Sponsored and mentored Czech Fulbright Visiting Student Research

Jonathan Coopersmith
    Institute of Electrical and Electronic Engineers (IEEE)
    Japanese Council History Committee of the Japanese section
    Tokyo Institution of Technology IEEE Chapter Japan Association for Science, Technology & Society Tokyo branch of Temple University Gakuishin University
    Economics and Management (GEM) seminar NTT Cyber Life Laboratories International Computer Association Japanese Society for the History of Science and Technology Osaka-Kyoto history of technology group
    Talks at Seoul National University
    Classes and seminars at International Christian University, Waseda University, and Tokyo Institute of Technology comments at “Ethnographic Reflections on Science and Technology,” Osaka University

John Lenihan
    Committee to select Marshall (United Kingdom) and Rhodes (Oxford) Scholarships for graduate study

Harold Livesay, Advised on curriculum coordination between Santa Chiara and College Station courses.

Anthony Stranges, Revised History 362 for the curriculum at Santa Chiara, Italy.
## Budget Information

<table>
<thead>
<tr>
<th>Faculty Salaries</th>
<th>Texas A&amp;M University</th>
<th>Selected Peer Institutions</th>
<th>AHA Perspectives Public Institutions</th>
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</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$55,029 - $97,425</td>
<td>$78,937</td>
<td>$94,079</td>
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<tr>
<td>Associate Professor</td>
<td>$42,090 - $62,000</td>
<td>$50,280</td>
<td>$62,811</td>
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<tr>
<td>Assistant Professor</td>
<td>$44,000 - $52,000</td>
<td>$48,403</td>
<td>$51,348</td>
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<tr>
<td>Distinguished Professor</td>
<td>$120,033 - $132,831</td>
<td>$126,432</td>
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### Fall 2004

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<tr>
<th>FACULTY SALARIES</th>
<th>9 Mo. Range</th>
<th>9 Mo. Average</th>
<th>Average Salary</th>
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<tbody>
<tr>
<td>Professor</td>
<td>$67,026 - $103,424</td>
<td>$84,508</td>
<td>$98,117</td>
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<tr>
<td>Associate Professor</td>
<td>$43,590 - $67,002</td>
<td>$56,050</td>
<td>$66,439</td>
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<tr>
<td>Assistant Professor</td>
<td>$50,000 - $54,500</td>
<td>$51,688</td>
<td>$52,797</td>
</tr>
<tr>
<td>Distinguished Professor</td>
<td>$121,743 - $136,827</td>
<td>$129,285</td>
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</table>

### Fall 2005

<table>
<thead>
<tr>
<th>FACULTY SALARIES</th>
<th>9 Mo. Range</th>
<th>9 Mo. Average</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$67,773 - $127,001</td>
<td>$89,168</td>
<td>$100,793</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$49,145 - $69,412</td>
<td>$57,931</td>
<td>$68,398</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$50,504 - $59,001</td>
<td>$52,690</td>
<td>$54,520</td>
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</table>
## Faculty Salaries

<table>
<thead>
<tr>
<th></th>
<th>Texas A&amp;M University</th>
<th>Selected Peer Institutions</th>
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<tbody>
<tr>
<td><strong>Fall 2006</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>FACULTY SALARIES</strong></td>
<td>9 Mo. Range</td>
<td>9 Mo. Average</td>
<td>Average Salary</td>
</tr>
<tr>
<td>Professor</td>
<td>$68,570 - $129,099</td>
<td>$93,798</td>
<td>$105,805</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$49,449 - $73,908</td>
<td>$55,250</td>
<td>$71,495</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$51,603 - $62,754</td>
<td>$54,871</td>
<td>$58,578</td>
</tr>
<tr>
<td>Distinguished Professor</td>
<td>$0</td>
<td></td>
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</tr>
</tbody>
</table>

|**Fall 2007**     |                    |                           |                                  |
|**FACULTY SALARIES**|9 Mo. Range         |9 Mo. Average              |Average Salary|Average Salary|
|Professor         |$70,321 - $131,096  |$98,208                    |$110,216           |$80,145       |
|Associate Professor |$52,546 - $78,408  |$62,135                    |$74,353           |$60,094       |
|Assistant Professor |$54,999 - $61,995 |$57,325                    |$59,118           |$49,347       |
|Distinguished Professor |$0 |                |                  |              |

|**Fall 2008**     |                    |                           |                                  |
|**FACULTY SALARIES**|9 Mo. Range         |9 Mo. Average              |Average Salary|Average Salary|
|Professor         |$72,117 - $133,794  |$101,008                   |$113,187           |$82,190       |
|Associate Professor |$53,542 - $80,858  |$62,708                    |$77,619           |$61,515       |
|Assistant Professor |$56,099 - $67,389 |$59,322                    |$61,921           |$51,054       |
|Distinguished Professor |$0 |                |                  |              |

<p>|<strong>Fall 2009</strong>     |                    |                           |                                  |
|<strong>FACULTY SALARIES</strong>|9 Mo. Range         |9 Mo. Average              |Average Salary|Average Salary|
|Professor         |$73,117 - $135,295  |$100,173                   |$113,694           |$82,944       |
|Associate Professor |$54,041 - $77,140  |$63,045                    |$78,023           |$61,914       |
|Assistant Professor |$58,001 - $64,500 |$59,116                    |$62,397           |$51,403       |</p>
<table>
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<th>Faculty Salaries</th>
<th>Texas A&amp;M University</th>
<th>Selected AHA Perspectives</th>
<th>Peer Institutions</th>
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<td>FACULTY SALARIES</td>
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BYLAWS OF THE DEPARTMENT OF HISTORY
Amended by the History Faculty, 2010
(changes in bold)

A **Purpose**: These bylaws outline the Texas A&M Department of History's methods of governance. The rules and regulations of the College of Liberal Arts and the University take precedence over these bylaws.

The bylaws reflect a belief that the responsibility for effective department governance rests with both the faculty and the department head. Moreover, the department believes that effective department governance depends on the exercise of responsible leadership by the faculty and the department head alike.

These bylaws shall be implemented with strict adherence to academic freedom, due process, and equal opportunity. Appointments, hiring, promotion, and tenure shall be decided solely on the basis of professional qualifications, without regard to such considerations as sex, race, national origin, religion, political affiliation, or sexual orientation.

B **Faculty**: The history department faculty is defined to include the following ranks: professor, associate professor, assistant professor, instructional professor, instructional associate professor, and instructional assistant professor. In all matters where faculty act by rank, excluding promotion and tenure, instructional faculty will be considered part of the equivalent tenured or tenure track rank.

C **Departmental Meetings**: The faculty, meeting as a whole, will review all actions of the head and the standing committees and propose changes of policy.

1. A regular meeting of the faculty will be held in each full month the University is in session during the fall and spring semesters. A quorum of 33% of the full-time faculty in residence is required for any vote to be taken.

2. Special meetings may be called by the department head and will require a quorum of 50% of the full-time faculty in residence for any vote to be taken.

3. The department head, or a faculty member designated by the head, will chair all meetings.

4. The head and the executive committee will prepare the agenda and distribute it to the faculty at least one week prior to meetings. Any faculty member, by written request (including submissions via e-mail) to the head or executive committee, may place an item on the agenda.
5. A secretary will be chosen each semester at the first regular meeting. Minutes of all meetings will be distributed to the faculty within a week.

6. In all cases not specifically covered by these bylaws, Roberts Rules of Order will be used to conduct meetings. A copy should be available in the library.

D **Department Head:** The head is the department's executive and is responsible to the faculty, the dean of the college, and the university administration. The department head shall serve no more than two consecutive four-year terms. **At the end of the first three years, the tenured and tenure-track faculty of the department will vote to continue or not to continue the Head for a second term.** That vote, taken by secret ballot, will be tallied by the executive committee and be sent as a departmental recommendation to the Dean.

1. The head's major responsibilities include, but are not limited to:

   1.1 proposing long-range plans to the faculty and executive committee;
   
   1.2 assigning courses to individual faculty, following the established principle of course rotation;
   
   1.3 supervising and directing the staff;
   
   1.4 preparing the budget and other financial planning;
   
   1.5 recommending pay increases in consultation with the executive committee; **and will inform each faculty member of:** a) the basis on which their raise, if any, was decided; b) whether it be solely on an annual review, or on their performance over multiple years of service; and c) the quartile ranking evaluation received from the Executive Committee.
   
   1.6 appointing committees and departmental representatives and officers with the advice of the executive committee, except as otherwise provided by these bylaws;
   
   1.7 presiding over department meetings; and,
   
   1.8 serving as a conduit for communications between the faculty and the administration.

2. In addition, the head will initiate reviews of faculty performance and make recommendations to the dean on tenure and promotion. In fulfilling this function, the head will:
2.1 justify salary and promotion decisions to the individual members of the department in writing;

2.2 meet with each tenure-track faculty member at least once during the academic year to discuss that individual's research, teaching, and other professional activities, and whether that person is making satisfactory progress.

E Standing Committees: The following standing committees will assist the faculty and head in administering the department. As needed, search and ad hoc committees will be appointed by the head with the advice of the executive committee.

1. Executive Committee: The executive committee will represent the faculty in advising the head, who will serve as its chair. It will consist of six members besides the head and include at least one member from each faculty rank. Members will serve two-year terms and no one shall serve more than two consecutive terms.

1.1 Conduct of elections: The executive committee will be elected in a secret ballot by the faculty. Election of three members by rank and three members at-large will take place in alternate years. An ad hoc election committee appointed by the head will call for nominations. Voting faculty must secure the permission of those eligible faculty whom they wish to nominate and forward those names to the election committee. At least one week before the election, the election committee will distribute ballots containing the names of all nominees. In elections by rank, faculty will vote for one candidate from each rank; if a candidate fails to receive a majority of votes cast in the first poll, a run-off will be held between the leading candidates. In elections at-large, faculty will vote for their three preferred candidates; the leading vote-getters without majorities will face a runoff until a majority is obtained. All tenured and tenure-track faculty are eligible to vote. Ballots will be distributed by e-mail and may be cast either by e-mail or the dual-envelope system.

1.2 Filling Vacancies: In the event that a vacancy occurs on the Executive Committee a special election will be held at the earliest feasible moment. The election will be conducted according to Section D Paragraph 1.1. The faculty member elected will finish out the time remaining on the vacant seat.

1.3 Functions: The Executive Committee will serve as a committee on committees and advise the head on all committee appointments, including search committees, and on the appointment of departmental officers. It will serve as a planning and priority committee and suggest to the faculty the direction the department should take in hiring new faculty, encouraging research, and improving instruction. It will conduct annual reviews of faculty and advise the head on the allocation of resources, including proposed salaries. Ultimate authority in these matters will remain with the head, but the head must inform the Executive Committee of actions taken
concerning these matters. In addition, the committee will undertake any special tasks which are not within the purview of other standing committees and which may be assigned to it by either the faculty or head. Agenda and minutes of all executive committee meetings will be distributed to the full faculty within a week.

1.4 Consultation Between the Executive Committee and the Department Head: In general, discussion of appointments and other types of consultation with the Department Head shall be done in a called meeting of the committee, but when this is not possible or preferable, discussion of appointments and other matters shall be done by emails addressed to the entire committee.

1.5 The Executive Committee will meet at least once every full month of the Fall and Spring semesters in advance of the faculty meetings.

2. **Graduate Committee**: The Graduate Committee will be appointed by the head with the advice of the Executive Committee and will supervise graduate students and graduate instruction. The director of graduate studies will serve as a chair of the committee, which will consist of seven members. The committee will work with the director of graduate studies on the admission of students, the awarding of financial assistance (including assistantships and fellowships), and the distribution of graduate student research and travel funds. The committee will include a representative selected by the graduate students who will be a full participant except in personnel discussions. The committee shall meet at least twice a semester.

3. **Undergraduate Committee**: The Undergraduate Committee will be appointed by the head with the advice of the Executive Committee and will supervise undergraduate history majors and undergraduate instruction in the department. The associate department head will chair the committee, which will consist of at least five members including one of the undergraduate advisors and a graduate student. The student will be a full participant except in personnel discussions.

4. **Social Committee**: This committee will be appointed by the head with the advice of the Executive Committee and will supervise all departmental social affairs and the flower fund. It will consist of at least three members, including a graduate student. Members will serve two year terms, with approximately half appointed each year.

5. **Promotion and Tenure Committee**: This committee will conduct annual reviews and formal mid-term reviews of untenured, tenure-track faculty and will conduct formal reviews for tenure and promotion. It will consist of all faculty above the rank of the individual seeking promotion and/or tenure. **In cases of instructional assistant and associate faculty seeking promotion, the committee will also include instructional faculty above the candidate's rank.** In cases of those seeking tenure without change in rank, the committee will consist of all tenured members of the candidate's rank and above.
5.1 The committee will act in accordance with the College of Liberal Arts procedures for review, tenure and promotion. The full committee, after discussion, by a secret ballot and simple majority vote, will make recommendations regarding annual reviews of untenured faculty, mid-term reviews, and promotion/tenure. Members not at the meeting cannot vote on a candidate but are encouraged to submit their evaluation to the department head and the Promotion and Tenure Committee. The department head shall not vote on matters before the committee. The department head's participation in the deliberations will be limited to providing information requested by other members of the committee.

5.2 The Promotion and Tenure Committee's deliberations and decisions will remain strictly confidential.

5.3 Evaluation subcommittees for each faculty member under consideration at the mid-term review and for promotion and/or tenure will be appointed by the head with the advice of the executive committee. In appointing the heads of subcommittees, the department head will also consider suggestions from individual candidates for promotion.

5.4 The chair of each meeting will be selected by the head of the department in consultation with the faculty under consideration and with the approval of the executive committee (committee members under review at the meeting in question will recuse themselves). The chair of the meeting will moderate the discussion and, for the mid-term review and promotion and tenure, assure that the final version of each evaluation committee report represents the faculty voice.

5.5 There will be a secretary for each candidate for the mid-term review and for promotion and tenure who will record the discussion during the meeting and modify the evaluation committee report as needed. The same procedure for selecting the chair will apply to selecting the secretary.

5.6 Modifications of the evaluation committee report will be submitted to the Promotion and Tenure Committee for approval.

5.7 The department head will forward the full dossier and an explanation of the committee's recommendation to the dean. The head will also forward an independent evaluation based on the candidates' dossier.

5.8 In a tenure and promotion decision, the minority may submit a signed report in writing to the department head, who will submit it to the full Promotion and Tenure Committee. The majority may, if it wishes, respond
in writing. The majority and minority reports and the majority's response, if any, must be submitted to the department head and included in the candidate's dossier.

5.9 **Individuals in the titles of Instructional Assistant or Instructional Associate Professor may be considered for promotion to the rank above.** Instructional Assistant or Associate Professor who are candidates for promotion must submit a dossier for consideration by the departmental promotion and tenure committee, following the same procedures used for tenured and tenure-track faculty.

6. **Faculty Awards Committee:** This committee will be appointed by the head with the advice of the executive committee and will supervise the nomination process for faculty awards. It will consist of at least four members who will serve two year terms, with half appointed each year.

7. **History Prize Committee:** This committee will consist of an undergraduate advisor and faculty member appointed by the head with the advice of the executive committee and will supervise the awarding of departmental prizes to undergraduate majors.

F. **Department Officers:** On both a continuing and an ad hoc basis specific functions of the department will be assigned to appointive officers. Such officers will be responsible to the faculty and the head.

1. Advised by the Executive Committee, the department head will appoint the following officers for three year terms:

1.1 Director of Graduate Studies

1.2 Associate Department Head and Director of Undergraduate Programs

2. Advised by the Executive Committee, the department head will appoint the following officers annually:

2.1 Phi Alpha Theta Adviser

2.2 History Club Adviser(s)

2.3 United Way Coordinator

2.4 Library Representative(s)

As necessary, the Department Head, with the advice of the Executive Committee, will appoint faculty members to other offices.
G  **Voting Procedures:** All elections, except those involving promotion and tenure shall be conducted by e-mail with all **faculty members** being eligible to vote. The period for balloting shall be five calendar days with the option to cast a ballot by e-mail or the double-envelope system. Only faculty in residence may vote on hiring decisions and, by unanimous consent of those present at the meeting to discuss hiring, an offer can be made immediately after the meeting.

H  **Amendment Process:** These bylaws may be amended by the full faculty on the recommendation of one-third of the faculty or the executive committee. All proposed amendments will be presented and discussed in a faculty meeting prior to a vote by secret ballot. The process of balloting will take no longer than a week and amendments will take effect if they receive the approval of a simple majority of those voting.
To be considered for promotion and tenure in the Department of History faculty members must demonstrate meritorious performance in three areas: (1) teaching; (2) research and publications; and (3) service. Candidates for promotion to the rank of professor should demonstrate outstanding professional accomplishments beyond the achievements presented for promotion to associate professor. Normally, all promotions require very high performance in at least two areas, one of which must be research. (For exceptions to the normal standards, see sections 4.5.4 of University Rule 12.01.99.M2.) Promotion and Tenure committees will appraise quality of publications, potential for continued professional growth, and contributions in teaching and service.

**Teaching**

Evidence of meritorious teaching may include course syllabi, written statements from graduate or undergraduate students, written evidence of curriculum contributions through the creation of new courses or program revisions, and evidence of innovative teaching methods. Tangible measures of merit in teaching are receipt of College or University teaching awards, consistently high scores on student evaluations, and positive peer review based on observation and student testimony. The candidate should assume the responsibility for demonstrating merit in teaching.

**Research and Publication**

A singly-authored monograph or its equivalent and evidence of a clear and compelling agenda for future research are the requisites for consideration for tenure and promotion to associate
professor. Scholarship submitted for consideration must demonstrate significant intellectual growth beyond the dissertation and appear in a format that permits review by historians outside the department. Evidence of future scholarly promise includes being awarded a significant external grant or fellowship for work on a new project, an article drawn from new research accepted for publication in a prominent journal, or other evidence of significant and sustainable new research.

Normally faculty members will present a singly-authored published book as well as at least one and preferably two articles drawn from that research and evidence of new research when under consideration for tenure, while candidates for promotion to professor will present an additional published book and related publications or their equivalent for consideration. Research and publications presented for promotion to the rank of professor should reflect national and/or international recognition. As in the case of promotion to associate professor there should also be evidence of future scholarly promise.

Edited books, textbooks, co-authored works, book chapters, translations, bibliographies, and articles published in refereed journals are favorably considered in annual merit evaluations and they are important in demonstrating an ongoing research agenda. Nonetheless, candidates for promotion to the rank of associate professor or professor who present a body of publications in lieu of a scholarly monograph must demonstrate that it is equivalent to a singly-authored book.

The publication of a scholarly monograph or its equivalent does not guarantee tenure or promotion. The attention paid to an individual’s work by others in the field, including evidence of the quality of reviews and the frequency of references to one’s work in the literature of the candidate’s field, will be an especially important area of assessment.

**Service**

Service is most commonly rendered to the University by serving on committees, participating in University governance, or assisting student organizations. Service may be at the departmental, college, or university level, but membership on numerous committees does not necessarily constitute meritorious service. Chairing a committee suggests greater service than membership per se. Service to the profession may include participation in conference planning and operation, participation in
conference sessions, and membership on committees of professional organizations. Community service takes many forms, but relative to promotion and the granting of tenure, it should have a scholarly or educational component. Aspirants to the rank of professor should demonstrate significant service beyond the departmental level.

For further information on requirements for promotion and tenure at Texas A & M University, consult the Procedures for Review, Tenure and Promotion of the College of Liberal Arts and of the University.  http://clla.tamu.edu/resources/polproc/college/TPPROC
http://dof.tamu.edu/admin/tp/
Mission/Purpose

The program in history will appeal especially to those students with a strong desire to develop their critical thinking, reading, writing, and speaking skills. By acquiring familiarity with diverse times and circumstances, students of history develop a sophisticated human empathy which is the key to good scholarship and good citizenship. Many students use the study of history as preparation for careers in law, business, public administration, international relations and theology. A small number pursue graduate degrees in history itself. Other history majors enter government service, museum and archival work, editorial and publishing work, park interpretation and administration, non-profit organizations, business management, advertising, public relations and librarianship or other professions requiring research and bibliographic skills. Some seek teacher certification in the field of history.

Additional Information: 1. critical thinking, reading, writing, and speaking skills; 2. develop a sophisticated empathy of the human condition, which is the key to good scholarship and good citizenship; 3. preparation for careers

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 1: critical learning

Students will enhance their abilities to reason logically and respond creatively to a wide range of historical evidence, both primary and secondary, through their own critical analysis—thinking, reading, writing, and speaking.

Associations:

General Education or Core Curriculum:

1 Master the depth of knowledge required for a degree
2 Demonstrate critical thinking
3 Communicate effectively

Strategic Plans:

Texas A&M University

3 Enhance the Undergraduate Academic Experience.
4 Build the Letters, Arts and Science Core.

Related Measures:

M 1: Rubric of Capstone Assignment: Critical Learning

Source of Evidence: Capstone course assignments measuring mastery

In order to obtain a direct assessment of this student learning outcome, History department faculty who are teaching the required capstone seminar (HIST 481) will be asked to assess each graduating senior's research paper, using a rubric consisting of a 3-point scale: 1 ("failed to demonstrate a critical understanding of historical evidence"), 2 ("adequately demonstrated a critical understanding of historical evidence"), 3
"demonstrated beyond expectations a critical understanding of historical evidence").

**Achievement Target:**

90% of the graduating students taking the capstone course (HIST 481) will adequately demonstrate in their research papers a critical understanding of historical evidence--that is, achieve a score of 2 or 3 on the rubric.

**Findings (2009-2010) - Achievement Target: Met**

Of the 124 students taking History 481, 119, or 95.9% achieved a score of 2 or 3 on the rubric. 51 achieved a 3 and 68 achieved a 2. Only 5 students out of 124 or 4% failed to meet the achievement target.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Continue same rubric and scale**

*Established in Cycle: 2009-2010*

Because we met our achievement target for both critical learning and human empathy (95.9% received a 2 or a 3 on both rubrics,) ...

**O 2: Human Empathy**

Students will develop a sophisticated empathy for the human condition by expanding their knowledge of diverse cultures and world views, and by broadening their awareness of the scope and variety of historical issues and interpretations.

**Associations:**

**General Education or Core Curriculum:**

1 Master the depth of knowledge required for a degree
2 Demonstrate critical thinking

5 Demonstrate social, cultural, and global competence

**Strategic Plans:**

**Texas A&M University**

3 Enhance the Undergraduate Academic Experience.

4 Build the Letters, Arts and Science Core.

**Related Measures:**

**M 2: Rubric of Capstone Assignment: Human Empathy**

*Source of Evidence: Capstone course assignments measuring mastery*

In order to obtain a direct assessment of this student learning outcome, History department faculty who are teaching the required capstone seminar (HIST 481) will be asked to assess each graduating senior's research paper, using a rubric consisting of a 3-point scale: 1 ("failed to demonstrate an adequate knowledge of diverse cultures and world views and the pertinent historical issues and interpretations"), 2 ("adequately demonstrated a knowledge of diverse cultures and world views and the pertinent historical issues and interpretations"), 3 ("demonstrated beyond expectations a knowledge of diverse cultures and world views and the pertinent historical issues and interpretations").

**Achievement Target:**

90% of the graduating students taking the capstone course (HIST 481) will adequately demonstrate in their research papers a knowledge of diverse cultures and world views and the pertinent historical issues and interpretations--that is, achieve a score of 2 or 3 on the rubric
Findings (2009-2010) - Achievement Target: Met

Of the 124 students in History 481, 119, or 95.9% achieved a 2 or a 3 with 51 achieving a 3 and 68 achieving a 2; only 5 out of 124, or 4% failed to meet the achievement target.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Details section of this report.

Continue same rubric and scale

Established in Cycle: 2009-2010

Because we met our achievement target for both critical learning and human empathy (95.9% received a 2 or a 3 on both rubrics, ...) ...

O 3: Career Possibilities

Students will acquire an understanding of the intellectual demands required of historians, gain an appreciation of history as a field of knowledge, and become aware of the career possibilities available to history majors, including law, business, public administration, international relations, theology, secondary school teaching, and higher education.

Associations:

General Education or Core Curriculum:

1 Master the depth of knowledge required for a degree
2 Demonstrate critical thinking
3 Communicate effectively
6 Prepare to engage in lifelong learning
**Strategic Plans:**

**Texas A&M University**

3 Enhance the Undergraduate Academic Experience.

4 Build the Letters, Arts and Science Core.

**Related Measures:**

M 3: Rubric for Exit Surveys: Career Possibilities

*Source of Evidence:* Exit interviews with grads/program completers

In order to obtain an indirect assessment of this student learning outcome, History department faculty who are teaching the required capstone seminar (HIST 481) will be asked to conduct exit surveys with each graduating senior's research paper, consisting of 3 questions: 1 ("What are your career plans") 2 ("In what ways did you change and develop your career plans as an undergraduate history major?") 3 ("How effective was your experience as a history major with regard to understanding the career possibilities open to you").

**Achievement Target:**

The exit surveys will demonstrate that 90% of all graduating students completing the capstone course (HIST 481) have acquired not only an intellectual appreciation of history as a field of knowledge but also a practical understanding of the career possibilities open to them.

**Findings (2009-2010) - Achievement Target: Partially Met**

Roughly half of the students who responded to the exit surveys said that they had changed career paths after majoring in history.
Several of the students said they already knew their career choice so did not even consider other options. Several commented on the good foundation history gave them in terms of their critical thinking and communications skills which they could transmit to diverse careers.

Several said the information on career opportunities given by Phil Smith was helpful but they suggested that it would have been more helpful if given earlier. About 15 students said that there was not enough information on career options.

About one third of the students were going to graduate schools. Another 1/3 said they were going to be teachers of some sort. The others were entering different professions:...about 1/10 were planning to go to law school and another 1/10 into the military. A few were going into museum work or library work.

**Action Plan Details for This Cycle (by Established cycle, then alpha)**

**Continue same rubric and scale**

Because we met our achievement target for both critical learning and human empathy (95.9% received a 2 or a 3 on both rubrics,) we plan to proceed in the same manner next year--which is to say, with the same rubric and scale. Should we not achieve our target then, we will re-evaluate.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High
Relationships (Measure | Outcome/Objective):

**Measure:** Rubric of Capstone Assignment: Critical Learning | **Outcome/Objective:** critical learning

**Measure:** Rubric of Capstone Assignment: Human Empathy | **Outcome/Objective:** Human Empathy

**Implementation Description:** The nine faculty members teaching the capstone course in spring 2011 will collect the data and Sara Alpern will analyze it.

**Completion Date:** 09/01/2011

**Responsible Person/Group:** the department faculty members teaching the capstone seminars and Sara Alpern

**Reaching Students Earlier for Career Options in History**

To reach students earlier in their course of study with information about career opportunities for students majoring in history we will ask Dr. Philip Smith to be a liaison between professors who teach W courses and Tricia Barron at the Career Center. He will coordinate her class presentation about career options in W courses.

In addition I will ask professors who are teaching a 300 or 400 level course to consider putting the following sentence or a comparable one on their syllabi:

"History majors who wish to explore career ideas, please contact Dr. Philip Smith, History Department Undergraduate Advisor, in Room 105, Glasscock Building, 862-2061, pms@tamu.edu or Tricia Barron, the Career Advisor for Liberal Arts, in 209 Koldus, 845-5139, patriciab@careercenter.tamu.edu"
The department has also developed a new course, HIST 280 (The Historian's Craft), that includes curricular content directly related to careers for history majors.

We will continue to offer a career option program as part of our History Club activities. We will then proceed with the same rubric (exit surveys) as before at the end of the semester to measure effectiveness of these action plans.

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** Students in our capstone course, History 481 will respond to the established exit surveys at the end of the Spring semester of 2011. Sara Alpern will analyze the responses to those surveys to determine if our goal of giving them information about career options for history majors was met.

**Completion Date:** 09/01/2011

**Responsible Person/Group:** Sara Alpern for History Department Faculty will examine the data collected and Philip Smith will be the liaison between the History Department and the Career Center

**Additional Resources Requested:** Continued cooperation with the Career Center

**Implementation Notes:**

9/11/2010 Students in our capstone course, History 481 will respond to the established exit surveys at the end of the Spring semester of 2011. Sara Alpern will analyze the responses to those surveys to determine if our goal of giving them information about career options for history majors was met.
Analysis Answers

For Student Learning Outcomes: Based on the assessment findings, what changes will be made to enhance student learning?

Based on the assessment findings, we plan to enhance student learning by providing our majors with more specific information with regard to the career possibilities open to them by the various action plans in this report.

For Program Outcomes: What changes will be made to the program as a result of your assessment of other program outcomes?

Our other program outcomes were met so we will continue to mentor our students as we have done and we will monitor the results at the end of the spring semester of 2011. If our outcomes are not met we will reevaluate at that time.

Assessment Process: Reflecting on the program’s assessment process, what changes do you intend to make to the assessment plan?

We are planning several action plans to further students' awareness of career opportunities for history majors. Action plans are detailed in this assessment report under action plan trackings.
Assessment of the Strengths of and Challenges faced by the Undergraduate Program in the Department of History.

Strengths:

We are at the heart of Texas A&M University’s undergraduate teaching mission. Due to state requirements that all students at public universities complete two semesters of American history, the department is well-positioned within the curricular structure of the university. As a result, we provided instruction for an average of 7,165 undergraduate students per semester during AY 2009-10. We believe that this gives us an exceptional opportunity to increase interest in the study of history and to develop potential undergraduate majors at an early point in their careers.

We offer a range of undergraduate courses that cover a broad spectrum of geographic and chronological specialties. Thanks in large part to the department’s efforts to hire in transnational, international, and comparative history, we have vastly broadened the range of undergraduate course offerings. Undergraduates can take courses from area specialists in South Asian, Chinese, Japanese, Ottoman, Late Antique, Medieval, and a range of American, European, and global topics.

Faculty research directly supports undergraduate teaching. We believe that our undergraduate teaching is fundamentally convergent with our active research agenda. Individual faculty members bring their research into the classroom, fostering an enhanced undergraduate experience by demonstrating the symbiotic relationship between producing knowledge of and teaching about the human past.
Challenges:

**Class sizes are generally too large.** In 2010, the average course enrollment in lower level (100 and 200) courses was 124. For upper-level (300 and 400, including writing-intensive and honors) undergraduate courses, the average was 30. The size of our class sections, largely as a function of the state’s American history requirements, discourage faculty from offering significant training in research and writing. The recent addition of a second required writing-intensive course for all students, along with department’s commitment to the new History 280 course, reflects a desire to directly address this challenge.

**The department recognizes the relative lack of diversity among history majors.** In most categories of diversity, the Department of History lags behind the university and the College of Liberal Arts.

**The undergraduate curriculum may need to consider how to balance general and specialist courses.** The undergraduate major in history allows students considerable freedom to take courses of their choice. Faculty teaching specialized upper-level courses in fields outside of U.S. and European history regularly complain about lack of student preparation. As the department develops lower and upper-level research courses, this may need to be re-evaluated in the interest of better preparing students to conduct research in writing-intensive classes.
Mission/Purpose

The M.A. program in history prepares students to enter Ph. D. studies in history or to pursue a variety of careers in teaching, archives, libraries, museums, business, non-profit organizations, and government. Students develop research skills and analytical abilities. Students acquire in depth knowledge in a specialized field.

Goals

G 1: Learn to evaluate evidence and arguments.

Learn to evaluate evidence and arguments.

G 2: Develop subject knowledge

Develop subject knowledge

G 3: Develop oral competency.

Develop oral competency.

G 4: Develop analytical writing ability.

Develop analytical writing ability.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 0: Complete term papers.

Complete term papers.

Associations:

General Education or Core Curriculum:

1 Master the depth of knowledge required for a degree
2 Demonstrate critical thinking
3 Communicate effectively

Related Measures:

M 1: term paper grade
Source of Evidence: Written assignment(s), usually scored by a rubric
term paper grade

Achievement Target:

5% of students will complete papers of superior quality as reflected in acceptance for
presentation at a conference or for publication.

Findings (2009-2010) - Achievement Target: Met

9.5% of graduate students made at least one conference (outside Texas A&M) presentation
or published one essay in 2009-2010.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Details section of this report.

Continue mentoring  
Established in Cycle: 2009-2010
Faculty will continue to mentor students in writing scholarly essays and in
identifying venues for presenting papers.

program oversight  
Established in Cycle: 2009-2010
The Department of History will continue to employ a faculty member as Director
of Graduate Studies and a second faculty member a...

Seek funding and mentor  
Established in Cycle: 2009-2010
The department will continue to seek funding for graduate student presentations
and encourage students to give papers.

M 5: Course grade

Source of Evidence: Performance (recital, exhibit, science project)
Course grade

Achievement Target:

80% of students will complete all term papers within the time allotted and within the content
guidelines articulated in the course syllabus.

Findings (2009-2010) - Achievement Target: Met

85% of students completed term papers within the time allotted and within the content guidelines
of the course syllabus.

O 1: Write a critical historiographical statement.
Write a critical historiographical statement.

**Associations:**

**General Education or Core Curriculum:**
1. Master the depth of knowledge required for a degree
2. Demonstrate critical thinking
3. Communicate effectively

**Related Measures:**

**M 1: term paper grade**

*Source of Evidence:* Written assignment(s), usually scored by a rubric
term paper grade

**Achievement Target:**
80% of students will complete an acceptable bibliographic essay in their first year if MA study.

**Findings (2009-2010) - Achievement Target: Met**
100% of students at the MA-level students completed acceptable bibliographic essays in 2009.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Details* section of this report.

**oversight of essay development**
*Established in Cycle:* 2009-2010
Instructor will continue to offer guidance on sound proposal development and
description of sources.

**M 5: Course grade**

*Source of Evidence:* Performance (recital, exhibit, science project)
Course grade

**Achievement Target:**
80% of students will complete an historiographical essay in their first year of participation in the
MA program.

**Findings (2009-2010) - Achievement Target: Not Met**

No report for FY10.
O 2: Complete oral presentations

Complete oral presentations

**Associations:**

**General Education or Core Curriculum:**
1. Master the depth of knowledge required for a degree
2. Demonstrate critical thinking
3. Communicate effectively

**Related Measures:**

**M 2: seminar discussion grade**

*Source of Evidence:* Academic direct measure of learning - other seminar discussion grade

**Achievement Target:**

90% of students will complete a class oral presentation.

**Findings (2009-2010) - Achievement Target: Met**

91% of students completed an oral presentation in 2009-2010.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Continue to mentor students**

*Established in Cycle:* 2009-2010

Instructors will regularly assign oral presentations to students.

**M 3: Oral exit examination**

*Source of Evidence:* Academic direct measure of learning - other Oral exit examination

**Achievement Target:**

90% of students will demonstrate competency at the MA thesis defense or at the MA oral comprehensive examination.

**Findings (2009-2010) - Achievement Target: Met**

100% of MA student completing MA defense or MA exam demonstrated competency in the oral proceedings of the examination committees.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Details section of this report.

Continue mentoring
Established in Cycle: 2009-2010
Continue mentoring.

M 5: Course grade

Source of Evidence: Performance (recital, exhibit, science project)
Course grade

Achievement Target:
5% of students will present a conference paper. 90% of students will complete at least one in class oral presentation in each semester.

Findings (2009-2010) - Achievement Target: Met
5.7% of MA students presented a conference paper. 94% of MA students completed at least one oral presentation each semester.

O 3: Complete M.A. thesis

Complete M.A. thesis

Associations:

General Education or Core Curriculum:
1 Master the depth of knowledge required for a degree
2 Demonstrate critical thinking
3 Communicate effectively

Related Measures:

M 4: Passing grade on thesis

Source of Evidence: Senior thesis or culminating major project
Passing grade on thesis

Achievement Target:
90% of MA students in the thesis track will successfully defend the thesis in oral examination.

Findings (2009-2010) - Achievement Target: Met
100% of students completing MA theses successfully defended the thesis on 2009-2010.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Details section of this report.

Continue mentoring  
Established in Cycle: 2009-2010  
Continue mentoring students through course of study.

O 4: Seminar completion

Seminar completion

Associations:

General Education or Core Curriculum:
  2 Demonstrate critical thinking  
  3 Communicate effectively  
  6 Prepare to engage in lifelong learning

Related Measures:

M 3: Oral exit examination

Source of Evidence: Academic direct measure of learning - other  
Oral exit examination

Achievement Target:

Delete.

Findings (2009-2010) - Achievement Target: Not Met

Delete.

M 5: Course grade

Source of Evidence: Performance (recital, exhibit, science project)  
Course grade

Achievement Target:

90% of MA students will complete 6 seminars in their first year.

Findings (2009-2010) - Achievement Target: Met

94% of first-year MA students completed at least 6 seminars in 2009-2010.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Details section of this report.

Faculty guidance
Established in Cycle: 2009-2010
Graduate faculty will continue to stress the importance of time management and timely completion of program requirements.

Action Plan Details for This Cycle (by Established cycle, then alpha)

Continue mentoring

Continue mentoring students through course of study.
Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Passing grade on thesis | Outcome/Objective: Complete M.A. thesis

Implementation Description: Procedures are in place and ongoing.
Responsible Person/Group: Graduate faculty
Additional Resources Requested: 0
Budget Amount Requested: $0.00

Continue mentoring

Continue mentoring.
Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Oral exit examination | Outcome/Objective: Complete oral presentations

Implementation Description: Continue mentoring
Completion Date: 09/01/2011
Responsible Person/Group: Graduate faculty
Additional Resources Requested: 0
Budget Amount Requested: $0.00

Continue mentoring

Faculty will continue to mentor students in writing scholarly essays and in identifying venues for presenting papers.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: term paper grade | Outcome/Objective: Complete term papers.

Continue to mentor students

Instructors will regularly assign oral presentations to students.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: seminar discussion grade | Outcome/Objective: Complete oral presentations

Faculty guidance

Graduate faculty will continue to stress the importance of time management and timely completion of program requirements.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course grade | Outcome/Objective: Seminar completion

oversight of essay development

Instructor will continue to offer guidance on sound proposal development and description of sources.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
**Measure:** term paper grade  | **Outcome/Objective:** Write a critical historiographical statement.

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**program oversight**

The Department of History will continue to employ a faculty member as Director of Graduate Studies and a second faculty member as Associate Director of Graduate Studies who will advise students on steps to completion of their requirements and who will advise and assist faculty in including the department's assessment items in teaching and mentoring graduate students.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** In-Progress
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** term paper grade  | **Outcome/Objective:** Complete term papers.

**Implementation Description:** All necessary steps are already in place.

- **Completion Date:** 09/15/2010
- **Responsible Person/Group:** Director and Associate Director of Graduate Studies
- **Additional Resources Requested:** 1.5 months salary for each faculty member. The costs are already in the budget.
- **Budget Amount Requested:** $40,000.00

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**Seek funding and mentor**

The department will continue to seek funding for graduate student presentations and encourage students to give papers.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** term paper grade  | **Outcome/Objective:** Complete term papers.

**Implementation Description:** The department will seek funding for graduate student travel and graduate conferences from within the university.

- **Completion Date:** 09/30/2011
- **Responsible Person/Group:** Graduate Director and department chairperson
- **Additional Resources Requested:** $10,000
- **Budget Amount Requested:** $10,000.00
Mission/Purpose

The Ph.D. in history prepares students for careers as researchers in history. Doctorates in history typically find employment in higher education, government, archives, and museums.

Goals

G 1: develop analytical skills
develop analytical skills

G 2: Develop writing skills
Develop writing skills

G 3: Develop research skills
Develop research skills

G 4: Develop comptency in field
Develop comptency in field

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Be able to answer subject-specific questions
Be able to answer subject-specific questions

Associations:

General Education or Core Curriculum:
1 Master the depth of knowledge required for a degree
2 Demonstrate critical thinking
3 Communicate effectively
6 Prepare to engage in lifelong learning

Related Measures:

M 1: Comprehensive examination
**Source of Evidence:** Comprehensive/end-of-program subject matter exam

**Comprehensive examination**

**Achievement Target:**

80% of students will demonstrate acceptable subject knowledge on comprehensive examinations.

**Findings (2009-2010) - Achievement Target: Met**

80% of students demonstrated acceptable subject knowledge on comprehensive examinations.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**examination advising**

*Established in Cycle:* 2009-2010

Students' PhD examination committee members will offer extensive advising as to examination performance expectations.

**faculty mentoring**

*Established in Cycle:* 2009-2010

Examination committee will continue to advise students of importance of demonstrating their analytical reading skills in answer...

**Mentoring for examinations**

*Established in Cycle:* 2009-2010

Graduate faculty will continue to assist and advise students as they plan and prepare for qualifying examinations.

**M 2: Comprehensive examination**

**Source of Evidence:** Academic direct measure of learning - other

**Comprehensive examination**

**Achievement Target:**

80% of students will demonstrate adequate knowledge of 3 fields on written and oral comprehensive examinations.

**Findings (2009-2010) - Achievement Target: Met**

80% of students demonstrated adequate knowledge of 3 fields on written and oral comprehensive examinations.

**Related Action Plans (by Established cycle, then alpha):**
faculty mentoring

*Established in Cycle:* 2009-2010

The graduate faculty will stress the development of field competency in advising students.

**M 3: Dissertation defense**

*Source of Evidence:* Senior thesis or culminating major project

90% of students will demonstrate acceptable mastery of intellectual argumentation in the dissertation defense.

**Achievement Target:**

90% of students completing a dissertation in a given year will pass the oral defense of the thesis.

**Findings (2009-2010) - Achievement Target: Met**

100% of students passed the oral defense of the dissertation.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

Advisor mentoring

*Established in Cycle:* 2009-2010

Dissertation directors will continue to mentor students on how to prepare for the oral defense of a dissertation.

**O 2: Evaluate texts**

Evaluate texts

**Associations:**

**General Education or Core Curriculum:**

1 Master the depth of knowledge required for a degree
2 Demonstrate critical thinking
6 Prepare to engage in lifelong learning

**Related Measures:**

**M 1: Comprehensive examination**

*Source of Evidence:* Comprehensive/end-of-program subject matter exam

Comprehensive examination
Achievement Target:

80% of students will demonstrate acceptable critical analysis of readings on comprehensive examinations.

**Findings (2009-2010) - Achievement Target: Met**

80% of students demonstrated acceptable critical analysis of readings on comprehensive examinations.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Continue mentoring.**  
*Established in Cycle: 2009-2010*  
Faculty will continue to mentor students.

M 2: Comprehensive examination

**Source of Evidence:** Academic direct measure of learning - other  
Comprehensive examination

Achievement Target:

80% of students will demonstrate critical analysis of texts on comprehensive examinations. 90% of students will demonstrate critical analysis of texts in dissertation submitted to the evaluation committee.

**Findings (2009-2010) - Achievement Target: Met**

80% of students demonstrated critical analysis of texts on comprehensive examinations. 100% of students demonstrated critical analysis of texts in dissertation submitted to the evaluation committee.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Continue mentoring**  
*Established in Cycle: 2009-2010*  
The faculty will continue to assign written work that develops and demonstrates students' abilities to critically evaluate sour...

M 3: Dissertation defense

**Source of Evidence:** Senior thesis or culminating major project  
90% of students will demonstrate acceptable mastery of intellectual argumentation in the dissertation defense.
Achievement Target:

90% of students presenting a dissertation will demonstrate adequate critical analysis of sources in the final draft submitted to the dissertation committee.

**Findings (2009-2010) - Achievement Target: Met**

100% of students demonstrated adequate critical analysis of sources in the final dissertation draft.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

*Continue advising as practiced*

*Established in Cycle: 2009-2010*

Faculty serving on dissertation committees will continue to read dissertation drafts as they progress to encourage an acceptable ...

O 3: Complete a dissertation

Complete a dissertation

**Associations:**

**General Education or Core Curriculum:**

1. Master the depth of knowledge required for a degree
2. Demonstrate critical thinking
3. Communicate effectively
6. Prepare to engage in lifelong learning

**Related Measures:**

**M 3: Dissertation defense**

*Source of Evidence:* Senior thesis or culminating major project

90% of students will demonstrate acceptable mastery of intellectual argumentation in the dissertation defense.

**Achievement Target:**

90% of students will successfully defend the dissertation at the time of defense.

**Findings (2009-2010) - Achievement Target: Met**

100% of students completing a dissertation successfully defended the dissertation.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Details* section of this report.

**Continue mentoring**
*Established in Cycle: 2009-2010*
Graduate faculty will continue to mentor advisees and read dissertations in draft.

**O 4: Demonstrate primary research skills**

Demonstrate primary research skills

**Associations:**

**General Education or Core Curriculum:**
1. Master the depth of knowledge required for a degree
2. Demonstrate critical thinking
3. Communicate effectively
6. Prepare to engage in lifelong learning

**Related Measures:**

**M 3: Dissertation defense**

*Source of Evidence:* Senior thesis or culminating major project
90% of students will demonstrate acceptable mastery of intellectual argumentation in the dissertation defense.

**Achievement Target:**

90% of students completing a dissertation in a given year will receive approval by their committees of the primary research demonstrated in the dissertation at the time of the oral defense of the dissertation.

**Findings (2009-2010) - Achievement Target: Met**

100% of students completing a dissertation received approval that the dissertation demonstrated primary research.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Continue program of developing primary research skills.**
*Established in Cycle: 2009-2010*
The graduate program in history currently stresses the development of skills in identifying and locating primary documents and t...

**Action Plan Details for This Cycle (by Established cycle, then alpha)**

**Advisor mentoring**
Dissertation directors will continue to mentor students on how to prepare for the oral defense of a dissertation.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Dissertation defense | Outcome/Objective: Be able to answer subject-specific questions

Continue advising as practiced

Faculty serving on dissertation committees will continue to read dissertation drafts as they progress to encourage an acceptable outcome.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Dissertation defense | Outcome/Objective: Evaluate texts

Continue mentoring

Graduate faculty will continue to mentor advisees and read dissertations in draft.

Established in Cycle: 2009-2010  
Implementation Status: In-Progress  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Dissertation defense | Outcome/Objective: Complete a dissertation

Implementation Description: Ongoing  
Responsible Person/Group: Graduate faculty  
Additional Resources Requested: 0  
Budget Amount Requested: $0.00

Continue mentoring
The faculty will continue to assign written work that develops and demonstrates students’ abilities to critically evaluate sources.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive examination | Outcome/Objective: Evaluate texts

Implementation Description: Ongoing
Completion Date: 09/30/2011
Responsible Person/Group: graduate faculty
Additional Resources Requested: 0
Budget Amount Requested: $0.00

Continue mentoring.

Faculty will continue to mentor students.
Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive examination | Outcome/Objective: Evaluate texts

Implementation Description: Procedures are in place and faculty continue to mentor.
Responsible Person/Group: Graduate faculty.
Additional Resources Requested: 0
Budget Amount Requested: $0.00

Continue program of developing primary research skills.

The graduate program in history currently stresses the development of skills in identifying and locating primary documents and the evaluation of primary sources in its research seminars. The department requires a proposal for the dissertation that demonstrates knowledge of primary sources. The faculty will continue to stress these developmental skills in teaching and advising graduate students.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Dissertation defense | Outcome/Objective: Demonstrate primary research skills
examination advising

Students' PhD examination committee members will offer extensive advising as to examination performance expectations.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Comprehensive examination  
- **Outcome/Objective:** Be able to answer subject-specific questions

**Implementation Description:** The faculty will advise students planning examinations for the period from October 1, 2010 through September 30, 2011 in an effort to improve examination pass rates beyond the target that we have already met.

**Completion Date:** 09/30/2011  
**Responsible Person/Group:** graduate faculty  
**Additional Resources Requested:** none  
**Budget Amount Requested:** $0.00

faculty mentoring

Examination committee will continue to advise students of importance of demonstrating their analytical reading skills in answering examination questions. Faculty will continue to stress importance of analytical skills in seminars.

**Established in Cycle:** 2009-2010  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Comprehensive examination  
- **Outcome/Objective:** Be able to answer subject-specific questions

**Implementation Description:** Development of analytical reading skills is ongoing in seminar work.

**Completion Date:** 09/15/2010  
**Responsible Person/Group:** graduate faculty  
**Additional Resources Requested:** 0  
**Budget Amount Requested:** $0.00

faculty mentoring

The graduate faculty will stress the development of field competency in advising students.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Comprehensive examination | Outcome/Objective: Be able to answer subject-specific questions

Implementation Description: Examination committee members will meet individually with students.
Completion Date: 09/30/2011
Responsible Person/Group: graduate faculty
Additional Resources Requested: 0
Budget Amount Requested: $0.00

Mentoring for examinations

Graduate faculty will continue to assist and advise students as they plan and prepare for qualifying examinations.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Comprehensive examination | Outcome/Objective: Be able to answer subject-specific questions
415. Health Education Methodology. (3-0). Credit 3. Theory and practice in the development and use of creative and traditional health education strategies in secondary schools and community settings; emphasis is given to cognitive, affective and behavioral teaching strategies. Prerequisites: Senior classification and approved acceptance to field experience.

421. Elementary School Health Instruction. (3-0). Credit 3. Modern issues, trends, content and material in elementary school health programs; research and instructional strategies essential for reading in content areas with an emphasis on developing the coordinated school health education for health and kinesiology teacher certification majors. Prerequisite: Junior or senior classification in health or kinesiology.

425. Health Program Evaluation. (3-0). Credit 3. Theory and practice in evaluation of health programs in school and community; analysis of test results; evaluation of standardized health tests. Prerequisites: Senior classification and approved acceptance to field experience.

429. Environmental Health. (3-0). Credit 3. Health aspects of environments; health problems related to water, air and noise pollution; pesticides; population and radiation; examination of various micro-environments which either promote or hinder human health and well-being and their implications for community planning and utilization of human resources. Prerequisite: Junior or senior classification.

430. Data Acquisition and Management in Health and Kinesiology. (2-2). Credit 3. Advanced application of current technology in the areas of health and kinesiology to include data management and presentation; integration of software and creation of educational and promotional material in the areas of health and kinesiology. Prerequisite: Junior or senior classification in health or kinesiology or approval of instructor. Cross-listed with KINE 430.

440. Contemporary Issues for Community Health Interns. (3-0). Credit 3. Preparatory course for advanced students in the community health internship program. Prerequisite: Acceptance to internship program.

482. Grant Writing in Health. (1-0). Credit 1. A writing intensive course focused on grant writing in the field of health education and health promotion; grant application written by student on a health-related topic using a recursive writing process. May be taken two times for credit. Prerequisite: Admission to professional phase of program.

484. Community Health Internship. Credit 1 to 12. Supervised internship at selected community, public or private health agencies. Prerequisites: HITH 415, 425 and 440; completion of all coursework.

485. Directed Studies. Credit 1 to 4 each semester. Directed study of special problems within the discipline. Prerequisites: Junior or senior classification; approval of instructor.

489. Special Topics in... Credit 1 to 4. Selected topics in an identified area of the discipline. May be repeated for credit.

491. Research. Credit 1 to 4. Research conducted under the direction of faculty member in health. May be repeated 4 times for credit. Prerequisites: Junior or senior classification and approval of instructor.

Department of History

History
(HIST)

101. (HIST 2311) Western Civilization to 1660. (3-0). Credit 3. I, II, S Ancient civilizations, Greek, Roman and Asian; Christianity; medieval civilization in west, eastern Europe; political, social and intellectual developments from earliest human cultures to 1660.

102. (HIST 2312) Western Civilization since 1660. (3-0). Credit 3. I, II, S Religious, dynamic and imperial developments; Industrial Revolution; western democracies; rise of nationalism and communism; central and eastern Europe; intellectual revolution; World Wars I and II and the contemporary world.
103. (HIST 2321) World History to 1500. (3-0). Credit 3. Development of major world societies in the pre-modern era; emergence of agrarian-based modes of production, political states, religious economy, and a global division of systems; Eurasian world system and the civilizations of Africa and the Americas.

104. (HIST 2322) World History Since 1500. (3-0). Credit 3. Interaction of major world societies in the modern era; emergence of the modern world-economy and a global division of labor; European imperialism and colonialism and reactions in Africa, Asia, and Latin America.

105. (HIST 1301) History of the United States. (3-0). Credit 3. I, II, S Colonial heritage; Revolution; adoption of Constitution; growth of nationalism and sectionalism; Civil War; Reconstruction.

106. (HIST 1302) History of the United States. (3-0). Credit 3. I, II, S Since reconstruction: new social and industrial problems; rise of progressivism; U.S. emergence as world power; World War I; reaction and New Deal; World War II; contemporary America.

210. Russian Civilization. (3-0). Credit 3. Russian history, culture and society from origins to the present; rise of the Russian Empire; autocracy, modernization without liberalization; reforms, reaction, revolution; development of Communist regime; continuity from Imperial to Soviet period in industrialization, bureaucracy and treatment of peasants, nationalities and intellectual opposition; Gorbachev and a new "revolution."

213. (HIST 2313) History of England. (3-0). Credit 3. I, II British, Saxon and Norman origins; national development; struggles between church and state; crown and nobles; nobles and commons; development of parliament.

214. (HIST 2314) History of England. (3-0). Credit 3. I, II Agrarian and Industrial Revolutions; relations with Ireland; evolution of democracy; struggles with France and Napoleon; social legislation in the 20th century; growth of Empire until World War II.

220. History of Christianity: Origins to the Reformation. (3-0). Credit 3. History of Christian doctrine, ecclesiastical organization, and religious practice, origins through Reformation, with emphasis on religion and society; life and teachings of Jesus; apostolic church, patristic period; Christianization of Roman Empire and northern Europe; monasticism; medieval church; Gregorian reform; heresy; papal monarchy; schism and conciliarism; reforms of the sixteenth century. Cross-listed with RELS 220.

221. History of Islam. (3-0). Credit 3. Introduction to the history of Islam, from the origins of the religion to the present; development of Islamic law; gender issues; expansion of Islam to Sub-Saharan Africa and South Asia; globalized Islam. Cross-listed with RELS 221.

226. (HIST 2301) History of Texas. (3-0). Credit 3. I, II S History of Texas from Spanish period to present day. Stress placed upon period of Anglo-American settlement, revolution, republic and development of modern state.


234. European Military History, 1630-1900. (3-0). Credit 3. European military history from Gustavus Adolphus to the Boer War including especially societal involvement as well as roles of classic commanders.

238. American Indian History. (3-0). Credit 3. Survey of American Indian history; Pre-Columbian, First Contact, Colonial Conquest, Differentiation between cultural groups; Reservation period, twentieth-century self-determination, and Pan-Indianism.

280. The Historian's Craft. (3-0). Credit 3. The world of the professional historian; meanings and uses of history; current debates; archival research; evidence and argumentation; principles and methods of the analytical narrative.

289. Special Topics in... Credit 1 to 4. Selected topics in an identified area of history. May be repeated for credit. Prerequisite: Approval of instructor.

300. Blacks in the United States, 1607-1877. (3-0). Credit 3. Blacks in the United States from the colonial period to 1877; the slave trade, slavery, free blacks and the impact of the Civil War and Reconstruction on blacks. Cross-listed with AFST 300.

301. Blacks in the United States Since 1877. (3-0). Credit 3. Blacks in the United States from the end of Reconstruction to the present; the ideologies of black leaders, disfranchisement, lynching and the quest for equality in the 1950s and 1960s. Cross-listed with AFST 301.
304. Mexican-American Frontier to 1848. (3-0). Credit 3. Origins and development of Spanish and Mexican history of Greater Southwest; exploration and conquest; Spanish entrada into Southwest; rise of institutions and colonial society; economic history; Mexican independence; Mexico's far northern frontier, 1821-1848.

305. Mexican-American History 1848--Present. (3-0). Credit 3. Social, economic and political evolution of Mexican Americans from 1848 to present; adaptation to a harsh and isolated frontier; land tenure systems, conflict in the new Southwest; change and continuity in society; immigration and settlement of Mexicans; emergence of various political movements; current issues.

307. Latino Communities of the U.S. (3-0). Credit 3. Hispanic or "Latino" communities of 20th century U.S.; Mexican Americans, Puerto Ricans, Cubans and Central Americans; differences in historical experiences; role of race, class, and gender; cultural identity as expressed in art, literature, folklore and religion; contemporary social, political, and economic issues.

308. History of American Indians in the U.S. South. (3-0). Credit 3. Examination of the role of indigenous populations in the history and formation of the U.S. South; cultural values and social practices; impact of European exploration and African slavery; trade patterns, imperial wars, and removal policies. Prerequisite: Junior or senior classification.

310. U.S. Immigration and Ethnicity. (3-0). Credit 3. The sources and persistence of ethnic identity in 19th and 20th century America; its interaction with religion, politics, languages, education and social mobility; various nativist and anti-immigrant movements; contrasts and continuities between contemporary immigration patterns and those of earlier eras.

311. History of the Atlantic World. (3-0). Credit 3. Introduction to the comparative study of the civilizations and cultures that bordered on the Atlantic Ocean; examination of culture and economic exchanges and adaptations, migrations, empire-building, and the emergence of new societies and cultures. Prerequisite: Junior or senior classification.

314. The Age of Revolution in the Atlantic World. (3-0). Credit 3. Origins and events of the revolutions that transformed the Atlantic empires of Great Britain, France, and Spain in the late eighteenth and nineteenth centuries; disruption of old political and economic order; creation of independent states in the Americas. Prerequisite: Junior or senior classification.

321. History of the Iberian World. (3-0). Credit 3. Introduction to the people and places of the Iberian World, ca. 1500-1900; social, political and economical relations between Spain, Portugal, Asia and the Americas; emergence of a shared culture and cross-cultural exchange. Prerequisite: Junior or senior classification.

327. European Society in the Industrial Age. (3-0). Credit 3. European social history from the 19th century to the present: transformations wrought by industrialization; changing forms of social relations, politics and protest; development and impact of the welfare state; interaction of class, race and gender.

329. Texas Cultural History. (3-0). Credit 3. The image of Texas history, tradition and popular culture from the 19th century to the present. Prerequisite: HIST 226 or ANTH 301, 210 or 225. Cross-listed with ANTH 325.

329. History of the Caribbean Since Emancipation. (3-0). Credit 3. History of the Caribbean region from the late nineteenth century; indigenous peoples; European colonization; colonial societies; challenges to the imperial plantation model. Prerequisite: Junior or senior classification.

330. Modern Mediterranean World. (3-0). Credit 3. Critical examination of Mediterranean history; colonialism, industrialization, and other trans-national phenomena linking Africa, Asia, and Europe; social and political movements, migration, intellectual trends. Prerequisite: Junior or senior classification.

330. Women in Ancient Greece and Rome. (3-0). Credit 3. Survey of women in classical Greece and Rome; emphasis on female occupations and family relationships, legal and political status, traditional values, notorious women, how women were viewed and how they viewed themselves. Prerequisite: Junior or senior classification. Cross-listed with CLAS 330 and WGST 330.

331. Medieval Europe, 300 to 1300. (3-0). Credit 3. European political and diplomatic history from Constantine to Philip the Fair; emergence of medieval institutions; the influence of Plato and Aristotle upon Augustine, Abelard and Thomas Aquinas, and the origins of European education and law.
332. Renaissance and Reformation Europe, 1300 to 1660. (3-0). Credit 3. Renaissance politics and diplomacy: political ideas of Erasmus and Machiavelli; art and humanism of the Renaissance; religious views of Luther, Calvin and Zwingli; the “new” economics.

333. Europe in the Age of Absolutism, 1660–1815. (3-0). Credit 3. Europe from the “Age of Louis XIV” to the Congress of Vienna; Russia, Austria and Prussia. Mercantilism, capitalism and the rise of the middle class. Origins and consequences of the Enlightenment.

334. History of Europe in the Nineteenth Century. (3-0). Credit 3. Cultural, economic, and political processes that shaped European civilization (east and west); the Napoleon era; industrialization and urbanization; liberalism and socialism; empire and revolution: cultural developments. Prerequisite: Junior or senior classification.

335. Europe, 1890–1932. (3-0). Credit 3. A political, diplomatic, social and cultural history of Europe prior to, during and shortly after World War I.

336. Europe Since 1932. (3-0). Credit 3. A political, diplomatic, military, social and cultural history of Europe prior to, during and since World War II.

337. War and European Society in the Twentieth Century. (3-0). Credit 3. War and social change in Europe during the twentieth century; relationships between front lines and home fronts; government and civil society; gender and war; ethnic and national identities in Eastern, Central, and Western Europe. Prerequisite: Junior or senior classification.

338. The Rise of the European Middle Class. (3-0). Credit 3. Survey of European society and social classes from the origins of capitalism in the Middle Ages to the triumph of the “middle class world” in the 19th century, rise of the middle class, development of bourgeoisie ideology and culture, and creation of the working class.

339. Eastern Europe Since 1453. (3-0). Credit 3. Eastern Europe from the fall of the Byzantine Empire to the present; the Ottoman, Habsburg, Russian and Soviet Empires; the origins of modern East European states.

341. Latin America to 1810. (3-0). Credit 3. Political history of South America from exploration and settlement to independence; colonial institutions; commercial systems.

342. Latin America Since 1810. (3-0). Credit 3. Political history of independent South American nations since independence with emphasis upon ABC countries; economic, social and cultural development; foreign relations.

343. Inter-American Relations. (3-0). Credit 3. Cultural, diplomatic and economic relations in the Western Hemisphere in historical perspective. Prerequisite: Junior or senior classification or approval of instructor.


345. Modern Africa. (3-0). Credit 3. Survey of Africa since 1800; pre-colonial African states and societies; establishment and impact of European colonial rule; rise of nationalist movements; achievement of independence; problems of political stability and economic development in contemporary Africa; South Africa's apartheid regime and its opponents. Cross-listed with AFST 345.

346. History of South Africa. (3-0). Credit 3. Selected themes in the history of South Africa from the African Iron Age to the Apartheid regime; history of race relations in the 19th and 20th centuries and the rise of a modern industrial state. Cross-listed with AFST 346.

347. Rise of Islam, 600-1258. (3-0). Credit 3. Introduction to Islamic civilization from the rise of Islam to the Mongol conquests; examination of pre-Islamic poetry, the Qur'an, early Islamic laws on prayer, the ethical conventions of jihad, the lives of Muslim women, and the relation of Islam to Judaism and Christianity. Prerequisite: Junior or senior classification. Cross-listed with RELS 347.

348. Modern Middle East. (3-0). Credit 3. Survey of the Middle East since 1800; introduction to Islam and Islamic civilization; decline of the Ottoman Empire; European imperialism; rise of nationalist movements; Zionism and the emergence of Israel; Arab-Israeli conflict; impact of oil; revolution in Iran and Islamic resurgence.

349. The Vietnam War/The American War. (3-0). Credit 3. Vietnam's relations with the West; French colonialism; origins and development of Vietnamese nationalism; Cold War and American involvement; wartime societies in North and South Vietnam; expansion of the war to Cambodia and Laos; anti-war movements in the United States; reasons for American defeat; consequences and lessons of the war. Prerequisite: Junior or senior classification. Cross-listed with ASIA 349.
350. Asia During World War II. (3-0). Credit 3. The origins and development of Japanese imperialism; Japan's expansion into East and Southeast Asia; wartime societies; collaboration and resistance; effects of the war in the United States upon Japanese-Americans; the outcomes of the war; remembrance of the war. Prerequisite: Junior or senior classification. Cross-listed with ASIA 350.

351. Traditional East Asia. (3-0). Credit 3. History and culture of China and Japan from earliest times to the coming of the West; impact of Confucianism and Buddhism; development of social, political and economic systems. Cross-listed with ASIA 351.

352. Modern East Asia. (3-0). Credit 3. Impact of the West on traditional China and Japan; the response through modernization; rise of nationalism and formation of modern nation states. Cross-listed with ASIA 352.

353. Modern South Asia. (3-0). Credit 3. Survey of the modern nation states of South Asia, including India, Pakistan, Bangladesh, Afghanistan, Nepal, Ceylon, Bhutan, and Burma, ca. 1600 to the present; major political events; economic, social, and cultural developments. Prerequisite: Junior or senior classification.

354. Imperial China. (3-0). Credit 3. History of imperial China from the earliest dynasties through the mid-19th century, including major political events, the structure of Chinese government, economic development, philosophies and religion, wars and military and culture and daily life. Prerequisite: Junior or senior classification. Cross-listed with ASIA 354.

355. Modern China. (3-0). Credit 3. History of China from the coming of the West to the present; social, economic and political changes which have taken place during that period.

356. Twentieth Century Japan. (3-0). Credit 3. Industrialization and modernization of Japan; its rise from an isolated nation to a major world power and economic giant. Cross-listed with ASIA 356.

357. Out of Africa: The Black Diaspora and the Modern World. (3-0). Credit 3. History and cultures of the peoples of the African Diaspora from the fourteenth through the nineteenth centuries; social, political, and economic impact on Africa, the Americas, Europe, and the Arab World; emphasis on race, gender, identity, and migration. Prerequisite: Junior or senior classification. Cross-listed with AFST 357.

358. Chinese Cultural History. (3-0). Credit 3. Examination of Chinese culture and its evolution over the last 4,000 years; customs, art, literature, festivals, folklore, religion, architecture, medicine, and everyday life. Prerequisite: Junior or senior classification.

359. American Environmental History. (3-0). Credit 3. History of American attitudes toward nature: use of land, water, timber, oil, coal, wildlife and other natural resources in the United States; conservation movement and significant conflicts over resources; changing perception of the physical environment.

360. History of the American Petroleum Industry. (3-0). Credit 3. Impact of energy upon industrial America from 1840 to the present; emphasis on relationship between energy and industrial development, emergence of state and federal energy policies, role of energy in foreign policy, growth of energy-oriented industries and impact of energy development on the environment.

361. Technology and Engineering in Western Civilization, 1400–Present. (3-0). Credit 3. Man's material culture and his understanding of the physical world since the 15th century; role of the Renaissance and the Scientific, Agricultural and Industrial Revolutions in Europe; the resulting transformations in western civilization.

362. History of Science. (3-0). Credit 3. The ideas of the great scientists and their impact on society; the Newtonian Revolution; Lavoisier and the new chemistry; Darwin and evolutionary thought; Enrico Fermi, Robert Oppenheimer and the development of nuclear energy.

363. History of Science in America. (3-0). Credit 3. The major developments in the physical and life sciences from colonial times to the present; the lives and scientific contributions of such famous American scientists as Benjamin Franklin, Joseph Henry, Thomas Edison and J. Robert Oppenheimer.

364. History of Technology and Engineering in America, 1607–Present. (3-0). Credit 3. American technological development from the colonial times to the present; technology in society, factors affecting technological development, changing attitudes toward technological accomplishments and the effects of technology upon society.

366. History of Religion in America from 1860 to the Present. (3-0). Credit 3. Religion in America from the Civil War; relationship of religion and science; ethnic assimilation; emergence of fundamentalism; mass evangelism; cults and criticisms of contemporary culture; examination of social and racial problems by the major religious traditions.

367. Colonization of North America. (3-0). Credit 3. Geographic setting; early English, French, Dutch, Swedish discovery; conquest and settlement, 1497–1763; colonial administration; colonial life; inter-colonial wars.

368. The Birth of the Republic, 1763–1820. (3-0). Credit 3. Impact of French and Indian War; British colonial policy 1763–1775; War for Independence; Confederation crisis; Constitution-making and ratification; development of political parties; problem of foreign entanglements; War of 1812; conflict of nationalist and sectionalist tendencies; historiography and interpretation.

369. The United States, 1820–1860. (3-0). Credit 3. Jacksonian democracy; impact of nationalism and sectionalism; manifest destiny and Mexican War; slavery controversy; expansion.

370. Civil War and Reconstruction. (3-0). Credit 3. Survey of background and causes of the war; military, political, economic and diplomatic aspects of the war; life behind the lines; Reconstruction and post-war adjustments, 1861–1877.

371. America in the Gilded Age, 1877–1901. (3-0). Credit 3. The United States from 1877 to 1901; political, cultural and economic developments.

372. Reform, War and Normalcy: The United States, 1901–1929. (3-0). Credit 3. Emergence of Progressivism; reform in the cities and states; reforms and foreign policies of the Theodore Roosevelt, William Howard Taft and Woodrow Wilson administrations; World War I and aftermath; Harding-Coolidge normacy; the Jazz Age; Hoover and the Great Crash.

373. The Great Depression and World War II. (3-0). Credit 3. The United States, 1929–1945; cultural, social, economic and political developments in the nation; global diplomacy and military strategy.

374. The United States After World War II. (3-0). Credit 3. The United States since World War II; political, economic, cultural and social changes and role as a world leader.

375. A Biographical Approach to Science Literacy. (3-0). Credit 3. History of fundamental scientific principles through biography; Galileo, Newton, Darwin, Mendel, Curie, Einstein, Pauling, and others. Prerequisite: Junior or senior classification.

401. Slavery in World History. (3-0). Credit 3. Comparative history of human slavery; slavery in the Ancient World, Asia, Africa; varieties of modern slavery in the New World since 1500; abolition of slavery and continuing forms of human bondage in the contemporary world. Prerequisite: Junior or senior classification. Cross-listed with AFST 401.

402. Germany Since 1815. (3-0). Credit 3. A survey of the unification of Germany; creation of the German Empire; Weimar Republic; rise and fall of Nazi Germany; and the role of Germany in international diplomacy.

403. History of Nazi Germany. (3-0). Credit 3. Inner workings of the Third Reich from inception in 1933 to collapse at the end of World II in 1945; leadership and structure of the Nazi party; family life, religion and business.

404. Post 1945 Germany. (3-0). Credit 3. Examines Germany from the end of World War II to the end of the 20th century; includes political, social, cultural, and economic life in divided and occupied Germany; covers Germany since reunification in 1990. Prerequisite: Junior or senior classification.

405. History of the Holocaust. (3-0). Credit 3. History of the Nazi Holocaust; Third Reich; Jewish Ghetto life and concentration camps; role of the military, S.S. and German business; lessons and legacies.

406. The Era of the French Revolution and Napoleon, 1715–1815. (3-0). Credit 3. Origins and events of the French Revolution; Napoleon Bonaparte and the First Empire; social, economic, political and military developments in France and Europe.


408. Central Europe During the Long Nineteenth Century. (3-0). Credit 3. Examination of Central European history from the era of the French Revolution to the outbreak of World War I; rise of nationalism; political, economic, social, and cultural developments; ethnic, class, and gender relations; local and regional identities. Prerequisite: Junior or senior classification.
410. Russian History, to 1801. (3-0). Credit 3. Origins and Christianization of Russia; establishment and decline of Kievian Rus’ state; Mongol conquest and domination of Russia; rise of Moscow; establishment of tsardom; expansion of state in sixteenth and seventeenth centuries; Peter the Great’s reforms; emergence of Russian Empire as a major power; era of Catherine the Great.

411. Imperial Russia, 1801–1917. (3-0). Credit 3. The last century of the autocratic Romanov dynasty and the social, intellectual, economic and political forces that ended it; political culture, society in transition, international affairs and revolutionary groups in an era of reform, counter-reform, reaction and industrialization.

412. Soviet Union, 1917–1991. (3-0). Credit 3. Political and social evaluation of the Soviet system; the Russian Revolution and consolidation of Bolshevik power; Civil War; power struggles among Lenin’s successors; Stalin’s industrial revolution, collectivization, and terror; Khrushchev’s de-Stalinization campaign, stagnation under Brezhnev; Gorbachev’s attempts at radical reform; the collapse of the Soviet Union.

416. Texas Since 1845. (3-0). Credit 3. History of Texas since annexation; social, cultural, economic and political developments and the place of Texas in national affairs.

418. European Intellectual History from Ancient Greece to the Early Middle Ages. (3-0). Credit 3. Political and social history of selected major figures and important movements in political theory, literature, sociology, art, economics and philosophy from Pre-Socratic Greece through the formative stages of the Christian Middle Ages. Prerequisite: Junior or senior classification.

419. European Intellectual History from the High Middle Ages to the 17th Century. (3-0). Credit 3. Political and social history of selected major figures and important movements in political theory, literature, sociology, art, economics and philosophy from the founding of Scholasticism and the University System to the New Philosophy and science of 17th century. Prerequisite: Junior or senior classification.

420. European Intellectual History from the Enlightenment to 1900. (3-0). Credit 3. Political and social history of selected major figures and important movements in political theory, literature, sociology, art, economics and philosophy in the 18th and 19th centuries.

421. European Intellectual History in the Twentieth Century. (3-0). Credit 3. Political and social history of selected major figures and important movements in political theory, literature, sociology, art, economics and philosophy from the turn of the century to the present.

426. The Ancient Greeks. (3-0). Credit 3. Greek History and civilization from the Archaic Age to Alexander the Great (8th–late 4th century B.C.). Prerequisite: 3 hours in history, or junior or senior classification, or approval of instructor. Cross-listed with CLAS 426.

427. The Roman Republic I: The Empire Builders. (3-0). Credit 3. Roman history and civilization from the beginnings of the Republic (6th/5th century B.C.) to the late 2nd century B.C. Prerequisite: 3 hours in history, or junior or senior classification, or approval of instructor. Cross-listed with CLAS 427.

428. The Roman Republic II: The Civil Wars. (3-0). Credit 3. Roman history and civilization from the late 2nd century B.C. to the 1st century A.D. Prerequisite: 3 hours in history, or junior or senior classification, or approval of instructor. Cross-listed with CLAS 428.

429. The Roman Empire. (3-0). Credit 3. Roman History and civilization of the Imperial Period (1st century B.C.–6th century A.D.). Prerequisite: 3 hours in history, or junior or senior classification, or approval of instructor. Cross-listed with CLAS 429.

430. Ireland, 1690–1822: Colony, Kingdom and Nation. (3-0). Credit 3. Introduction to the history of eighteenth- and nineteenth-Century Ireland; examination of politics, society, culture, the economy and religion, consideration of the relationship between Ireland, Britain and continental Europe; Ireland and parliamentary politics. Prerequisite: Junior or senior classification.

431. The Kingdom of Ireland, 1541-1800. (3-0). Credit 3. History of Ireland from the mid sixteenth century through the end of the eighteenth century; impact of religion, politics, warfare, land disputes, famine, and international developments; creation of the United Kingdom. Prerequisite: Junior or senior classification.

432. The Nation of Ireland, 1800 to the Present. (3-0). Credit 3. History of Ireland from the creation of the United Kingdom through the end of the twentieth century; British-Irish relations; agrarian unrest and violence; famine; political, cultural, and religious developments. Prerequisite: Junior or senior classification.

435. Tudor England, 1450–1603. (3-0). Credit 3. Changes in social, economic, political and religious institutions and organization: growth of the nation state; Henry VIII and the "new monarchy"; Reformation and religious settlements; international relations; inflation and social dislocation; the role of Parliament; the age of Elizabeth and Shakespeare.
Course Descriptions/History

436. Stuart England, 1603–1714. (3-0). Credit 3. Social, political, economic and religious development from James I to Queen Anne. Puritanism and the Revolution of the 1640s, the Restoration, establishment of constitutional monarchy after 1688, England's rise as a world commercial power.

437. Eighteenth Century Britain. (3-0). Credit 3. Political, social, economical, intellectual, cultural, and imperial history of Britain in the eighteenth century. Prerequisite: Junior or senior classification.


440. Latin American Cultural and Intellectual History. (3-0). Credit 3. Main currents of culture and thought as shaped by historical circumstances.

441. History of Mexico, 1821 to the Present. (3-0). Credit 3. Political, economic and social development of Mexico since independence and her relation to other world powers.

442. World War II. (3-0). Credit 3. Origins; military campaigns in Europe, North Africa, Asia, and the Pacific; European, Japanese, Asian, and American home fronts; collapse of Germany; atomic warfare; legacies. Prerequisite: Junior or senior classification.

443. American Military History to 1901. (3-0). Credit 3. American military experience from colonial days to 1901; causes, nature and effect of the wars in which the United States has participated.

444. American Military History Since 1901. (3-0). Credit 3. American military experience from 1901 to present; causes, nature and effect of wars in which the United States has participated; effect of war on American history.


446. Aerospace History. (3-0). Credit 3. Aviation technology, doctrine, policy and the concept of air power from the 19th century to the present.

447. Constitutional History of the United States to 1901. (3-0). Credit 3. How political and social conditions in American history have produced fundamental constitutional principles, changes and practices; historical evolution of written and unwritten Constitution.

449. History of Brazil, 1822 to the Present. (3-0). Credit 3. Political, cultural and economic development of Brazil since independence; slavery and race relations; relation to other world powers. Prerequisite: Junior classification.

450. The Old South. (3-0). Credit 3. History of antebellum South; physical bases of Southern regionalism; Southern alignments on national issues; slavery-plantation economy and society of Old South; secession and formation of Confederacy.

451. The New South, 1876 to the Present. (3-0). Credit 3. Political, economic, social and intellectual developments in the South since Reconstruction.

452. The American Frontier. (3-0). Credit 3. Westward movement; patterns of westward expansion, pioneer settlement, the West in diplomacy and influence of frontier on American life and institutions.

453. History of the American City. (3-0). Credit 3. History of American Cities; a social, economic and political study of industry, labor and immigration; development of a metropolitan society.

454. American Agricultural History. (3-0). Credit 3. History of American agricultural development from the Revolutionary period to the present; technological developments, major farm industries, labor, regional development, farm movements and farm programs.

455. American Economic History. (3-0). Credit 3. Major economic forces in the development of American society from 1765; mercantilism, land policies and natural resources; westward movement and agricultural expansion; transportation and trade; growth of industry and its effects on modern business, social and political life.


460. American Society and Culture Since 1877. (3-0). Credit 3. Continuation of HIST 459 from 1877 to the present.
461. History of American Women. (3-0). Credit 3. Cultural, political, legal and religious factors that helped shape the role and character of women in American society from colonial times to the present; historical role of women in the development of the nation. Cross-listed with WGST 461.


464. International Developments Since 1918. (3-0). Credit 3. General survey of world politics since close of World War I; problems and ideologies of great powers of Europe and factors and conditions which explain present political tendencies and policies.

465. Extremism and Terrorism in the Contemporary World. (3-0). Credit 3. History of extremism and terrorism since 1945; underlying social, economic, and political causes; manifestations in Asia, Europe, Latin America, the Middle East, and the United States. Prerequisite: Junior or senior classification.

466. History of Collective Protest and Violence. (3-0). Credit 3. Examination of collective protest and violence on a case study basis and in comparative and historical context; emphasis on causes, the nature of participation, assumptions and goals, and the character of repression. Prerequisite: Junior or senior classification.


473. History of Modern American Women. (3-0). Credit 3. Emergence of modern American women in the 19th century; examination of their history from the 1890s to the present: women as organizers, innovators, political reformers, workers, social activists, housewives, mothers, consumers and feminists. Cross-listed with WGST 473.

475. Empire and History. (3-0). Credit 3. Survey of empire in a wide historical and comparative framework using a case study approach; themes of a given case study include changing social, economic, and cultural politics of imperialism, resistance in colonial environments, colonial and post-colonial identities, and race and gender relations. May be taken 3 times for credit. Prerequisite: Junior or senior classification.

476. Sex and Sexuality in History. (3-0). Credit 3. Changing ideas about sex and sexuality over time; includes their interaction with ideas about gender, race, class, religion, science, technology, medicine, politics and popular culture; historical and cultural processes creating modern concerns about sex and sexuality. Prerequisite: Junior or senior classification. Cross-listed with WGST 476.

477. Women in Modern European History. (3-0). Credit 3. Women in Europe from the 18th century to the present: women's contributions to their societies; realities of their daily lives and their responses; perceptions of women; role of institutions in defining women's roles; significance for women of industrialization, revolution, warfare, scientific discoveries; interaction of class, race and gender. Cross-listed with WGST 477.

481. Seminar in History. (3-0). Credit 3. Literature of an issue, event, period or people in history; use of primary source materials connected with the field of the seminar; problems of bibliography, historiography and historical method; and experience in writing. Prerequisite: 21 credits of history, 9 of which must be 300-level or above. Open to senior history majors or with instructor's approval.

485. Directed Studies. Credit 1 to 3. Selected fields of history not covered in depth by other courses. Reports and extensive reading required. Prerequisite: Approval of department head.

490. Special Topics in... Credit 1 to 4. Selected topics in an identified area of history.

491. Research. Credit 1 to 3. Research conducted under the direction of faculty member in history. Prerequisites: 24 hours of history, with 12 or more at 300-level or above; junior or senior classification and approval of instructor.

497. Independent Honors Studies. Credit 1 to 3. Directed independent studies for upper division Honors students, regardless of academic major, in selected aspects of history. Prerequisites: Junior or senior classification either as Honors student or with overall GPR of 3.25 and letter of approval from head of student's major department and approval of head, Department of History.
675. Spanish Language Teaching Methods. (3-0). Credit 3. Overview of the current language methodology as it applies to the teaching of Spanish to native and non-native speakers, pedagogical and professional issues related to teaching Spanish at the college level. Prerequisite: Graduate classification and approval of instructor.

685. Directed Studies. Credit 1 to 4 each semester. Directed individual study of selected problems in the field of Spanish language or literature. Prerequisite: 12 hours of advanced courses in Spanish.

689. Special Topics in... Credit 1 to 4. Selected topics in an identified area of Spanish. May be repeated for credit. Prerequisite: Approval of instructor.

691. Research. Credit 1 or more each semester. Thesis research credit given only upon acceptance of completed thesis. Prerequisite: Twelve hours of advanced courses in Spanish.

Department of History


* Graduate Advisor

Graduate study in history leads to the degrees of Master of Arts and Doctor of Philosophy. The graduate program is designed to prepare students for careers in teaching, business, government and social service. Studies toward the PhD are also designed to produce research scholars.

Prerequisites: For a major in history at the master's level, the student must present a minimum of 24 semester hours (including 12 advanced hours) of acceptable undergraduate courses in history. A doctoral student will normally be expected to hold the MA degree. For further information concerning the requirements for the MA or PhD, contact the Departmental Graduate Advisor.

Thesis option: The standard MA degree requires a minimum of 30 semester hours, including 24 hours of coursework and 6 hours (of History 691-Research) for the thesis. Of the 24 hours of coursework, 15 shall be taken in the major area of concentration and 9 in the minor field. The non-thesis MA degree option includes 36 semester hours of coursework. The PhD requires a minimum of 64 semester hours, including at least 18 semester hours of formal coursework divided into 2 areas of concentration: 1) a major area, 12 hours; and 2) a minor area, 6 hours. Additional required courses are set in consultation with the student's advisor.

MA students must demonstrate a reading knowledge of one foreign language. PhD candidates will normally demonstrate a reading knowledge of two foreign languages or, in the case of those with U.S. history as the major field, one foreign language.

History
(HIST)

601. Colonial North America. (3-0). Credit 3. The 17th- and 18th-century settlement of European North American colonies; slavery; comparisons of colonial administrations; interactions of Native Americans, Europeans, and African Americans across racial, ethnic, and cultural borders. May be taken two times for credit as content varies. Prerequisite: Graduate classification.

604. The Early Republic. (3-0). Credit 3. War for Independence; organizing the new government; the Constitutions; Federalists and Jeffersonians; Wars of 1812 and 1846; race, class, and gender in Jacksonian society; political, social, cultural, economic and territorial changes. May be taken two times for credit as content varies. Prerequisite: Graduate classification.

613. Twentieth Century United States Diplomacy. (3-0). Credit 3. U.S. foreign policies from end of Spanish-American War to present; scope, principles, practices, objectives, dangers and lessons learned. Prerequisite: Approval of department head.

615. Colonial Latin America. (3-0). Credit 3. Social, ethnic, political, economic, religious, military, and cultural institutions in colonial Latin America, including attention to ethnohistory, women, and comparative colonial systems. Prerequisite: Graduate classification.
400 Course Descriptions: History

617. Latin America: The National Period. (3-0). Credit 3. Social, ethnic, cultural, religious, political, and economic history of Latin America. Prerequisite: Graduate classification.

620. Sectionalism, Civil War and Reconstruction. (3-0). Credit 3. Antebellum sectional divisions: causes of the Civil War; military campaigns and political and military leadership; the changing status of African Americans; social, political, economic, cultural and diplomatic developments; Reconstruction. Prerequisite: Graduate classification.

621. The Emergence of Modern America. (3-0). Credit 3. Social, political, economic and cultural developments in the late 19th and early 20th centuries; industrialization; labor and farmer unrest; immigration; frontier transitions, imperialism. Prerequisite: Graduate classification.

622. War, Prosperity, and Depression. (3-0). Credit 3. The United States from the early 20th century to 1945; World War I; changes in the 1920s; depression and the New Deal; military campaigns and political and military leadership in World War II; social, political, economic, cultural and diplomatic transitions. Prerequisite: Graduate classification.

623. America since World War II. (3-0). Credit 3. The Cold War; wars in Korea, Vietnam, and the Persian Gulf; the Civil Rights and Women's Rights Movements; immigration; social, cultural, and gender controversies. Prerequisite: Graduate classification.

626. American Cultural and Intellectual History. (3-0). Credit 3. Major themes, issues, and interpretations in the history of thought and culture in the United States. May be taken for credit two times as content varies. Prerequisite: Graduate classification.

628. Historiography. (3-0). Credit 3. Analysis of historical writing and philosophy of history; works of important historians from Herodotus to present; schools, theories and function of history. Prerequisite: Approval of department head.

629. Research Methods and Professional Development. (3-0). Credit 3. Prepares students for a career in history by exploring the practical side of the profession; includes life as a graduate student, teaching, research methods, ethics, grant-writing, conference papers, publishing, non-academic alternatives, and the job market. Prerequisite: Approval of Instructor.

630. Quantitative Methods in Historical Research. (3-0). Credit 3. Introduction to formal methods of analysis in historical research using computers; and applying quantitative methods to research problems. Prerequisite: Approval of instructor.

631. Reading Seminar in United States History to 1877. (3-0). Credit 3. Prerequisite: Approval of department head.

632. Reading Seminar in United States History after 1876. (3-0). Credit 3. Prerequisite: Approval of department head.

633. The American West. (3-0). Credit 3. Immigrants and settlement patterns; international conflicts; social, racial, ethnic and cultural interactions across frontiers and borders; economic developments; politics and admission of new states into the United States; women's and gender issues; environmental concerns. May be taken two times as content varies. Prerequisite: Graduate classification.

634. Maritime History and Sea Power. (3-0). Credit 3. Examines the maritime and naval history of the world with emphasis on the Western World since 1600; trade and communication, exploration, technology, maritime communities and naval warfare. Prerequisite: Graduate classification.

636. History of the American South. (3-0). Credit 3. Economic developments, including cotton, other crops and industrialization; influence of slavery; social, racial, ethnic and cultural developments; women's and gender issues; environmental concerns. May be taken two times as credit as content varies. Prerequisite: Graduate classification.
637. Early Middle Ages. (3-0). Credit 3. Beginnings of Medieval Europe: barbarian migrations; early Christianity; social, political, religious, and cultural interaction across frontiers and borders. Prerequisite: Graduate classification.

638. Medieval Europe. (3-0). Credit 3. Institutional, social, cultural, and political developments; conflicts between Christianity and Islam across frontiers and borders; leadership of Charlemagne. Prerequisite: Graduate classification.

643. Reading Seminar in European History from Renaissance to French Revolution. (3-0). Credit 3. Reading seminar in European history from the Renaissance to the French Revolution, classic and current themes, debates and methodologies in European history from the Renaissance to the French Revolution. Prerequisite: Approval of Department Head.

644. Reading Seminar in European History from French Revolution to Present. (3-0). Credit 3. Reading seminar in European history from the French Revolution to the present; classic and current themes, debates and methodologies in European history from the French Revolution to the present. Prerequisite: Approval of Department Head.

645. Modern Military History. (3-0). Credit 3. Topics and issues in modern military history. May be taken two times for credit as content varies. Prerequisite: Graduate classification.

646. Readings in Military History. (3-0). Credit 3. Selected topics and themes in military history; preparation for and conduct of war in different nations and among different peoples; social and cultural changes caused by military conflicts; developments in leadership, technology, military institutions, and civil-military relations. May be taken three times for credit as content varies. Prerequisite: Approval of instructor and director of graduate studies; graduate classification.

666. History of Technology. (3-0). Credit 3. Origins of the subfield; historiography; industrial development and labor relations; impact on the military; gender, class, and other social aspects. Prerequisite: Graduate classification.

677. Modern Britain. (3-0). Credit 3. Political, social, cultural, economic and diplomatic development of the United Kingdom in the 20th Century. May be taken for credit two times as content varies. Prerequisite: Graduate classification.

678. Comparative Border Studies. (3-0). Credit 3. Questions how groups create, articulate, enforce, and challenge difference; brings together disparate historiographies to consider a variety of theoretical and methodological approaches used in understanding borders; examines contact, conflict, and change across various kinds of historical and cultural boundaries. Prerequisite: Graduate classification.

679. Topics in Comparative Border Studies. (3-0). Credit 3. Selected topics and themes in an identified area of Comparative Border Studies. May be taken two times for credit as content varies. Prerequisite: Graduate classification.

685. Directed Studies. Credit 1 to 6 each semester. Individual problems of research or scholarly activity not pertaining to thesis or dissertation, or selected instruction not covered by other courses. Prerequisite: Approval of instructor and department head.

689. Special Topics in... Credit 1 to 4. Selected topics in an identified area of American or European history. May be repeated for credit.

691. Research. Credit 1 or more each semester. Thesis research. Credit given only upon acceptance of completed thesis. Prerequisite: Approval of department head.
Texas A&M University
Department of History
Summary of the First Year’s Activities Related to the Carnegie Initiative on the Doctorate

Overview

Evaluating the first year of the Texas A&M History Department’s participation in the Carnegie Initiative on the Doctorate program validates the optimistic expectations expressed in our original application (See Appendix I). In that document we observed that:

the CID comes at a time of self-examination and opportunity for the Department of History, which prior to the Ph.D. Program Review completed a strategic plan, appointed two sub-committees to review current graduate course offerings, and began discussion of the committees’ reports.

Consequently, we believed that “faculty members and graduate students alike strongly support the CID and are eager to get started.” So it proved during the past academic year, as the CID committee benefited from the energy and contributions of all the department’s various constituencies.

In addition, our application declared this “an extraordinarily opportune time for us to examine the very concept of doctoral education in the discipline – for at least three reasons,” summarized as follows:

1. “We [had] already initiated a fundamental re-thinking of our existing Ph.D. program in the wake of the [then recently completed] external Program Review.

2. “The opportunity to join the CID coincide[d] with Texas A&M’s implementation (under a new president) of its ambitious “Vision 2020” strategic plan, designed to move the university into the top ten public universities in the nation.... “Vision 2020” also entails adding 400 new faculty lines over the next four years. These positions...provide[d] an opportunity for the History Department, which [was] invited by the dean to apply for four of these positions in the first year, to accelerate curriculum development.”

3. We could link our efforts with those of the Texas A&M English Department, also a CID Partner Department.
Events of the past year have borne out our belief in the propitious timing of our participation in the CID effort. Research catalyzed by the CID framework has enabled us to bring to bear further evidence to support the recommendations of the external evaluators who did our Program Review, as well as the findings of our own “Self-Study.” A combination of internal processes of reflection, reconsideration, and restructuring, together with new faculty positions provided by the Dean of Liberal Arts as part of the “Vision 2020” effort have enabled us to diversify our department both in terms of faculty makeup and areas of expertise, both problems highlighted by internal and external reviewers.

As anticipated, throughout the year, we have profited from the experience and intellectual generosity of our colleagues in the English Department, a process facilitated by the work of Professor James Rosenheim, Director of the Melbern Glasscock Center for Humanities Research and a member of the CID committees of both departments. For example, these consultations persuaded us to shift our department retreat from the fall to the spring semester, a decision that worked out extremely well. The two departments, together with the Glasscock Center, have also initiated planning for a conference that will bring CID participants from multiple institutions and departments to College Station in 2005.

Overall, we believe we have made real progress toward the intertwined goals articulated by CID, by our self-study, and by the External Review. Obviously much remains undone, but both the ends and the means to reach them have clarified in the past year.
Procedures

The CID materials provided by the CID staff include a page of “Five CID Steps.” The first two steps involve collecting information and diagnosing problems. Thanks to the Self-Study and the External Review, we had a head start and considerable momentum in this direction that the CID enabled us to capitalize. As a first step, we set out to gather information from a variety of sources. This included frequent meetings of the CID Committee and CID Advisory Committee in various configurations constrained by the reality that the Texas A&M University History Department CID effort takes place in an environment dominated by the massive load of undergraduate teaching, shared across the board by the department faculty. Among CID history departments, only the University of Texas operates in a similar context. We recognize the advantages of such enrollments, but it does have practical implications in terms of course scheduling and service work. At the most basic level, assembling meetings of interested colleagues presents a scheduling challenge, often overcome by meeting in sub-groups.

To broaden the sources of information, we conducted three surveys, one each to current graduate students, current faculty, and alumni. We received 26 replies from a total of about 50 currently active graduate students. (See Appendix II for a summary of their responses.) As only three faculty members returned the survey despite repeated prodding from the CID Committee chair and the Department Head, we gleaned little through that method, but collected considerable input through other means—face-to-face conversations as well as the faulty retreat. Mailing out the alumni survey required getting clearance from the university’s “Human Subjects Study” committee, a process not completed until late May; therefore we have only recently completed the mailing.
The same workload that impedes scheduling meetings of the CID committee hampers assembling “focus groups” in the usual sense, but the committee has, in the course of the past year, met with many graduate students, and a majority of the department faculty in various permutations of rank, field of interest, years of experience, etc. In addition, the CID committee has worked closely with the Graduate Director (Prof. R.J.Q. Adams, himself a member of the CID committee) and the Graduate Committee. (Indeed, the Texas A&M University History Department’s CID committee benefits from the fact that it includes the current graduate director, his designated successor, and his three predecessors.)

[The following paragraph needs to be re-worked. I am not sure what you mean.]

Thus we have coordinated the CID effort with the Graduate Committee’s management of the expansion and diversification empowered by the evolving demographics of the department faculty that has, in the past two years, followed the recommendations of the External Review, as well as our own self-assessment. The department has added faculty specializing in the British Empire, the French Empire, Medieval Europe, European Culture, Southeast Asia, the History of Gender, and American Religious History, thus adding to our capacities in such areas as Comparative Borders, Atlantic World, and Continental Europe. In considering each of these positions and evaluating the candidates for them, the department incorporated past analyses reinforced by information generated through the CID effort, as the department’s purposes and CID’s mesh smoothly and synergistically.

In March, the CID Committee shifted its focus from the collection of information (though gathering of information will of course continue) to analysis of its implications and recommendations for future actions. The committee, considering the results of the work to date—discussions in multiple venues, survey results, analysis of current and future resources—began developing a plan the implementation of which will extend well beyond the
time frame of the CID award. One dimension of this process, as in fact brought back from the January CID meeting in Palo Alto by Professor Rosenheim) involves breaking graduate education into a series of chronological events; i.e., recruiting, orientation, advising, etc., through to placement. Each of these areas the department had previously recognized as a nexus of problems, but arraying them sequentially rather than in a cluster, enabled us to consider changes within each of these steps. Some remedial work had already gotten underway, including stepped-up efforts at minority recruitment, especially within the Texas A&M University system.

Following the committee’s March discussions, the CID chair then met the Department Head to discuss the committee’s interim conclusions, as well as possible, practical, near-term changes, and long-run philosophical and practical modifications. A summary of this discussion follows:

♦ It makes sense to look at the program seriatim; i.e. recruitment, orientation, advising, etc., since each segment has its particular needs.

♦ The department needs a full-time, permanent graduate administrative person, with the title of “Assistant to the Graduate Director” or something similar. (The American Historical Association’s recent study of *The Education of Historians for the Twenty-first Century* cites such a position as a common characteristic of first-rank graduate programs.) This person could provide administrative continuity and consistency, perform a multitude of tasks, and perhaps teach as well.

♦ Many of the obstacles to recruiting are financial (tuition, dissertation/ research fellowships, multi-year aid packages) and largely beyond our control. Fortunately we share these problems with other Texas A&M departments and there’s a push to do something about them.

Meanwhile, we can in fact move up our admissions date, and probably should. We should ask for writing samples and personal statements, and change the catalog and website to inform applicants of this.

♦ We need to have a systematic, annual orientation for new students, one that the graduate director supervises and participates in, but does not have to orchestrate. This is one of the tasks the Assistant could assume.

♦ Graduate scheduling constitutes an ongoing problem. We need to schedule based on a template that reflects our advertised fields of study rather than the preferences of
individual faculty members. Each semester we should offer at least one course in each of our four advertised areas of graduate study. An example of this appears on a separate sheet. (See Appendix III.)

Everything we have learned in the job market tells us that students need to diversify, and should be strongly discouraged from using 685s to narrow their focus. All students should have to take seminars outside their area of concentration—American history students should take European history and vice-versa. All students should have a Comparative Borders seminar.

Assistant professors should have the opportunity, in rotation, to teach graduate courses, unless the department head feels that such teaching would imperil progress toward tenure, in which case he/she should tell the faculty member directly.

The CID chair and the department head agreed that by the end of the semester we would have made sufficient progress to construct an agenda for a department retreat that might yield fruitful discussions. Accordingly, the committee circulated a proposed agenda to the department, revised it in light of comments received, and re-circulated prior to the retreat, which took place on May 5, 2004, after the conclusion of spring semester classes. Coming as it did both after classes ended, and at the end of the first year of our CID participation, the retreat generated a gratifying level of both attendance (29 of 38 faculty in residence) and participation (everyone there spoke at least once), as well as an atmosphere of focused consideration of serious issues with an eye toward resolving them.

Since the retreat agenda in itself summarized the state of the process of information collection, problem analysis, and possible policy reconfiguration at the end of the first year of the CID, the balance of this report lays out the agenda items, the sense of the discussion of each of them, and the action agenda that resulted. The last also serves as a basis for the CID committee’s agenda for academic year 2004-05.

Retreat Agenda

Item 1: Is the current graduate curriculum satisfactory—do we offer enough courses? How do we integrate "Comparative Borders" effectively, etc.?
Sense of the discussion: The department generally agreed on the need for improvement of the graduate program in terms of more diverse course offerings reflecting the changing contours of the department (including Comparative Borders), as well as the desirability of scheduling and publishing graduate courses two or more semesters in advance. (The latter of course subject to the vagaries of unforeseeable faculty absences.)

The department recognizes that all such planning takes place within the parameters imposed by the need to make 7000 seats available in undergraduate history classes every semester. In addition, the department’s 650 majors require an appropriate schedule of upper division courses, including small-enrollment capstone courses.

Action Plan: The CID committee submitted a “Graduate Scheduling Template” (see Appendix III) to the department head, who will work to implement it as soon as practicable. (This also applies to Item 5, below.)

Item 2: Do we need a "professional development" course? If so, what should it include?

Sense of the discussion: The department readily agreed that we need to consider some additions to the graduate course offerings, but a “professional development” course constitutes only one possibility, and one not supported consensually. Other suggestions included a “how to” course for incoming graduate students, and the addition of a “research seminar” as a mandatory trailer to graduate readings courses. Few thought the introduction of three additional mandatory courses advisable. Moreover, since the first of those cited above would come near the end of a student’s program, the second on arrival, and the third somewhere in the middle, combining them seems out of the question.

Action Plan: The CID Committee, in concert with the Graduate Committee, will undertake further exploration of this item in the second CID year.

Item 3: How can we improve the prospects for our graduate students of publishing their work? Of finding outside grants?

Sense of the discussion: The department felt that advancing the quality of the graduate program absolutely requires attention to these items because, although individual faculty mentors do a good job of these, no systematic method exists that assures appropriate training to all Ph.D. students. The means to the desired end seem to lie in one of two areas, or perhaps a combination of both: it could form part of the coverage in one of the courses discussed in Item 2, or it could perhaps fall under the jurisdiction of “Assistant Graduate Director” see Item 9, below.

Action Plan: The CID Committee will wrap discussion of this question into its deliberations on Item 2.

Item 4: Should we create a mechanism for graduate student input and participation in the department's operations?

Sense of the discussion: Here lay considerable difference of opinion. Some felt adequate mechanisms currently exist. (If so, the graduate student survey suggests they function poorly, or, as some argued, the graduate students choose not to use them.) Others saw this as an area needing attention. A suggestion that we invite the graduate students (or some subset, say the Ph.D. students, the TAs and assistant instructors) to department meetings encountered a spectrum of opinions ranging from vigorous support to strong opposition.
**Action Plan:** The CID Committee, based on extensive interactions with the graduate students, believes this a crippling problem, and plans to bring to the department in the fall a motion to invite graduate students to department meetings, and to recruit them to serve on appropriate department committees.

**Item 5:** What role should the junior faculty play in the graduate program?

**Sense of the discussion:** In general, the department welcomes junior faculty participation in the graduate program, provided that it not impede progress toward tenure. Junior faculty should not serve as principal advisors to Ph.D. students, but can offer courses, and serve on committees. The group noted that some of this has long taken place, though no system for determining who or when exists.

**Action Plan:** See Item 1 above. The scheduling template submitted by the CID Committee incorporates a means of involving junior faculty systematically in the graduate program.

**Item 6:** How can we improve the quality of the students that we recruit?

**Sense of the discussion:** No consensus exists with regard to this crucial problem, save its magnitude. In general the program has worked wonders with the material it has had, but taking the next upward step in terms of reputation depends to a large extent on attracting better students, which in our case means a more diverse group as well. The department recognizes the interplay of such issues as inadequate funding levels, the lack of dissertation fellowships, the paucity of multi-year packages, etc. It shares these problems with other departments at A&M, as well as the inability to remedy them without assistance from the administration and, in some cases, the legislature.

On the other hand, we do benefit from the visibly improving quality of the faculty, and we do have the power to redistribute some of the money we do have in order to assemble more attractive packages for exceptional prospective students.

**Action Plan:** In the past year, the department has mounted an effort, strongly supported by the administration, to recruit minority students from within the Texas A&M system. Two members of the CID Committee have served as point in this campaign.

With an eye to formulating a recommendation to the department head and graduate director, the CID Committee will, in the coming year, explore the complex issue of reducing the number of assistantships in order to offer higher stipends to some students.

**Item 7:** Should we re-examine the current system of prelims?

**Sense of the discussion:** Largely a non-issue, as it turns out. While graduate school regulations require preliminary examinations, no requirements as to content, format, etc. in fact exist, only past practice and folklore. Faculty members can shape prelims as they please, given the consent of the student’s committee chair.

**Action Plan:** None needed.

**Item 8:** Do we adequately train and supervise our TAs?

**Sense of the discussion:** No, we don’t, but we have a plan in place and have made progress. All graduate instructors attend a one-day program offered by the A&M Center for Teaching Excellence; faculty members make class visitations to all graduate students teaching their own courses; lecturers in U.S. surveys with multi-section discussion groups meet with TAs to discuss
expectations, methods of evaluating students, etc., as well as visiting sections. Serving as a discussion leader offers grad students valuable preparation for teaching their own course. 

Action Plan: The CID Committee will attempt to assess how well these measures work and suggest further actions as may seem appropriate.

Item 9: Does the department need a full-time, permanent graduate administrative person, with the title of “Assistant to the Graduate Director” or something similar. 

Sense of the discussion: Absolutely. The sooner the better.

Action Plan: We’re going to do it. The department head has found the money and will implement the position in the fall of 2005. For its part, the CID Committee will work with the graduate committee to write a job description for the position. To that end, we have already collected such information from other departments.

In summary, then, the CID Committee in the Texas A&M History Department feels that we have made significant progress in the first year. In addition to the inspiration, information, and suggestions that flow from the CID mother ship, and the fruitful interactions with CID people at other institutions, we have enjoyed the strong support of our department head, as well as the administration of the college and university. Our colleagues have (with the exception of their not unexpected resistance to filling out survey forms) supported us with ideas and participation. The CID Committee itself has worked assiduously and harmoniously. With much accomplished, and with much of the coming year’s agenda in place, we look forward to an equally fruitful second year.

Harold C. Livesay, Professor
Chair, CID Committee, History Department, Texas A&M University
APPENDIX I

Carnegie Initiative on the Doctorate

Letter of Intent: Department of History, Texas A&M University

How the Texas A&M Department of History meets the selection criteria:
The Department of History at Texas A&M University has come far since the all-male military school began its transformation into a co-educational, diversified “university of the first rank” (as specified by the Texas legislature). The department awarded its first M.A. in 1964 and its first Ph.D. in 1976. Early on, graduate work was restricted to American history, but the removal of administrative restrictions and the faculty’s growth (from 19 in 1974 to more than 40 today) broadened the program considerably.

Today graduate study is concentrated in four areas: diplomatic and military history, modern Europe, the United States after the Civil War, and comparative border studies. The latter emphasis particularly draws on new strengths in African and African-American history, Mexican and Mexican-American history, and the Atlantic World. The department also draws upon the interdisciplinary resources of the Melbern G. Glasscock Center for Humanities Research, directed by one of its members, Dr. James Rosenheim.

Climbing from nowhere, the TEXAS A&M UNIVERSITY history graduate program rose to 44th among public universities in the 2001 U.S. News and World Report rankings—evidence of accomplishment and of tasks that remain. The quality of the faculty was also recognized in April 2003 by an external Ph.D. Program Review Committee, which was “impressed by the reputation of the senior faculty, but also with the quality of recent recruitments.” This department, the Program Review Committee concluded, is “poised to move up…in the national rankings of Ph.D. programs at Research I institutions.” Texas A&M’s “Vision 2020,” a blueprint designed to raise the university’s national prominence, emphasizes that the liberal arts provide the cornerstone of all great universities, and recent budget cutbacks notwithstanding, the university continues to support the History Department’s efforts to improve its graduate program.

The department has had great success in placing its doctoral graduates, compiling what the outside Program Review Committee called “a remarkable record” in a job market where half of all new Ph.D.s in history do not find employment in the field. Since 1988, nearly half of the 86 Ph.D.s produced here have gained tenure-track jobs at four-year universities and liberal arts colleges, while most of the rest obtained employment in community colleges, government service, and public history. The department is proud of this record but recognizes that it must improve, particularly in securing more positions at doctoral-granting institutions.

Thus the CID comes at a time of self-examination and opportunity for the Department of History, which prior to the Ph.D. Program Review completed a strategic plan, appointed two sub-committees to review current graduate course offerings, and began discussion of the committees’ reports. Faculty members and graduate students alike strongly support the CID and are eager to get started.
This department’s interest in the Carnegie Initiative on the Doctorate

Now is an extraordinarily opportune time for us to examine the very concept of doctoral education in the discipline – for at least three reasons. First, we have already initiated a fundamental re-thinking of our existing Ph.D. program in the wake of the external Program Review. Preparation for the review as well as the reviewers’ evaluation have revealed a department with substantial strengths in graduate training – and also areas that demand attention: a limited chronological depth and regional reach in our fields of strength that hinders effective recruitment and a failure to attain a gender balance among faculty and students equal to our success in recruiting people of color and ethnic minorities. Moreover, the placement of so many of our Ph.D. students into institutions dissimilar from our own demands that we scrutinize the way we instruct and prepare those students. This is a problem that is by no means unique to Texas A&M, and we believe that our efforts toward resolving it will have national implications. The CID, in short, affords a unique occasion to assess the sources and measures of our success, to determine their viability for future challenges, and to chart a productive course into that future.

Second, the opportunity to join the CID coincides with Texas A&M’s implementation (under a new president) of its ambitious “Vision 2020” strategic plan, designed to move the university into the top ten public universities in the nation. We can capitalize on university-wide efforts to strengthen graduate programs, especially the new “Pathways to the Doctorate” project, designed to recruit the most promising doctoral students from campuses within the demographically diverse Texas A&M University System. “Vision 2020” also entails adding 400 new faculty lines over the next four years. These positions, 100 per year allocated competitively and in clusters, provide an opportunity for the History Department, which has been invited by the dean to apply for four of these positions in the first year, to accelerate curriculum development.

Third, we are eager to link our endeavors with those of Texas A&M’s Department of English, already named a CID Partner Department this year. The two disciplines share similar concerns about determining the appropriate character and direction of graduate training in the 21st century. Moreover, History and English at Texas A&M have comparable records of placement with their Ph.D.s. and have an established, synergistic relationship. For example, two historians of Britain, both on the leadership team, serve frequently on English graduate committees and many members of English reciprocate in History. Dr. Rosenheim, as director of the Glasscock Center for Humanities Research, now serves as a member of the leadership team of the CID in English. Enormous benefits would derive from cross-fertilization on the Texas A&M campus between two CID departments as well as the Allied Department in Educational Psychology.
Our leadership team

Our thirteen-member leadership team from the department includes: Harold C. Livesay, Clifford A. Taylor Professor in Liberal Arts and Chair of our CID leadership team; Walter Buenger, Professor and Head of the Department; Julia Kirk Blackwelder, Professor and Associate Dean of the College of Liberal Arts; R.J.Q. Adams, Professor of History, Claudius M. Easley Jr. Faculty Fellow in Liberal Arts, and Chairman of the Advisory Board for the Military Studies Institute; H. W. Brands, Distinguished Professor of History, Melbern G. Glasscock Chair in American History, Coordinator of the History of the Americas Research Program (HARP); James Rosenheim, Professor, Director of Texas A&M University’s Melbern G. Glasscock Center for Humanities Research; Associate Professors Cynthia A. Bouton and David Vaught; and Assistant Professors Pekka Hämäläinen, April Hatfield, and Anthony P. Mora. Two advanced Ph.D. students also serve on the leadership team: Ms. Jennifer Lawrence (ABD) and Ms. Jane Flaherty (ABD), College of Liberal Arts Dissertation Fellow. Our CID application has the full support of our university Provost, the Dean of Graduate Studies, and the Dean of the College of Liberal Arts.

Mechanisms for engaging on-going deliberations

The CID’s invitation to rethink and reconfigure our graduate program coincides with a process underway already. The CID Leadership team will organize multiple arenas for discussion of issues critical to doctoral education in history, and we will design a program responsive to these needs. Our current plans to reassess our doctoral program dovetail with many CID initiatives. We will survey our graduate students and faculty about their goals in the graduate program and their perceptions of history graduate programs, both ours and more generally. We will ask faculty to analyze their particular roles and responsibilities in graduate training, with respect both to their individual students and to the discipline as a whole. We plan a fall semester 2003 department retreat that focuses on the graduate program, structured around both common readings and critical conceptual and programmatic issues. A yearlong faculty and student colloquium will follow that will address issues raised by the surveys and retreat. Break-out working groups will address specific existing concerns including: devising a curriculum appropriate to our four concentrations; developing graduate student recruitment strategies that tap diverse populations; involving graduate students in departmental decision-making; and creating an updated professional-development seminar to prepare graduate students in an evolving discipline. We will also institute a regular “brown-bag” series where students and faculty will share their research and test their work before submitting it to larger professional audiences.
**Critical issues that will be the focus of our work**

We intend to construct a program that conveys to students the precepts and techniques of our craft in ways that prepare them to assume responsible post-doctoral roles in a broad range of institutions. The program will scrutinize the personal and professional ethics of both the faculty and students and be attentive to many questions, among them: What are the goals of our graduate program and how do we achieve them? How can we make our program (and our discipline) more open to interdisciplinary exchange? How can we best incorporate into our discipline new means of communication and new modes of information technology? How should we recruit outstanding graduate students? How can we better mentor our students? How do we balance research training with foundational teaching in our curriculum? How do we revise the curriculum to enhance our current strengths and build our program in Comparative Borders? How do we encourage graduate students to assess their responsibilities as scholars and teachers? What new strategies can we devise to ease the transition to professional life after graduate school? How can we institutionalize this process to insure that these efforts continue beyond the period of the CID?
Appendix II

Graduate Student Survey Results Based on 25 Responses

Few if any chose A&M over a more highly ranked school though some had personal reasons for applying nowhere else.

Most have found cordial relationships with individual faculty members.

On the other hand, most find the department faculty in general distant, aloof, secretive, authoritarian, non-consultative, non-communicative, and content to stand pat as such.

Most find the curriculum narrow, largely made up of courses repeated time and again, with little input from younger faculty. Many think all should be forced to take seminars outside their field—American history for non-Americanists, European history for Americanists, etc., and that such seminars should be available on a regular basis.

Few believe that the faculty has any systematic arrangements for providing general background in matters ranging from orientation to professional preparation to how to search for a job. Some get this from their mentors; many feel that they don’t get it anywhere.

Few feel that they get much real professional training except as teachers, where the training largely consists of being tossed in the crucible of large American history survey sections.

Several remarked on the lack of dissertation fellowships.
Appendix III

Graduate Scheduling Template:

Fall:
- Historiography (628)
- U.S. Reading (631)
- European Reading (644) (alternate years)
- Other European (alternate with 644)
- Military/Diplomatic
- Borders

Spring:
- U.S. Reading (632)
- European Reading (645) (alternate years)
- Other European (alternate with 645)
- Military/Diplomatic
- Borders

Others could be offered as required, but this rotation should occur annually.
Graduate Program Charts

1. Current Graduate Students with Areas of Concentration
2. Placement (Current Employers) of PhD Graduates 2001-2010
3. Publications - PhD Graduates 2001-2010
<table>
<thead>
<tr>
<th>Advisor</th>
<th>Student</th>
<th>Entered</th>
<th>Military/Diplomatic</th>
<th>Entered</th>
<th>Advisor</th>
<th>Student</th>
<th>Entered</th>
<th>European</th>
<th>Entered</th>
<th>Advisor</th>
<th>Student</th>
<th>Entered</th>
<th>Comparative Borders</th>
<th>Student</th>
<th>Entered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bounds</td>
<td>2009</td>
<td>Scott</td>
<td>2003</td>
<td>Dyes</td>
<td>2002</td>
<td>Blackwelder</td>
<td>Besa</td>
<td>2005</td>
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<tr>
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* PhD Graduated in 2010
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<td>*&quot;Who was the Enemy Among Us?: Missouri's World War II Prisoners of War,&quot; <em>Missouri Historical Review</em> 103, No. 4 (July 2009)</td>
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<td>*&quot;Jozef Ernst Bergmann: 'Father' of the Czech-Speaking Immigration in Texas?&quot; Kosmas: Czechoslovak and Central European Journal 20, no. 1 (Fall 2006), 48-64</td>
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  * "Back to his Roots," *Special Warfare* 23 (3:2010): 24-25  
  * 25 July 1950: Three Combat Forces* *Veritas: Journal of Army Special Operations History* 6 (1:2010): 11-14  
| Illich, Niles | Krammer | 2007C | |
| Mortenson, Chris | Dawson | 2007C | |
| Smith, Philip | Buenger | 2007B | |
| Winters, Frank | Adams | 2006C | |
| Springer, Paul | Linn | 2006A | *America's Captives: Tratment of POWs from the Revolutionary War to the War on Terror* (Univ Press of Kansas, 2010)  
  * "Prisoners of War on Film and in Memory," *Orbis: The Journal of World Affairs*, 54, no.4 (Fall, 2010): 669-686 |
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<td>*&quot;New Western History, New Western Historians, and the Attempt to Define the West as a Region,&quot; West Texas Historical Yearbook (2003)</td>
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<td>*&quot;Enforcing Neutrality: The 10th U.S. Cavalry on the Mexican Border, 1913-1919&quot; Western Historical Quarterly 40 (Summer 2009), 409-427.</td>
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DEPARTMENT RESOURCES

Department Head
Dr. Walter Buengger heads the department. Ms. Mary Johnson, his administrative assistant, guards the door in HIST 100A and assists with logistics of offices, parking, etc. Dr. Buengger oversees faculty performance, coordinates course schedules, and stretches the budget, among other herculean tasks. You may take questions about university policies (i.e. harassment or dishonesty) or conflicts with professors to him.

Director of Graduate Studies & Associate Director
Dr. Julia Blackwelder serves as the Director of Graduate Studies for the department. As Director, she heads the Graduate Studies Committee. The Committee determines admissions, evaluates proposed courses, oversees the course schedule, and reviews graduate student progress. Dr. Blackwelder participates in College of Liberal Arts decisions concerning graduate students and acts as liaison between the department and the Office of Graduate Studies. She is your source for information on obtaining funding as a graduate assistant. Her office is in HIST 216A. You may call her at (979) 862-4314 or send an e-mail to juliakb@tamu.edu.

The Director is assisted by Dr. David Hudson, Associate Director. He can discuss academic, professional, and personal problems and is an all-around troubleshooter. His office is HIST 102C; you may call him at (979) 845-7101 or send an e-mail to david-hudson@tamu.edu. Dr. Hudson and Dr. Carlos Blanton assign teaching assistants (TAs) to professors each semester.

History Department Assistants
The staff can be of great assistance to graduate students, and often deserve your gratitude, but do not expect them to prepare manuscripts or other personal items for you. Ms. Anna McCordell is the primary office assistant. She handles photocopying and general inquiries. You may reach her at (979) 845-7151 or amccordell@tamu.edu.

Ms. Rita Walker, the graduate secretary, provides staff support for the Director and Associate Director Studies. She handles graduate academic records and needed forms. She is also in charge of collecting the graduate student progress forms at the end of each semester. You may reach her at (979) 845-7385 or rfwalker@tamu.edu.

Ms. Barbara Dawson is the Business Coordinator and liaison for HR benefits for funded graduate students. She is the point of contact for health and life insurance. See her as soon as possible to fill out an employment packet. You may reach her at (979) 845-9977 or bdawson@tamu.edu.

Your Chair
Each graduate student must select a chair (or co-chairs) to guide his/her studies. You will most likely have already been assigned a chair upon beginning the program, but you may choose another chair that better suits you. You may ask any graduate faculty member to be a chair, but the faculty member may refuse. This decision is an important and lifelong commitment between you and him/her (something akin to a legal guardian) and it merits consideration. The chair directs your course selections, assists you in thesis or dissertation decisions, oversees your research, leads your committee, submits appropriate paperwork, and administers your comprehensive examinations. A chair can help you obtain funding or run interference for you, and will be your primary reference during the job search.

You may not be able to get as much information as you’d like, but when considering a
potential chair, ask yourself and others the following questions:
1. Can this professor commit his/her time to my program (tenure status, seeking promotion, job-hunting, possible retirement)?
2. Are we and our styles compatible (supervisory approach, personal interaction)?
3. How busy and/or connected is this professor (committee activities, current student load, professional obligations)?
4. What is the professor's history with graduate students (chair experience, thesis preference, examination style, expectations)?
5. What is this professor's professional standing and how will his/her career impact me (professional friends and enemies, student professional development)?

Advisory Committee

A chair, at least two other history department faculty members and at least one faculty member from outside the department comprise an advisory committee. One of the history faculty members represents your departmental minor field, while the outside faculty member corresponds to your outside field. (For Americanists, the other two departmental committee members typically handle pre- and post-1876 American history exams, though this is not set in stone.) You should consider your outside field in your first semester and determine who you could work with in that outside department; gear your outside field classes to be taken with that professor. You may have more faculty members on your committee, but remember that each member equals another comprehensive examination or another round of questions during your thesis or dissertation defense. Once on your committee, each member signs paperwork, participates in your comprehensive examinations and/or defense, and evaluates your performance. It is wise to think through the combination of faculty members for your committee before issuing invitations. It can be difficult, and embarrassing, to request that a faculty member step down. Replacement of a committee member requires "valid reasons" and petitioning the Office of Graduate Studies.

General Guidelines for Choosing a Committee

Keep in mind that your committees may change based on the stage you will be completing. You may have a different committee for your thesis, comprehensive examinations, and dissertation, but the chair generally remains the same. Choose your chair first. Discuss your other selections with your chair and be open to his/her suggestions. Get to know the faculty in the department and in your outside field early; this will help you pick a committee that can work well together. When possible, take a class with each prospect. In an ideal situation, your outside member will be tenured, experienced in serving on graduate committees (particularly for students in this department), and will consider you a good student. Be sure that you can communicate with each of your selections and that they can communicate with each other. Most professors in this department act professionally and avoid bringing their personal conflicts into committees; nevertheless, save yourself some grief and try to avoid placing conflicting or mutually offensive persons on your committee. If your committee members favor radically different methods of scholarship, clarify with each of them (under the guidance of your chair) which research methods and approaches will be acceptable for your work. Your chair will generally know which faculty work together well and which ones do not. Refer to the History Department website for the current list of faculty. Ask yourself and others when selecting a committee member:

1. Can I communicate effectively with this professor (personally, professionally)?
2. How does this professor interact with my chair and other possible committee members (adversarial, friendly)?
3. What kinds of research does he/she do and is it compatible with my plans and the style of my chair and other possible committee members?
4. Will this professor be a resource for me (workload, professional plans, field, research)?
5. How does this professor critique students (verbal/written, vague/specific)?
6. Can I discuss ideas with him/her or submit chapter drafts to him/her?

You are encouraged to maintain frequent contact with each member of your committee, particularly when preparing for comprehensive examinations or writing a thesis or dissertation. You may wish to send memoranda to committee members meeting with them to recapitulate your discussion and the agreements you reached, particularly with regards to materials for and structure of examinations. This can prevent misunderstandings, and, should you have trouble in the future, provide a paper trail. An added benefit would be reinforcing agreed-upon deadlines for yourself in written form.

Information Sources

The department provides a couple Graduate Student information bulletin boards for notices about meetings, funding, and available jobs. One is located outside HIST 001 (graduate lounge) and another inside. Mailboxes are provided for graduate assistants and faculty only, with all non-assistants sharing a single box for incoming mail. Memos from the Director usually appear via email. Keys to the building are only given to graduate students on assistantship. Books in the department library include the NIH Guide for Grants and Contracts and Books in Print, the AHA Directory of History Departments and Organizations in the United States and Canada and Guide to American Graduate Schools. The History Graduate Student Organization (HGSO) also is in the process of compiling listings of archives and known grants, to be distributed electronically in the fall of 2010.

It is also highly recommended to become a member of at least one H-net group. The base website is http://www.h-net.org/, where listings are posted for the various groups. The graduate list, H-grad, offers a forum for graduate students to discuss matters pertinent to graduate school. These listings will send out digests of information including conferences, publications, grants/fellowships/prizes, and general information relating to your field. The lists also allow scholars to share ideas about current research, new methods, electronic databases, teaching, and current historiography. They post book reviews, job announcements, syllabuses, course outlines, class handouts, bibliographies, etc.

Computer Labs

Only faculty, staff, and graduate students may use the departmental computer lab (HIST 204). The lab remains locked when not in use, but can be accessed with an office key. Ms. Jude Swank maintains departmental computers and software. She also has projector adapters for use in the classrooms. These computers have access to campus online services. Do not load programs onto these machines without the knowledge of Ms. Swank. Report any problems to her in HIST 203A. Computers are also available for graduate students to use in the university computer labs (funded by your student fees). Go to http://cis.tamu.edu (Computer & Information
Services) to find out how to set up an account, what types of computer systems and electronic media are available, etc.

**HGSO**

The History Graduate Student Organization (HGSO) brings together all the history graduate students for professional and social functions. HGSO officers serve as intermediaries between history graduate students and the department and Graduate Student Council (GSC). Meeting notices are sent via email. Approximately one meeting occurs each month during a semester. HGSO elects officers (President, VP, Secretary, GSC Representative, and Graduate Studies Committee Representative) for the upcoming year in the spring.

**Colloquia, Symposia, & Study Groups**

Periodically, the department and the Glasscock Center host colloquia and symposia for faculty and graduate students. These gatherings allow faculty and visiting speakers to share their current research. Graduate students are encouraged to attend all such functions. Notices are posted, and meetings usually occur on Friday afternoons. Graduate students may also join interdisciplinary study groups on campus. For example, Dr. James Rosenheim has an Eighteenth Century Studies group and the Women's Studies Program coordinates another.

For more information about the Glasscock Center's activities, visit: http://glasscock.tamu.edu/Programs_Activities/supportedworkinggroups.htm.

**CAMPUS RESOURCES**

**Office of Graduate Studies**

The Office of Graduate Studies (OGS) is open 8-5 Monday-Friday in the Administration Building. You may make inquiries in person, by telephone (845-3631), or by email (ogs@tamu.edu). OGS oversees graduate education, establishes procedures, and encourages interdisciplinary/intercollegiate graduate programs and research. OGS approves graduate admissions, degree plans, petitions, examination schedules, research proposals, and letters of intent. OGS also conducts graduate degree audits for graduation, and awards some grants and fellowships. OGS offers each incoming student a *New Graduate Student Orientation Handbook*, and provides blank forms (degree plans, etc.) for graduate students inside its lobby and on its website, http://ogs.tamu.edu. Each semester, OGS issues an "Office of Graduate Studies Calendar" listing most applicable deadlines.

**Admissions & Records**

The Admissions and Records (A&R) office maintains university academic records, approves transfer credit, and issues all transcripts. A&R’s website is http://www.tamu.edu/admissions. This office also requires students to update their addresses and telephone numbers, which can now be done on the Howdy portal.

**Student Financial Aid**

The Student Financial Aid department (845-3236) has offices on the second floor of The Pavilion. Financial aid paperwork, such as scholarship applications or acceptance forms, may be
left with the receptionists. The Short Term Loan office, which makes short term loans available to help students meet unexpected expenses, is located on the second floor. Available jobs (on campus and around town), grants, and scholarships are posted on the message boards at the top of the west-side stairs and on www.jobsforaggies.tamu.edu.

The Scholarships office (also on the second floor of The Pavilion) provides free-of-charge a computer bank for student scholarship and grant searches. You might also see https://financialaid.tamu.edu for funding opportunities. Stafford Loan disbursements are normally made by mail. If you receive a Perkins Loan, you may need to go to The Pavilion to sign your promissory note. A&M deducts tuition and student fees from your disbursement before you receive it.

Student Business Services & Student ID

Student Business Services (SBS) is relatively new and is located in the General Services Complex on the West Side of campus (bus route 4). During registration, you may pay by cash at the windows, or drop your check in the box outside (southeast corner). Paying by mail or paying online at https://aggie-pay.tamu.edu saves a few hours of standing in line. If your billing address changes while enrolled at A&M, go to the Howdy portal to update the information.

You can also obtain your school ID at SBS—it will be a five-dollar fee added to your account. You have to live with the photograph they take throughout your sojourn on the campus. If you lose your student ID they'll re-issue a copy (for a fee) like the one you had before, so wear bright clothes, children.

Bookstores

Because there are a great deal fewer graduate students at A&M than undergraduates, most bookstores do not carry graduate texts. Professors place their orders for graduate texts with the A&M Bookstore across from Rudder tower, accessible at http://www.msebookstore.com. However, Amazon.com and other online vendors are almost inevitably cheaper, so many grad students simply look up the required texts on the Bookstore website (http://tamu.bncollege.com/) and then buy them elsewhere. You can also find graduate texts at the University Bookstores around town or at Half-Price Books on Texas Ave.

Upon enrolling in the program, take a look at the Graduate Catalog, available at http://www.tamu.edu/admissions/catalogs/index.html. The catalog serves as a contract between the student and the university, and outlines university degree requirements.

Sterling C. Evans Library

Graduate seminars sometimes utilize texts in the Sterling C. Evans Library (SCE) instead of asking students to purchase their own copies. Evans Library offers personal graduate student orientations of library services. Make an appointment with a research librarian to receive a guided tour of the reference and electronic access areas. General tours are given to groups of students, as well. You can make special appointments with librarians in government documents or microfilm (particularly helpful if your research must be done at A&M).

Evans has a computerized catalog, LIBCAT, for the A&M library; terminals are available on every floor. You can access LIBCAT via the internet, as well (http://library.tamu.edu). Most of the historical journals and monographs are located on the fifth and sixth floors. If you cannot find a volume, check the reshelving area. Sometimes materials are on reserve; the Reserves are held on the fourth floor of the Annex across from the library. Present your student ID to check out reserve materials; you may take them anywhere in the building for the time specified.
Graduate students may keep most library materials for three months. You can renew materials through the A&M Libraries’ website.

SCE offers an excellent Interlibrary Loan (ILL) service, which can be indispensable when needed volumes are lost or not in the collection. Most ILL requests are now made through Get It for Me! at http://getforme.library.tamu.edu/illiad/evanslocal. The Cushing Library (connected to the Evans Library) holds all Special Collections of the university and is open Monday-Friday 8-5. Upon request and with 24 hours notice, Special Collections personnel will make photocopies of portions of materials for you for a small per-page fee. Microfilm, Government Documents, and Maps are located on the second floor of Evans. Microfilm viewers connected to computers fitted with USB technology allow you to save the documents you view rather than print them. There are also portable readers for check-out and microfilm copy machines available. The Education and Media Services office on the 4th floor of the Library Annex provides computers, printers, and software of all types and filmstrips and films for student use.

Evans provides photocopy machines on every floor. You may purchase a copy card (and add money to it) from machines throughout the Library and the Annex. A copy card lets you use the machines without having or getting correct change. The photocopy room on the first floor also contains a scanner that can save images to a thumb drive or email the documents to yourself. Graduate students writing a thesis or dissertation may "rent" (1st come 1st served) a study carrel in Evans for personal use. Students may also rent lockers; the Circulation Desk can provide more details about carrel and locker rental. Students can also reserve Group Study rooms in Evans.

If you need to recall a volume that someone else has checked out, or cannot find a volume that is supposed to be on the shelf, you can complete a Recall/Search slip at Circulation or fill out the form provided on the library home page. If a book is listed as being "In Processing" on LIBCAT, you can print out the screen and request that it be processed quickly so that you can use it; be sure to check back on processing requests, sometimes things are "in processing" for years. If a book is not available, you can request another through ILL.

Parking, Transit and Traffic Services

Parking, Transit and Traffic Services (PTTS) issues parking permits for cars, trucks, motorcycles, mopeds, and scooters. Every student can ride the buses, which are paid for through a transportation fee when you register for courses. PTTS also runs the parking garages, patrols the campus for parking and moving violations (issuing tickets), and provides traffic control and towing. PTTS is located in the southeast corner of the Koldus Student Services Building across the street from Rudder Tower. The university bus routes extend throughout Bryan and College Station. Most apartment complexes are located on or near a route. Go to http://transport.tamu.edu for more information.

If you select a parking permit during registration and pay your fees, PTTS will mail it to you. If you decide you need one after the fact or receive the wrong permit, you may purchase, return, or exchange your permit at the tellers' windows at PTTS. Go to http://transport.tamu.edu for more information.

If you are visiting the campus and do not have a permit, you may park in any of the parking garages for $2 an hour before five P.M., $1 per hour after five. The most convenient parking garage for historians is located next to the Library Annex and the Pavilion, which are both near the History Building. PTTS charges a fee for the parking garages. If you choose to park elsewhere, you run the risk (very high) of being ticketed and towed by the very zealous
PTTS employees. Temporary permits may be obtained at PTTS. Parking counselors answer questions about parking permits, citations, and monthly billings, and take complaints at 979-862-PARK Monday-Thursday 7:30-5:30 and Friday 7:30-3:00.

Register your bicycle with PTTS in case of theft. Use a sturdy lock; bicycles disappear regularly around campus. Usually the A&M Police Department offers free engraving of bicycles, laptops, iPods, etc., before the semester begins.

Memorial Student Center – [CURRENTLY UNDER RENOVATION]

The MSC normally houses the university bookstore, meeting rooms, offices, a hotel, post office, and a variety of student activities, but is under renovation until 2012. Until it re-opens, the amenities have been scattered around campus. The MSC hotel desk provides a check-cashing service for students. The MSC also houses automatic teller machines. You can arrange rides across the state and beyond on a Ride Request board (outside the Flag Room), rent a Post Office Box, or place "want ads" on the board near the southwest door. Take advantage of the art galleries, craft facilities, music produce rooms, lending library, pool tables, game room, and eating facilities. For your own safety, avoid walking on the MSC grass and be advised that hats cannot be worn in the MSC. Wearing a hat or stomping grass can incite rabid undergraduates or alumni to attack.

Employment Office

A&M posts available positions at https://tamujobs.tamu.edu. The A&M Employment Office is located at 700 E. University. Suite 110C, Village Shopping Center in College Station. You can apply for campus jobs, take any necessary tests (such as typing or grammar), and schedule interviews through the Employment Office (845-5154) 8-5 Monday-Friday.

Thesis Office

The Thesis Office (845-2225), located on the sixth floor of the Evans Library, helps you prepare your thesis or dissertation in the proper style and form. They check both theses and dissertations for adherence to A&M guidelines and grant graduation clearance. The "Thesis Manual" is available on-line at http://thesis.tamu.edu. Deadlines for thesis and dissertation submission are announced each semester in the OGS Calendar. The library also offers a Writing Center on the second floor.

A&M Career Center

After graduating, or just prior to completion of your dissertation, you may register with the Career Center's Alumni/Education Service at http://careercenter.tamu.edu. The Career Center provides job searches, a resume referral service, a dossier mail service, and a bimonthly bulletin. The dossier mail service best suits the needs of those seeking academic posts. Registered graduates may keep a dossier on file (including Transcripts) and have copies of their credentials mailed to prospective employers on request. A fee of $20/academic year covers postal costs. You can find the Career Center in Suite 209 of the Koldus Student Services Building, or reach the Career Center by telephone (979-845-5139).
GRADUATE PROGRAM

American or European

The department offers two tracks (and only two!) for Graduate Studies: American History or European History. Both tracks use standard degree plans for MA, thesis or non-thesis, and PhD students; however, required courses differ. Americanists must take HIST 631 (US History to 1877) and HIST 632 (US History after 1876). Europeanists must take HIST 643 (Europe from the Renaissance to the French Revolution) and HIST 644 (Europe since the French Revolution). All students must take HIST 628 (Historiography) and HIST 629 (Professional Development). You can find the catalog at [http://catalog.tamu.edu/](http://catalog.tamu.edu/), beginning page 395.

Master's Students

A&M provides two options for the MA degree, thesis or non-thesis. The university limits students to completing the degree within seven consecutive years regardless of the option chosen. Both options require a reading knowledge of at least one foreign language.

Non-Thesis Option

The non-thesis option requires a minimum of 36 hours of coursework. A minimum of 21 hours must be taken within the department with at least 9 more hours taken in a supporting field (i.e., major 21-27 hours, minor 9-15 hours). An MA non-thesis student must have more than one area of specialization, but both may be within history. However, the MA non-thesis student may not use any HIST 691 (research) hours on the degree plan (i.e., taking 691 does not help your progress). The student receives the MA degree upon completion of the required coursework and passing comprehensive written and oral examinations. The non-thesis option allows you to move into your PhD studies at A&M more quickly and gives you experience in written and oral final examinations.

Thesis Option

The thesis option requires a minimum of 24 hours of coursework (15 hours major and 9 hours minor) and at least 6 hours of research (HIST 691). The MA thesis student must take more than one area of specialization, but both areas may be within the department. Ideally, work on a thesis should begin no later than the end of the student's first year of study. The student must file a thesis proposal, preferably by the completion of the first year of study. Upon completion of the thesis, the student must pass a final oral defense.

The Thesis Office receives a copy of the thesis, submitted online, and the final copy must be submitted no later than one year from the final examination or within the seven year limit, whichever comes first. The Thesis Clerk must approve the thesis before A&M grants the degree. Be sure to meet all relevant deadlines in the preparation, defense, and submission of your thesis, or your degree may be delayed one semester. Writing a thesis allows you to practice individual research and writing skills.

Doctoral Students

The PhD in History requires a mix of 30-46 credit hours of coursework and 18-34 credit hours of research to reach the total hour requirement of 64. The required 30 hours of coursework includes 6 semester hours in a minor field outside the department, 6 hours in a minor history field (alternate continent, military & diplomatic, etc...), and 18 hours in a major history field.
Only two 685 courses (directed studies) in history may be taken. Additionally, students must complete a minimum of 18 hours of research. The remaining hours may be applied either as coursework or as research hours; most doctoral students use those hours for research (HIST 691). Doctoral students are required to possess reading knowledge of two foreign languages if a Europeanist, and one if an Americanist. PhD students must complete their degrees within ten consecutive calendar years and within four years after passing their preliminary examinations.

The student enters candidacy for the degree upon completing coursework, fulfilling language requirements, meeting the residency requirement, and passing the preliminary examinations (written and oral exam administered by the committee). Each member of the student's committee must be present for preliminary and final examinations. If a member must be absent, OGS allows substitution of another faculty member with one-week's prior written notification, or examination by video up-link. The dissertation must reflect original, independent research and have scholarly merit. Final copies of the dissertation must be filed with the Thesis Office no later than one year after the final examination (a.k.a. the dissertation defense) or within the ten year limit, whichever comes first.

**Language Requirements**

The MA requires a reading knowledge of one foreign language, and the PhD two if a Europeanist; one if an Americanist. There are several ways to fulfill the language requirements. The most direct method is by completing two years of foreign language courses (two semesters beyond the introductory level with a grade of B or better). Most entering MA students meet this requirement in their undergraduate studies. Enrolling in a graduate reading course or taking a language examination offered by the Department of Modern Languages (MODL) can also meet the requirement. Many courses of 691, a translation course, are offered in the summers, which do not interfere with classes during the semesters. To gain credit by examination from MODL, select materials from journals or monographs to translate and take them to MODL for approval. MODL will choose a few pages from the materials you provide and schedule an examination for you, at which time they usually give you a dictionary and ask you to translate the approved selections. MODL allows graduate students to choose their own materials so that the items used are applicable and appropriate for the student's field. Students may also take the Princeton Standardized tests to gain foreign language credit. The student must complete all language requirements before taking the preliminary exams. History 630 (Quantitative Methods in Historical Research) or a computer methods research course (History 685 or a course outside the department) may, in some cases, be substituted for a foreign language. A chair, or a student's advisory committee as a whole, may request approval of the Department Head for alternative language substitutions (oral history, Geography, or sciences).

**Examination Strategies**

Preparation for examinations (final or preliminaries) is ongoing. Save all the book reviews you collect in seminar. Take – and keep! – written notes for all the books you read. Committee members will usually ask you to draw up your own reading lists, beginning with books you have already read. They will then add (or occasionally subtract) from the lists you give them. Discuss examination topics and strategies with your committee. Ask your chair to set the parameters: time limits for writtens, location, and method. Be aware of OGS dates and requirements for exams and expect the coordination of your committee's time to be extremely
difficult (rarely are academic lives orderly). Each committee handles exams differently; don't expect your experience to be the same as anyone else's. Professors may waive their portion of the written exams; outside committee members often do. However, they all participate in orals. Writens occur over a series of days; professors usually leave the exam with the staff, who will supply the laptop and "Do Not Disturb" sign for the department library door. It is your responsibility to schedule both your written and oral exams. Keep in mind the number of other students taking theirs and the availability of rooms in the department.

Deciding the time period to take your exams is crucial. You will take three full semesters of coursework and most likely, 629 Professional Development your fourth semester. Most students take their comprehensive exams in April or May of their fourth semester. Some choose to postpone them until the summer. In this instance, you must be enrolled in the semester preceding your exams, which may require summer tuition. Discuss your plan with your advisor frequently and confirm all committee members will be local when you decide to plan your exams.

Professional Development

The program encourages graduate students to attend professional association meetings, at the state, regional, or national level, when at all possible. Presentation of papers at these meetings enhances a student's professional development and relationships in the field. The department also encourages publication of original articles or book reviews in professional journals. Consult your chair for advice.

Phi Alpha Theta

Phi Alpha Theta, the history honor society, welcomes both graduate and undergraduate students. Grads sometimes fill the leadership positions. Phi Alpha Theta sponsors guest speakers, encourages students to participate in regional meetings, and hosts an annual symposium in the spring. A&M's Sigma Rho Chapter requires a 3.0 GPR, one semester of residence at A&M, and payment of an initiation fee and annual local dues. The national organization offers scholarships for members and publishes The Historian. See Dr. Phil Smith, one of the undergraduate advisors, (HIST 105A) to join.

ACADEMIC POLICIES & PROCEDURES

Scholarships & Probation

The university requires graduate students to maintain a minimum 3.0 grade point ratio (B average) in all courses. If a student's GPR falls below 3.0, the department and student receive written notification of unsatisfactory performance. Students receiving a C or lower in any graduate course should be aware that a C is considered failing. Upon receiving a C, you should heed the warning and make adjustments to your academic performance. Each advisory committee annually reviews student progress. If they deem it unsatisfactory, they issue a warning. Warnings may be given for not completing the MA in a reasonable time, acquiring too many Incompletes, or for long-term barely acceptable work. Be aware that unsatisfactory performance or 2 Cs on the degree plan result in non-renewal of any assistantship and a recommendation that the student not re-enroll.
The university assigns a graduate student to scholastic probation when his or her GPR falls below the minimum 3.0. The university will drop the student from graduate studies if the minimum GPR is not attained in the time specified.

**Student Status**

Full-time status is defined as enrolling for a minimum of 9 hours in the fall or spring semester, for a minimum of 6 hours in the 10-week summer session, or for a minimum of 3 hours in a five week summer session. A fellowship will specify what constitutes full-time status for that award (usually 12 hours). Students taking fewer hours are considered part time.

**Residency**

A&M requires all students to do "residency" time before granting degrees. Do not confuse the university residency requirement with obtaining instate resident status for tuition purposes. Fulfilling the residency requirement does not make you a resident of Texas. The Graduate Catalog thoroughly addresses "Determining Residence Status" in its Appendix.

The residence requirement for MA students is met by enrolling full-time during one regular semester or one ten week summer semester on the College Station campus. With committee approval and before completing the last nine hours of coursework, a student may petition OGS for exemption from residency.

PhD students fulfill the residency requirement in one of two ways. Those entering the program with baccalaureate degrees must spend two academic years in residence on the campus. Those entering the program with a MA must spend one academic year in residence. One academic year is defined as two adjacent regular semesters or one regular semester and one adjacent ten week summer semester.

**Incomplete**

The department encourages graduate students to avoid taking an Incomplete (I) in any course. Professors award Incompletes solely at their discretion and usually only for serious reasons. The professor granting the “I” determines the terms for its completion. After work is completed, the faculty member submits a change of grade form to assign the appropriate grade. Incompletes must be finished within one semester.

**Q Drops**

When unable to complete a course because of illness or other conflict, a graduate student may Q drop the course (prior to the published deadline) with the approval of a graduate advisor and the dean. Dropping a course with a Q drop results in the course appearing on your transcript with a Q, but the hours are not used to compute your GPR. Be aware that Q drops are not distributed freely to all seekers; you must have a valid reason for requesting one.

**Withdrawal**

Graduate students encountering serious illness or equally weighty problems may choose to withdraw from the university by the published deadline. While not required in the official procedure, you should meet with a graduate advisor before initiating a withdrawal. OGS must authorize your withdrawal. After you complete a variety of forms, the Withdrawal Office of the Department of Student Affairs will give you an exit interview. Complete guidelines appear in the current *University Regulations.*
Registration

Because a course cannot be offered if fewer than five students enroll, the university encourages graduate students to pre-register during the appropriate periods. High demand courses, such as HIST 628, 631, or 632, fill quickly; register early to get them.

Schedules & Course Selection

The online class schedule lists all courses being offered for the upcoming semester. Links on that website, http://courses.tamu.edu, explain the registration process and provide the official schedule for final examinations and fee payment. Use your individual degree plan to select courses each semester. Consult your chair prior to registration to discuss the suitability of courses for your program. New students should meet with the appropriate advisor. Graduate students may enroll for undergraduate courses with the prior approval of their committees, but the department discourages this. With prior committee approval, MA students may use six hours maximum of upper level undergraduate courses on the degree plan. Generally, PhD students may not use upper level undergraduate courses on the degree plan, but the committee may allow it if comparable graduate courses are unavailable. Professors may demand additional work and/or a higher performance level of graduate students in undergraduate classes.

Registration System

Registration occurs online. Continuing graduate students may register throughout the pre-registration and registration periods. Registration and add/drop can be done by through the first week of classes. Bills are available online; grades are also available online. Go to the Howdy portal for links to registration, payment, and grades.

Force Slips

With the professor's approval and signature, graduate students may force into a course that is officially closed. Each professor decides whether or not to extend the course population (and thereby his workload). Pick up a force slip in the department office. If the professor approves the force, return the slip for the Department Head's signature.

Add/Drop

The first 5-7 class days of each semester constitute the add/drop period. Students may alter their course schedules and optional fees without record during this period.

685 & 691

HIST 685 (Directed Study) courses are individually created in consultation with a faculty member who agrees to oversee your work. You and the professor decide how your work will be evaluated prior to registration. Each graduate student may register for a total of six hours of 685. However, the department often discourages registering for more than one 685 course during a semester. The prudent student will save his 685 to study for comprehensive exams the semester before they occur. Prior to registering for 685 courses, a 685 request form must be filed with the department. Pick up a form from the history department office. It requires a description of the problem to be solved and the methods to be used, as well as both the faculty member's and Department Head's signatures. Return the completed form to the office and ask for a section number to use when registering. Graduate students may use undergraduate HIST 485 (Directed Study) courses in the same manner as 685 courses.
HIST 691 designates research hours that are taken for a grade of Satisfactory/Unsatisfactory. Graduate students may register for a maximum of 23 research hours per semester. Before registering, obtain a section number from the Department Office to designate your chair or another professor overseeing your research. If you plan on taking the comprehensive exams or defend your dissertation in the summer, please be aware that you must register for at least one hour. When in doubt, always check with the OGS or Dr. David Hudson.

FUNDING OPPORTUNITIES

Teaching Assistants

Grad students doing coursework can work as Teaching Assistants (TAs), nominally for 20 hrs/week. The Graduate Studies Committee chooses TAs from continuing and newly admitted students. Students are ranked on a combination of seniority and performance (academic and otherwise) as evaluated by the faculty. TAs normally receive funding for up to ten semesters (four prior to receiving the MA and six afterwards) if making "satisfactory progress," but the Coordinator may make exceptions. TAs must be registered for at least 9 hrs of credit.

TAs receive salary for nine months, plus university-funded insurance coverage year round, a mailbox and an office. New TAs must attend university orientations. TAs' duties vary as each professor determines how to utilize his or her TA and may include taking attendance, writing and/or grading examinations, writing essay prompts, grading essays, lecturing, conducting review sessions and holding office hours. Most will eventually get the opportunity to lead discussion sections that meet weekly for a select number of HIST 105 and 106 classes. To learn more about teaching, administering and writing exams, or other classroom related tasks, TAs may take advantage of the Center for Teaching Excellence.

Graduate Assistant Lecturer

Doctoral students who have passed their preliminary exams may receive Graduate Assistant, Lecturer (GAL) positions. The department chooses GALs according to the same guidelines as TAs. The department funds GALs as long as there is "satisfactory progress." GALs receive salary for nine months plus university-funded insurance coverage year round, a mailbox and an office. First semester GALs have complete responsibility for one course section: they choose books, write the syllabus, lecture, prepare examinations, hold office hours, and assign grades. Subsequently, GALs may receive funding for more than one section and the assistance of a TA for student loads over 100, but it is unlikely. GALs are periodically evaluated by faculty members. Their assignments are determined by the Director of Graduate Studies and the Department Head. GALs must register for at least one hour of credit.

Outside the Department

History graduate students may find positions in other departments, although the search is more challenging. Some jobs, such as those in College offices, are posted and open for applications. Outside departments sometimes request that the Director or Department Head suggest someone for them. Check the bulletin boards outside the Financial Aid office periodically for possibilities. While the financial benefits and departmental perks vary, all graduate assistants receive the university insurance coverage year round.
Fellowships and Scholarships

History graduate students are eligible for Merit, President's, and Regent's Fellowships and are nominated by the department prior to enrollment. Financial Aid distributes scholarships on a competitive basis each spring. The monetary value of the fellowships and scholarships vary. Other awards, such as the Good Neighbor Award for Canadian or Mexican students, may supplement tuition payments. Outside sources can be located through the Department of Student Financial Aid at https://financialaid.tamu.edu.

Travel & Research Grants

Grants are available from the department (funding comes from the College of Liberal Arts) for travel to present research results or for travel or other expenses necessary to complete the thesis or dissertation. The amount varies and the application process is very simple; you may get an application from the graduate secretary.

PAPERWORK SUBMISSION

While at A&M you must submit a variety of forms and letters to the Office of Graduate Studies and others. Be aware that OGS is chronically late with paperwork; give yourself time to get yours through and if needed to re-file. Save yourself some grief; meet the deadlines and follow directions. The Graduate Catalog and the OGS Handbook outline "Major Steps" for the MA and PhD degrees; look on-line for those publications at http://ogs.tamu.edu.

Degree Plan

You must file a proposed degree plan with OGS, a process done online through the OGS website, https://ogsdpss.tamu.edu. Consult your committee to determine your degree plan. You must have your committee completed in order to file the degree plan with OGS because each committee member must approve and sign the form. The Department Head must also approve and sign the proposed degree plan. M.A. students must file their degree plans by the beginning of the third semester. Ph.D. students must file their degree plans by the beginning of the fifth semester. You cannot take your examinations until you are within six hours of finishing your coursework; some students wait until the semester before to file their degree plans to avoid filing multiple petitions. You are cautioned to carefully follow the instructions given by OGS for preparing the degree plan and check back with OGS frequently on its status.

Petition

If you need to change your degree plan after filing, or if you seek exemption from a university imposed requirement, file a petition form. OGS prefers that petitions accompany a proposed degree plan that does not meet Graduate Catalog requirements. OGS also requests that as many petitions as possible be placed on one form. Pick up a petition form from OGS or from the Department. It requires the signatures of your committee and the Department Head.

Thesis Proposal & Title Page

MA thesis option students must prepare a thesis proposal (approximately ten pages of narrative, and a working bibliography) in consultation with their chair. Use the “OGS Proposal Title Page” (available at OGS) to collect the signatures of your committee and the Department
Head. After approval and prior to the posted deadline, take the proposal to OGS. A sample appears in the OGS Handbook, found at http://ogs.tamu.edu.

Thesis

The university requires that the MA thesis be an original "competently phrased narrative of the student's original research topic." Use the "Thesis Manual" (available online and at OGS, the MSC bookstore, and A&M copy centers) for guidance. Include a vita and an abstract. After getting the completed thesis approved by your committee and the Department Head, submit a copy (online) to the Thesis Office by the posted deadline. Theses deemed unacceptable by the clerk because of excessive corrections are returned and must be resubmitted in their entirety.

Letter of Intent

After finishing your MA, the department will inform you if you may continue in the PhD program. If you are approved, file a Letter of Intent with the OGS during your first semester of continued registration or within one year of graduation. The letter specifies the degree you wish to pursue, the program, major, department of study, and the semester you intend to begin. The letter must be approved by the Department Head before submission.

Dissertation Research Proposal & Title Page

In consultation with your committee, select a field of research for the dissertation to guide your choice of coursework. Complete a research proposal (approximately ten pages of narrative and a working bibliography) soon after passing the preliminary examination. Collect approval signatures from your advisory committee and the Department Head on the OGS Proposal Title Page (available at OGS). A sample appears in the OGS Handbook, found at http://ogs.tamu.edu. Submit the approved proposal to OGS.

Topic Registration

Doctoral candidates should register their dissertation topic in the American Historical Association’s Doctoral Dissertations in History. Registration warns others considering your topic away from it (or makes them work faster) and the directory provides you an opportunity for collegial exchange with others researching in your area of interest. Each fall the department solicits AHA topic forms from candidates for the upcoming volume. The department submits them collectively, so return yours to the graduate secretary by the posted deadline.

Dissertation

A&M requires the dissertation to be the result of original and independent research of "scholarly merit" and "creditable literary workmanship." Use the "Thesis Manual" for format guidelines (available online and at the OGS). The Thesis Office returns unacceptable dissertations; these must be corrected and resubmitted in their entirety.

Most committee members will read chapters as you prepare them, or read the entire document before you present it for defense. This allows corrections and suggestions during the process, and can help you avoid a complete rewrite. Your committee and the Department Head must sign the dissertation title page prior to its submission to the Thesis Office.
Application for Degree & Diploma Fee
During the semester you plan to graduate, formally apply for the degree to OGS by the posted deadline and pay the diploma fee. You can add this fee as an option during registration or pay during the semester. If you do not graduate that semester, you forfeit the diploma fee. Samples of the MA and PhD degree applications appear in the OGS Handbook.

UNIVERSITY POLICIES

Rules and Regulations
A&M publishes University Regulations every academic year and expects each student, faculty member, and employee to observe its requirements. The handbooks are available at various sites around campus, and a number of rule and policy resources are available at http://student-rules.tamu.edu.

Scholastic Dishonesty
Scholastic Dishonesty includes acquiring, providing, or fabricating information, plagiarism and violation of departmental or college policies. The Aggie Honor System has procedures for dealing with scholastic dishonesty; see http://www.tamu.edu/aggiehonor.

Sexual Harassment
Sexual harassment "subjects an individual to sexually offensive conduct, sexual demands involving any kind of promise or threat, or other offensive verbal, visual or physical conduct or activity of a sexual nature." TAMU investigates complaints linked to the university, whether on or off campus, according to University Regulations. Graduate students should take complaints to the Department Head or to the Dean.

Privacy of Records
TAMU complies with the Family Educational Rights and Privacy Act of 1974 (FERPA). Students have the right to review and obtain explanations of their records and to challenge those they feel are inaccurate or inappropriate. The university may release directory information (including name, address, telephone number, major, classification, birthdate, birthplace, activities, and degrees and awards received) unless the student requests that the information be withheld.

Computer Security
A&M forbids unauthorized use of computer accounts or systems, unauthorized viewing or changing of data, and unauthorized copying of software or data. Penalties are outlined in University Regulations, but generally involve criminal prosecution.

Substance Abuse and Smoking
A&M provides education, prevention, intervention, and treatment activities related to substance abuse. The Center for Drug Prevention and Education (second floor of A. P. Beutel Health Center) and the Student Counseling Service (Henderson Hall) provide confidential
Self- Study Appendices (On CD)

A. Faculty Brief Vitae
B. Faculty Prominence since 2002
C. Budget Information
D. Departmental Bylaws
E. Promotion and Tenure Guidelines
F. Assessment Plans
G. Undergraduate Courses
H. Graduate Courses
I. Carnegie Initiative on the Doctorate
J. Documents regarding completed PhDs
K. Graduate Student Handbook
CURRICULUM VITAE

R.J.Q. Adams, Ph.D., F.R.Hist. S.

Department of History                                             Tel: 979.845-7151 fax: 979.862-4314
Texas A&M University                                              E-mail: rjqa@tamu.edu
College Station, Texas 77843-4236

PROFESSIONAL TRAINING

Ph.D., University of California, Santa Barbara, 1972
M.A., Valparaiso University, 1969
B.S., Indiana University, 1965

PROFESSIONAL APPOINTMENTS

2009-present                                                          Distinguished Professor of History
                                                              Texas A&M University

2004-present                                                          Patricia and Bookman Peters Professor of History
                                                              Texas A&M University

1998                                                          Distinguished Professorial Fellow
                                                              Queen Mary College, University of London

1992-93                                                          Research Fellow
                                                              St. Catherine’s College, Oxford

1974-2004                                                          Assistant Professor to Professor of History
                                                              Texas A&M University

1973-74                                                          Assistant Professor of History
                                                              Bethany College, Bethany, WV

1971-73                                                          Lecturer in History
                                                              University of California, Santa Barbara

SELECTED ADMINISTRATIVE APPOINTMENTS

1997, Acting Assistant to Vice-President for Research, Texas A&M University
1987-present, Chair, Advisory Board, Military Studies Institute
1886-90, 2004-05, Director of Graduate Studies in History, TAMU
1986, Special Administrative Assistant to the Chancellor, TAMU System
1983-84, Administrative Fellow and Acting Assistant Provost, TAMU
1981-83, Director, TAMU Institutional Self-Study Program

and others
PROFESSIONAL AFFILIATIONS

Fellow, Royal Historical Society
North American Conference on British Studies
Western Conference on British Studies
Southern Conference on British Studies

SELECTED PUBLICATIONS (Books)


and many articles, essays, reviews and scholarly papers

CURRENT RESEARCH (Book)

The Georgians: Britain in the Age of George V
Texas A&M University
Department of History
College Station, Texas 77843-4236
Fax: 979-862-4314; E-Mail: alonzo@tamu.edu

I. Education
M.A. History, University of Texas at Pan American, 1983.

II. Academic Employment
Associate Professor of History, Texas A&M University, July 2005-present.
Associate Professor of History, Thomas O’Connor Chair, St. Mary’s University, San Antonio, Texas, August 2004-May 2005.
Associate Professor of History, Texas A&M University, September 1998 to August 2004.
Assistant Professor of History, University of Texas at San Antonio, September 1995-May 1996.

III. Teaching Fields
U.S. History, Spanish Borderlands, Mexican American History, Texas History, and Mexican American Civil Rights History

IV. Research Projects
I am presently working on a transnational history of Texas and Northern Mexico that examines social and economic links between 1848-1942. This book project is under contract with the University of Texas Press at Austin. I have also initiated my third book project, a study of 18th century Nuevo Santander, a colony in northern New Spain. This project is part of a trilogy of scholarly works that constitutes my research agenda at Texas A & M.

V. Publications
Book

Articles
“Religiosidad Popular en Semana Santa: Parroquia de Santa Teresa de Bryan, Texas y La Catedral de...


“L’impacte dels Mexicans en el creixement economic del Texas del sud, 1848-1930,” Recherques, Barcelona, Spain, 2004, vol. 45-46, no. 203, 55-71 Recherques is a journal on history and culture based at the University of Barcelona, Spain.

“Hispanic Farmers and Ranchers in the Soil and Water Conservation Movement in South Texas, 1940s to Present,” Agricultural History, Spring 2004, 78:2, 201-21.


VI. Professional Service
Reader for University Presses and Academic Journals
Patterns of Prejudice, London, 2004
Agricultural History, 2004
University of Colorado, Boulder, 2003

Memberships in Professional Associations
American Historical Association
Texas State Historical Association
Society for the Study of the Great Plains
Texas Catholic Historical Society

IX. Honors, Grants and Fellowships
Honors
Fellow, Mexican American and Latino Research Center, Texas A & M University, 2010-2011.
Thomas O’Conner Chair in Texas Colonial History, St. Mary’s University, 2004.
Fellow, Center for the Study of the Great Plains, University of Nebraska, Lincoln, Nebraska, 1995.
EDUCATION:
1978 Ph.D., University of Maryland
1968 M.A., University of California at Los Angeles
1964 B.A., Western Reserve University, magna cum laude

AWARDS:
2007-2008 Texas A&M University Enhancement Grant for Scholarly and Creative Activities
2005-2006 University Honors Program Teacher/Scholar Award
1982 Association of Former Students of Texas A&M University Distinguished Teaching Award

FELLOWSHIPS AND HONORS:
2009 Selected as one of 12 “Extraordinary Women Faculty” by the Aggie Women
2006 Women’s Studies/Glasscock Center Stipendiary Faculty Fellowship
2006 NEH “We the People” Grant Consultant
Spring 2001 Texas A&M University Faculty Development Leave
1996-1997 Texas A&M University Women’s Studies Faculty Research Fellowship
1994-1995 N.S.F. Grant, co-principal investigator
1994 Texas A&M University Honors Curriculum Development Grant
1993 Texas A&M University Enhancement Grant for Scholarly and Creative Activities
1993 Texas A&M University Faculty Development Leave
1992 Andrew W. Mellon Fund Fellow of The Huntington Library
1991 Texas A&M University Honors Curriculum Development Grant
1987 Texas A&M University Faculty Academic Study Leave
1986 Radcliffe Research Support Grant

TEACHING EXPERIENCE:
1988- Associate Professor: History, Texas A&M University
Fall 1998, 1999, 2000 Bush School Faculty
1979-88 Assistant Professor: History, Texas A&M University
1977-79 Instructor: History, Texas A&M University

ADMINISTRATIVE EXPERIENCE:
2010- Associate Department Head
1991-93 Women's Faculty Network, President
1991-93 Women's Mentoring Project, Steering Committee Member

SELECTED PUBLICATIONS: BOOKS AND ARTICLES
“Eating Disorders Among Women: An Historical Review of the Literature from a Women's History Perspective,” Agriculture and Human Values, Vol. 7, Nos. 3 & 4, (Summer-Fall, 1990), pp. 47-55.
SELECTED PROFESSIONAL ACTIVITIES:
“Margaret Divver and the John Hancock Mutual Life Insurance Company,” Popular Culture Association annual meeting, St. Louis, MO, 1 April 2010.
Panelist, “Writing women into the Curriculum,” for TAMU Women’s Leadership Forum, Texas A&M University, College Station, TX, 23 March 2010.
Commentator, “Seeking Identity” Panel, History Graduate Student Conference, Texas A&M University, College Station, TX, 6 March 2010.
“A History of Women at Texas A&M University,” for the Women’s Leadership Conference annual meeting, College Station, TX, 14 November 2009.
“Mildred Albert and the Academie Modern,” at the session, Biography as Artistic and Ethical Expression, International Society of Educational Biography annual meeting, San Antonio, TX, 1 May 2009.
“Macy’s, Gimbel’s and Me: Bernice Fitz-Gibbon,” Popular Culture Association annual meeting, New Orleans, LA., 11 April 2009.
“The Rise of the Women’s Movement and the Role of Jewish Women,” Jewish Women’s Summit, Texas A&M University, College Station, TX, 24 March 2009.
Speaker and Panelist, “Texas A&M University’s Women’s Faculty Network: A History,” at the program WFN Celebrates 25 Years of Teaching and Learning at Texas A&M University, Texas A&M University, 26 March 2008.
Chair, “States and the Professionalization of Management,” Business History Conference, Toronto, Canada, 10 June 2006.
Chair and Commentator, “Ideological Daughters of the Mexican Revolution,” Texas State Historical Association, Austin, Texas, 2 March 2000.
Chair, “The Role of Texas Women During World War II,” Texas State Historical Association, Houston, 4 March 1993.

UNIVERSITY SERVICE:(selected committees)
Department of History, Undergraduate Committee, Chair 2010-
Department of History, Undergraduate Committee, Member 2009-2010
Honors Program Advisory Committee 2004-2007
Department of History, Library Representative 1999-2007
Department of History Undergraduate Committee 2003-2006
Women's Faculty Network, President 1991-1993
Women's Faculty Network Mentoring Project 1991-2007
Athletic Council, Member 1994-2000
TERRY H. ANDERSON
Professor of History and Cornerstone Faculty Fellow

ADDRESS: Department of History
Texas A&M University
College Station, TX 77843
979 845-7157 FAX: 979 862-4314
e-mail tha@tamu.edu

EDUCATION:
1978 Ph.D. Indiana University (History)
1973 M.A. University of Missouri (History)
1971 B.A. University of Minnesota (Psychology)

ACADEMIC EMPLOYMENT:
1979- Texas A&M University (TAMU), Professor, Associate, and Assistant
2001-02 Mary Ball Washington Professor of American History, University
College Dublin, Ireland (Distinguished Fulbright Award)
1994-95 Fulbright Professor, Institute of American Studies, Northeast Normal University,
Changchun, China.
1991 TAMU-Koriyama, Japan.
1979-88 The Oral Historian, TAMU.
1986-87 Texas International Education Consortium, Institut Teknologi Mara,
Shah Alam, Malaysia.
1981 Systems Assistant Professor, TAMU System, Prairie View A&M
1978-79 Virginia Polytechnic Institute and State University, Assistant Professor
1976-78 Indiana University, Assistant Oral Historian, and Associate Instructor, 1974-76.

PUBLICATIONS:
2006: TAMU College of Liberal Arts Research Award.
Editor, Pearson Longman series on significant eras in American History

BOOKS


18; Chicago Sun Times, July 25, all 2004; The Nation, Jan 24, 2005. Oxford nominated for
Organization of American Historians’ Merle Curti Prize. Translated into Korean by Hanul Press


EDITED WORKS:
Series Editor, Pearson Longman series on significant eras in American History, 2006-

South Central Review (an interdisciplinary journal of the Modern Language Association). Guest Editor of a special edition on 1968, in which I wrote one article and edited eight others that concerned the United States and Western Europe, vol. 16.4-17.1 (winter 1999-spring 2000).


ARTICLES and BOOK CHAPTERS (Refereed):
Dale Baum

EDUCATION
Ph.D. University of Minnesota (Major: History; Minor: Political Science/Sociology), 1978
M.A. University of Minnesota, 1972
B.A. Georgetown University (Major: History; Minor: Government)

MILITARY SERVICE
U.S. Coast Guard (Active Duty), 1967-1971, Honorable Discharge, 1973

TEACHING FIELDS
U.S. History: Introductory Survey and Graduate Readings;
Civil War and Reconstruction
Quantitative Methods of Historical Analysis

TEACHING AND RESEARCH EXPERIENCE
1999-present: Professor of History, Texas A&M University
2005: Visiting Fulbright Professor, Graduate School of International Studies, Yonsei University, Seoul, Korea
1985-1998: Associate Professor of History, Texas A&M University
1978-84: Assistant Professor of History, Texas A&M University 1973-75

Publications

Books and Monographs:

Articles:
"Burdens of Landholding in a Freed Slave Settlement: The Case of Brazos County’s 'Hall’s Town'," Southwestern Historical Quarterly, 113, no. 2 (October 2009): 185-204.
"'Noisy but not Numerous': The Revolt of the Massachusetts Mugwumps," The Historian 41, no. 2 (February 1979): 241-256.

Chapters in Books:

Notes, Comments, and Legal Briefs:

Data Collections
Donor, "Electoral and Demographic Data, 1848-1876: Massachusetts," ICPSR Dataset #8242 [367 cases and 31 records per case with a logical record length of 80], Inter-university Consortium for Political and Social Research, Ann Arbor, Michigan.

Work in Progress
"Tejanos and Reconstruction: The Experience of Mexican-Texans after the Civil War" [The stories regarding how Mexican-Texans adjusted to and experienced the tumultuous period after the American Civil War remain largely untold.]
Dr. Troy Bickham
Curriculum Vitae

DEGREES RECEIVED
University of Oxford, D.Phil. in Modern History, 2001
University of Oxford, M.Phil. in Economic and Social History, 1997
William Jewell College, B.A. with honors in history, 1995

ACADEMIC APPOINTMENTS
Associate Professor of History and Ray A. Rothrock ’77 Fellow, Texas A&M University, 2009-present
Assistant Professor of History, Texas A&M University, 2003-9
Assistant Professor of History, Southeast Missouri State University, 2001-3
Research Editor, Oxford Dictionary of National Biography (University of Oxford appointment), 2000-1

TEACHING FIELDS
Atlantic world
British Isles, early modern and modern periods and empire North America and the United States before 1865

BOOKS
Current book project: Divided Again: The United States, the British Empire, and the War of 1812 (contracted with Oxford University Press).


ARTICLES IN REFEREED JOURNALS

*Winner of the Belasco Prize, Association for the Study of Food and Society


CHAPTERS IN EDITED BOOKS AND INVITED ARTICLES


“Slavery in Visual Advertising” as part of the Oxford University Bodleian Library and Proquest project: *Electronic Ephemera: digitized selections from the John Johnson Collection*.


HONORS, AWARDS, AND GRANTS

Belasco Prize for Scholarly Excellence, from the Association for the Study of Food and Society, for article “Eating the Empire”, 2010.

Ray A. Rothrock Fellowship, Texas A&M University, 2009-present

Student Led Award for Teaching Excellence, Texas A&M University, 2009

Elected a Fellow of the Royal Historical Society (United Kingdom), 2008

A. M. Keck Foundation Fellowship, Huntington Library, 2006

Program to Enhance Scholarly and Creative Activities research award (Texas A&M’s most significant internal research grant), Texas A&M University, 2005 and 2007

Franklin Research Grant, American Philosophical Society, 2004

Bernadotte E. Schmitt Grant, American Historical Association, 2004

Faculty Fellowship, Melbern G. Glasscock Center for Humanities Research, Texas A&M University, 2005

Isaac Comly Martindale Resident Research Fellowship, American Philosophical Society, 2001

Graduate Fellowship, Pew Charitable Trust, 1997-2001

Overseas Research Student Award from the Committee of Vice-Chancellors and Principals of Universities of the United Kingdom, 1997-2000

Janet Watson scholarship, Somerville College, University of Oxford, 1997

Lord Crewe Scholarship, Lincoln College, University of Oxford, 1995
Julia Kirk Blackwelder  
Curriculum Vitae

Education

B.A., American Civilization, University of Pennsylvania, 1964, major honors
M.A., American Studies, Emory University, 1969
Ph.D., American Studies, Emory University, 1972
Certificate in Archival Management, The National Archives - American University, 1973
Bryn Mawr Summer Institute for Women in Higher Education Administration, 1991

Professional Experience

Director of Graduate Studies, Department of History, 2008-
Associate Dean, College of Liberal Arts, Texas A&M University, 2002-2006
Head and Professor, Department of History, Texas A&M University, 1993-2001
Chairperson, Department of History, University of North Carolina-Charlotte, 1988-1993
Professor, Texas A&M University, 1993-
Professor, History, UNCC, 1990-1993; Associate Professor, 1983-1990;
Assistant Professor, 1977-1983
Assistant for the Seydell Collection, Woodruff Library, Emory University, 1973-1975
Visiting Assistant Professor, University of Cincinnati, 1972-1973
Part-time Instructor, History, Georgia Institute of Technology, 1970-1972
Instructor, Mathematics, Brandon Hall School, 1964-1965
Coordinator, Women's Studies, UNCC, 1985-1987
Co-director, Incorporating Cultural Pluralism and Women into the Curriculum, a project for
restructuring introductory courses in the humanities. Funded by a $130,000 grant from
National Endowment for the Humanities, 1986
Member, Coordinating Council, National Women's Studies Association, 1985-1987
Coordinator, American Studies, UNCC, 1977-1985
Graduate Coordinator, History, UNCC, 1986-1988

Publications and Research

Books:
Women of the Depression: Caste and Culture in San Antonio, 1929-1939, Texas A&M University
Press, 1984
Now Hiring: The Feminization of Work in the United States, 1900 to 1995, Texas A&M University
Press, 1997
Styling Jim Crow: African-American Beauty Training During Segregation, Texas A&M University

Articles:
"Quiet Suffering: Atlanta Women in the 1930s," Georgia Historical Quarterly, LXI (Summer,
1977), 112-124.
of Urban History, IV (May 1978), 331-358.
"Letters from the Great Depression," Southern Exposure IV, 3 (Fall, 1978), 73-77.
"Southern White Fundamentalists and the Civil Rights Movement," Phylon, XL, 4 (December
1979), 334-341.
"Mop and Typewriter: Atlanta Working Women in the Early-Twentieth Century," The
Atlanta Historical Journal, XXVII, 3 (Fall 1983), 21-30.
"Estadistica criminal y accion policial en Buenos Aires, 1887-1914," with Lyman L. Johnson

“Women and Leadership and a Century of Change in the South,” *Atlanta History*, XLIV, 4 (Winter,
2001), 11-19.

**Chapters in Books:**

"Race, Ethnicity and Women's Lives in the Urban South," E. Pozzetta and Randall Miller, *Shades

"Texas Homeworkers in the 1930s," Eileen Boris and Cyndi Daniels, ed., *Home Work*, University


Foresman, 1990.

"Ladies, Belles, Civil Rights, and Women Who Work," David Goldfield and Paul Escott,


“President Lyndon Johnson and the Gendered World of National Politics,”Mitchell Lerner, ed., *The
Johnson Years, Volume IV* (University of Kansas Press, 2004).

“Women and Leadership: A Century of Change in the South,” Craig S. Pascoe, Karen Trahan
Latham, and Andy Ambrose, eds., *The American South in the Twentieth Century*
(University of Georgia Press, 2005), pp. 39-55.

**Current Research:** The Gendered World of the General Electric Company, 1886-1965

**Selected Research Funds and Awards:**

The Newberry Library, Summer Fellow, 1975, 1976
Wellesley College, Center for Research on Women, Small Grant, 1977
National Endowment for the Humanities Summer Seminar Stipend 1979, 1993
Urban Institute Incentive Grant, 1980
National Endowment for the Humanities Fellowship for College Teachers, 1981-1982
Fellow, Institute for Women's Studies, Emory University, 1991-1993

**Teaching Areas**

Gender in America
20th-century United States and Italy,
Crime and Policing,
Migration
Historiography
Race and Ethnicity in America

**International Experience**

Texas A&M University activities in England, Holland, Germany, France, Italy, Mexico, Brazil,
Qatar
Travel in Argentina, Peru, Nicaragua, Canada, Western Europe, Eastern Europe, Soviet Union,
China, Japan

**Foreign Language**

Elementary reading and conversation in French
CARLOS KEVIN BLANTON

EMPLOYMENT
Texas A&M University, College Station, TX
2009-present, Assistant Head of Department of History
2007–present, Associate Professor of History
2001–2007, Assistant Professor of History

Portland State University, Portland, OR
1999–2001, Assistant Professor of Chicano/Latino Studies

Texas A&M University-Kingsville, Kingsville, TX
1996–1999, Adjunct Summer Instructor of History

EDUCATION
Rice University, Houston, TX

Southwest Texas State University (now Texas State University), San Marcos, TX

Texas A&I University (now Texas A&M University-Kingsville), Kingsville, TX
B.A., History and Political Science (double major), May 1993

BOOK

JOURNAL ARTICLES AND BOOK CHAPTERS
"Deconstructing Texas: The Diversity of People, Place, and Historical Imagination in Recent Texas History" in Beyond Texas Through Time: Breaking Away from Past Interpretations, Walter L. Buenger and Arnoldo De León, eds. (College Station: Texas A&M University Press, forthcoming in 2011).


**SELECTED SERVICE TO THE PROFESSION**

29 published book reviews (or forthcoming) in academic journals since 2000

27 paper presentations, participation on panels, and invited lectures since 1996

Executive Board, Texas State Historical Association, 2010-2013


Bob Calvert Book Prize Committee, Texas A&M University Press, 2010-2013

Book Prize Committee for Texas State Historical Association, 2005-2007

Fellowship Committee for Texas State Historical Association, 2007-2009


Member of Organization of American Historians, American Historical Association, Southern Historical Association, Texas State Historical Association, History of Education Society, Immigration and Ethnic History Society, Western History Association

**AWARDS AND HONORS**

Winner of the Bolton-Cutter Award for best article on borderlands history of 2009 by the Western History Association for "The Citizenship Sacrifice" in the *Western Historical Quarterly*, 2010

Winner of the Coral Horton Tullis Award for best book in Texas History of 2004 by the Texas State Historical Association for *Strange Career of Bilingual Education*, 2005

Honorable Mention for the History of Education Society's Outstanding Book of 2004 Award for *Strange Career of Bilingual Education*, 2005
EDUCATION
B.A. 1976 Colgate University (major: French Literature; minor: History)
M.A. 1979 State University of New York, Binghamton (European History)
1973-4 Université de Dijon, France (year of study in French Literature)
Ph.D. 1985 State University of New York, Binghamton (European History)

EMPLOYMENT HISTORY
1993- Associate Professor, History, Texas A&M University
1987-93 Assistant Professor, History, Texas A&M University
1986-87 Assistant Professor, History, Antioch College, Yellow Springs, OH
1985-86 Assistant Professor, History, College of Charleston, Charleston, SC

FELLOWSHIPS, GRANTS, AND HONORS (select)
2011 Melbern G. Glasscock Center for Humanities Research, Internal Faculty Fellowship, Texas A&M University (Spring Semester)
2010 Eisenberg Institute for Historical Studies, Residency Research Fellow, University of Michigan, Ann Arbor, MI (Spring Semester)
2005-6 Texas A&M University Faculty Development Leave
2004 Program to Enhance Scholarly and Creative Activities Grant ($10,000), Texas A&M University
1999-2000 Center for Humanities Stipendiary Fellow ($1000), Texas A&M University
1994-96 Humboldt-Stiftung Transatlantic Research Cooperation Grant
1993-95 National Endowment for the Humanities Collaborative Projects Grant
1992-95 Council for European Studies Research Planning Group Grant
1992 Association of Former Students Distinguished Teaching Award, College of Liberal Arts, Texas A&M University

SCHOLARLY WORK
Publications


**Translations**


**Book Reviews**


**Papers Presented/Invited Lectures**

I have presented papers and delivered lectures before the Société des Etudes des Robespierristes (Paris, France), International Conference on Hunger (New York), Gender and History Speaker’s Series (University of British Columbia, Vancouver, Canada), Colloque sur le pouvoir local et révolution (Rennes, France), Social History Society (Rouen, France), George Rudé Seminar on French History (Wellington, New Zealand; Melbourne, Australia), Colloque sur les mouvements populaires et conscience social, XVIe-XIXe siècles (Paris, France), Seminar sur les critiques libérales et libéralisme, (Université de Paris-VII, France), Seminar on the Moral Economy, Twenty-One Years On (Birmingham, UK), James Allen Vann Seminar, Emory University, (Atlanta, GA), French Historical Society, Western Society for French History, American Historical Association, Social Science History Association, Southern Historical Association, British Studies Conference, and Consortium on Revolutionary Europe.
JAMES C. BRADFORD

CONTACTS: Department of History (Room 110)  
Texas A&M University  
College Station, TX 77843-4236  
Tel: 979/845-7165  
Fax: 979/862-4314  
E-mail: jcbradford@tamu.edu

EDUCATION: Michigan State University, B.A., 1967; M.A., 1968; University of Virginia, Ph.D., 1976

AREAS OF SPECIALIZATION: Naval & Maritime History; The Age of Sail; Early U.S., World War II;

EMPLOYMENT:
1981-Present  Texas A&M University, Associate Professor: Teach Maritime History and Sea Power; 
American Sea Power; The Early Republic, 1760-1820; World War II; and U.S. to 1877
1995-1997  Air War College, Visiting Professor: Taught Strategy, Doctrine and Air Power; Naval History
1973-1981  United States Naval Academy, Assistant Professor: Taught Naval History: Ancient to the 

CURRENT RESEARCH: John Paul Jones: A Biography

SELECTED PUBLICATIONS:
Books:

Journal Articles and Book Chapters (Selected):
"John Paul Jones and Guerre de Razzia," The Northern Mariner, 13:4 (October 2003), 1-16.

**Other Publications (Selected):**


**SERVICE:**

* Series Editor: “The Library of Naval Biography”: Series editor for the Naval Institute Press.
  “New Perspectives on Maritime History and Nautical Archeology” Series co-editor for the University Press of Florida

**Professional Organizations (Select):**


* Society for Historians of the Early American Republic: Executive Director, 1996-2004

**Community Service (Select):**

* 2008-2010 “From Kings to Presidents: Teaching U.S. History,” Pasadena ISD, Consultant
* 2000-2008 Bryan-College Station Library Board

**Media Appearances (Select)**

  * “John Paul Jones,” Biography, A&E Network
  * “The Barbary Corsairs,” In Search of History, The Discovery Channel

**Invited Lectures (Selected):**

* Britannia Royal Naval College
* U.S. Military Academy
* Malaysian Royal Armed Forces Staff College
* St. Petersburg State University

**AWARDS:**

* Meritorious Service from the Society for Historians of the Early American Republic, 1996.
Charles E. Brooks

Office: 111a Glasscock Bldg  
Department of History, Texas A&M University  
College Station, Texas 77843-4236

Education:  
State University of New York at Buffalo  Ph.D. in History, September, 1988  
State University College at Buffalo  M.A. in History, May 1977  
State University College at Buffalo  B.A. in History, May 1973

Positions:  
Associate Professor of history at Texas A&M University, Sept. 1995 to present.  
Assistant Professor of history at Texas A&M University, Sept. 1989 to May 1995.  
Lecturer at State University College at Buffalo, January to May 1989. Supervised student teachers in social studies education.  
Teaching Assistant and full time student at SUNY Buffalo, Sept. 1983 to May 1987.  
Part time Instructor in History and Social Studies Education Department at State University College at Buffalo, Sept. 1979 to May 1983. Taught Museum Studies courses.  
Director of Education, Buffalo and Erie County Historical Museum, October 1978 to August 1983.

Papers Presented:  
“‘Never consent to a system which would reduce white labor to nothing’: Texas Yeoman Attitudes toward Slavery on the Eve of the Civil War” at the Fostering Community Through Applied History Conference, October 22-23, 1999.


Books:


*States’ Rights, Citizen Soldiering, and the Making of Civic Identity in the Confederacy.* Book manuscript in progress.

*Citizen Soldiering in Early America: From the Revolution to the Civil War.* Book manuscript in progress.

Articles:


Honors and Awards:

Winner of the Ralph W. Hidy Award for the best article published in *Forest & Conservation History* during 1995.

Distinguished Teaching Award, College of Liberal Arts, 2002.

University Research Grant, Program to Enhance Scholarly and Creative Activities, 1998.
EDUCATION:

Stanford University 1969-1973 B.A., History
Duke University 1975-1977 Ph.D., History

RESEARCH:

Books:

Black San Francisco: The Struggle for Racial Equality in the West, 1900-1954

American History: The Early Years to 1877 with Donald A. Ritchie (Glencoe/McGraw Hill, 1997).


The American Republic to 1877 with Joyce Appleby, Alan Brinkley, James A. McPherson, and Donald A. Ritchie (Glencoe/McGraw Hill, 2002).

African Americans in the American West in press (Harland Davidson, 2011)

Articles/Essays:


“African Americans in the West,” Journal of the West 44 (Spring, 2005). Voted best issue of the year by editors of the Journal of the West


“El Movimiento por los derechos civiles y la lucha de los negros por la libertad, 1945-1968,” in El Color de La Tierra: Minorias en Mexico Y Estados Unidos eds., Barbara Driskoll de Alvarado and Paz Consuelo Marquez-Padilla (Mexico: Universidad Nacional Autonoma de Mexico, 2001),

“Local History and Beyond: Black Urban Communities Revisited,” Locus, Regional and Local History of the Americas 7 (Spring 1995), 171-77.


“George Albert Flippin and Race Relations in a Western Rural Community,” Midwest Review 12 (1990), 1-15. won prize as the best article of the year.


“Strange Territory, Familiar Leadership: The Impact of World War II on San Francisco’s Black Community,” California History 65 (March, 1986), 18-25, 70-73.


WALTER LOUIS BUENGER

EDUCATION:

1979        Ph.D., Rice University

EXPERIENCE:

2003-2011 Head of the Department of History, Texas A&M University
2002-2003 Interim Head of Department, Texas A&M University
1979- Assistant Professor to Professor, Texas A&M University

SELECTED PUBLICATIONS:

Books
Beyond Texas Through Time: Breaking Away From Past Interpretations, editor with Arnoldo De León
(College Station: Texas A&M University Press, to be published in 2011)

The Path to a Modern South: Northeast Texas between Reconstruction and the Great Depression
(Austin: University of Texas Press, 2001)

Texas Merchant: Marvin Leonard and Fort Worth, with Victoria Buenger (College Station: Texas A&M Press, 1998)

Texas Through Time: Evolving Interpretations, editor with Robert A. Calvert (College Station: Texas A&M University Press, 1991)

But Also Good Business: Texas Commerce Banks and the Financing of Houston and Texas, with Joseph A. Pratt (College Station: Texas A&M University Press, 1986)

Secession and the Union in Texas (Austin: University of Texas Press, 1984)

Articles
“The Texas State Historical Association and the Future of the Past,” Southwestern Historical Quarterly 114 (October 2010):


“Texas and the South” Southwestern Historical Quarterly 103 (January 2000): 309-326

"This Wonder Age': The Economic Transformation of Northeast Texas, 1900-1930," Southwestern Historical Quarterly 98 (April 1995): 519-549


"Secession Revisited: The Texas Experience," Civil War History 30 (Winter 1984): 293-305
"Texas and the Riddle of Secession," *Southwestern Historical Quarterly* 87 (October 1983): 151-182


"Secession and the Texas German Community: Editor Lindheimer vs. Editor Flake," *Southwestern Historical Quarterly* 82 (April 1979): 379-402

**Book Chapters**


**SELECTED AWARDS, GRANTS, AND HONORS:**

President, Texas State Historical Association, 2009-2010

Coral Horton Tullis Memorial Prize, 2002, for the best book on Texas published during the previous year. Texas State Historical Association (for *Path to a Modern South*)

Michael P. Malone Award, for the best article, essay or commentary on state, provincial, or territorial history in North America appearing in a periodical publication. Western Historical Association, 2001 (for “Texas and the South”)

Fellow, Texas State Historical Association, 2000

Jefferson Davis Award, 1984, Confederate Memorial Literary Society (for *Secession and the Union*)

Best Historical Publication of 1984, Texas Historical Commission (for *Secession and the Union*)

H. Bailey Carroll Award, 1984, Texas State Historical Association, for the best article in the *Southwestern Historical Quarterly* (for "Texas and the Riddle of Secession")
Glenn Anthony Chambers, Jr., Ph.D.
Department of History
4236 TAMU
College Station, TX 77843-4236
Email: g-chambers@tamu.edu

Degrees Received
Howard University, Ph.D., History (Latin American and the Caribbean), 2006
Howard University, M.A., History (Latin American and the Caribbean), 2002
University of St. Thomas, Houston, B.A., cum laude, History, 1999

Academic Appointments
Assistant Professor of History, Texas A&M University, College Station, August 2006 – present
Pre-Doctoral Fellow, DePauw University, August 2005 – July 2006
Graduate Assistant, Howard University, August 2001 – May 2004

Major Grants
J. William Fulbright Fellow- Honduras, 2004 – 2005
U.S. Department of State, Specialist Grant-Honduras, 2010

Publications

Monograph

Articles in refereed journals

Book reviews and review essays

Selected Presentations and Invited Lectures
Invited Lecture, “Black-Latino relations on the North Coast of Honduras: The Impact of Migration and Culture on Racial Identity Formation,” Middle Tennessee State University, September 28, 2010
“The Migration of Louisiana Creoles of Color to Southeast Texas and the Complexities of Race and Culture in an African American Community, 1890-1950.” Race and Ethnic Studies Institute Speaker Series, Texas A&M University, October 9, 2009.


**Teaching and directed research**

**Teaching fields (undergraduate)**
- African Diaspora
- Caribbean
- Latin America
- United States

**Research directed**
- Committee member, Trenée Cherisse Seward, M. A., Department of English (Spring 2008)
- Committee member, Rainlily Elizondo, Ph.D., Department of History (Fall 2009- present)
- Committee member, David Tomlins, M.A., Department of History (Fall 2010- )
- Committee member, Micah Wright, Ph.D., Department of History (Fall 2010- )
- Committee chair, Dorimar Ortiz-Torres, M.A., Department of History (Fall 2010- )
- External committee member, David Paz, Ph.D., Department of Education and Human Resource Development (Fall 2010- )

**Professional Service**

**Internal to Texas A&M University**
- Library Committee, Department of History, 2006-2007
- Undergraduate Committee, Department of History, 2007-2008
- Graduate Committee, Department of History, 2008-2010
- Faculty Search Committee, Iberia and the Iberian World, Department of History, 2008-2009
- Africana Studies Program affiliate, College of Liberal Arts, 2007- present
- Panelist, Fasken Teaching Symposium, College of Liberal Arts, August 23, 2007
- Executive Committee, Department of History, 2010-present
- External Review Committee, 2010-present

**External to Texas A&M University**
- Manuscript evaluator for the Latin American history journal *The Americas*, 2007
- Contributor, Texas Black History Preservation Project, 2008- present
- Planning Committee Member, Pacific Coast Branch of the American Historical Association, 2010

**Professional Associations**
- Association of Caribbean Historians, Member
- Association for the Study of the Worldwide African Diaspora, Member
- Pacific Coast Branch of the American Historical Association
CURRICULUM VITAE
Jonathan C. Coopersmith

Department of History
Texas A&M University
College Station, Texas 77843
(979) 845-7151
862-4314 fax
j-coopersmith@tamu.edu
people.tamu.edu/~j-coopersmith

ACADEMIC EMPLOYMENT

Tokyo Institute of Technology
Fulbright Visiting Lecturer/Researcher 2008-09

Texas A&M University
Associate Professor 1995+
Assistant Professor 1988-95

Virginia Polytechnic Institute and State University
Visiting Assistant Professor summer 1987

EDUCATION

Oxford University
D.Phil., Department of Modern History 1985

Princeton University
A.B., History and Philosophy of Science Program 1978

CURRENT RESEARCH

Failure and technology
History of the facsimile machine, 1843-2010
Pornography and communications technologies
BOOKS


RECENT PUBLICATIONS


“Old Technologies Never Die, They Just Never Get Updated,” International Journal for the History of Engineering and Technology 80,2 (July 2010), 166-82.


JOSEPH G. DAWSON III  
CURRICULUM VITAE

Department of History/4236  
Texas A&M University  
College Station, TX 77843-4236

Phone: (979) 845-7182  
Email: jgdawson@tamu.edu  
Fax: (979) 862-4314

EDUCATION
Ph.D. in history, Louisiana State University, 1978  
M.A. in history, Louisiana State University, 1970  
B.A. in history, Louisiana State University, 1967  
Dissertation Adviser: T. Harry Williams

ACADEMIC APPOINTMENTS
Present Position: Professor of History, 2000--  
Department of History/4236  
Texas A&M University

Previous Academic Positions:
Associate Professor of History, 1985-2000  
Director of Military Studies Institute, 1986-2000  
Texas A&M University  
College Station, Texas

Assistant Professor of History, 1979-1985  
Texas A&M University at Galveston  
Galveston, Texas

Instructor in History, 1978-1979  
Louisiana State University at Eunice  
Eunice, Louisiana

GRADUATE TEACHING
Chair of 13 completed Ph.D. students and 25 completed M.A. students.

CONFERENCE PRESENTATIONS
Papers presented at Organization of American Historians; Southern Historical Association; Western History Association; Society for Military History; North American Society for Oceanic History; & Texas State Historical Association.

BOOK REVIEWS
in American Historical Review; Civil War History; Historian;  
Journal of American History; Journal of Interdisciplinary History; Journal of Military History; Journal of Southern History; Journal of the Early Republic; Pacific Historical Review; Western Historical Quarterly; numerous others.
HONORS & AWARDS:

- Member, Board of Trustees, Society for Military History, 1999-2003.
- L. Kemper Williams Book Prize, for *Army Generals and Reconstruction*, awarded by the Louisiana Historical Association, 1983.

SELECTED PUBLICATIONS


Leah DeVun

Professional Preparation

University of Washington: History B.A., 1996
Columbia University: History Ph.D., with Distinction, 2004

Appointments

2010-Present: Associate Professor, History, Women’s and Gender Studies, Texas A&M University
2004-2010: Assistant Professor, History, Women’s and Gender Studies, Texas A&M University
2003-2004: Visiting Assistant Professor, History, Sarah Lawrence College

Recent Scholarly Publications


Select Invited Lectures and Conference Presentations

1. “Sexuality Studies Now!” Gender Symposium, University of Texas, Austin, November, 2009


10. “‘Human Heaven’: Alchemy and Apocalyptic Thought in the Writings of John of Rupescissa, 1310-1364,” Radboud University Nijmegen, Netherlands, October, 2005.

**Select Fellowships and Awards**


2. Charles Donald O’Malley Fellowship, David Geffen School of Medicine and Louise M. Darling Biomedical Library History and Special Collection for the Sciences, University of California, Los Angeles, California, 2010-11.

3. Visiting Scholar Fellowship, University of Texas Medical Branch, Institute for the Medical Humanities, Galveston, Texas, Fall, 2008.


6. Jerry Stannard International Memorial Award for the Best Article of the Year (in the History of *Materia medica*, Medicinal Botany, Pharmacy, and Folklore of Drug Therapy before 1700), 2006, for “‘Human Heaven’: John of Rupescissa’s Alchemy at the End of the World.”


8. National Science Foundation Travel Grant, National Science Foundation, 2002.

**Teaching Fields**

**Sex, Gender, and Sexuality**

**History of Science, Medicine, and Technology**

**Intellectual and Cultural History**

**Medieval and Early Modern Western and Mediterranean Europe**

**Contemporary Feminist, Queer, and Trans Studies**

**Teaching at Texas A&M University**

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Students</th>
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<td>HST 101</td>
<td>Introduction to Western Civilization</td>
<td>120</td>
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<td>HST 331</td>
<td>Medieval Europe, 500-1500</td>
<td>45</td>
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<td>HST 481</td>
<td>Science, Sex, and Society</td>
<td>15</td>
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<tr>
<td>HST 481</td>
<td>Magic, Science, and Religion</td>
<td>15</td>
</tr>
</tbody>
</table>
ACADEMIC POSTIONS HELD

- Associate Professor, Department of History, Texas A&M University, College Station, 2009 -
- Assistant Professor, Department of History, Texas A&M University, College Station, 2004-2009
- A. Kenneth Pye Visiting Assistant Professor (endowed chair), Clements History Department, Southern Methodist University, Dallas, TX, 8/2003 – 8/2004
- Lecturer in Asian History, Wells College, Aurora, NY, 2000

PUBLICATIONS

Books:
- *Cult, Culture, and Authority: Princess Lieu Hanh in Vietnamese History* (University of Hawai‘i Press, March 2007) (nominated for the Association for Asian Studies Southeast Asia Council's Harry J. Benda Prize; the American Folklore Society, Women's Section's Elli Kongas-Maranda Prize; the Berkshire Conference of Women Historians Prize; for the Longman-History Today Book of the Year 2008 award)

Chapters:

Articles:
- “Nation, Family, and Self: Children’s Writing in North and South Vietnam during Wartime,” conditional acceptance (upon revisions) by the *Journal of Vietnamese Studies*
- “Doan thi Diem’s ‘Story of the Van Cat Goddess’ as a Story of Emancipation,” *Journal of*

CURRENT RESEARCH

Working on a monograph tentatively titled “This Side, The Other Side: Vietnamese Identities at War, 1965-1975”

LANGUAGES

Fluency in English, Russian, Vietnamese, Hebrew.
Fair command of French.
Reading abilities in Latin, Italian, Classical Chinese, Demotic Vietnamese characters (Nom).

FELLOWSHIPS AND AWARDS

- Scholarly and Creative Activities Grant, Texas A&M University, 2008
- International Research and Travel Grant to attend Euro-Viet Conference in Hamburg, Germany, 2008
- Visiting Fellow, Southeast Asian Program, Cornell University, 2007-2008
- Nominee for
  - the Association for Asian Studies Southeast Asia Council's Harry J. Benda Prize
  - the Longman-History Today Book of the Year award
  - the Berkshire Conference of Women Historians Prize
  - the American Folklore Society, Women's Section's Elli Kongas-Maranda Prize
- Fellow of the Melbern G. Glasscock Center for Humanities and Research, Texas A&M University, 2007
THOMAS RICHARD DUNLAP

Professor                                                                                     Phone (979) 845-7109 or 7151
Texas A & M University                                                               Fax (979) 862-4314
History Department                                                                     Internet: t-dunlap@tamu.edu
College Station, Texas 77843-2436

ACADEMIC HISTORY:

University of Kansas, Lawrence, KS 1965-1968 Graduate work—Chemistry
Lawrence University, Appleton, WI 1961-1965 B.A., Chemistry, 1965

TEACHING EXPERIENCE:

1991--          Texas A&M, Professor, History
1975-1991   VPI&SU, Assistant Professor to Professor, History

OTHER EXPERIENCE:

U. S. Army, 1968-1970

AWARDS, DISTINCTIONS:

   Fellow, Forest History Society, elected 2007
   OAH Distinguished Lecturer, 2007-2010
   (Annual award for best article in forest and conservation history)
   National Science Foundation Scholar's Grant, 2006-2007
   (Year’s research leave)
   National Science Foundation, Summer Grant, 1990.
   National Science Foundation Scholar's Grant, 1984-1985
   (Sabbatical year research)
   National Endowment for the Humanities, Summer Teaching Fellowship, 1980
   Canadian Studies Program, Canadian Embassy, Faculty Research grant, 1988
   Faculty Development Leave, Texas A&M, Spring 2003, 1996-1997

PUBLICATIONS:

Books:

   Environmental History.

   Nature and the English Diaspora: Environment and History in the United States, Canada, Australia, and


   1982).
Book Manuscript


Edited Collections:


Articles:

Eighteen refereed articles, four of which have been reprinted in books. The most recent:


Published Papers:

A dozen published pieces in anthologies, encyclopedias, or conference proceedings, most recently,


Book Reviews:


PRESENTATIONS:

Some three dozen professional papers at conferences on history, history of science, American Studies, Canadian Studies, and theriology (mammalogy), most recently:

“Analyzing the Whole Thing,” for a session on scale in environmental history, annual conference, American Society for Environmental History, St. Paul, 31 March 2006

A dozen public talks, most recently:


“Environmentalism as Reform and Religion,” Lawrence University, Appleton, WI 24 April 2007

OTHER ACTIVITIES

Consultant for a film on John James Audubon and on conservation history for the Wildlife Conservation Society (Bronx Zoo); expert witness in two civil actions on DDT; outsider reader on Ph.D. committees for universities in the United States, Australia, and New Zealand.
EDUCATIONAL BACKGROUND

B.A. University of California at Santa Cruz 1971
Highest Honors in History, College Honors

M.A. Boston College 1972 (with distinction)
major field: Early Modern European History

Ph.D. Boston College 1976 (with distinction)
major field: Russian History
minor fields: Early Modern Europe, Comparative Early Modern History

RECENT PUBLICATIONS

A Short History of Russia’s First Civil War: The Time of Troubles and the Founding of the Romanov Dynasty (University Park: Penn State Press, 2004); viii, 342 pp.


MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS:
- American Historical Association
- American Association for the Advancement of Slavic Studies
- Hakluyt Society
- Early Slavic Studies Association
- European History Section, Southern Historical Association
- Milton Society of America

HONORS, GRANTS AND AWARDS:
- Regents Scholar, University of California at Santa Cruz (1967-71)
- Woodrow Wilson Fellowship (1971)
- National Endowment for the Humanities Translation Program Grant (1980-81)
- Texas A&M University College of Liberal Arts Distinguished Teaching Award (1984)
- Kellogg Foundation Agriculture and Liberal Arts Research Grant (1985-86)
- Texas A&M University Honors Teacher-Scholar Award (1986-87)
- Harvard University Russian Research Center Research Fellowship (1987-88)
- Visiting Scholar, Harvard University (1987-88)
- Amoco Foundation Award for Distinguished Teaching (1992)
- Texas A&M University Distinguished Teaching Award (1995)
- National Endowment for the Humanities Collaborative Research Grant (2002-03)
- Glasscock Center for Humanities Research Matching Grant (2002)
- Eppright University Professorship in Undergraduate Teaching Excellence (2005-2008)
- Texas A&M University System Student Led Award for Teaching (SLATE) (2009)

PROFESSIONAL WORK EXPERIENCE:
- Assistant Professor, Pembroke State University 1977-79
- Assistant Professor, Texas A&M University 1979-85
- Associate Professor, Texas A&M University 1985-2002
- Visiting Scholar, Harvard University 1987-88
- Professor, Texas A&M University 2002-
- Eppright Professor, Texas A&M University 2005-2008

TEACHING RESPONSIBILITIES: UNDERGRADUATE
- Western Civilization to 1660 (HIST 101)
- Russian Civilization (HIST 210)
- Early Modern Europe (HIST 333)
- Rise of the European Middle Class (HIST 338)
- Eastern Europe Since 1453 (HIST 339)
- Medieval and Early Modern Russian History (HIST 410)
- Imperial Russia, 1801-1917 (HIST 411)
- History of the Soviet Union (HIST 412)

TEACHING RESPONSIBILITIES: GRADUATE
- Historiography (HIST 628)
- Early Modern Europe (HIST 643)
- Imperial Russia (HIST 689)
Side Emre  
Curriculum Vitae

Texas A&M University  
Assistant Professor  
Department of History  
013 M. Glasscock Bld., College Station, TX 77843-4236  
sideemre@tamu.edu  
773-344-8563

Education
- Ph.D., 2009  
  Department of History  
  University of Chicago
- M.A., 1996  
  Department of History, Institute of Social Sciences  
  Boğaziçi University, Istanbul, Turkey
- B.A., 1992  
  Department of Romance Languages and Literature, Faculty of Arts and Sciences  
  Boğaziçi University, Istanbul, Turkey

Teaching Experience
- Assistant Professor, 2010-present  
  Texas A&M University  
  Department of History (Religious Studies Affiliation)
  - Visiting Full-Time Faculty, 2009-2010  
  University of Tennessee – Knoxville  
  Department of History
  - Full-time Instructor, 2002-2006  
  Sabancı University, Istanbul, Turkey  
  Division of Social Sciences, Department of History

Certificate
- British Cultural Studies, 1995-1996

Language Skills
- Turkish: Native fluency  
- English: Near native fluency  
- Ottoman Turkish and Anatolian Turkish Paleography: Advanced-level reading skills  
- Arabic: Advanced-level reading knowledge  
- Persian: Intermediate-level reading knowledge  
- French: Advanced-level reading knowledge  
- German: Basic-level reading knowledge
Fellowships, Scholarships and Honors

- Melbern G. Glasscock Center for Humanities Research Fellow, Texas A&M University, 2010-2011
- Century Scholarship, University of Chicago, 1996-2000
- International House Residency Fellowship, University of Chicago, 1996-2001
- Center for Middle Eastern Studies, Summer Arabic Program Grant, University of Chicago, 1997/1998
- Overseas Research Grant, Division of Social Sciences, University of Chicago, 1997-1999

Fields of Expertise and Teaching Interests

- World History and Civilizations
- Early and Medieval Islamic History
- Sufism and Mysticism, 15th -18th centuries in Islamic and Mediterranean geographies
- Early Modern Ottoman, Islamic and North African Political, Social, Cultural, Intellectual and Religious History
- Turkish Language and Literature
- Ottoman Literature and Arts
- Modern Middle East and Turkish Political and Social History
- Medieval and Early Modern European History, Early Modern Spain

Publications

- Refereed Journal Article

Scholarly Papers and Panels

Upcoming Conference

- Middle Eastern Studies Association (MESA) Conference, San Diego, November 2010

Panel Organized by Side Emre: Revisiting the Ottoman Imperial Project: Its Advocates and Critiques in the 15th and 16th centuries

Paper title: Perspectives on the Ottoman imperial project in Egypt: The crossing paths of a Messianic conqueror, Sultan Selim (d.1520), a Cairene saint/shah, İbrahim-i Gülşeni (d. 1534), and a Hanefi judge/Ottoman chronicler, Abdussamed Diyarbekri (d.1542)
KATHERINE CARTÉ ENGEL  
Department of History – 4236  Melbern G. Glasscock Bldg., 303A  
Texas A&M University  College Station, Texas 77845-4236  
979.845.7672  kcengel@tamu.edu

EDUCATION
Ph.D., American History, 2003, University of Wisconsin-Madison
M.A., American History, 1996, University of Wisconsin-Madison
B.A., History, 1994, Haverford College

ACADEMIC EMPLOYMENT
Texas A&M University, 2004 – Present, Assistant Professor
Rutgers-University-Camden, 2003-2004 – Assistant Professor

COURSE PROGRAM
History 105 - US History to 1877
History 365/Religious Studies 365 - American Religious History to 1865
History 366/Religious Studies 366 - American Religious History since 1865
History 366W - American Religious History since 1865 - Writing Intensive
History 367 - Colonization of North America
History 367W - Colonization of North America -Writing Intensive
History 481 - Senior Seminar - Topics include American Religious History, Rise of Modern Evangelicalism, Religion in George H. W. Bush’s America
History 631 - Readings in US History to 1877 - Graduate Seminar
History 679 - Topics in Comparative Borders - Religion as a Border in American History - Graduate Seminar

RESEARCH-IN-PROGRESS
“Breaking Ties: International Protestantism in the era of the American Revolution, 1765-1792”

BOOKS, ARTICLES, AND BOOK CHAPTERS
  • Winner, Dale W. Brown Award for Outstanding Scholarship in Anabaptist and Pietist Studies


**MISCELLANEOUS PUBLICATIONS**


**SELECTED FELLOWSHIPS & AWARDS**

American Council of Learned Societies-Ryskamp Fellowship, 2010 Competition year


American Philosophical Society, Franklin Research Grant, 2009

Pew Young Scholars in American Religion Program, Center for the Study of Religion and American Culture, 2007-2009

McNeil Center for Early American Studies, Barra Postdoctoral Fellow, 2004-2005

Colonial Society of Pennsylvania Article Prize, First Place, 2003

Yale University, Center for Religion in American Life Dissertation Fellow, 2002-2003

Deutscher Akademischer Austauschdienst (DAAD) Research Fellow, 2001


DAAD Sprachkursstipendium, Goethe Institute, Iserlohn, Germany, 1999

**SELECTED CONFERENCE PRESENTATIONS**

April Lee Hatfield
Department of History
Texas A&M University
College Station, TX 77843-4236
(979) 845-7180
ahatfield@tamu.edu

Employment:
Texas A&M University Associate Professor, 2004-present
Texas A&M University Assistant Professor, 1998-2004
Marquette University Visiting Assistant Professor, 1997-1998
George Mason University Adjunct Instructor, 1996

Education:
The University of Oregon, Eugene, Oregon. M.A. 1992, History
Duke University, Durham, North Carolina. A.B. 1989, History

Work in Progress:
Book Project: Imperial Boundaries on Land and at Sea: Human and Legal Intersections of English and Spanish America, 1670-1721

Recent Awards and Fellowships:
Texas A&M University. Program to Enhance Scholarly and Creative Activities, 2006.
Texas A&M University. Faculty Development Leave, 2005-2006.

Publications:

Peer-Reviewed Journal Articles and Book Chapters:
“A ‘very wary people in their bargaining’ or ‘very good marchandise’: English Traders’ Views of Free and Enslaved Africans, 1550-1650” Slavery & Abolition 25 (December, 2004), 1-17.

Solicited Essays and Non-Peer-Reviewed Book Chapters:


Recent Conference Papers and Presentations:
October 16, 2009. “Borders and Identities in the Early Modern Caribbean.” Glasscock Humanities Center Internal Faculty Fellows Workshop, College Station, Texas.

Recent Service:
5 Search Committees, Texas A&M University Department of History between 1999 and 2010.
Chair, Search Committee, Texas A&M University Department of History, 2006-2007.
American Studies Search Committee, Texas A&M University College of Liberal Arts, 2005.

Advising/Teaching at Texas A&M University:
Chair, 2 completed Ph.D. committees, 2 current Ph.D. committees
Chair, 2 completed M.A. committees, 1 current M.A. committee
Member, 5 completed Ph.D. committees, 4 current Ph.D. committees
Member, 2 completed M.A. committees, 1 current M.A. committee

History 105, 105H: History of the United States
History 320, 320W: History of the Atlantic World
History 321: The Age of Revolution in the Atlantic World
History 341: Latin America to 1810
History 367, History 367W: Colonization of North America
History 368: The Birth of the Republic, 1763-1820
History 450: The Old South
History 601: Colonial North America
History 604: The Early Republic
History 679: Topics in Comparative Border Studies: Law and Borders
History 679: Topics in Comparative Border Studies: The Atlantic World
Felipe Hinojosa
Curriculum Vitae

Texas A&M University          College Station, TX 77843
Assistant Professor, Department of History       fhinojosa@tamu.edu

DEGREES RECEIVED

Ph.D., History, University of Houston, 2009
Master of Arts, History, University of Texas Pan American, 2004
Bachelor of Arts, English, Fresno Pacific University, 1999

RESEARCH AND PUBLICATION


FELLOWSHIPS AND RESEARCH GRANTS

Louisville Institute, First Book Grant for Minority Scholars, Postdoctoral Fellowship for academic year, 2010-2011.

Faculty Stipendiary Fellowship, The Melbern G. Glasscock Center for Humanities Research, Texas A&M University, 2009-2010

CONFERENCE PAPERS

“Jesus Christ made me a Macho!”: Latino/a Identity and Activism in the Mennonite Church, 1968-1974.” Afro-American Religious History Group, American Academy of Religion, October 30-November 1, 2010.

“Latino/a Identity and Activism in the Mennonite Church, 1968-1974” Texas State Historical Association Conference, March 4-6, 2010.

“Building a Multiethnic Movement: Latino/a and African American Activism within the Mennonite Church, 1968-1980” Mexican American Scholars Conference, Our Lady of the Lake University, San Antonio, Texas, February 11-12, 2010
TEACHING FIELDS

Chicana/o-Latina/o History
20th Century U.S.
American Religion
Gender, Race & Ethnicity

COURSE PROGRAM

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<th>Quarter</th>
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<td>Spring 2010</td>
<td>Hist 106</td>
<td>History of the United States since 1877</td>
<td>180</td>
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<td>Hist 481</td>
<td>Latina/o Religion</td>
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<td>Fall 2009</td>
<td>Hist 307</td>
<td>Latina/os in the U.S.</td>
<td>42</td>
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<td>Hist 481</td>
<td>Latina/o Religion</td>
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INVITED LECTURES

“African American and Latino/a Religious Identity in the Mennonite Church, 1968-1982”
Convocation Series, Bethel College, North Newton, Kansas, October 30, 2009.

“Religion as Resistance: From Slavery to Civil Rights” Celebration of Black History Month,
South Texas College, McAllen, Texas, February 16, 2009.

“The Spaces of Chicana/o History: Race, Resistance, and Power in Greater Mexico,”
Convocation Series, Bethel College, North Newton, Kansas, February 2005.

EXTRAMURAL PROFESSIONAL AND SERVICE ACTIVITY

Organizing the visit of filmmaker John J. Valadez for a screening of his new documentary on

“Race & Identity in U.S. History,” Voluntary Service Orientation, August 11-12, 2010,
San Antonio, TX.


“Anti-Racism Education” Summer Service Program for Young Adults, program of
Mennonite Central Committee Central States, June 9, 2010, New Orleans, LA.

Dissertation Committee outside reader: Sarita Bertinato, graduate student in Sociology,
working on a project on Mexican immigration to San Antonio during the early to middle 20th

Editorial Services to Scholarly Publications, Article Manuscript in Latino Studies Journal
November 2009
SYLVIA D. HOFFERT
History Department
101 Glasscock Bldg
Texas A & M University
College Station, TX  77843-4236
Email: shoffert@tamu.edu
Phone: 979-696-8141

EDUCATION
Ph.D., History, Indiana University-Bloomington, 1984
M.A., History, Western Michigan University, Kalamazoo, 1968
B.A., History with Distinction and Honors, Indiana University-Bloomington, 1965

PUBLICATIONS
Books:
“Alva Vanderbilt Belmont,” Indiana University Press, forthcoming


Scholarly Articles:


“Who Funded the National Women’s Party?” in Kathryn Kish Sklar and Thomas Dublin, eds., Women and Social Movements in the United States, 1600 -2000, 11 (December 2007), (text and documents - 126 pages) (accessed through subscribing libraries)


“Mary Boykin Chesnut: Private Feminist in the Civil War South,” *Southern Studies*, XVI (Spring 1977), 81-89.

PROFESSIONAL EXPERIENCE

Professor of History, Texas A & M University, College Station, TX, 2005 -
Distinguished Professor of History and Women’s Studies, University of North Carolina – Chapel Hill, 2004
Professor of History and Women’s Studies, University of North Carolina – Chapel Hill, 1995 -2004
Associate Professor of History, Southwest Missouri State University, Springfield, 1992-1995
Assistant Professor of History, Southwest Missouri State University, 1988-1992

TEACHING AWARDS

Bowman and Gordon Gray Chair in Distinguished Undergraduate Teaching, University of North Carolina – Chapel Hill, 2004
Tanner Faculty Award for Excellence in Undergraduate Teaching, University of North Carolina-Chapel Hill, 2000
Senior Class Teaching Award, University of North Carolina-Chapel Hill, 1997
Women’s Studies Teaching Award, University of North Carolina-Chapel Hill, 1996.
Angela Pulley Hudson
Department of History
(979) 845-7151; fax (979) 862-4314
College Station, TX 77843-4236
aphudson@tamu.edu

Degrees Received
Ph.D., American Studies, Yale University, 2007
M.A., American Studies, Yale University, 2003
M.A., English, University of Georgia, 1999
B.A., English/Spanish, Auburn University, 1996

Academic Positions
Assistant Professor, History, Texas A&M University, 2007-present
Instructor, American Studies, Yale University, 2005
Graduate Teaching Assistant, American Studies, Yale University, 2003-2004, 2006
Graduate Teaching Assistant, English, University of Georgia, 1999

Research and Publication

Books

Articles
"'Real Native Genius': Okah Tubbee's Traveling Indian Show," under revision for publication in the Journal of Southern History

Chapters

Conference Papers
"'Real Native Genius': Okah Tubbee's Traveling Indian Show," American Studies Association Annual Meeting, Washington, DC, November 5-8, 2009
"Selling the Shadow: Okah Tubbee's Traveling 'Indian' Show," Futures of American Studies Institute, Dartmouth College, Hanover, New Hampshire, June 21-27, 2009
"Furtive Geographies: Slaves on the Road in Creek Country, 1790s-1830s," Southern Historical Association Annual Meeting, New Orleans, Louisiana, October 9-12, 2008
"'Keeping our Path White and Strait': Territory and Mobility in Creek Country, 1790s-1820s," American Society for Ethnohistory Annual Meeting, Tulsa, Oklahoma, November 7-10, 2007
"Child of an 'Unnatural Mother': The Mis-Identification of Okah Tubbee," American Studies Association Annual Meeting, Atlanta, Georgia, November 11-14, 2004
"Revisiting Mary Musgrove: Georgia's 'Creek Indian Princess' and the Politics of Writing History" American Studies Colloquium, Yale University, New Haven, Connecticut, May 10, 2002
"Imagining Mary Musgrove: Georgia's 'Creek Indian Princess' and the Politics of Southern Identity" 11th Annual Women's Studies Conference, Southern Connecticut State University, New Haven, Connecticut, October 12-13, 2001

"Southeastern Native American Documents Database, 1730-1842: An Introduction to Teaching with Historical Databases," The Multicultural South: A Graduate Student Conference, Graduate Association for
Multicultural Studies, University of Georgia, Athens, Georgia, April 19-20, 2001

Invited Lectures
"'Real Native Genius': Okah Tubbee's Traveling Indian Show," Rice University, Houston Area Southern Historians, Houston, Texas, October 14, 2009
"Teaching Students to Find the Worlds within the United States," The United States and the World: New Departures in Research and Pedagogy, Sponsored by the Andrew W. Mellon Foundation, Yale University, New Haven, Connecticut, May 29, 2009

Book Reviews

Fellowships & Research Grants
Franklin Research Grant from the American Philosophical Society, 2009-2010
Ballard Breaux Visiting Fellowship at the Filson Historical Society in Kentucky, 2009-2010
American Studies Stipendiary Fellow for the Melbern G. Glasscock Center for Humanities Research, 2008-2009
Melbern G. Glasscock Center for Humanities Research, Travel to Archives Grant, Texas A&M University, 2008
Program to Enhance Scholarly and Creative Activities Award, Texas A&M University, 2008
Whiting Fellowship in the Humanities, Graduate School of Arts and Sciences, Yale University, 2006-2007
Joel Williamson Visiting Scholar Grant, Southern Historical Collection, University of North Carolina, 2005
Howard R. Lamar Center for the Study of Frontiers and Borders at Yale University Fellowship, 2004
Phillips Fund for Native American Research Grant, American Philosophical Society, 2004
History of Cartography Short-term Fellowship, The Newberry Library, 2004
Kate B. and Hall J. Peterson Fellowship, American Antiquarian Society, 2004
John F. Enders Fellowship and Research Grant, The Graduate School of Arts and Sciences, Yale University, 2004
MacKinnon Family Fellowship in Western Americana, Beinecke Rare Book and Manuscript Library, 2004

Professional Service
Professional Memberships
American Historical Association
American Studies Association
Native American and Indigenous Studies Association
Society for American Ethnohistory
Southern Association of Women Historians
Southern Historical Association

External Committees
Women’s Committee of the American Studies Association

Internal Committees
American Studies Advisory Board, Texas A&M University (2008-present)
Latino/a History Search Committee, Department of History, Texas A&M University (2008-09)
Undergraduate Committee, Department of History, Texas A&M University (2008-present)
Executive Committee, Department of History, Texas A&M University (2009)

Professional Memberships
American Historical Association
American Studies Association
Native American and Indigenous Studies Association
Society for American Ethnohistory
Southern Association of Women Historians
Southern Historical Association

External Committees
Women’s Committee of the American Studies Association

Internal Committees
American Studies Advisory Board, Texas A&M University (2008-present)
Latino/a History Search Committee, Department of History, Texas A&M University (2008-09)
Undergraduate Committee, Department of History, Texas A&M University (2008-present)
Executive Committee, Department of History, Texas A&M University (2009)
Curriculum Vitae 2010

David R. C. Hudson
Instructional Associate Professor
Associate Graduate Director
Department of History
Texas A&M University

tel: (979) 845 7101
fax: (979) 862 4314
E-Mail: david-hudson@tamu.edu


• M.A., History, Sam Houston State University, Huntsville, Texas; December 1993. Thesis: “D’Hanis, Texas: Immigration, Integration and Assimilation” (Director: Prof. Terry Bilhartz)

• B.A. (hons), Theology and Religious Studies, University of Bristol, Great Britain; July 1983.

Fields of Study/Research:

• Ireland; politics, culture, religion and nationalism.
• Modern Britain; political, social and religious history.
• The British Empire.
• Nationalism and identity formation in Britain and Ireland.
• John Redmond and the quest for political consensus in Ireland
• British-Israel Identity movement in Britain.

Current Writing Projects:

(1) Article: A study of the transportation of Irish soldiers to Sweden and Muscovy in the early 17th century - with Professor Chester Dunning. Our article - ‘The greatest cruelty ever inflicted on any people’: The Transportation of Irish Swordsmen to Sweden and Russia, 1609-1613, and the Plantation of Ulster

(2) Projected Monograph: A critical study of the life, ideas and political legacy of John Redmond. This study will focus on a series of comparisons drawn between Polish and Irish history in the nineteenth and early twentieth centuries. The validity of assertions of Irish and Polish “exceptionalism” will be considered, together with a consideration of the relevance of John Redmond for the future of Northern Ireland and other zones of endemic conflict.

Current Position at Texas A&M University:

• Instructional Associate Professor, Department of History
• Associate Graduate Director, Department of History
• Faculty - Eleven (12) years in position
• Member of the Graduate Faculty
• Member of the History Department Graduate Committee
• Chair - Study Abroad Application Review Committee
**Current Responsibilities as Associate Graduate Director (AGD):** My work as Associate Graduate Director is both varied and stimulating. It brings me into contact with not only the more than 70 students currently enrolled in our program, and also involves interacting with many enquirers and outside entities. My tasks include streamlining procedures and improving communications between the graduate program, the History Department and the University community. I also work to enhance our recruitment and outreach and to improve the overall effectiveness and quality of the History Graduate Program.

**Selected Publications/Conference Participation:**

- Presented Paper “The Earl of Midleton’s Autopsy on Ireland’s Death by Kindness” at Western Conference on British Studies meeting, Tucson, October 1999.
- Panel chair and commentator - Southern Conference on British Studies (SHA meeting), New Orleans, November 2001 - “Imps, Imperialism and Impertinent Women: Subversive females and the British military authorities.”
- Panel commentator - Western Conference on British Studies, Little Rock, October 2002 - “Using the Irish and Being Used: Anglo-Irish Relations 1895-1918.”
- **The Ireland That We Made** was published by the University of Akron Press, April 2003.
- Chaired session at NACBS 2005 meeting in Denver - “Imperial Understandings: Ireland and the Empire 1798-1922” - four papers presented with commentary.
- Program Chair, Western Conference on British Studies (WCBS), for 2005 & 2006.
- July 2005 - authored manuscript report for the College of Veterinary Medicine on a proposed History of the Veterinary School at Texas A&M University.

**Teaching at Texas A&M University:** whilst at Texas A&M I have taught a very wide variety of undergraduate courses at both lower and upper level. In addition to survey courses over American and European History, I have also taught courses in British and Irish History covering every period from earliest times to the present. In fact my interest in Irish History arose as a direct result of my research - and whilst at Texas A&M I have written three courses in Irish history - these are described in the current University Catalog. I have also supervised one Undergraduate Honors Fellow (who subsequently went on to earn an M.A. in History), and directed one graduate student in an independent study. In all the classes that I teach I endeavor to communicate my own enthusiasm and excitement about History - and I have abundant evidence that many students respond extremely positively. In all of my teaching, I try to bear in mind that almost all learning takes place in response to questions - and that the task of the historian is to examine the past in as forensic a manner as possible. Although in my teaching I employ various methods and techniques (outlines, maps, charts, power-point, students presentations, etc.), I remain convinced that the traditional lecture when well-delivered is an unbeatable model for College teaching.
EDUCATION
Ph.D. (History), University of Missouri-Columbia, 1978
University of Münster, Germany, 1975-76
M.A. (History), University of Missouri-Columbia, 1972
B.A. (History), Concordia Senior College, Ft. Wayne, IN, 1970

POSITIONS HELD
Texas A&M University, Asst. Prof. 1988-90; Assoc. Prof. 1990-96; Professor, 1996-present
Senior Fulbright Lecturer, University of Osnabrück, 1998-99
Visiting Professor, Ruhr University Bochum, 1991-92
Senior Fulbright Lecturer, University of Bremen, 1986-87
University of Miami, Assistant Prof. 1983-87; untenured Associate 1987-88
Mellon Postgraduate Instructor, California Institute of Technology, 1981-83
Postgrad. Research Associate, Inst. of Comparative Urban History, Univ. of Münster, 1978-81

TEACHING FIELDS
U.S. Immigration, Urban, and Social; Quantitative Methods; U.S. Civil War and Reconstruction; Modern Germany, esp. Social

BOOKS & SELECTED ARTICLES PUBLISHED
German-American Immigration and Ethnicity in Comparative Perspective, ed. with Wolfgang Helbich, (Madison, WI: Max Kade Institute, 2004), 356 pp.
Deutsche im Amerikanischen Bürgerkrieg: Briefe von Front und Farm, 1861-1865, ed. with Wolfgang Helbich, (Schöningh: Paderborn, 2002), 584 pp.
"Uprooted or Transplanted? Reflections on Patterns of German Immigration to Missouri," Missouri Historical Review 103 (2009), 71-89.
"German Texans: In the Mainstream or Backwaters of Lone Star Society?" Yearbook of German-American Studies 38 (2003), 119-138.
"¿Quiénes se fueron al sur? La eleccion de destino entre los inmigrantes alemanes en el siglo XIX," Estudios Migratorios Latinoamericanos 42 (August 1999), 23-49.
HOI-EUN KIM
Assistant Professor
Department of History
hekim@tamu.edu

DEGREES RECEIVED
Ph.D., History, Harvard University, 2006
B.A., summa cum laude, Western History, Seoul National University (South Korea), 1998

ACADEMIC POSITIONS
Assistant Professor, History, Texas A&M University, 2007-present
Visiting Lecturer, History, Yale University, 2006-7

PUBLICATION

Published Peer-Reviewed Articles
“Medicine and Colonial Modernity in Korea: A Sketch,” in Transaction in Medicine, eds.
Yasutaka Ichinokawa, Christian Oberländer, Shizu Sakai, and Tatsuo Sakai (Tokyo:
University of Tokyo, 2009): 107-118.
“Imaginary Terrain of German Orientalism: the Image of Japan in Die Gartenlaube
Between 1854-1902,” in Germany and the Imagined East, ed. Lee M. Roberts,
“Anti-Semitism and the Holocaust: Daniel Goldhagen's Hitler's Willing Executioners,” in

Forthcoming
"Forum: Germany, Asia, and the Transnational Turn," with Young-Sun Hong, Kris
Manjapra, Corinna Unger, and Jennifer Jenkins. To be published in December, 2010
issue of the journal, German History.

Accepted
“Bio-sophers? German Physicians as ‘Ethnographers’ of Meiji Japan.” To be published
in History of the German East Asiatic Society (editor: Christian Spang).
“Anatomically Speaking: the Kubo Incident and the Paradox of Race in Colonial Korea.”
To be published in Race and Racism in Modern East Asia: Western Constructions and
Local Reactions (editors: Rotem Kowner and Walter Demel).
“Measuring Asian-ness: Erwin Baelz’ Anthropological Expeditions in Fin-de- Siècle
Korea.” To be published in German-Asian Cultural Studies
(editors: Mary Rhiel and Veronika Fuechtner).

Pending
“Doctors of Empires: Medical and Anthropological Encounters between Imperial Germany
and Meiji Japan, 1868-1914.” Book manuscript under revision.
“Cure for Empire: the ‘Conquer-Russia-Pill,’ Pharmaceutical Manufacturers, and the
Making of the Patriotic Japanese, 1904-1945.” To be submitted to Social History of
Medicine.

FELLOWSHIPS & RESEARCH GRANTS (SELECTED)
JSPS (Japan Society for the Promotion of Science)-SSRC Research Grant in Japan, 2009
DAAD (German Academic Exchange Service) Faculty Research Visit Grant, 2009
Matching Grant, Glasscock Center, TAMU, 2009
Faculty Research Enhancement Program, College of Liberal Arts, TAMU, 2009
Harvard-Yenching Library Travel Grant, 2009
International Research Travel Assistance Grant, TAMU, 2009
Program to Enhance Scholarly and Creative Activities, Texas A&M University, 2008, 2010
Faculty Travel Grant to Archives, Glasscock Center, TAMU 2009, 2007
Supplementary Dissertation Research Grant for Research in Japan, Harvard, 2004
Krupp Foundation Fellowship for Dissertation Research in Germany, 2002

TEACHING AWARD

Student Led Award in Teaching Excellence, Texas A&M University, 2009
Winner of the H-German Syllabus Contest, 2008.

INVITED LECTURES & COLLOQUIA (SELECTED)

“‘Japan is a German Colony’: German Medicine, Physicians on the Move, and German ‘Soft Power’ in Meiji Japan, 1868-1912.” Princeton University, March 5, 2009.


“Cure for Empire: Seirōgan and a Cultural History of Pharmaceutical Medicine in Modern Japan, 1904-1945.” Glasscock Center Faculty Colloquium, College Station, TX, April 16, 2008.


Panelist: “Emerging Perspectives on Humanities Research and Medicine,” Glasscock Center’s Humanities Roundtable, College Station, TX, Feb. 19, 2008.


“Japanese Medical Students as Ethnographers on Imperial Germany.” The 22nd Stuttgarter Fortbildungsseminar: Medizin und Reisen, Stuttgart, Germany, May 9, 2003.

“Japanese Medical Students in Berlin.” Institut für Geschichte der Medizin, Free University Berlin, Germany, January 27, 2003.

CONFERENCE PAPERS (SELECTED)


“Medicine and Colonial Modernity in Korea: An Overview,” Transaction in Medicine and Heteronomous Modernization: Germany, Japan, Korea, and Taiwan, University of Tokyo, Tokyo, Japan, September 20, 2008.


Andrew J. Kirkendall

Associate Professor of History
MS 4236/TAMU
College Station, TX 77843
andykirk@tamu.edu
(979)324-9858 (cell phone)

Education

Ph. D., Latin American history, University of North Carolina at Chapel Hill, 1996.
M. A., Latin American history, University of North Carolina at Chapel Hill, 1991.
M. A., University of Missouri-Columbia School of Journalism, 1987.
B. A., Wesleyan University (CT), 1980: graduated cum laude and with departmental honors in history.

Books


Articles


Teaching Award

Texas A&M University Association of Former Students Distinguished Achievement Award for Teaching, 2007.

On-Going Research Project

“The Cold War and Latin American Democracy”
Editorial Activities

Associate Editor, Encyclopedia of Latin American History and Culture Second Edition (Charles Scribner’s Sons, 2008). Besides my varied editorial duties, I authored many entries on Latin American athletes, musicians, and musical styles, and politicians, including Mario Bauzá, Forró, Machito, Dennis Martinez, Pedro Martinez, Carlos Mejia Godoy, Beny Moré, Astor Piazzolla, Elis Regina, Luis Tiant, and Tabaré Vázquez.

Book Chapter


Conference Proceedings


Teaching Experience

Associate Professor of History, Texas A&M University, 2003 to present.
Assistant Professor of History, Texas A&M University, 1997-2003.
Courses Taught at Texas A&M University:
  History 104, World History since 1500
  History 341, Latin America to 1810
  History 342, Latin America since 1810
  History 343, Inter-American Relations (created)
  History 449, History of Brazil (created)
  History 464, International Developments since 1918
  History 481, Senior Seminars in US-Latin American Relations
  History 617, Latin America – The National Period
  History 689, US-Latin American Relations
ARNOLD KRAMMER, PH.D.

Professor of History
Texas A&M University, 4236 TAMU
College Station, TX 77843-4236
Phone: (979) 845-7108
Email: apkrammer@aol.com

Education
University of Wisconsin, Madison History & Chemistry B.S., 1963
University of Vienna German History Diploma, 1970
University of Wisconsin, Madison German History (Prof. Theo. Hamerow) M.A., 1965
University of Wisconsin, Madison Russian Area Studies Certificate, 1965
University of Wisconsin, Madison German History (Prof. George Mosse) Ph.D., 1970

Professional Experience
2002–2003 Fulbright Professor, Schiller Universität (Jena, Germany)
1993–1994 Guest Professor, Universität Tübingen (Tübingen, Germany)
1992 Fulbright Professor, Universität Tübingen (Tübingen, Germany)
1982 Visiting Professor, Rice University
1980 Visiting Professor, Rice University
1979–Present Professor of History, Texas A&M University
1974–1979 Associate Professor, Texas A&M University
1970–1974 Assistant Professor, Rockford College (Rockford, Illinois)
1968–1970 Teaching Assistant, University of Wisconsin, Madison

Books


**Chapter Contributions**


JOHN H. LENIHAN
BRIEF VITA

EDUCATION:
B.A., History, Seattle University, 1963
M.A., History, University of Washington, 1966
Ph.D., History, University of Maryland, 1976

TEACHING EXPERIENCE:
Instructor, History, Texas A&M University, August 1968 - May 1970
Teaching Assistant and part-time Instructor, University of Maryland, September 1970 - July 1977
Tenure-track and tenured faculty, History, Texas A&M University, September, 1977--.

PUBLICATIONS (Select):

"Classics and Social Commentary," Journal of the West, 22, no. 4 (October 1983), 34-42.


"English Classics for Cold War America: MGM's Kim (1950), Ivanhoe (1952), and Julius Caesar (1953)," Journal of Popular Film and Television, 20, no. 3 (Fall, 1992), 42-51. Cover-lead article.


PROFESSIONAL MEETINGS (Select Role, Topics, Associations):
Chair: “Popular Culture and Social Crisis,” American Historical Association, Chicago 1984
Commentator: “Many Westerns, Many Scripts,” Western History Association, Las Vegas 2004

AWARDS:
Texas A&M University Honors Program, Teacher-Scholar Award, 1988.
Association of Former Students of Texas A&M University, Distinguished Teaching Award, 1994.
Texas A&M University, College of Liberal Arts, Summer Research Grant, 1985.
Film Studies/Glasscock Center Stipendiary Faculty Fellow, 2004.

COURSES TAUGHT (at TAMU):
HIST 105/106: History of the U. S. (including honors sections)
HIST 374: U. S. Since World War II
HIST 460: Modern American Society and Culture (most Spring semesters)
FILM 394: Studies in Genre/HIST 453: The American Frontier (cross-listed Film/History)
FILM 394: Studies in Genre/ HIST 489: Christianity in Film (team-taught, cross-listed Film/Hist.)
HIST 489/FILM 489: U.S. Film Censorship (team-taught HIST/FILM honors seminar)
HIST 629: Recent American Cultural and Intellectual History (Graduate seminar)
BRIAN McALLISTER LINN
Professor of History and Ralph R. Thomas Class of 1921 Professor in Liberal Arts
President, Society for Military History

Department of History, TAMU 4236
Texas A&M University
College Station, TX 77843-4236
email: b-linn@tamu.edu
phone: 979 845-5172
fax: 979 862-4314

Academic Record
Ph.D., The Ohio State University, 1985
M.A., The Ohio State University, 1981
B.A. with High Honors, University of Hawai`i, 1978

Professional Experience
Professor, Department of History, Texas A&M University, 1998-present
Associate Professor, Department of History, Texas A&M University, 1995-98
Assistant Professor, Department of History, Texas A&M University, 1989-95
Visiting Assistant Professor, Department of History, Old Dominion University, 1987-89
Visiting Assistant Professor, Department of History, University of Nebraska, 1986-87

Grants and Fellowships
Smith Richardson Foundation Research Grant, 2008-2011
Fulbright Fellowship, Department of History, National University of Singapore, 2009
Woodrow Wilson International Center Fellowship, 2004-2005
John Simon Guggenheim Memorial Fellowship, 2003-2004
Susan Louise Dyer Peace Fellowship, Hoover Institution, Stanford University, 1993-1994
John M. Olin Postdoctoral Fellowship, Yale University, 1990-1991
National Endowment for the Humanities Summer Stipend, 1989

Books
*The Philippine War, 1899-1902*, University Press of Kansas, 2000 (4th printing); paperback 2002 (5th printing). Society for Military History Distinguished Book Prize; History Book Club Selection; Army Chief of Staff’s Reading List; Air Force Chief of Staff’s Reading List
*Guardians of Empire: The U.S. Army and the Pacific, 1902-1940*, University of North Carolina Press, 1997; paperback 1999. Society for Military History Distinguished Book Prize; Army Historical Foundation Book Award; History Book Club Selection; *Choice* Outstanding Academic Book

Articles, Book Chapters, Journals
“Military History: Reaching Beyond the Traditional Academy,” Historically Speaking 10 (November 2009): 10-12, and “Rejoinder,” p. 19


Awarded Moncado Prize, 2003

Twenty-six other publications; fifty book reviews

Courses Taught at Texas A&M
HIS 106--U.S. History Since 1877 (lecture and honors seminar)
HIS 230--American Military History, 1609 to Present
HIS 234--European Military History
HIS 444--American Military History since 1901
HIS 444W—US Military History since 1901 (writing intensive)
HIS 481 (Senior Seminars)–Vietnam War; World War II; 20th Century US Military; Military Policy Since Vietnam; American Ways of War
HIS 645--Modern U.S. Military History (readings and research methods)
HIS 689--American Military History Since 1898
BUSH 689—Military Strategy and the Conduct of Nations

Chair, Graduate Students: Masters theses supervised: 5; Doctoral dissertations: 5


Professional Service (selected)
International
Co-Chair, Program Committee, 28th International Congress on Military History (2001-2002)
Federal-State
Department of the Army Historical Advisory Committee (2003-2007)
U.S. Panel, Fellowship Competition, Woodrow Wilson International Center 2006-7
Theodore Roosevelt Medal of Honor Board (1999)

Professional Organizations and University
President, Society for Military History (2009-present)
Program Committee, Historical Society 2010 Biannual Meeting (2009-2010)
Aggie Honor Council (2005-present)
Board of Faculty Advisors, Scowcroft Institute for International Affairs, (2007-present)
HAROLD C. LIVESAY
CURRICULUM VITA

EDUCATION


PUBLICATIONS

Books


____ Revised second edition published 2007 by Pearson Longman


____ (Revised edition published 1999.) (with Marcia L. Rorke)

Edited book


Articles, Book Chapters, Contributions to Collections, etc.


REVIEWING


PAPERS, SPEECHES, CONFERENCE PARTICIPATION

In addition to well over a hundred talks on a variety of topics to other professional and non-professional audiences, including schools, civic groups, etc. I have presented papers and delivered comments at many professional meetings, including those of the American Historical Association, the Organization of American Historians, the Economic History Association, the Business History Society, and the Economic and Business Historical Society. In addition I have made presentations at professional meetings in Great Britain, France, Spain, Germany, Japan, and Australia.
**PROFESSIONAL WORK EXPERIENCE**

*Occupational experience:*

Clerk, freight brakeman, yardmaster, for the Pennsylvania Railroad in Wilmington, Delaware, and Baltimore, Maryland. 1952-1957


Yardmaster, Pennsylvania Railroad, Wilmington Delaware, and Chester, Pennsylvania. 1959-1962

Self-employed steel hauler and industrial painting contractor, coast-to-coast. 1962

Chemical research technician for E.I. du Pont de Nemours and Co. in Wilmington, Delaware. 1964-1966

Undergraduate student at the University of Delaware. 1964-1966

Graduate student at The Johns Hopkins University. 1966-1970

Assistant, then Associate Professor (1974) of History, University of Michigan. 1970-1978

Professor of History, State University of New York at Binghamton. 1978-1981

Chair, History Department, State University of New York at Binghamton 1980-1981

Head, Department of History, Virginia Tech 1981-1987

Professor of History, Texas A&M University 1987-

*Teaching Experience: forty years worth, all shapes, sizes, and levels*

*University Administrative Service*

I have served in all the various capacities usually associated with a career trajectory such as mine, including terms as department chair at the State University of New York at Binghamton (one year), department head at Virginia Tech (six years), and acting department head (two semesters) at TAMU.

*OTHER PROFESSIONAL ACTIVITIES*

Consultant to:

Twenty-five corporations, federal and state government agencies, and media production firms.

Several of my case studies have appeared in the Harvard University Graduate School of Business's Business History Casebook.

I have made presentations to Congressional subcommittees and committee staffs in Washington, DC on the subjects of inventor-support programs in the U.S. and abroad, and on the importance of inventors to technological competitiveness.

*Television*


PRITIPUSPA. A. MISHRA
Curriculum Vitae

EDUCATION
University of Minnesota, USA
PhD in Modern South Asian History, 2008
University of Hyderabad, India
M.A. in Modern Indian History, 2002
St. Xaviers College, University of Bombay, India
B.A. in History, 2000

EMPLOYMENT
Texas A&M University, USA
Assistant Professor (tenure-track), Fall 2008-present
University of Minnesota, USA
Instructor, Spring 2007 & Fall 2007

TEACHING FIELDS
Modern World, British Empire, Modern South Asia, India

PUBLICATIONS
Book Reviews (non-peer reviewed)

Indian Economic & Social History Review July/September 2010 47: 429-432,

WORKS IN PROGRESS
Submitted/ Under Review

Book Manuscript
Vernacular Homeland: Language and Territory in the Making of Modern Orissa (1866-1936) under review at Oxford University Press, India drafts for 2 chapters completed.

Journal Articles (Peer reviewed)
“Beyond Powerlessness: The Institutional Life of the Vernacular in the Making of Orissa”. Under review at *Indian Economic and Social History Review (IESHR)* and is out for external review after passing first round of editorial review.
“Towards a Politics of the Colonized: Utkal Sammillani and the emergence of a vocabulary of nationalism in colonial Orissa (1903-1920)” Under review at the Comparative Studies in South Asia, Middle East and Africa) and is out for external review after passing first round of editorial review.

SELECTED INVITED WORKSHOPS AND PRESENTATIONS

AIIS Workshop on ‘From Dissertation to Book’
At the 39th Annual Conference on South Asia, University of Wisconsin, Madison, October 2009

“Beyond Powerlessness: Institutional Life of the Vernacular in the Making of Modern India”
University of Southampton, November 2010

SCHOLARLY PRESENTATIONS

European Conference for Modern South Asian Studies University of Bonn July 2010
Southwest Conference of Asian Studies-2009 University of Texas at Austin October 2009
British Association for South Asian Studies 2009 University of Edinburgh, March/April 2009
37th Annual Conference on South Asia, University of Wisconsin, Madison, October 2008
South Asia Seminar, University of Minnesota, Minneapolis. December 2007

PROFESSIONAL ACTIVITIES

Book manuscript reviewer for Oxford University Press and Texas &M University Press Panel Convenor: “Politics of Naming in South Asia”, Southwest Conference of Asian Studies, October 2009

PROFESSIONAL MEMBERSHIPS

American Historical Association
British Association of South Asian Studies
CURRICULUM VITA

Ernest Obadele-Starks
Professor of History
Texas A&M University-College Station
College Station, Texas 77843-4236

Academic Record
Ph.D., U.S. History; minor field Latin American History, University of Houston,
Dissertation: “The Road to Jericho: Black Workers, the Fair Employment Practice
Commission, and the Struggle for Racial Equality on the Upper Texas Gulf Coast,
1941-1947.” M.A., U.S. History, Texas Southern University. B. A., Sociology,
Northern Illinois University.

Professional Experience
Professor, Department of History, Texas A&M University-College Station
Associate Professor, Department of History, Texas A&M University-College Station.
Associate Professor (joint appointment), Department of History, Texas A&M University at Qatar
(Doha Qatar), 2005-2009.
Assistant Professor, Department of History, Texas A&M University.
Lecturer, Department of History, Sam Houston State University.

Courses Taught
United States History (1492-1865). United States History (1865-present).
Blacks in the United States after 1877.

Graduate Students
Committee member: Ph.D.–3 students, 1 complete, (Texas A&M ); M.A.–2 students, both complete (1
at Texas A&M, 1 at St Mary’s University, San Antonio, Texas).

Publications and Research
a. Books
Freebooters and Smugglers: The Foreign Slave Trade in the United States after 1808,

Culture, Community, and Free Black Settlements in Canada, the United States, and


The Arrivants: African Americans, Black British and the Civil Rights Era
(research in progress, 3 chapters completed)

A Philip Randolph: The FBI Files, editor (book manuscript under review
with Palgrave Macmillan Publishers).
b. Articles and Book Chapters


“Black Labor, the Black Middle Class, and Organized Protest along the Upper Texas Gulf Coast, 1883-1945,” Southwestern Historical Quarterly, 103, 1 (July 1999), 52-65 (refereed).


Fellowships, Grants, Scholarships and Awards

Scholarly and Creative Enhancement Grant, Texas A&M University, 2010.
Catherine Munson Foster Memorial Award for Literature, Brazoria County Historical Museum, Brazoria County, Texas, 2008.
Qatar Foundation Research Funding Grant, Doha, Qatar, 2008.
Qatar Foundation Research Funding Grant, Doha, Qatar, 2007.
Scholarly and Creative Enhancement Grant, Texas A&M University, 2003.

Professional Affiliations

ADA PALMER – Curriculum Vitae

Department of History – 4236
Melbern G. Glasscock Building, Room 101
Texas A&M University
College Station, Texas 77843-4236

P: 979-845-8277
F: 979-862-4314
adapalmer@tamu.edu

ACADEMIC EMPLOYMENT:
Texas A&M University, 2009-present, Assistant Professor

EDUCATION:
Ph.D., History, 2009, Harvard University, Cambridge, MA
M.A., History, June 2003, Harvard University, Cambridge, MA
B.A., History, cum laude, 2001, Bryn Mawr College, Bryn Mawr, PA
A.A., with distinction, 1999, Simon’s Rock College of Bard, Great Barrington, MA
Seminario di Alta Cultura, 2010, Istituto Internazionale, Sassoferrato, Italy
Aestiva Romae Latinitatis, 2004, with Fr. Reginald Foster, Rome, Italy

TEACHING FIELDS:
• Renaissance and Early Modern Europe
• Long Durée European Intellectual and Cultural History
• Religion, Atheism and Freethought
• History of Science, Technology and the Book
• Reception and Transmission of Classical Texts

RESEARCH AND PUBLICATIONS:

Publications:

Dissertation:

Conference papers:
• “History of Atheism,” invited talk at Anticipation (Worldcon), the 67th annual meeting of the World Science Fiction Society, Montreal, August 5th-9th 2009.
• “Lucretius, Epicureanism and Atomism in the Renaissance.” Presented at the American Philological Association Conference, Boston, January 9 2005.

Fellowships and Research Grants:
• Program to Enhance Scholarly & Creative Activities, Texas A&M, 2010
• International Research Travel Assistance Grant, Texas A&M, 2010
• Melbern G. Glasscock Center for Humanities Research Faculty Stipendiary Fellowship, 2009-10
• Fulbright Scholar, Italy, 2006-7
• Frederick Sheldon Traveling Fellowship, Harvard University, 2006-7
• Harvard University History Department Travel & Research Grant, 2006 and 2007
• Villa I Tatti, Harvard University Center for Italian Renaissance Studies, Readership, 2005

PROFESSIONAL AND SERVICE ACTIVITY:
• Co-Convener TAMU Interdisciplinary Early Modern Studies Working Group, Glasscock Center 2010-present.
• Historical Consultant, FUNimation, 2010 to present.
• Mythology and Language Consultant, ADV Films, 2005 to 2008.
• Professional Memberships
  o American Historical Association
  o Renaissance Society of America
  o American Philological Association
  o International Association for Neo-Latin Studies

AWARDS AND HONORS:
• Texas A&M Student Led Award for Teaching Excellence Fall 2010
• Nominated for the Joseph R. Levenson Memorial Teaching Prize, Harvard 2004
• Seymour Adelman Book Collector’s Prize, Bryn Mawr College 2001
• Division of Languages and Literature Prize, Simon’s Rock College 1999
• Leslie Sander Writing Contest Winner, Simon’s Rock College 1999
• National Merit Scholar 1997-99
JASON C. PARKER

Department of History                jcparker@tamu.edu
101 Glasscock Bldg            Tel. 979-845-7151
College Station, TX 77843-4236 Fax: 979-862-4314

EDUCATION

Ph.D., UNIVERSITY OF FLORIDA  2002

TEACHING AND PROFESSIONAL EXPERIENCE

Associate Professor, Department of History, Texas A&M University  2010-
Rothrock Faculty Research Fellow, Texas A&M College of Liberal Arts  2010-2013
Assistant Professor, Department of History, Texas A&M University  2006-2010
Seminar Leader, Annual International Seminar on Decolonization, National History Center-Mellon Foundation, Library of Congress  2007-
Postdoctoral Fellow, Mershon Center for International Security Studies  2006-2007
Assistant Professor, Department of History, West Virginia University  2002-2006

SELECT PUBLICATIONS

Brother's Keeper: The United States, Race, and Empire in the British Caribbean, 1937-1962 (Oxford University Press, 2008)
* Winner, Society for Historians of American Foreign Relations Bernath Prize for Best First Book
* CHOICE Magazine Outstanding Academic Title for 2009
* Finalist, American Historical Assn. Birdsall Prize in European Military/Strategic History 2008

The Contest: Hearts, Minds, U.S. Public Diplomacy, and the Creation of the Third World (book project, currently in drafting phase)

* Winner, 2010 Best Article Prize, History of Education Society


“Cold War II: The Eisenhower Administration, the Bandung Conference, and the Re-periodization of the Postwar Era,” Diplomatic History (November 2006)

“Wilson’s Curse: Communalism, Nationalism, and the End of Empire in the Short Life of Two Postwar Federations,” in preparation for submission to American Historical Review


* Nominee, Southern Historical Assn.-Latin American/Carib. Section, Annual Best Article Prize

* Finalist, Society for Historians of American Foreign Relations 2003 Bernath Article Prize

SELECT HONORS, GRANTS, AND FELLOWSHIPS (SINCE 2002)

Truman Scholar’s Award, Harry S. Truman Library Institute, 2010
2010 Best Article Prize, History of Education Society (for “Made-in-America Revolutions”)
Rothrock Faculty Research Fellow, Texas A&M College of Liberal Arts, 2010-13
Fulbright Scholar in Argentina, Spring 2010
Texas A&M University, Program to Enhance Scholarly and Creative Activities, 2009-10
Big XII Faculty Fellowship (University of Colorado), 2010
Winner, 2009 SHAFR Bernath Award for Best First Book (for Brother’s Keeper)
CHOICE Magazine Outstanding Academic Title for 2009 (for Brother’s Keeper)
Finalist, American Historical Assn. Paul Birdsall Prize for 2008 (for Brother’s Keeper)
SHAFR Samuel Flagg Bemis Research Grant, 2008
Glasscock Humanities Center, Symposium and Small Conference Grant, 2008
Texas A&M College of Liberal Arts International Research Travel Grant, 2007
Texas A&M-European Union Center for Excellence Research Grant, 2007
Mershon Center for International Security Studies Postdoctoral Year Fellowship, 2006-07
Smith Richardson Foundation Junior Faculty Research Year Fellowship, 2005-06
Lisa Y. Ramos
Assistant Professor
Texas A&M University
Department of History, 4236 TAMU
College Station, TX 77843-4236
lyramos@tamu.edu

Education

Columbia University Ph.D. in U.S. History, October 2008
“A Class Apart: Mexican Americans, Race, and Civil Rights”

Columbia University M.A. in U.S. History, October 2000

Columbia University B.A. in U.S. History, May 1996

Employment

Texas A&M University Assistant Professor, Fall 2008-Present

John Jay College of Criminal Justice Adjunct Instructor, Fall 2006-Spring 2007

Barnard College Adjunct Instructor, Fall 2006-Spring 2007

Columbia University Graduate Student Instructor, Fall 2001-Spring 2002

Selected Publications


Book Chapter: “Not Similar Enough: Mexican American and African American Civil Rights Struggles in the 1940s.” In *The Struggle in Black and Brown: African American and Mexican American Relations During the Civil Rights Era,*
Brian D. Behnken, ed., forthcoming (University of Nebraska Press).

Book Reviews/Book Review Essays:


**Selected Presentations**

*Tx State Historical Association*  
Paper presented: Blind Men or Visionaries? Texas Chicanos and School Desegregation in the 1940s and 1950s,” March 2010, Dallas, TX

*American Studies Association*  

*American Historical Association*  

*Tx State Historical Association*  
Paper presented: “Two Races Fit All: Texas juries, race and Mexican American place,” March 2006, Austin, TX
Roger Roi Reese  
Professor  
Department of History  
Texas A&M University

**Education**

Ph. D., History, The University of Texas, 1990  
M. A., History, The University of Texas, 1986  
B. A., History, Texas A&M University, 1981

**Publications**


**Scholarly Awards and Prizes**

University Distinguished Achievement Award in the Area of Teaching, 2009

A Moncado Prize for outstanding article in military history awarded by the Society for Military History, spring 2003

“The Soviet Female Experience as Soldiers in World War II,” The Second Annual University of Victoria Military Oral History Conference, Victoria, British Columbia, 5-7 May 2010


“Surrender and Capture in the Winter and Great Patriotic Wars: Which was the Anomaly?” at the annual British Association for Slavonic and East European Studies (BASEES) conference at Fitzwilliam College of the University of Cambridge, England, 31 March – 2 April 2007.

“Military Service in the Great Patriotic War: Patriotism, Memory, and Stalinism” delivered at the Melbourne Conferences on Soviet and Australian History and Culture, University of Melbourne, Australia, July 4-8, 2006.


“Red Army Professionalism and the Communist Party, 1918-1941” delivered at the Southern Historical Association annual meeting in Louisville, Kentucky, November 8-11, 2000.
ROBERT PAUL RESCH

History Department
Texas A&M University 979 845 8472 (Office)
College Station, TX  77843-4236 979 862 4314 (FAX)

Education:  Ph.D in History, University of California, Davis, March, 1985.

Fields of Interest:  European Intellectual History: Critical Theory, Marxism, Psychoanalysis, Structuralism and Poststructuralism, Racism.

Academic Posts:  Associate Professor of History, Texas A & M University, 1992-present.
Assistant Professor of History, Texas A&M University, 1987-1992.
Visiting Assistant Professor in History and Comparative Literature, University of California, Davis, 1986-1987.
Visiting Assistant Professor in History, California State University, Sacramento, 1985.
Lecturer in American Studies, University of Paris (VII), Paris, France, 1982-3.

Courses Taught:  Western Civilization from 1500 (Europe and United States).
European Intellectual History (1): Birth of Capitalist Culture (Renaissance to Positivism).
European Intellectual History (2): The Culture of Capitalism (Positivism to Postmodernism).
Europe in the Nineteenth Century.
Race, Gender, and Class (graduate reading seminar).
Utopia and Dystopia (undergraduate reading seminar).

Publications:


"Running on Empty: Zizek's Concept of the Subject." Journal for the Psychoanalysis of Culture and Society, 4:3 (Spring, 1999), pp. 92-99."


**James Rosenheim**  
Department of History  
Texas A&M University  
4236 TAMU  
College Station, Texas 77843-4236  
979-845-8329  
j-rosenheim@tamu.edu

**Education**
- 1972: A.B., magna cum laude, Department of History, Harvard University
- 1978: M.A., Department of History, Princeton University
- 1981: Ph.D., Department of History, Princeton University

**Employment**
- 2005 (Fall) Visiting Professor, Department of History, Rice University
- 1999- Professor of History, Texas A&M University
- 1999- Director, Melbern G. Glasscock Center for Humanities Research
- 1996-1999 Associate Department Head, Department of History, Texas A&M
- 1989-1999 Associate Professor of History, Texas A&M University
- 1982-1989 Assistant Professor of History, Texas A&M University
- 1981-1982 Assistant Professor and Chair, Arts and Sciences Department, Westminster Choir College, Princeton, New Jersey
- 1977-1978 Instructor and Lecturer, Department of History, Princeton University

**Publications**

**Books**

**Edited books**

**Editions**

**Book chapters**
- “‘Being taken notice of as engag’d in a party’: partisan occasions and political culture in


Articles


Fellowship and research grants
Andrew W. Mellon Fellowship (short-term), The Huntington Library, 2009
Clark Library/American Society for Eighteenth-Century Studies, Short-term Fellowship, 1994
Scholar in Residence, Centre for East Anglian Studies, U. of East Anglia, 1991
Research Fellow, Center for British Studies, University of Colorado - Boulder, 1991
American Philosophical Society, Research Grant, 1989
National Endowment for the Humanities, Fellowship for College Teachers, 1983

Professional Service
Elected Board Member, Consortium of Humanities Centers and Institutes, 2009-2012
Elected Council Member, North American Conference on British Studies, 2007-2010
Grant Evaluator, Humanities Research Center, Rice University, 2007, 2010
Grant Evaluator, Center for the Humanities, University of Miami, 2010
Treasurer, Committee on Lesbian and Gay History, American Historical Association, 2006-
External Review Committee, Center for the Study of Cultures, Rice University, 2005
Program Committee, North American Conference on British Studies, 1998-2002
Gottschalk Prize Committee, American Society for Eighteenth-Century Studies, 1996
Committee of Affiliate Associations, American Society for Eighteenth-Century Studies, 1995
President, Western Conference on British Studies, 1992-1994
Reviews in Albion, American Historical Review, Restoration: Studies in English Literary Culture,
Journal of Interdisciplinary History, Journal of Modern History, Locus, Microform Review,
Modern Philology, Social Service Review
Manuscript reviews for Basil Blackwell Ltd, Cambridge University Press, Texas A&M
University Press, University of Georgia Press, W. W. Norton and Co., Albion,
Eighteenth-Century Studies, Law and History Review, The Historian

November 2010
Brian Rouleau
Assistant Professor
Department of History
Texas A&M University
College Station, TX 77843-4236
brianr@tamu.edu

Education

University of Pennsylvania Ph.D. (2010)

Research and Teaching Fields

United States through 1877
The United States in the World
The Atlantic World
The Pacific World
Maritime history

Dissertation

“With Sails Whitening Every Sea: Commercial Expansion, Maritime Empire, and the American Seafaring Community Abroad, 1780-1870”

Publications


Conference Papers

Atlantic World Literacies Conference

Society for the Historians of American Foreign Relations Annual Meeting
“Showdown at the Oriental Hotel and Other Such Tales of Barroom Violence from Abroad” (2010)

McNeil Center for Early American Studies Works-in-Progress Seminar
“Exchange Relations Along the Maritime Frontier” (2008)

New England Historical Association Annual Meeting
“Maritime Destiny as Manifest Destiny: Frontier-Speak and the American Sailor Abroad” (2008)

Society for the Historians of the Early American Republic Annual Meeting
“‘They are much like our own Indians’: Transporting the Idea of North America’s Indigenous Peoples Abroad” (2008)

Barnes Club Graduate Student Conference (Temple University)
“‘They are much like our own Indians’: Transporting the Idea of North America’s Indigenous Peoples Abroad” (2008)

Gender, Race, Ethnicity, and Power in Maritime America (Mystic Seaport Museum)

Approaching Evidence in Early America (University of Pennsylvania)
“Mass Produced Memory: Maritime Memoirs and the Antebellum Public Sphere” (2005)

Book Reviews


Fellowships

Capt. Victor A. Gondos Memorial Fellowship (New Bedford Whaling Museum)

Phillips Library Research Fellowship (Peabody Essex Museum)

Dissertation Research Summer Grant (Library of Congress)
SAS Dissertation Completion Fellowship (University of Pennsylvania; competitively awarded)
REBECCA HARTKOPF SCHLOSS
Associate Professor
Texas A & M University
Department of History-MS 4236
College Station, TX 77843-4236
979-845-7151
rhschloss@tamu.edu

EDUCATION

Duke University
Ph.D. in Modern French History, May 2003
“The distance between the color white and all others”: The Struggle Over White Identity in the French Colony of Martinique, 1802-1848

Duke University
M.A. in European History, December 1996

University of Wisconsin, Madison
B.S. in History, with distinction, May 1992

EMPLOYMENT

Texas A & M University
Associate Professor, 2010
Assistant Professor, 2003-2010

Colorado Mountain College
Instructor, Fall 2002

Duke University
Interim Instructor, Fall 1998

TEACHING FIELDS

Atlantic World, Modern Europe and France, Caribbean, Women’s History

CURRENT RESEARCH

France at the Edges: Life in France’s Atlantic Port Cities, 1763-1830, manuscript in progress

PUBLICATIONS IN PRINT

Book:
Sweet Liberty: The Final Days of Slavery in Martinique (University of Pennsylvania Press, July 2009)

Referred Journal Articles:

“Superb Ladies,” “Uncultivated Creoles,” and “Intimate Friends:” Female Identity in Nineteenth-Century Martinique,” Pouvoirs dans la Caraïbe, numéro spécial, Série Université de juillet, Session 1998, septembre 2000, pp. 15–32 (ISSN 1143-1865)

SELECT RECENT SCHOLARLY PRESENTATIONS

Western Society for French History
Melbern G. Glasscock

**Center for Humanities Research**


**French Colonial Historical Studies**

- Roundtable Participant: “Biography, Race and Gender in the French Empire,” June 2010, Annual Conference, Paris, France

**Western Society for French History**


**American Historical Association/Conference on Latin American History**


**Anglo-American Conference**


**Omhundro Institute Of Early American History and Culture**

- Paper presented: *Mulâtres-blancs & “Poor white bastards”: Out-ofwedlock births and the Struggle over White Identity in Nineteenth-century Martinique*, June 2006, Annual Conference, Québec City, Québec, Canada

**International Seminar on the History of the Atlantic World**


**RECENT EXTERNAL GRANTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Grant Details</th>
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<tbody>
<tr>
<td>2009</td>
<td>Bernadotte E. Schmitt Grant, American Historical Association</td>
</tr>
<tr>
<td>2008</td>
<td>Franklin Research Grant, American Philosophical Society</td>
</tr>
<tr>
<td>2007</td>
<td>Research Fellowship for the Study of the Global South, Collaborative Research Group for the Study of the Global South, Tulane University</td>
</tr>
<tr>
<td>2007</td>
<td>Summer Research Grant, Harvard University’s International Seminar on Atlantic World History</td>
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**RECENT INTERNAL AWARDS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Award Details</th>
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<tbody>
<tr>
<td>2010</td>
<td>Association of Former Students Distinguished Achievement Award for Teaching, College-Level</td>
</tr>
<tr>
<td>2010</td>
<td>Melbern G. Glasscock Center for Humanities Research, Internal Faculty Fellow, Texas A &amp; M University, 2009-2010</td>
</tr>
<tr>
<td>2008</td>
<td>Melbern G. Glasscock Center for Humanities Research, Texas A &amp; M University, Travel to Archives Grant, 2007-2008</td>
</tr>
</tbody>
</table>
2006 College of Liberal Arts, Texas A & M University Program to Enhance Scholarly and Creative Activities (PESCA), 2005-2006
Henry Schmidt
Short Vita

RECENT AND CURRENT WORK:
Book in progress on Northeastern Mexico and South Texas.
Three papers related to book project given in 03, 05, and 09.

EDUCATION:
B.A., M.A., Latin American Studies; fields: history, anthropology, literature, The University of Texas at Austin. Ph.D., Latin American history; fields: Mexico, colonial Latin America, national Latin America, popular culture, American studies.

EMPLOYMENT:
1972 - ; Associate Professor.

LANGUAGES:
Spanish (fluency), Portuguese.

SUMMARY OF RESIDENCY ABROAD:
Mexico: three years; Brazil, one year; Europe, one and one-half years.

FELLOWSHIPS FOR STUDY ABROAD:

FELLOWSHIPS FOR WORK IN U.S.:

DOCTORAL STUDENTS WHOSE DIRECTED WORK RESULTED IN PUBLICATIONS:

SELECTIVE PUBLICATIONS:
Book:

Articles:


Dr. Daniel L. Schwartz
Department of History
Texas A&M University—4236
College Station, TX 77843–4236
Email: daniel.schwartz@tamu.edu; Fax: (979) 862-4314

EMPLOYMENT
Texas A&M University, College Station, TX
2010–present, Assistant Professor of History

Oxford University, Oriental Institute
2009-2010, Andrew W. Mellon Post-doctoral Research Fellow

Westfälishe Wilhelms-Universität Münster
2008-2009, Research Fellow

Bryn Mawr College
2007-2008, Instructor in the Department of History

EDUCATION
Princeton University
Ph.D., History, April 2009
Dissertation: “Christian Education and Worship in the Making of the Late-Antique Church: Paideia and Cult in the Catechetical Homilies of Theodore of Mopsuestia.” Peter Brown, dissertation advisor

Trinity Evangelical Divinity School
M.A., Christian Thought, Church History and Philosophy of Religion, December 1998

University of California, Santa Barbara
B.A., Philosophy and Religious Studies (double major), June 1995

JOURNAL ARTICLES

BOOK CHAPTERS

ENCYCLOPEDIA ENTRIES

**PRESENTATIONS AND PAPERS**

Late Roman Seminar, University of Oxford, March, 2010
“Coercion, Persuasion, and Belief: Understanding the Christianization of the Roman Empire”

Patristic, Medieval, and Renaissance Studies Conference, Villanova University, October, 2007
“Teaching the Faith in Theodore of Mopsuestia’s Catechetical Orations”

“Disciplina Arcani: Catechesis and the Revelation of the Christian Mysteries”

“Catechesis and Conversion in Late Antiquity”

Byzantine Studies Conference, University of Georgia, Athens, October 2005
“Liturgy and Christian Paideia in Theodore of Mopsuestia’s Catechetical Homilies”

**AWARDS AND HONORS**

Dissertation Fellowship, Center for the Study of Religion, Princeton University, 2005-2006
Shelby Cullom Davis Merit Prize, History Department, Princeton University, 2005-2006

**PROFESSIONAL ORGANIZATIONS**

I am currently a member of the American Historical Association, American Society of Church History, and the Byzantine Studies Association of North America.
ADAM R. SEIPP

Department of History 4414 Spring Branch Drive
Texas A&M University  College Station, TX  77845
101 Melbern Glasscock Building  (979) 690-3833
College Station, TX 77843-4236 aseipp@tamu.edu
(979) 845-1737

Degrees Received

Ph.D. History, University of North Carolina at Chapel Hill, History, 2005
“Between Peace and Order: Demobilization, International Politics, and Urban Protest in Europe, 1917-21”

Master of Arts History, University of North Carolina at Chapel Hill, History, 2001 “A League of Youth: Boy Scouting, Youth, and War, 1907-1925”

Bachelor of Arts History and African Studies, University of North Carolina at Chapel Hill, 1998 (with highest honors)

Academic Positions
Assistant Professor, History, Texas A&M University, 2005-

CURRENT AND PENDING PUBLICATIONS

Monograph:
Strangers in the Wild Place: Refugees, Americans, and a German Town, 1945-52
(Currently under review, Indiana University Press)
The Ordeal of Peace: Demobilization and the Urban Experience in Britain and Germany, 1917-21 (Farnham: Ashgate: 2009)

Articles in Refereed Journals

Refereed Book Chapters:
“A Reasonable ‘Yes’: Social Democrats and West German Rearmament, 1945-60” in James Corum, ed., Rearming Germany (Under contract with Brill Publishers, expected 2009)


Recent Fellowships and Research Grants:
TAMU International Curriculum Development Grant, 2010
TAMU Race and Ethnic Studies Institute Planning Grant, 2009
United States Holocaust Memorial Museum Jack and Anita Hess Faculty Follow-Up Fellowship, 2009
German Academic Exchange Service (DAAD) Faculty Research Visit Grant, 2009
German Historical Institute Postdoctoral Research Fellowship, 2009
Immigration History Research Center, University of Minnesota, Ethnic Studies Grant (Polish), 2008-09
Faculty Research Enhancement Grant, Texas A&M University, 2008
Scowcroft Institute for International Affairs Faculty Research Grant, 2008
Program to Enhance Scholarly and Creative Activities Grant, Texas A&M University 2007
Melbern G. Glasscock Center Travel to Archives Grant, Texas A&M University, 2007

Selected Scholarly Presentations:
“Of Course, I’d Rather Go Home: Occupation and Repatriation in Rural West Germany.” Coming Home?: Conflict and Return Migration in Twentieth Century Europe, University of Southampton (UK), April 1, 2009.
“In a Foreign Land: GIs, Refugees, and Germans, 1945-52,” Society for Military History Annual Meeting, Frederick, MD, April 17, 2008.

Awards and Honors:
Second Place, Charles Adams Center Cold War Studies Essay Contest, 2008.
Philip M. Smith
History Department
Texas A&M University
College Station, Texas 77843
979-862-2061
pms@tamu.edu

Education

Texas A&M University, College Station
Ph.D., 2007 History

Principia College, Elsah, Illinois
B.A., 1972 Philosophy & Religion

Employment

Texas A&M University, instructional assistant professor and undergraduate advisor, 2007-present
Texas A&M University, graduate assistant and instructor, 2002-2007
College of DuPage, Glen Ellyn, Illinois, consultant, 1997-2010
MIT, Alfred P. Sloan School of Management, Cambridge, research associate, 1979-1982
Christian Science Center, Boston, 1973-1978
The Christian Science Monitor, Boston, 1972-1973

Conference papers


Reviews


Courses taught

History of the Old South
History of the New South
History of the United States, 1820-1860
The United States to 1877
The United States after 1877
Texas History
ANThony N. Stranges

Education
PhD History of Science University of Wisconsin, Madison 1977
MS Chemistry Niagara University 1964
BS Chemistry Niagara University 1958

Texas A&M University Experience
1983-Present Associate Professor, History Department
1977-82 Assistant Professor, History Department
1977-82 Member, German Document Retrieval Project

Teaching
History of the United States: History 106, 106H (Honors), 106I (International)
Interplay of Scientific Thought and Society: Liberal Arts (LBAR) 203
History of Science in America: History 363, History 363H (Honors)
History of Science: History 362, History 362H (Honors)
Science Literacy: A Biographical Approach to Science Literacy: History 376
Issues in Science, Religion and Society Undergraduate Seminar: History 481
Graduate Faculty Member: serve as chair, co-chair, and member of MS and PhD graduate advisory committees
History 485: Problems; History 497: Honors; History 685: Problems; History 691: Research
Faculty Advisor to Phi Alpha Theta, History National Honor Society

Research in Progress
Fischer-Tropsch Website (with Syntroleum Corporation, Tulsa, Oklahoma). The Fischer-Tropsch Archive, a website (www.fischer-tropsch.org), contains an extensive collection of documents on the development of the Fischer-Tropsch and related synthetic fuels processes in Germany, Britain, Japan, the United States, and other countries from the 1920s to the 1970s. The purpose of the website is to put in the public domain the chronology of the Fischer-Tropsch's eighty-year development, indicating the current state of the process and its potential for further technological advancement.

Transforming America. This is a book-length manuscript on the history of science in America.

Farrington Daniels: Physical Chemist and Pioneer of Alternative Energy. This book-length manuscript examines the career of Farrington Daniels, well-known chemist, textbook writer, and pioneer in the study of solar energy.

Petroleum From Coal: Its German Roots and International Development 1910-60. This is a book-length manuscript on the historical development of coal-to-oil conversion (synthetic fuel) process in the twentieth century. It examines the technological emergence and the social, political, and economic impact of the coal-to-oil conversion process in Europe, Japan, and North America.

Research and Travel Grants
Texas A&M University, College of Liberal Arts International Travel Grants. 2003-2010: $7,500; 1996-2002: $3,000
Texas A&M University International Research Travel Assistance Grant. 2002: $2,000.

Publications
Books
Book Chapters


Articles


SCHOLARLY PRESENTATIONS


“Responses to Air and Water Pollution in the United States from the 1900s to the 1950s,” International Committee for the History of Technology, Thirtieth Symposium, St. Petersburg and Moscow, August 2003.


HONORS AND AWARDS

Texas A&M University Faculty Development Leave, Spring 1999
Texas A&M University Faculty Development Leave, Spring 1987
Texas A&M Association of Former Students University-Level Distinguished Teaching Award, 1988
DAVID VAUGHT
Department of History
Texas A&M University
College Station, TX 77843-4236
(979) 845-7151; fax (979) 862-4314

DEGREES RECEIVED
Ph.D., History, University of California, Davis, 1997
Master of Arts, History, San Francisco State University, 1990
Bachelor of Arts, History, San Francisco State University, 1988

ACADEMIC POSITIONS
Professor of History, Texas A&M University, 2008-present
Melbern G. Glasscock Professor in Undergraduate Teaching Excellence, Texas A&M University, 2008-2010
Associate Department Head, History, Texas A&M University, 2006-2009
Associate Professor of History, Texas A&M University, 2002-2008
Assistant Professor of History, Texas A&M University, 1997–2002

TEACHING FIELDS (graduate and undergraduate)
American History
Agriculture and Rural Life
Gilded Age and Progressive Era
Labor

RESEARCH AND PUBLICATION
Books

Country Hardball: Baseball in Rural America since 1839 (in progress).
Teaching the Big Class: Advice from a History Colleague. Boston: Bedford/St. Martin’s, 2011.


Refereed Articles and Chapters
"From Tobacco Patch to Pitcher's Mound: Gaylord Perry, the Spitter, and Farm Life in Eastern North Carolina." Journal of Southern History 77 (November 2011), forthcoming.


"State of the Art—Rural History, or Why is there no Rural History of California?" *Agricultural History* 74 (Fall 2000): 759–774.


**Invited Essays**


**Reviews**

Book reviews in the *Journal of American History, American Historical Review, Agricultural History, Pacific Historical Review, Business History Review* and eight other scholarly journals (28 total).

Manuscript reviews for eleven university presses (17 total) and twelve scholarly journals (40 total).

**Selected Honors**

President, Agricultural History Society, 2009-2010


University Professorship for Undergraduate Teaching Excellence (UPUTE), Melbern G. Glasscock Professorship, Texas A&M University, 2008-2010

University Distinguished Lecturer, 2008-2009, “Abner Doubleday Revisited: Baseball in Rural America,” Annenberg Presidential Conference Center, Texas A&M University, March 10, 2009

The Association of Former Students Distinguished Achievement Award in Teaching, University Level, Texas A&M University, May 2, 2006

National Endowment for the Humanities Summer Stipend, 2005 ($5,000)


National Endowment for the Humanities Fellowship for University Teachers, 2001–2002 ($35,000)

W. Turrentine Jackson Award, American Historical Association, Pacific Coast Branch, for the most outstanding dissertation on the history of the American West in the twentieth century, 1997

National Endowment for the Humanities Dissertation Grant, 1994 ($17,500)
DI WANG
The Department of History
Texas A&M University
College Station, TX 77843-4236
Tel: 979-845-5960; Fax: 979-862-4314; E-mail: di-wang@tamu.edu

EDUCATION

Ph.D., East Asian history, Johns Hopkins University, 1999
M.A., East Asian history, Johns Hopkins University, 1997
M.A., Modern Chinese history, Sichuan University, China, 1985.
B.A., History, Sichuan University, China, 1982.

PROFESSIONAL EXPERIENCE

Professor: Department of History, Texas A&M University, 2009-present
Zijiang Distinguished Visiting Professor, S-i-mian Institute of Advanced Studies, East China Normal University, 2009-present
Visiting Associate Professor, Department of History, University of California at Berkeley, Spring 2009
Associate Professor: Department of History, Texas A&M University, 2004-present.
Assistant Professor: Department of History, Texas A&M University, 1998-2004.
Fellow, National Humanities Center, 2006-2007
Visiting Professor, Institute of History, Central China Normal University, 2003-present

RECENT PUBLICATIONS

Books:

Selected Refereed Journal Articles:
“Developments of the Public Sphere in the Late-Qing Sichuan.” Social Sciences in China XVIII, No. 2 (1997): 125-130.
“Wanqing Changjiang shangyou diqu gonggong lingyu de fazhan” [A study on public sphere in the upper Yangzi region in the late Qing]. Lishi yanjiu [Historical research], No. 1 (1996): 5-16.
“Xifang zongjiao shili zai Changjiang shangyou diqu de tuozhang” [Dissemination of Western religious power in late-Qing upper Yangzi region]. With Wei Yingtao. Lishi yanjiu [Historical research], No. 3 (1991): 105-119.
“Jindai Changjiang shangyou diqu de chengshi xitong yu shichang jiegou” [Urban network and market structure in modern upper Yangzi region]. Jindaishi yanjiu [Modern Chinese history studies], No. 6 (1991): 105-123.

**RECENT FELLOWSHIPS AND AWARDS**

2010 Research Fellowship of the East Asian Institute of the National University of Singapore
2009 Stipendiary Fellowship, the Glasscock Center for Humanities Research and the Confucius Institute, Texas A&M University
2007 Program to Enhance Scholarly and Creative Activities, Texas A&M University
2007 International Research Travel Assistance Grant, Texas A&M University
2006 The Chinese translation of Street Culture in Chengdu was selected as one of the top 10 best books published in China during 2006 by Zhonghua Dushu Bao (Chinese Readers’ Weekly).
2006 Fellow of the National Humanities Center (NEH Fellowship).
2004 Grant of the Japan Society for the Promotion of Science
2004 Fellow of the Institute for International Research at the Hopkins-Nanjing Center.

**PROFESSIONAL ORGANIZATIONS**

Member of the Association for Asian Studies, 1991-present.
Member of the American Historical Association, 1997-present.
Member of the Chinese Historians in the United States, 1996-present
Member of the Historical Society for Twentieth Century China, 2006-present

**RECENT COURSES TAUGHT**

HIST 356/ASIA, Twentieth-Century Japan, TAMU, Spring 2010
HIST 355, Modern China, TAMU, Spring 2010.
HIST 689-601, Modern China, TAMU, Spring 2010.
HIST/ASIA 351, Traditional East Asia, TAMU, Spring 2010
HIST 355, Modern China, TAMU, Fall 2009.
HIST 354, Imperial China, TAMU, Fall 2009.
History 6B, Chinese History from the Mongols to Mao, UC-Berkeley, Spring 2009
History 280G, Modern China: Archives and Historiography, UC-Berkeley, Spring 2009
HIST 481, Chinese Popular Culture since 1600; TAMU; Spring 2006.
HIST 351, Traditional East Asia; TAMU; Spring 2006.
HIST 355, Modern China; TAMU; Spring 2006.
DEGREES RECEIVED

Ph.D., History, Johns Hopkins University, 2009
M.A., with highest honor of distinction, History, Johns Hopkins University, 2004
B.A., summa cum laude and with distinction in all subjects, Cornell University, 1999

ACADEMIC POSITIONS

Institute Fellow, Omohundro Institute of Early American History & Culture
Williamsburg, VA, July 2010-July 2012

Assistant Professor, History, Texas A&M University, August 2009-present

RESEARCH AND PUBLICATION

Edited collections

In progress.

Refereed Articles


Invited Essays


Book Reviews


**Fellowships and Research Grants**

Postdoctoral Fellow, Omohundro Institute for Early American History & Culture, Williamsburg, VA (2010-2012)

Dean’s Teaching Fellowship, Johns Hopkins University (2009)

Research Grant, Society of Antiquaries of Scotland (2008)

Frederick Jackson Turner Travel Grant, Johns Hopkins University (2008)

Atlantic Seminar Grant, Harvard University (2006-2007)

Fulbright Student Grant (Portugal, 2005-2006)

Jacob K. Javits Fellowship (2003-2007)

George Owen Fellowship, Johns Hopkins University (2002-2005)

**Conference Papers**


“‘No Life as Infernal or Desperate’: Enslaved Pearl Diving in the Sixteenth- and Seventeenth-Century Caribbean.” Annual Meeting of the American Historical Association, San Diego, California, January 9, 2010.


Invited Lectures

“Regulating an Imperial Commodity: Pearls’ Shifting Economic and Symbolic Utility in Seventeenth-Century Britain,” The Early Modern Global History Seminar, Georgetown University, October 1, 2010.


Research in Progress

I am currently revising my dissertation entitled “Adorning Empire: A History of the Early Modern Pearl Trade, 1492-1688.” The resulting book will explore the history of the Caribbean pearl fisheries and consider their impact on global trade patterns. The manuscript will examine conflicts over pearl production, circulation, and representation, from the Caribbean to the Scottish Highlands, considering the shifting economic and symbolic utility of this unique maritime jewel in an age of expanding seaborne empires. At the heart of my research is an interest in the nature of boundaries in the early modern period and the efforts of individuals, communities, and central powers to define competing claims to jurisdiction and authority in an age of expanding empires. The book will draw on but also question the Atlantic world paradigm, particularly as it has served to artificially compartmentalize the development of the Iberian and British worlds in the sixteenth and seventeenth centuries.
LARRY W. YARAK

Department of History
Texas A&M University
4236 TAMU
College Station, Texas 77843-4236
(979) 845-7151
yarak@tamu.edu

EDUCATION
1983 Ph.D., Northwestern University, Evanston, Illinois.
   Major Field: African History.
1977 Graduate Certificate of African Studies, College of Arts and Sciences,
   Northwestern University.
1972 B.A. (Honors), Kalamazoo College, Kalamazoo, Michigan.

EMPLOYMENT
1983-5 Assistant Professor, George Williams College, Downers Grove, Illinois
1985- Assistant to Associate Professor, Texas A&M University

PUBLICATIONS
I. Book

II. Articles

III. Book Chapters


IV. Editor


PRINCIPAL AWARDS

Faculty Development Leave, Texas A&M University, Fall Semester, 2000.
International Research Travel Assistance Grant, Texas A&M University, Summer 1996 (Ghana).
Faculty Development Leave, Texas A&M University, Fall Semester, 1994.
Social Science Research Council Advanced Area Research Grant, 1993-4 (Ghana and the Netherlands).
Summer Stipend, National Endowment for the Humanities, 1993 (Ghana).
International Enhancement Travel Grant, Texas A&M University, Summer 1990 (Ghana).
Council for the International Exchange of Scholars and Netherlands America Commission for Educational Exchange, Fulbright Faculty Research Fellowship, Spring Semester, 1990 (the Netherlands).
Travel to Collections Grant, National Endowment for the Humanities, Summer 1988 (the Netherlands).
International Enhancement Travel Grant, Texas A&M University, Summer 1988 (the Netherlands).
Social Science Research Council International Doctoral Dissertation Research Fellowship, 1978-80 (Ghana, the Netherlands, United Kingdom).

COURSES DEVELOPED AND TAUGHT AT TEXAS A&M UNIVERSITY

HIST 104: World History Since 1500.
HIST 344: African History to 1800.
HIST 345: Modern Africa (Africa Since 1800).
HIST 346: History of South Africa.
HIST 348: Modern Middle East.
HIST 401: Slavery in World History.

LANGUAGE SKILLS

Dutch: Fluent.
Akan (Twi): Partial fluency - understanding, speaking.
Spanish: Partial fluency - understanding, reading, speaking, writing.
German: Partial fluency - understanding, reading.
French: Reading knowledge.
Faculty Publications
2003 – 2010
(*denotes International)

2003
Single-Authored Books


H.W. Brands, Woodrow Wilson (Times Books/Henry Holt)

*David Hudson, The Ireland That We Made (University of Akron Press)

Edited Books


Articles


2004

Single Authored Books


Articles

Armando Alonzo, "Hispanic Farmers and Ranchers in the Soil and Water Conservation Movement in South Texas, 1940s to the Present," Agricultural History 78 (Spring 2004), 201-221

*Jonathan Coopersmith, “The French Roots of the Fax,” Antenna April 2004 (16,2), 5-8


**2005**

**Single-Authored Books**


**Edited Books**


**Articles**


*Arnold Krammer, *American and German Prisoners of War Films*, Oshkosh, WI: Center for the Study of Film & History (CD-ROM Annual)


**Books Chapters**


**Published Conference Papers**


**2006 Co-authored Books**

*Chester Dunning, The Uncensored Boris Godunov: The Case for Pushkin’s Original Comedy, with Annotated Text and Translation*, (University of Wisconsin Press)
**Edited Books**


*Roger Reese, editor, *The Russian Imperial Army, 1796-1917* (Hants, England: Ashgate)

*Di Wang, editor, *Shijian, Kongjian, Shuxie: Xin shehui shi (Time, space, and historical writing: A New Social History)*, Hangzhou: Zhejian renmin chubanshe

**Articles**


Jason Parker, “Cold War II: The Eisenhower Administration, the Bandung Conference, and the Re-periodization of the Postwar Era,” *Diplomatic History* 30 (November 2006):


_____. “Beyond the ‘Seminal Catastrophe’: Re-imagining the First World War,” *Journal of Contemporary History* 41 (October 2006): 757-766

**Book Chapters**


**2007**

**Single-Authored Books**


*Olga Dror, Cult, Culture, and Authority: Princess Lieu Hanh in Vietnamese History (Honolulu: University of Hawai‘i)


*Arnold Krammer, Prisoners of War: A Reference Handbook (Westport, CT: Praeger)


Ernest Obadele-Starks, Freebooters and Smugglers: The Foreign Slave Trade in the United States after 1808 (Fayetteville, AK: University of Arkansas Press)

David Vaught, After the Gold Rush: Tarnished Dreams in the Sacramento Valley (Baltimore: The Johns Hopkins University Press)

**Edited Books**


*Arnold Krammer, ed., The Legacy of the Holocaust: Women and the Holocaust (Krakow, Poland: Jagiellonian University Press)

**Articles**


* Andrew Kirkendall, “Kennedy Men and the Fate of the Alliance for Progress in LBJ Era Brazil and Chile,” *Diplomacy and Statecraft* 18.4 (December 2007): 745-772


**Book Chapters**


**2008**

**Single-Authored Books**


Edited or Co-edited Books


*Chester S. L. Dunning, Russell E. Martin, and Daniel Rowland, eds., Rude & Barbarous Kingdom Revisited: Essays in Russian History and Culture in Honor of Robert O. Crummey (Bloomington, IN: Slavica Publishers. 2008), pp. 513. [This festschrift contains thirty refereed essays by leading scholars of Muscovy and several former students of Dean Emeritus Robert O. Crummey (UC Davis). As senior editor Dunning co-authored the introduction (pp. 1-2), prepared the "Bibliography of Robert O. Crummey" (pp. 13.20), and contributed one chapter.

Articles


*Sergei Nefedov and Chester Dunning, “O sotsial’no-ekonomicheskikh predposylyakh Smutnogo vremeni” Vestnik Uralskogo institute ekonomiki, upravleniiia I prava, 2008, no. 3, pp. 57-70


*_____, “Teahouses, Theaters, and Popular Education: Entertainment and Leisure Politics in Late-Qing and Early Republican Chengdu.”* *Journal of Modern Chinese History* 2.1 (June 2008): 1-21


**Book Chapters**


*Walter Kamphoefner, "Chain Migration and Diaspora: The Settlement. Patterns of Immigration from 'Greater Westphalia' across the USA," in Josef Raab and Jan Wirrer, eds., Die deutsche Prasenz in den USA - The German Presence in the USA (Berlin: LIT Verlag, 2008), 139-63


2009

Single-Authored Books

Dale Baum, Counterfeit Justice: The Judicial Odyssey of Texas Freedwoman Azeline Hearne (Baton Rouge: Louisiana State University Press)

*Leah DeVun, Prophecy, Alchemy, and the End of Time: John of Rupescissa in the Late Middle Ages (New York: Columbia University Press)

Katherine Carte Engel, Religion and Profit: Moravian in Early America (Philadelphia: University of Pennsylvania Press)


*Adam R. Seipp, The Ordeal of Peace: Demobilization and the Urban Experience in Britain and Germany, 1917-21 (Farnham: Ashgate)

Articles:

Dale Baum, “Burdens of Landholding in a Freed Slave Settlement: The Case of Brazos County's 'Hall's Town'," Southwestern Historical Quarterly 113 (October 2009): 185-204.


_____.

"Uprooted or Transplanted? Reflections on Patterns of German Immigration to Missouri." Missouri Historical Review 103 (2009): 71-89


**Book Chapters**


**2010**

**Single-Authored Books**

*Cynthia Bouton, Interpreting Social Violence in French Culture: Resonances and Renditions of Buzançais, 1847-2008 (Baton Rouge: Louisiana State University Press)

Glenn Chambers, Race, Nation, and West Indian Immigration to Honduras, 1890-1940 (Baton Rouge: Louisiana State University Press)


**Articles**
Faculty Extramural Grants and Fellowships  
2003 – 2010  
(*denotes International)

2003

Chester Dunning, Second Year of National Endowment for the Humanities, Collaborative Research Grant

April Hatfield, Newberry Library Fellowship for Individual Research

Walter Kamphoefner, Second Year of National Endowment for the Humanities, Collaborative Research Grant, American Philosophical Society, Sabbatical Fellowship

2004

Troy Bickham, Benjamin Franklin Research Grant, American Philosophical Society; Bernadotte E. Schmitt Grant, American Historical Association

*Daniel Bornstein, NEH Collaborative Research Grant

*Chester Dunning, NEH Collaborative Research Grant

Katherine C. Engel, McNeil Center for Early American Studies, Barra Postdoctoral Fellow, 2004-2005

*Walter D. Kamphoefner, NEH Translation Grant

*Brian M. Linn, John Simon Guggenheim Memorial Fellowship

*_____, Woodrow Wilson International Center Fellowship

*Di Wang, Grant of the Japan Society for the Promotion of Science

*_____, Bernadotte E. Schmitt Grant, American Historical Association

*_____, Fellow of the Institute of International Research, Hopkins-Nanjing Center
2005

*Dale Baum, Fulbright to Korea

April Hatfield, Bara Postdoctoral Fellowship, McNeil Center, University of Pennsylvania

Jason Parker, Smith Richardson Foundation Junior Faculty Research Year Fellowship

David Vaught, NEH Summer Stipend

2006

Jovita Baber, American Philosophical Society Residential Grant, John Carter Brown Library

Troy Bickham, W. M. Keck Foundation Fellowship, Huntington Library

Leah DeVun, Friedrich Solmsen Fellow, Institute for Research in the Humanities, University of Wisconsin (2006-2007)

Thomas R. Dunlap, National Science Foundation Grant (2006-2007)

Anthony Mora, Fellow, American Academy of Arts and Sciences, Boston

Jason C. Parker, Fellow, Mershon Center, Ohio State University (2006-2007)

Di Wang, Fellow, National Humanities Center, North Carolina

2007

Benjamin Brower, American Institute of Maghrib Studies

_____ , Fellow of the Princeton Institute for Advanced Study

_____ , NEH Grant

Leah Devun, Solmsen Fellowship, University of Wisconsin, Madison

Jason Parker, John F. Kennedy Library Research Grant, Mellon Foundation, summer

Rebecca Schloss, Harvard University International Seminar on Atlantic World History, summer

_____ , Research Fellowship for the Study of the Global South, Tulane University
2008

*Jonathan Coopersmith, Fulbright, Japan (2008-2009)


______, Visiting Scholar Fellowship, University of Texas Medical Branch

Brian M. Linn, Smith Richardson Foundation Research Grant

*______, Fulbright Fellowship, National University of Singapore

Jason Parker, SHAFR Samuel Flagg Bemis Research Grant

Rebecca Schloss, Franklin Research Grant, American Philosophical Society

*Adam Seipp, Immigration History Research Center, University of Minnesota, Ethnic Studies Grant (Polish), 2008-09

2009

Cynthia Bouton, Eisenberg Institute for Historical Studies, University of Michigan, Research Fellow

Katherine Carte Engel, American Philosophical Society, Franklin Research Grant

*Sylvia Hoffert, Faculty Fellowship, University of Edinburgh, Scotland

Angela Pulley Hudson, American Philosophical Society Franklin Research

______, Ballard Breaux Visiting Fellowship, Filson Historical Society in Kentucky

*Hoi-eun Kim, JSPS (Japan Society for the Promotion of Science), SSRC Research Grant in Japan

*______, DAAD (German Academic Exchange Service) Faculty Research Visit Grant in Germany

*Jason Parker, Fulbright, Argentina

*Adam Seipp, DAAD (German Academic Exchange Service) Faculty Research Visit Grant

*______, German Historical Institute Postdoctoral Research Fellowship
*_____*, United States Holocaust Museum Faculty Follow-Up Fellowship

Molly A. Warsh, Omohundro Institute for Early American History & Culture, Fellowship

**2010**

Katherine C. Engel, American Council of Learned Societies-Ryskamp Fellowship, 2010

Competition year

Faculty Conference Participation
2004 – 2010
(*denotes International)

2004

*Katherine C. Engel
“The Eighteenth-Century Moravian Phenomenon and Atlantic World Identity,”
Creating Identity and Empire in the Atlantic World, 1492-1888: An Interdisciplinary

*Walter Kamphoefner, Germany

*Harold Livesay, France

*Brian M. Linn
“Driving in Reverse? US Military Transformation in Retrospect,” 1st Colloquium,
Stiftung Wissenschaft und Politik-Strategic Studies Institute, Berlin, Germany, 2
December

“The U.S., the Spanish-American War, and Global Reach,” Chief of Army’s History
Conference, Canberra, Australia, 14-15 October

*Di Wang, China

2005

*Troy Bickham, Warwick University, UK

*Jonathan Coopersmith
“Old Technologies Never Die, They Just Don’t Get Updated,” Cross-Connexions:
Communications, Society and Change Conference, Science Museum, London,
November 2005

*Leah, DeVun, Radboud University, Netherlands

Katherine C. Engel,
“Crossing Boundaries: Moravian Religious and Ethnic Identity in the Eighteenth

*Brian M. Linn
“American Counterinsurgency,” 7 March, Royal Military College, Kingston, Canada
* Anthony Stranges
  “Key Scientists in the History of Air Pollution,” XX II, International Congress of History of Science, Beijing, China, July

* Di Wang, Sichuan University, China; Hitotrubashi University, Japan

2006

*R. J. Q. Adams, Centenary Lecture of the Historical Association, Britain

* Daniel Bornstein, a series of invited lectures in China in Fall 2006

* Jonathan Coopersmith
  Invited lecture at European University in St. Petersburg, Russia

* Katherine C. Engel

* Arnold Krammer, Co-sponsor, International Conference on the Holocaust, Krakow, Poland

* Brian M. Linn

  “The US Army and Small Wars: An Uncomfortable Reality,” Keynote lecture, Chief of Army History Conference: Small Wars and Insurgencies, Canberra, ACT, Australia, 25 September

* Anthony Stranges

* Di Wang, a series of invited lectures in Taiwan in 2006
2007

*Armando Alonzo
Lecture presented at Centro de Estudios sobre Migraciones, Universidad de Complutense, Madrid, Spain

*Terry H. Anderson, Nobel Lecture, Oslo Norway

*Cynthia Bouton
Lecture presented at Université de Paris, Sorbonne
Paper presented in London, UK

*Benjamin Brower
Two lectures at the University of Oran, Oran, Algeria

*Leah Devun
Lecture at Radboud University, Nijmegen, Netherlands

*Sylvia Hoffert
Paper presented in London, UK

*Brian M. Linn

*Harold Livesay, lecture presented at Université de Paris, Sorbonne

*Jason Parker
Paper presented at Association for the Study of the Worldwide African Diaspora, Barbados, West Indies

*Rebecca Schloss, paper presented in London, UK

*Adam Seipp
Lecture at the University of Passau, Germany
Paper presented at NATO Advanced Research Workshop, Lisbon, Portugal

*Anthony Stranges
“A History of the Fischer-Tropsch Synthesis,” International Committee on the History of Technology (ICOHTEC), Copenhagen, Denmark, 14-16 August

*Di Wang
Two papers presented at Taipei, Taiwan
Paper presented at Beijing, China
Paper presented at Cambridge University, UK
*Larry Yarak
Lecture at Elmina University, Ghana

2008

*Armando Alonzo
Presenter at an International Congress on Popular Religiosity in Valladolid, Spain

*Terry Anderson


"Bush's War: Iraq" Invited lecture, North American Studies Department, University of Helsinki. Finland. 27 November.

*Jonathan Coopersmith

*Leah Devun
Invited lecture, "John of Rupescissa's Trial by Fire: Alchemy and Prophecy in the Fourteenth Century," at the Real Centro Universitario Maria Cristina, El Escorial

*Hoi-eun Kim
Presented “Medicine and Colonial Modernity in Korea: An Overview.” At Transactions in Medicine and Heteronomous Modernization: Germany, Japan, Korea and Taiwan, University of Tokyo, Tokyo, Japan, September 20, 2008.


“Physicians on the Move: German Physicians, Medical Science and German ‘Soft Power’ in Meiji Japan, 1868-1912.” Berlin-Brandenburgische Akademie der Wissenschaften, Berlin, Germany, March 13, 2008, as part of the theme, Wissenschaft zwischen den Kulturen. Wie Deutschland and Japan voneinander lernen: Historische Aspekte und aktuelle Entwicklung.
*Rebecca Schloss
Presented a paper at the Western Society for French History in November in Quebec City, Quebec.

*Anthony Stranges
“Scientists in the History of Air Pollution, Part II,” International Committee for the History of Technology, Victoria, B.C., August

2009

*Jonathan Coopersmith
“The decline of fax (and the rise of keitai, e-mail, and the Web) in the United States and Japan,” Asian-Pacific Business and Economic History Conference, Tokyo, February, 2009

“Technology and failure,” East Asian Science Technology Studies (EASTS), Tainen, Republic of China, April, 2009


Katherine C. Engel

*Walter Kamphoefner, Utrech, Netherlands

*Brian M. Linn

“Driving in Reverse: Historical Perspectives on Military Transformation,” S. Rajaratnam School of International Studies, Singapore, 19 May


“The US Army from Vietnam to Iraq” lecture, New Zealand Defense Force Command and Staff College, 13 May

“Towards an American Way of Counterinsurgency” Lecture, New Zealand Defense Force Command and Staff College, 13 May

“The American Way of War: Transformation or Continuity,” Lecture, Centre for
Defence Studies, Massey University, New Zealand, 14 May

“Preparing for the Fiasco,” Seminar, School of Humanities and Social Sciences, University of New South Wales at ADFA, Canberra, Australia, 2 June

“Reflections on American Military Thought,” Lecture, US Military History Seminar, Australian Defence Forces Academy, Canberra, Australia, 3 June

*Adam Seipp
University of Southhampton, UK

*Anthony Stranges
“Water Pollution and Its Treatment in Nineteenth-Century United States,” International Congress of the History of Science, Budapest, Hungary, July

*Di Wang, China

2010


Faculty Awards and Honors  
2003 – 2010  
(*denotes International)

2003

H. W. Brands, elected to the Philosophical Society of Texas

Brian M. Linn, awarded the Moncado Prize, Society for Military History

Roger Reese, awarded the Moncado Prize, Society for Military History

2005

Sara Alpern, University Honors Program Teacher/Scholar Award 2005-2006

Carlos Blanton, “Coral H. Tullis Award for Best Book in Texas History in 2004”, Texas State Historical Association

____, Honorable Mention (Runner Up) to Book Award, “Best Book of 2004 Award”, History of Education Society


2006

Sara Alpern, National Endowment for the Humanities "We the People" Grant (team member)

April Hatfield, Organization of American Historians Distinguished Lecturer (2006-2009)

Jason C. Parker, Fellow, Mershon Center, Ohio State University

*Adam Seipp, International Olympic Committee

*Di Wang, Top Ten Best Books published in China for the translation of Street Culture

*____, Fellow, National Humanities Center, North Carolina
2007

James Bradford, awarded the North American Society for Oceanic History’s K. Jack Bauer Award for Scholarship and Service to Maritime History

*Lauren Clay, co-winner of the James L. Clifford Prize awarded by the American Society for Eighteenth-Century Studies for the best article concerning any aspect of eighteenth-century culture.

Thomas Dunlap, awarded Organization of American Historians Distinguished Lecturer; National Fellow of the Forest History Society

Katherine C. Engel, Pew Young Scholars in American Religion Program, Center for the Study of Religion and American Culture, 2007-2009

*Leor Halevi, winner of the Middle East Studies Association’s Albert Hourani award for the best book in any discipline within Middle Eastern studies.

April Hatfield, Organization of American Historians Distinguished Lecturer, 2006-2009

*Jason Parker, Center for British Studies, “Scholar of the Month”

2008

*R.J.Q Adams’ book *Balfour: The Last Grandee* was short-listed as a finalist for the 2008 Saltire Prize (U.K.)

*Troy Bickham, elected a Fellow of the Royal Historical Society (United Kingdom)

Albert Broussard, President of the TAMU African America Professional Organization

*Hoi-eun Kim won the 2008 Biennial H-German Syllabus Contest (H-German is the largest single international forum of scholars of German Studies.

Jason Parker, nominated for CHOICE Magazine Outstanding Academic Title for 2009 (for *Brother's Keeper*), was a finalist for AHA’s Paul Birdsall Prize for 2008 (for *Brother's Keeper*): Finalist, Harry S. Truman Library Institute Scholar's Award.

David Vaught, Elected Vice-President/President-Elect, Agricultural History Society automatic ascension to the presidency in 2009).
2009

Walter D. Kamphoefner, Organization of American Historians Distinguished Lecturer (2009-2012)
Jason Parker, Bernath Award for Best First Book, Society for Historians of American Foreign Relations

_____, article “‘Made-in-America Revolutions’” won the 2009 Best Article Prize, History of Education Society

David Vaught, McFarland-SABR Baseball Research Award

2010

Troy Bickham, Belasco Prize for Scholarly Excellence, Association for the Study of Food and Society for article, “Eating the Empire,” 2010.

Carlos Blanton, “Bolton-Cutter Award for Best Article In Borderlands History” awarded by Western Historical Association
Faculty Professional Service and Recognition
2003 – 2010
(*denotes International)

2003

R.J.Q. Adams
Member of the Executive Committee of the Western Conference on British Studies

*Cynthia Bouton
Editorial Board, Annales historiques de la Rèvolution française to 2005

Albert Broussard
Editor, Race and Ethnicity in American West Series, University of Nebraska Press

Thomas Dunlap
Editorial Board, Environmental History

Walter Kamphoefner
Book Review Editor, H-Ethnic (2003-present)

*Di Wang
Editorial Board, Xin shehuishi, 2003-present

2004

*David Hudson
Western Conference on British Studies Executive Board

*Brian M. Linn
Military Transformation Working Committee, Stiftung Wissenschaft und Polik (Germany)-Strategic Studies Institute

*Anthony Stranges

David Vaught
Agricultural History
NEH Evaluation Panel

*Di Wang
Editorial Board, Shehui kexue luntan, 2004-present
2005

Jonathan Coopersmith
Secretary, Section on History and Philosophy of Science of the American Association for the Advancement of Science (2005-2010)
Member, NASA Historical Advisory Committee (2005-2006)
Member, TAMU Press Faculty Advisory Committee (2002-2008)

Walter Kamphoefner
Executive Board, Immigration and Ethnic History (2005-2007)
Executive Committee, Social Science History (2005-2008)

2006

*R. J. Q. Adams
Executive Committee, Western Conference on British Studies

Carlos Blanton
Membership Committee, Southern Historical Association

*Daniel Bornstein
Council of the Society for Italian Historical Studies, Council of the American Catholic Historical Association

James Bradford
Editorial Board, The Northern Mariner (2006-

Albert Broussard
Nominating committees, Western Historical Association, the Southern Historical Association, and the Oral History Association

Walter Buenger
Vice President of the Texas State Historical Association (2006-2008)

Thomas Dunlap– Editorial Board, Environmental History (2006-

*Chester Dunning
Executive Committee, Early Slavic Studies Association

Katherine Engel
Fellowship award Committee for the McNeil Center for Early American Studies, Editorial Board, Journal of Moravian History (2006-present)

April Hatfield
Speaker for the Organization of American Historians Lecture Series
Walter Kamphoefner  
Editorial Board, *Yearbook of German American Studies*

Arnold Krammer  
President, Phi Beta Delta Society of International Scholars

Brian Linn  
Trustee, Society for Military History

Jason Parker  
Editorial Board, *American Foreign Relations Since 1600: A Guide to the Literature*

David Vaught  
Executive Committee, Agricultural History Society  
Editorial Board, *Agricultural History*

*Larry Yarak*  
Executive Committee of Ghana Studies Council  
Editorial Board, *Ghana Studies*, 2006-present

**2007**

Carlos Blanton  
Editorial board, *History of Education Quarterly*

Albert Broussard  
Editorial board, *Pacific Historical Review*  
Chair, W. Turrentine Jackson Prize, Western Historical Association

Katherine Engel  
Klein book prize committee of the Pennsylvania Historical

Brian Linn  
Vice-president, Society for Military History  
Historical Advisory committee, Department of the Army

*Roger Reese,*  
Editorial Board, *Journal of Slavic Military Studies*, 2007-present

David Vaught  
Chair, program committee of the Agricultural History Society
2008
*Cynthia Bouton
   Editorial Board, French Historical Studies, 2008-present

*Jonathan Coopersmith
   Member, Institute of Electrical and Electronic Engineers History Committee (2008-2011)

Thomas Dunlap
   Trustee, Environmental History Association

*David Hudson
   President of the Western Conference on British Studies (WCBS) 2008-2010

Di Wang: member editorial board, Shehui kexue luntan; member editorial board, Xin shehui shi

2009

James Bradford
   President, North American Society for Ocean History

Walter Buenger
   President, Texas State Historical Review

*Jonathan Coopersmith
   Member, Nominating Committee, Society for the History of Technology (2009-2012)

Joseph Dawson
   Editorial Board, Rhetorical & Public Affairs

Thomas Dunlap
   Editorial Board, Encyclopedia of American Environmental History

Brian M. Linn
   President, Society for Military History
   Editorial Board, Journal of Strategic Studies, 2009-present
   *Editorial Board, War and Society (Australia) 2009-present

David Vaught
   President, Agricultural History Society
Faculty Research Abroad
2003 – 2010

Glenn Chambers
Honduras, Puerto Rico, Jamaica, Great Britain, Trinidad and Barbados

Jonathan Coopersmith
England

Katherine C. Engel
Germany, England

Andrew Kirkendall
Chile, France, Nicaragua

Brian M. Linn
Great Britain, Australia, Vietnam, Singapore, Malaysia, Cambodia, France, Germany, Canada

Priti Mishra
India, Great Britain

Jason Parker
Argentina, Canada, Chile, Jamaica, Trinidad & Tobago, Uruguay

Anthony Stranges
Germany, England, and Japan
Collaborative Research with International Scholars

Armando Alonzo, Transnational History of Texas and Mexico

Daniel Bornstein, Italy & China

Cynthia Bouton, France

Thomas Dunlap, Environmental History in the U.S. and Australia (two PhD committees in Australia)

Chester Dunning, Russia (two PhD committees with students in Russia)

April Hatfield, Anglo Spanish Caribbean

Walter Kamphoefner, Germany (PhD committee of German student)

Hoi-eun Kim, Germany, Japan, University of Tokyo

Arnold Krammer, Holocaust

Brian Linn, Australia

Henry Schmidt, Texas-Mexico Border

Di Wang, China & Japan
Study Abroad
2004-2010

2004
James Bradford, Normandy
Arnold Krammer, Germany

2005
James Bradford, Normandy
Arnold Krammer, Germany

2006
Julia Kirk Blackwelder, Italy
James Bradford, Western Europe
Arnold Krammer, Poland

2009
James Bradford, Europe Rudder Study Abroad Program
Members of Department helped develop a new study abroad program with Africa.
Members of Department took initial steps to begin a program with Ireland.
Members of Department developed a study abroad program for Russia
Other Faculty Activities

Faculty Participation in Programs for Support of Students Abroad

2007

Troy Bickham
  Review committee for undergraduate awards (Rhodes Scholarships; Marshal Scholarships, etc.)

  Review committee for International Research and Travel Grants

Roger Reese, Referee for International Education Fee Scholarship

2008

Walter Kamphoefner
  Sponsored and mentored Czech Fulbright Visiting Student Research

Jonathan Coopersmith
  Institute of Electrical and Electronic Engineers (IEEE)
  Japanese Council History Committee of the Japanese section
  Tokyo Institution of Technology IEEE Chapter Japan Association for Science, Technology & Society Tokyo branch of Temple University Gakuishin University
  Economics and Management (GEM) seminar NTT Cyber Life Laboratories International Computer Association Japanese Society for the History of Science and Technology
  Osaka-Kyoto history of technology group
  Talks at Seoul National University
  Classes and seminars at International Christian University, Waseda University, and Tokyo Institute of Technology comments at “Ethnographic Reflections on Science and Technology,” Osaka University

John Lenihan
  Committee to select Marshall (United Kingdom) and Rhodes (Oxford) Scholarships for graduate study

Harold Livesay, Advised on curriculum coordination between Santa Chiara and College Station courses.

Anthony Stranges, Revised History 362 for the curriculum at Santa Chiara, Italy.
### Faculty Salaries

<table>
<thead>
<tr>
<th>Professor Level</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professor</strong></td>
<td>$55,029 - $97,425</td>
<td>$67,026 - $103,424</td>
<td>$67,773 - $127,001</td>
</tr>
<tr>
<td><strong>Associate Professor</strong></td>
<td>$42,090 - $62,000</td>
<td>$43,590 - $67,002</td>
<td>$49,145 - $69,412</td>
</tr>
<tr>
<td><strong>Assistant Professor</strong></td>
<td>$44,000 - $52,000</td>
<td>$50,000 - $54,500</td>
<td>$50,504 - $59,001</td>
</tr>
<tr>
<td><strong>Distinguished Professor</strong></td>
<td>$120,033 - $132,831</td>
<td>$121,743 - $136,827</td>
<td>$121,773 - $127,001</td>
</tr>
</tbody>
</table>

Average Salaries:
- **Fall 2003**: $78,937 for Professor, $50,280 for Associate Professor, $48,403 for Assistant Professor, $126,432 for Distinguished Professor.
- **Fall 2004**: $84,508 for Professor, $56,050 for Associate Professor, $51,688 for Assistant Professor, $129,285 for Distinguished Professor.
- **Fall 2005**: $89,168 for Professor, $57,931 for Associate Professor, $52,690 for Assistant Professor.
<table>
<thead>
<tr>
<th>Fall 2006</th>
<th>Texas A&amp;M University</th>
<th>Selected Peer Institutions</th>
<th>AHA Perspectives Public Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACULTY SALARIES</strong></td>
<td><strong>9 Mo. Range</strong></td>
<td><strong>9 Mo. Average</strong></td>
<td><strong>Average Salary</strong></td>
</tr>
<tr>
<td>Professor</td>
<td>$68,570 - $129,099</td>
<td>$93,798</td>
<td>$105,805</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$49,449 - $73,908</td>
<td>$55,250</td>
<td>$71,495</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$51,603 - $62,754</td>
<td>$54,871</td>
<td>$58,578</td>
</tr>
<tr>
<td>Distinguished Professor</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2007</th>
<th>Texas A&amp;M University</th>
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</thead>
<tbody>
<tr>
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<td><strong>9 Mo. Range</strong></td>
<td><strong>9 Mo. Average</strong></td>
<td><strong>Average Salary</strong></td>
</tr>
<tr>
<td>Professor</td>
<td>$70,321 - $131,096</td>
<td>$98,208</td>
<td>$110,216</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$52,546 - $78,408</td>
<td>$62,135</td>
<td>$74,353</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$54,999 - $61,995</td>
<td>$57,325</td>
<td>$59,118</td>
</tr>
<tr>
<td>Distinguished Professor</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
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<table>
<thead>
<tr>
<th>Fall 2008</th>
<th>Texas A&amp;M University</th>
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<th>AHA Perspectives Public Institution</th>
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<tr>
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<td><strong>9 Mo. Range</strong></td>
<td><strong>9 Mo. Average</strong></td>
<td><strong>Average Salary</strong></td>
</tr>
<tr>
<td>Professor</td>
<td>$72,117 - $133,794</td>
<td>$101,008</td>
<td>$113,187</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$53,542 - $80,858</td>
<td>$62,708</td>
<td>$77,619</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$56,099 - $67,389</td>
<td>$59,322</td>
<td>$61,921</td>
</tr>
<tr>
<td>Distinguished Professor</td>
<td>$0</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2009</th>
<th>Texas A&amp;M University</th>
<th>Selected Peer Institutions</th>
<th>AHA Perspectives Public Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACULTY SALARIES</strong></td>
<td><strong>9 Mo. Range</strong></td>
<td><strong>9 Mo. Average</strong></td>
<td><strong>Average Salary</strong></td>
</tr>
<tr>
<td>Professor</td>
<td>$73,117 - $135,295</td>
<td>$100,173</td>
<td>$113,694</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$54,041 - $77,140</td>
<td>$63,045</td>
<td>$78,023</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$58,001 - $64,500</td>
<td>$59,116</td>
<td>$62,397</td>
</tr>
<tr>
<td>Distinguished Professor</td>
<td>$138,339</td>
<td>$138,339</td>
<td></td>
</tr>
<tr>
<td>FACULTY SALARIES</td>
<td>9 Mo. Range</td>
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<td>Average Salary</td>
</tr>
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<td>Professor</td>
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<td>N/A</td>
</tr>
</tbody>
</table>
BYLAWS OF THE DEPARTMENT OF HISTORY
Amended by the History Faculty, 2010
(changes in bold)

A  **Purpose:** These bylaws outline the Texas A&M Department of History's methods of governance. The rules and regulations of the College of Liberal Arts and the University take precedence over these bylaws.

The bylaws reflect a belief that the responsibility for effective department governance rests with both the faculty and the department head. Moreover, the department believes that effective department governance depends on the exercise of responsible leadership by the faculty and the department head alike.

These bylaws shall be implemented with strict adherence to academic freedom, due process, and equal opportunity. Appointments, hiring, promotion, and tenure shall be decided solely on the basis of professional qualifications, without regard to such considerations as sex, race, national origin, religion, political affiliation, or sexual orientation.

B  **Faculty:** The history department faculty is defined to include the following ranks: professor, associate professor, assistant professor, instructional professor, instructional associate professor, and instructional assistant professor. In all matters where faculty act by rank, excluding promotion and tenure, instructional faculty will be considered part of the equivalent tenured or tenure track rank.

C  **Departmental Meetings:** The faculty, meeting as a whole, will review all actions of the head and the standing committees and propose changes of policy.

1. A regular meeting of the faculty will be held in each full month the University is in session during the fall and spring semesters. A quorum of 33% of the full-time faculty in residence is required for any vote to be taken.

2. Special meetings may be called by the department head and will require a quorum of 50% of the full-time faculty in residence for any vote to be taken.

3. The department head, or a faculty member designated by the head, will chair all meetings.

4. The head and the executive committee will prepare the agenda and distribute it to the faculty at least one week prior to meetings. Any faculty member, by written request (including submissions via e-mail) to the head or executive committee, may place an item on the agenda.
5. A secretary will be chosen each semester at the first regular meeting. Minutes of all meetings will be distributed to the faculty within a week.

6. In all cases not specifically covered by these bylaws, Roberts Rules of Order will be used to conduct meetings. A copy should be available in the library.

D Department Head: The head is the department's executive and is responsible to the faculty, the dean of the college, and the university administration. The department head shall serve no more than two consecutive four-year terms. At the end of the first three years, the tenured and tenure-track faculty of the department will vote to continue or not to continue the Head for a second term. That vote, taken by secret ballot, will be tallied by the executive committee and be sent as a departmental recommendation to the Dean.

1. The head's major responsibilities include, but are not limited to:

1.1 proposing long-range plans to the faculty and executive committee;

1.2 assigning courses to individual faculty, following the established principle of course rotation;

1.3 supervising and directing the staff;

1.4 preparing the budget and other financial planning;

1.5 recommending pay increases in consultation with the executive committee; and will inform each faculty member of: a) the basis on which their raise, if any, was decided; b) whether it be solely on an annual review, or on their performance over multiple years of service; and c) the quartile ranking evaluation received from the Executive Committee.

1.6 appointing committees and departmental representatives and officers with the advice of the executive committee, except as otherwise provided by these bylaws;

1.7 presiding over department meetings; and,

1.8 serving as a conduit for communications between the faculty and the administration.

2. In addition, the head will initiate reviews of faculty performance and make recommendations to the dean on tenure and promotion. In fulfilling this function, the head will:
2.1 justify salary and promotion decisions to the individual members of the department in writing;

2.2 meet with each tenure-track faculty member at least once during the academic year to discuss that individual's research, teaching, and other professional activities, and whether that person is making satisfactory progress.

E Standing Committees: The following standing committees will assist the faculty and head in administering the department. As needed, search and ad hoc committees will be appointed by the head with the advice of the executive committee.

1. Executive Committee: The executive committee will represent the faculty in advising the head, who will serve as its chair. It will consist of six members besides the head and include at least one member from each faculty rank. Members will serve two-year terms and no one shall serve more than two consecutive terms.

1.1 Conduct of elections: The executive committee will be elected in a secret ballot by the faculty. Election of three members by rank and three members at-large will take place in alternate years. An ad hoc election committee appointed by the head will call for nominations. Voting faculty must secure the permission of those eligible faculty whom they wish to nominate and forward those names to the election committee. At least one week before the election, the election committee will distribute ballots containing the names of all nominees. In elections by rank, faculty will vote for one candidate from each rank; if a candidate fails to receive a majority of votes cast in the first poll, a run-off will be held between the leading candidates. In elections at-large, faculty will vote for their three preferred candidates; the leading vote-getters without majorities will face a runoff until a majority is obtained. All tenured and tenure-track faculty are eligible to vote. Ballots will be distributed by e-mail and may be cast either by e-mail or the dual-envelope system.

1.2 Filling Vacancies: In the event that a vacancy occurs on the Executive Committee a special election will be held at the earliest feasible moment. The election will be conducted according to Section D Paragraph 1.1. The faculty member elected will finish out the time remaining on the vacant seat.

1.3 Functions: The Executive Committee will serve as a committee on committees and advise the head on all committee appointments, including search committees, and on the appointment of departmental officers. It will serve as a planning and priority committee and suggest to the faculty the direction the department should take in hiring new faculty, encouraging research, and improving instruction. It will conduct annual reviews of faculty and advise the head on the allocation of resources, including proposed salaries. Ultimate authority in these matters will remain with the head, but the head must inform the Executive Committee of actions taken
concerning these matters. In addition, the committee will undertake any special tasks which are not within the purview of other standing committees and which may be assigned to it by either the faculty or head. Agenda and minutes of all executive committee meetings will be distributed to the full faculty within a week.

1.4 Consultation Between the Executive Committee and the Department Head: In general, discussion of appointments and other types of consultation with the Department Head shall be done in a called meeting of the committee, but when this is not possible or preferable, discussion of appointments and other matters shall be done by emails addressed to the entire committee.

1.5 The Executive Committee will meet at least once every full month of the Fall and Spring semesters in advance of the faculty meetings.

2. Graduate Committee: The Graduate Committee will be appointed by the head with the advice of the Executive Committee and will supervise graduate students and graduate instruction. The director of graduate studies will serve as a chair of the committee, which will consist of seven members. The committee will work with the director of graduate studies on the admission of students, the awarding of financial assistance (including assistantships and fellowships), and the distribution of graduate student research and travel funds. The committee will include a representative selected by the graduate students who will be a full participant except in personnel discussions. The committee shall meet at least twice a semester.

3. Undergraduate Committee: The Undergraduate Committee will be appointed by the head with the advice of the Executive Committee and will supervise undergraduate history majors and undergraduate instruction in the department. The associate department head will chair the committee, which will consist of at least five members including one of the undergraduate advisors and a graduate student. The student will be a full participant except in personnel discussions.

4. Social Committee: This committee will be appointed by the head with the advice of the Executive Committee and will supervise all departmental social affairs and the flower fund. It will consist of at least three members, including a graduate student. Members will serve two year terms, with approximately half appointed each year.

5. Promotion and Tenure Committee: This committee will conduct annual reviews and formal mid-term reviews of untenured, tenure-track faculty and will conduct formal reviews for tenure and promotion. It will consist of all faculty above the rank of the individual seeking promotion and/or tenure. In cases of instructional assistant and associate faculty seeking promotion, the committee will also include instructional faculty above the candidate's rank. In cases of those seeking tenure without change in rank, the committee will consist of all tenured members of the candidate's rank and above.
5.1 The committee will act in accordance with the College of Liberal Arts procedures for review, tenure and promotion. The full committee, after discussion, by a secret ballot and simple majority vote, will make recommendations regarding annual reviews of untenured faculty, mid-term reviews, and promotion/tenure. Members not at the meeting cannot vote on a candidate but are encouraged to submit their evaluation to the department head and the Promotion and Tenure Committee. The department head shall not vote on matters before the committee. The department head's participation in the deliberations will be limited to providing information requested by other members of the committee.

5.2 The Promotion and Tenure Committee's deliberations and decisions will remain strictly confidential.

5.3 Evaluation subcommittees for each faculty member under consideration at the mid-term review and for promotion and/or tenure will be appointed by the head with the advice of the executive committee. In appointing the heads of subcommittees, the department head will also consider suggestions from individual candidates for promotion.

5.4 The chair of each meeting will be selected by the head of the department in consultation with the faculty under consideration and with the approval of the executive committee (committee members under review at the meeting in question will recuse themselves). The chair of the meeting will moderate the discussion and, for the mid-term review and promotion and tenure, assure that the final version of each evaluation committee report represents the faculty voice.

5.5 There will be a secretary for each candidate for the mid-term review and for promotion and tenure who will record the discussion during the meeting and modify the evaluation committee report as needed. The same procedure for selecting the chair will apply to selecting the secretary.

5.6 Modifications of the evaluation committee report will be submitted to the Promotion and Tenure Committee for approval.

5.7 The department head will forward the full dossier and an explanation of the committee's recommendation to the dean. The head will also forward an independent evaluation based on the candidates' dossier.

5.8 In a tenure and promotion decision, the minority may submit a signed report in writing to the department head, who will submit it to the full Promotion and Tenure Committee. The majority may, if it wishes, respond
in writing. The majority and minority reports and the majority's response, if any, must be submitted to the department head and included in the candidate's dossier.

5.9 Individuals in the titles of Instructional Assistant or Instructional Associate Professor may be considered for promotion to the rank above. Instructional Assistant or Associate Professor who are candidates for promotion must submit a dossier for consideration by the departmental promotion and tenure committee, following the same procedures used for tenured and tenure-track faculty.

6. **Faculty Awards Committee**: This committee will be appointed by the head with the advice of the executive committee and will supervise the nomination process for faculty awards. It will consist of at least four members who will serve two year terms, with half appointed each year.

7. **History Prize Committee**: This committee will consist of an undergraduate advisor and faculty member appointed by the head with the advice of the executive committee and will supervise the awarding of departmental prizes to undergraduate majors.

F. **Department Officers**: On both a continuing and an ad hoc basis specific functions of the department will be assigned to appointive officers. Such officers will be responsible to the faculty and the head.

1. Advised by the Executive Committee, the department head will appoint the following officers for three year terms:

   1.1 Director of Graduate Studies
   1.2 Associate Department Head and Director of Undergraduate Programs

2. Advised by the Executive Committee, the department head will appoint the following officers annually:

   2.1 Phi Alpha Theta Adviser
   2.2 History Club Adviser(s)
   2.3 United Way Coordinator
   2.4 Library Representative(s)

As necessary, the Department Head, with the advice of the Executive Committee, will appoint faculty members to other offices.
G  **Voting Procedures:** All elections, except those involving promotion and tenure shall be conducted by e-mail with all **faculty members** being eligible to vote. The period for balloting shall be five calendar days with the option to cast a ballot by e-mail or the double-envelope system. Only faculty in residence may vote on hiring decisions and, by unanimous consent of those present at the meeting to discuss hiring, an offer can be made immediately after the meeting.

H  **Amendment Process:** These bylaws may be amended by the full faculty on the recommendation of one-third of the faculty or the executive committee. All proposed amendments will be presented and discussed in a faculty meeting prior to a vote by secret ballot. The process of balloting will take no longer than a week and amendments will take effect if they receive the approval of a simple majority of those voting.
To be considered for promotion and tenure in the Department of History faculty members must demonstrate meritorious performance in three areas: (1) teaching; (2) research and publications; and (3) service. Candidates for promotion to the rank of professor should demonstrate outstanding professional accomplishments beyond the achievements presented for promotion to associate professor. Normally, all promotions require very high performance in at least two areas, one of which must be research. (For exceptions to the normal standards, see sections 4.5.4 of University Rule 12.01.99.M2.) Promotion and Tenure committees will appraise quality of publications, potential for continued professional growth, and contributions in teaching and service.

**Teaching**

Evidence of meritorious teaching may include course syllabi, written statements from graduate or undergraduate students, written evidence of curriculum contributions through the creation of new courses or program revisions, and evidence of innovative teaching methods. Tangible measures of merit in teaching are receipt of College or University teaching awards, consistently high scores on student evaluations, and positive peer review based on observation and student testimony. The candidate should assume the responsibility for demonstrating merit in teaching.

**Research and Publication**

A singly-authored monograph or its equivalent and evidence of a clear and compelling agenda for future research are the requisites for consideration for tenure and promotion to associate
professor. Scholarship submitted for consideration must demonstrate significant intellectual growth beyond the dissertation and appear in a format that permits review by historians outside the department. Evidence of future scholarly promise includes being awarded a significant external grant or fellowship for work on a new project, an article drawn from new research accepted for publication in a prominent journal, or other evidence of significant and sustainable new research.

Normally faculty members will present a singly-authored published book as well as at least one and preferably two articles drawn from that research and evidence of new research when under consideration for tenure, while candidates for promotion to professor will present an additional published book and related publications or their equivalent for consideration. Research and publications presented for promotion to the rank of professor should reflect national and/or international recognition. As in the case of promotion to associate professor there should also be evidence of future scholarly promise.

Edited books, textbooks, co-authored works, book chapters, translations, bibliographies, and articles published in refereed journals are favorably considered in annual merit evaluations and they are important in demonstrating an ongoing research agenda. Nonetheless, candidates for promotion to the rank of associate professor or professor who present a body of publications in lieu of a scholarly monograph must demonstrate that it is equivalent to a singly-authored book.

The publication of a scholarly monograph or its equivalent does not guarantee tenure or promotion. The attention paid to an individual’s work by others in the field, including evidence of the quality of reviews and the frequency of references to one’s work in the literature of the candidate’s field, will be an especially important area of assessment.

**Service**

Service is most commonly rendered to the University by serving on committees, participating in University governance, or assisting student organizations. Service may be at the departmental, college, or university level, but membership on numerous committees does not necessarily constitute meritorious service. Chairing a committee suggests greater service than membership *per se*. Service to the profession may include participation in conference planning and operation, participation in
conference sessions, and membership on committees of professional organizations. Community service takes many forms, but relative to promotion and the granting of tenure, it should have a scholarly or educational component. Aspirants to the rank of professor should demonstrate significant service beyond the departmental level.

For further information on requirements for promotion and tenure at Texas A & M University, consult the Procedures for Review, Tenure and Promotion of the College of Liberal Arts and of the University.  
http://clla.tamu.edu/resources/polproc/college/TPPROC
http://dof.tamu.edu/admin/tp/
Mission/Purpose

The program in history will appeal especially to those students with a strong desire to develop their critical thinking, reading, writing, and speaking skills. By acquiring familiarity with diverse times and circumstances, students of history develop a sophisticated human empathy which is the key to good scholarship and good citizenship. Many students use the study of history as preparation for careers in law, business, public administration, international relations and theology. A small number pursue graduate degrees in history itself. Other history majors enter government service, museum and archival work, editorial and publishing work, park interpretation and administration, non-profit organizations, business management, advertising, public relations and librarianship or other professions requiring research and bibliographic skills. Some seek teacher certification in the field of history.

Additional Information: 1. critical thinking, reading, writing, and speaking skills; 2. develop a sophisticated empathy of the human condition, which is the key to good scholarship and good citizenship; 3. preparation for careers

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 1: critical learning

Students will enhance their abilities to reason logically and respond creatively to a wide range of historical evidence, both primary and secondary, through their own critical analysis—thinking, reading, writing, and speaking.

Associations:

General Education or Core Curriculum:

1 Master the depth of knowledge required for a degree
2 Demonstrate critical thinking
3 Communicate effectively

Strategic Plans:

Texas A&M University

3 Enhance the Undergraduate Academic Experience.
4 Build the Letters, Arts and Science Core.

Related Measures:

M 1: Rubric of Capstone Assignment: Critical Learning

Source of Evidence: Capstone course assignments measuring mastery

In order to obtain a direct assessment of this student learning outcome, History department faculty who are teaching the required capstone seminar (HIST 481) will be asked to assess each graduating senior's research paper, using a rubric consisting of a 3-point scale: 1 ("failed to demonstrate a critical understanding of historical evidence"), 2 ("adequately demonstrated a critical understanding of historical evidence"), 3
"demonstrated beyond expectations a critical understanding of historical evidence").

**Achievement Target:**

90% of the graduating students taking the capstone course (HIST 481) will adequately demonstrate in their research papers a critical understanding of historical evidence--that is, achieve a score of 2 or 3 on the rubric.

**Findings (2009-2010) - Achievement Target: Met**

Of the 124 students taking History 481, 119, or 95.9% achieved a score of 2 or 3 on the rubric. 51 achieved a 3 and 68 achieved a 2. Only 5 students out of 124 or 4% failed to meet the achievement target.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Continue same rubric and scale**

*Established in Cycle: 2009-2010*

Because we et our achievement target for both critical learning and human empathy (95.9% received a 2 or a 3 on both rubrics, ...)

**O 2: Human Empathy**

Students will develop a sophisticated empathy for the human condition by expanding their knowledge of diverse cultures and world views, and by broadening their awareness of the scope and variety of historical issues and interpretations.

**Associations:**

**General Education or Core Curriculum:**

1 Master the depth of knowledge required for a degree
2 Demonstrate critical thinking

5 Demonstrate social, cultural, and global competence

**Strategic Plans:**

**Texas A&M University**

3 Enhance the Undergraduate Academic Experience.

4 Build the Letters, Arts and Science Core.

**Related Measures:**

**M 2: Rubric of Capstone Assignment: Human Empathy**

*Source of Evidence:* Capstone course assignments measuring mastery

In order to obtain a direct assessment of this student learning outcome, History department faculty who are teaching the required capstone seminar (HIST 481) will be asked to assess each graduating senior's research paper, using a rubric consisting of a 3-point scale: 1 ("failed to demonstrate an adequate knowledge of diverse cultures and world views and the pertinent historical issues and interpretations"), 2 ("adequately demonstrated a knowledge of diverse cultures and world views and the pertinent historical issues and interpretations"), 3 ("demonstrated beyond expectations a knowledge of diverse cultures and world views and the pertinent historical issues and interpretations").

**Achievement Target:**

90% of the graduating students taking the capstone course (HIST 481) will adequately demonstrate in their research papers a knowledge of diverse cultures and world views and the pertinent historical issues and interpretations--that is, achieve a score of 2 or 3 on the rubric
**Findings (2009-2010) - Achievement Target: Met**

Of the 124 students in History 481, 119, or 95.9% achieved a 2 or a 3 with 51 achieving a 3 and 68 achieving a 2; only 5 out of 124, or 4% failed to meet the achievement target.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Continue same rubric and scale**

*Established in Cycle: 2009-2010*

Because we met our achievement target for both critical learning and human empathy (95.9% received a 2 or a 3 on both rubrics, ...)

**O 3: Career Possibilities**

Students will acquire an understanding of the intellectual demands required of historians, gain an appreciation of history as a field of knowledge, and become aware of the career possibilities available to history majors, including law, business, public administration, international relations, theology, secondary school teaching, and higher education.

**Associations:**

**General Education or Core Curriculum:**

1 Master the depth of knowledge required for a degree

2 Demonstrate critical thinking

3 Communicate effectively

6 Prepare to engage in lifelong learning
Strategic Plans:

Texas A&M University

3 Enhance the Undergraduate Academic Experience.

4 Build the Letters, Arts and Science Core.

Related Measures:

M 3: Rubric for Exit Surveys: Career Possibilities

Source of Evidence: Exit interviews with grads/program completers

In order to obtain an indirect assessment of this student learning outcome, History department faculty who are teaching the required capstone seminar (HIST 481) will be asked to conduct exit surveys with each graduating senior's research paper, consisting of 3 questions: 1 ("What are your career plans") 2 ("In what ways did you change and develop your career plans as an undergraduate history major?") 3 ("How effective was your experience as a history major with regard to understanding the career possibilities open to you").

Achievement Target:

The exit surveys will demonstrate that 90% of all graduating students completing the capstone course (HIST 481) have acquired not only an intellectual appreciation of history as a field of knowledge but also a practical understanding of the career possibilities open to them.

Findings (2009-2010) - Achievement Target: Partially Met

Roughly half of the students who responded to the exit surveys said that they had changed career paths after majoring in history.
Several of the students said they already knew their career choice so did not even consider other options. Several commented on the good foundation history gave them in terms of their critical thinking and communications skills which they could transmit to diverse careers.

Several said the information on career opportunities given by Phil Smith was helpful but they suggested that it would have been more helpful if given earlier. About 15 students said that there was not enough information on career options.

About one third of the students were going to graduate schools. Another 1/3 said they were going to be teachers of some sort. The others were entering different professions:...about 1/10 were planning to go to law school and another 1/10 into the military. A few were going into museum work or library work.

**Action Plan Details for This Cycle (by Established cycle, then alpha)**

**Continue same rubric and scale**

Because we met our achievement target for both critical learning and human empathy (95.9% received a 2 or a 3 on both rubrics,) we plan to proceed in the same manner next year--which is to say, with the same rubric and scale. Should we not achieve our target then, we will re-evaluate.

**Established in Cycle: 2009-2010**

**Implementation Status:** Planned

**Priority:** High
Relationships (Measure | Outcome/Objective):

**Measure:** Rubric of Capstone Assignment: Critical Learning | **Outcome/Objective:** critical learning

**Measure:** Rubric of Capstone Assignment: Human Empathy | **Outcome/Objective:** Human Empathy

**Implementation Description:** The nine faculty members teaching the capstone course in spring 2011 will collect the data and Sara Alpern will analyze it.

**Completion Date:** 09/01/2011

**Responsible Person/Group:** the department faculty members teaching the capstone seminars and Sara Alpern

**Reaching Students Earlier for Career Options in History**

To reach students earlier in their course of study with information about career opportunities for students majoring in history we will ask Dr. Philip Smith to be a liaison between professors who teach W courses and Tricia Barron at the Career Center. He will coordinate her class presentation about career options in W courses.

In addition I will ask professors who are teaching a 300 or 400 level course to consider putting the following sentence or a comparable one on their syllabi:

"History majors who wish to explore career ideas, please contact Dr. Philip Smith, History Department Undergraduate Advisor, in Room 105, Glasscock Building, 862-2061, pms@tamu.edu or Tricia Barron, the Career Advisor for Liberal Arts, in 209 Koldus, 845-5139, patriciab@careercenter.tamu.edu"
The department has also developed a new course, HIST 280 (The Historian's Craft), that includes curricular content directly related to careers for history majors.

We will continue to offer a career option program as part of our History Club activities.

We will then proceed with the same rubric (exit surveys) as before at the end of the semester to measure effectiveness of these action plans.

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** Students in our capstone course, History 481 will respond to the established exit surveys at the end of the Spring semester of 2011. Sara Alpern will analyze the responses to those surveys to determine if our goal of giving them information about career options for history majors was met.

**Completion Date:** 09/01/2011

**Responsible Person/Group:** Sara Alpern for History Department Faculty will examine the data collected and Philip Smith will be the liaison between the History Department and the Career Center

**Additional Resources Requested:** Continued cooperation with the Career Center

**Implementation Notes:**

9/11/2010 Students in our capstone course, History 481 will respond to the established exit surveys at the end of the Spring semester of 2011. Sara Alpern will analyze the responses to those surveys to determine if our goal of giving them information about career options for history majors was met.
Analysis Answers

For Student Learning Outcomes: Based on the assessment findings, what changes will be made to enhance student learning?

Based on the assessment findings, we plan to enhance student learning by providing our majors with more specific information with regard to the career possibilities open to them by the various action plans in this report.

For Program Outcomes: What changes will be made to the program as a result of your assessment of other program outcomes?

Our other program outcomes were met so we will continue to mentor our students as we have done and we will monitor the results at the end of the spring semester of 2011. If our outcomes are not met we will reevaluate at that time.

Assessment Process: Reflecting on the program’s assessment process, what changes do you intend to make to the assessment plan?

We are planning several action plans to further students' awareness of career opportunities for history majors. Action plans are detailed in this assessment report under action plan trackings.
Assessment of the Strengths of and Challenges faced by the Undergraduate Program in the Department of History.

Strengths:

We are at the heart of Texas A&M University’s undergraduate teaching mission. Due to state requirements that all students at public universities complete two semesters of American history, the department is well-positioned within the curricular structure of the university. As a result, we provided instruction for an average of 7,165 undergraduate students per semester during AY 2009-10. We believe that this gives us an exceptional opportunity to increase interest in the study of history and to develop potential undergraduate majors at an early point in their careers.

We offer a range of undergraduate courses that cover a broad spectrum of geographic and chronological specialties. Thanks in large part to the department’s efforts to hire in transnational, international, and comparative history, we have vastly broadened the range of undergraduate course offerings. Undergraduates can take courses from area specialists in South Asian, Chinese, Japanese, Ottoman, Late Antique, Medieval, and a range of American, European, and global topics.

Faculty research directly supports undergraduate teaching. We believe that our undergraduate teaching is fundamentally convergent with our active research agenda. Individual faculty members bring their research into the classroom, fostering an enhanced undergraduate experience by demonstrating the symbiotic relationship between producing knowledge of and teaching about the human past.
Challenges:

**Class sizes are generally too large.** In 2010, the average course enrollment in lower level (100 and 200) courses was 124. For upper-level (300 and 400, including writing-intensive and honors) undergraduate courses, the average was 30. The size of our class sections, largely as a function of the state’s American history requirements, discourage faculty from offering significant training in research and writing. The recent addition of a second required writing-intensive course for all students, along with department’s commitment to the new History 280 course, reflects a desire to directly address this challenge.

**The department recognizes the relative lack of diversity among history majors.** In most categories of diversity, the Department of History lags behind the university and the College of Liberal Arts.

**The undergraduate curriculum may need to consider how to balance general and specialist courses.** The undergraduate major in history allows students considerable freedom to take courses of their choice. Faculty teaching specialized upper-level courses in fields outside of U.S. and European history regularly complain about lack of student preparation. As the department develops lower and upper-level research courses, this may need to be re-evaluated in the interest of better preparing students to conduct research in writing-intensive classes.
Mission/Purpose

The M.A. program in history prepares students to enter Ph. D. studies in history or to pursue a variety of careers in teaching, archives, libraries, museums, business, non-profit organizations, and government. Students develop research skills and analytical abilities. Students acquire in depth knowledge in a specialized field.

Goals

G 1: Learn to evaluate evidence and arguments.
Learn to evaluate evidence and arguments.

G 2: Develop subject knowledge
Develop subject knowledge

G 3: Develop oral competency.
Develop oral competency.

G 4: Develop analytical writing ability.
Develop analytical writing ability.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 0: Complete term papers.
Complete term papers.

Associations:

General Education or Core Curriculum:
1 Master the depth of knowledge required for a degree
2 Demonstrate critical thinking
3 Communicate effectively

Related Measures:

M 1: term paper grade
Source of Evidence: Written assignment(s), usually scored by a rubric term paper grade

Achievement Target:

5% of students will complete papers of superior quality as reflected in acceptance for presentation at a conference or for publication.

Findings (2009-2010) - Achievement Target: Met

9.5% of graduate students made at least one conference (outside Texas A&M) presentation or published one essay in 2009-2010.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Details section of this report.

Continue mentoring
Established in Cycle: 2009-2010
Faculty will continue to mentor students in writing scholarly essays and in identifying venues for presenting papers.

Program oversight
Established in Cycle: 2009-2010
The Department of History will continue to employ a faculty member as Director of Graduate Studies and a second faculty member a...

Seek funding and mentor
Established in Cycle: 2009-2010
The department will continue to seek funding for graduate student presentations and encourage students to give papers.

M 5: Course grade

Source of Evidence: Performance (recital, exhibit, science project)
Course grade

Achievement Target:

80% of students will complete all term papers within the time allotted and within the content guidelines articulated in the course syllabus.

Findings (2009-2010) - Achievement Target: Met

85% of students completed term papers within the time allotted and within the content guidelines of the course syllabus.

O 1: Write a critical historiographical statement.
Write a critical historiographical statement.

**Associations:**

**General Education or Core Curriculum:**
1. Master the depth of knowledge required for a degree
2. Demonstrate critical thinking
3. Communicate effectively

**Related Measures:**

**M 1: term paper grade**

*Source of Evidence:* Written assignment(s), usually scored by a rubric
term paper grade

**Achievement Target:**

80% of students will complete an acceptable bibliographic essay in their first year if MA study.

**Findings (2009-2010) - Achievement Target: Met**

100% of students at the MA-level students completed acceptable bibliographic essays in 2009.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**oversight of essay development**

*Established in Cycle:* 2009-2010

Instructor will continue to offer guidance on sound proposal development and description of sources.

**M 5: Course grade**

*Source of Evidence:* Performance (recital, exhibit, science project)
Course grade

**Achievement Target:**

80% of students will complete an historiographical essay in their first year of participation in the MA program.

**Findings (2009-2010) - Achievement Target: Not Met**

No report for FY10.
O 2: Complete oral presentations

Complete oral presentations

**Associations:**

**General Education or Core Curriculum:**
1. Master the depth of knowledge required for a degree
2. Demonstrate critical thinking
3. Communicate effectively

**Related Measures:**

**M 2: seminar discussion grade**

*Source of Evidence:* Academic direct measure of learning - other seminar discussion grade

**Achievement Target:**

90% of students will complete a class oral presentation.

**Findings (2009-2010) - Achievement Target: Met**

91% of students completed an oral presentation in 2009-2010.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Continue to mentor students**

*Established in Cycle:* 2009-2010
Instructors will regularly assign oral presentations to students.

**M 3: Oral exit examination**

*Source of Evidence:* Academic direct measure of learning - other Oral exit examination

**Achievement Target:**

90% of students will demonstrate competency at the MA thesis defense or at the MA oral comprehensive examinaion.

**Findings (2009-2010) - Achievement Target: Met**

100% of MA student completing MA defense or MA exam demonstrated competency in the oral proceedings of the examination committees.
Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Details* section of this report.

**Continue mentoring**
*Established in Cycle:* 2009-2010
Continue mentoring.

**M 5: Course grade**

*Source of Evidence:* Performance (recital, exhibit, science project)
Course grade

**Achievement Target:**

5% of students will present a conference paper. 90% of students will complete at least one in class oral presentation in each semester.

**Findings (2009-2010) - Achievement Target: Met**

5.7% of MA students presented a conference paper. 94% of MA students completed at least one oral presentation each semester.

**O 3: Complete M.A. thesis**

Complete M.A. thesis

**Associations:**

*General Education or Core Curriculum:*
  1 Master the depth of knowledge required for a degree
  2 Demonstrate critical thinking
  3 Communicate effectively

**Related Measures:**

**M 4: Passing grade on thesis**

*Source of Evidence:* Senior thesis or culminating major project
Passing grade on thesis

**Achievement Target:**

90% of MA students in the thesis track will successfully defend the thesis in oral examination.

**Findings (2009-2010) - Achievement Target: Met**

100% of students completing MA theses successfully defended the thesis on 2009-2010.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Details section of this report.

**Continue mentoring**  
*Established in Cycle: 2009-2010*  
Continue mentoring students through course of study.

**O 4: Seminar completion**

Seminar completion

**Associations:**

**General Education or Core Curriculum:**
- 2 Demonstrate critical thinking
- 3 Communicate effectively
- 6 Prepare to engage in lifelong learning

**Related Measures:**

**M 3: Oral exit examination**

*Source of Evidence:* Academic direct measure of learning - other  
Oral exit examination

**Achievement Target:**

Delete.

**Findings (2009-2010) - Achievement Target: Not Met**

Delete.

**M 5: Course grade**

*Source of Evidence:* Performance (recital, exhibit, science project)  
Course grade

**Achievement Target:**

90% of MA students will complete 6 seminars in their first year.

**Findings (2009-2010) - Achievement Target: Met**

94% of first-year MA students completed at least 6 seminars in 2009-2010.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Details section of this report.

Faculty guidance
Established in Cycle: 2009-2010
Graduate faculty will continue to stress the importance of time management and timely completion of program requirements.

Action Plan Details for This Cycle (by Established cycle, then alpha)

Continue mentoring

Continue mentoring students through course of study.
Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Passing grade on thesis | Outcome/Objective: Complete M.A. thesis

Implementation Description: Procedures are in place and ongoing.
Responsible Person/Group: Graduate faculty
Additional Resources Requested: 0
Budget Amount Requested: $0.00

Continue mentoring

Continue mentoring.
Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Oral exit examination | Outcome/Objective: Complete oral presentations

Implementation Description: Continue mentoring
Completion Date: 09/01/2011
Responsible Person/Group: Graduate faculty
Additional Resources Requested: 0
Budget Amount Requested: $0.00

Continue mentoring

Faculty will continue to mentor students in writing scholarly essays and in identifying venues for presenting papers.
Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
Measure: term paper grade | Outcome/Objective: Complete term papers.

Continue to mentor students

Instructors will regularly assign oral presentations to students.
Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
Measure: seminar discussion grade | Outcome/Objective: Complete oral presentations

Faculty guidance

Graduate faculty will continue to stress the importance of time management and timely completion of program requirements.
Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
Measure: Course grade | Outcome/Objective: Seminar completion

oversight of essay development

Instructor will continue to offer guidance on sound proposal development and description of sources.
Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):
Measure: term paper grade | Outcome/Objective: Write a critical historiographical statement.

program oversight

The Department of History will continue to employ a faculty member as Director of Graduate Studies and a second faculty member as Associate Director of Graduate Studies who will advise students on steps to completion of their requirements and who will advise and assist faculty in including the department's assessment items in teaching and mentoring graduate students.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: term paper grade | Outcome/Objective: Complete term papers.

Implementation Description: All necessary steps are already in place.
Completion Date: 09/15/2010
Responsible Person/Group: Director and Associate Director of Graduate Studies
Additional Resources Requested: 1.5 months salary for each faculty member. The costs are already in the budget.
Budget Amount Requested: $40,000.00

Seek funding and mentor

The department will continue to seek funding for graduate student presentations and encourage students to give papers.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: term paper grade | Outcome/Objective: Complete term papers.

Implementation Description: The department will seek funding for graduate student travel and graduate conferences from within the university.
Completion Date: 09/30/2011
Responsible Person/Group: Graduate Director and department chairperson
Additional Resources Requested: $10,000
Budget Amount Requested: $10,000.00
Mission/Purpose

The Ph.D. in history prepares students for careers as researchers in history. Doctorates in history typically find employment in higher education, government, archives, and museums.

Goals

G 1: develop analytical skills

develop analytical skills

G 2: Develop writing skills

Develop writing skills

G 3: Develop research skills

Develop research skills

G 4: Develop comptency in field

Develop comptency in field

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Be able to answer subject-specific questions

Be able to answer subject-specific questions

Associations:

General Education or Core Curriculum:
  1 Master the depth of knowledge required for a degree
  2 Demonstrate critical thinking
  3 Communicate effectively
  6 Prepare to engage in lifelong learning

Related Measures:

M 1: Comprehensive examination
Source of Evidence: Comprehensive/end-of-program subject matter exam
Comprehensive examination

Achievement Target:

80% of students will demonstrate acceptable subject knowledge on comprehensive examinations.

Findings (2009-2010) - Achievement Target: Met

80% of students demonstrated acceptable subject knowledge on comprehensive examinations.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Details section of this report.

examination advising
Established in Cycle: 2009-2010
Students' PhD examination committee members will offer extensive advising as to examination performance expectations.

faculty mentoring
Established in Cycle: 2009-2010
Examination committee will continue to advise students of importance of demonstrating their analytical reading skills in answer...

Mentoring for examinations
Established in Cycle: 2009-2010
Graduate faculty will continue to assist and advise students as they plan and prepare for qualifying examinations.

M 2: Comprehensive examination

Source of Evidence: Academic direct measure of learning - other
Comprehensive examination

Achievement Target:

80% of students will demonstrate adequate knowledge of 3 fields on written and oral comprehensive examinations.

Findings (2009-2010) - Achievement Target: Met

80% of students demonstrated adequate knowledge of 3 fields on written and oral comprehensive examinations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Action Plan Details* section of this report.

**faculty mentoring**  
*Established in Cycle:* 2009-2010  
The graduate faculty will stress the development of field competency in advising students.

**M 3: Dissertation defense**

*Source of Evidence:* Senior thesis or culminating major project  
90% of students will demonstrate acceptable mastery of intellectual argumentation in the dissertation defense.

**Achievement Target:**  
90% of students completing a dissertation in a given year will pass the oral defense of the thesis.

**Findings (2009-2010) - Achievement Target: Met**  
100% of students passed the oral defense of the dissertation.

**Related Action Plans (by Established cycle, then alpha):**  
For full information, see the *Action Plan Details* section of this report.

**Advisor mentoring**  
*Established in Cycle:* 2009-2010  
Dissertation directors will continue to mentor students on how to prepare for the oral defense of a dissertation.

**O 2: Evaluate texts**  
Evaluate texts

**Associations:**

**General Education or Core Curriculum:**  
1 Master the depth of knowledge required for a degree  
2 Demonstrate critical thinking  
6 Prepare to engage in lifelong learning

**Related Measures:**

**M 1: Comprehensive examination**

*Source of Evidence:* Comprehensive/end-of-program subject matter exam  
Comprehensive examination
Achievement Target:

80% of students will demonstrate acceptable critical analysis of readings on comprehensive examinations.

**Findings (2009-2010) - Achievement Target: Met**

80% of students demonstrated acceptable critical analysis of readings on comprehensive examinations.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Continue mentoring.**
*Established in Cycle: 2009-2010*
Faculty will continue to mentor students.

**M 2: Comprehensive examination**

*Source of Evidence:* Academic direct measure of learning - other
Comprehensive examination

Achievement Target:

80% of students will demonstrate critical analysis of texts on comprehensive examinations. 90% of students will demonstrate critical analysis of texts in dissertation submitted to the evaluation committee.

**Findings (2009-2010) - Achievement Target: Met**

80% of students demonstrated critical analysis of texts on comprehensive examinations. 100% of students demonstrated critical analysis of texts in dissertation submitted to the evaluation committee.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Continue mentoring**
*Established in Cycle: 2009-2010*
The faculty will continue to assign written work that develops and demonstrates students' abilities to critically evaluate sour...

**M 3: Dissertation defense**

*Source of Evidence:* Senior thesis or culminating major project
90% of students will demonstrate acceptable mastery of intellectual argumentation in the dissertation defense.
Achievement Target:

90% of students presenting a dissertation will demonstrate adequate critical analysis of sources in the final draft submitted to the dissertation committee.

Findings (2009-2010) - Achievement Target: Met

100% of students demonstrated adequate critical analysis of sources in the final dissertation draft.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Details section of this report.

Continue advising as practiced
Established in Cycle: 2009-2010
Faculty serving on dissertation committees will continue to read dissertation drafts as they progress to encourage an acceptable ...

O 3: Complete a dissertation

Complete a dissertation

Associations:

General Education or Core Curriculum:
  1 Master the depth of knowledge required for a degree
  2 Demonstrate critical thinking
  3 Communicate effectively
  6 Prepare to engage in lifelong learning

Related Measures:

M 3: Dissertation defense

Source of Evidence: Senior thesis or culminating major project
90% of students will demonstrate acceptable mastery of intellectual argumentation in the dissertation defense.

Achievement Target:

90% of students will successfully defend the dissertation at the time of defense.

Findings (2009-2010) - Achievement Target: Met

100% of students completing a dissertation successfully defended the dissertation.

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Action Plan Details* section of this report.

**Continue mentoring**
*Established in Cycle: 2009-2010*
Graduate faculty will continue to mentor advisees and read dissertations in draft.

**O 4: Demonstrate primary research skills**

Demonstrate primary research skills

**Associations:**

**General Education or Core Curriculum:**
1. Master the depth of knowledge required for a degree
2. Demonstrate critical thinking
3. Communicate effectively
6. Prepare to engage in lifelong learning

**Related Measures:**

**M 3: Dissertation defense**

**Source of Evidence:** Senior thesis or culminating major project
90% of students will demonstrate acceptable mastery of intellectual argumentation in the dissertation defense.

**Achievement Target:**
90% of students completing a dissertation in a given year will receive approval by their committees of the primary research demonstrated in the dissertation at the time of the oral defense of the dissertation.

**Findings (2009-2010) - Achievement Target: Met**
100% of students completing a dissertation received approval that the dissertation demonstrated primary research.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Details* section of this report.

**Continue program of developing primary research skills.**
*Established in Cycle: 2009-2010*
The graduate program in history currently stresses the development of skills in identifying and locating primary documents and t...

**Action Plan Details for This Cycle (by Established cycle, then alpha)**

**Advisor mentoring**
Dissertation directors will continue to mentor students on how to prepare for the oral defense of a dissertation.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Dissertation defense | Outcome/Objective: Be able to answer subject-specific questions

Continue advising as practiced

Faculty serving on dissertation committees will continue to read dissertation drafts as they progress to encourage an acceptable outcome.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Dissertation defense | Outcome/Objective: Evaluate texts

Continue mentoring

Graduate faculty will continue to mentor advisees and read dissertations in draft.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Dissertation defense | Outcome/Objective: Complete a dissertation

Implementation Description: Ongoing
Responsible Person/Group: Graduate faculty
Additional Resources Requested: 0
Budget Amount Requested: $0.00
The faculty will continue to assign written work that develops and demonstrates students' abilities to critically evaluate sources.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Comprehensive examination  
**Outcome/Objective:** Evaluate texts  

**Implementation Description:** Ongoing  
**Completion Date:** 09/30/2011  
**Responsible Person/Group:** Graduate faculty  
**Additional Resources Requested:** 0  
**Budget Amount Requested:** $0.00

**Continue mentoring.**

Faculty will continue to mentor students.

**Established in Cycle:** 2009-2010  
**Implementation Status:** In-Progress  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Comprehensive examination  
**Outcome/Objective:** Evaluate texts  

**Implementation Description:** Procedures are in place and faculty continue to mentor.  
**Responsible Person/Group:** Graduate faculty  
**Additional Resources Requested:** 0  
**Budget Amount Requested:** $0.00

**Continue program of developing primary research skills.**

The graduate program in history currently stresses the development of skills in identifying and locating primary documents and the evaluation of primary sources in its research seminars. The department requires a proposal for the dissertation that demonstrates knowledge of primary sources. The faculty will continue to stress these developmental skills in teaching and advising graduate students.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Dissertation defense  
**Outcome/Objective:** Demonstrate primary research skills
examination advising

Students' PhD examination committee members will offer extensive advising as to examination performance expectations.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive examination | Outcome/Objective: Be able to answer subject-specific questions

Implementation Description: The faculty will advise students planning examinations for the period from October 1, 2010 through September 30, 2011 in an effort to improve examination pass rates beyond the target that we have already met.

Completion Date: 09/30/2011  
Responsible Person/Group: graduate faculty  
Additional Resources Requested: none  
Budget Amount Requested: $0.00

faculty mentoring

Examination committee will continue to advise students of importance of demonstrating their analytical reading skills in answering examination questions. Faculty will continue to stress importance of analytical skills in seminars.

Established in Cycle: 2009-2010  
Implementation Status: In-Progress  
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive examination | Outcome/Objective: Be able to answer subject-specific questions

Implementation Description: Development of analytical reading skills is ongoing in seminar work.

Completion Date: 09/15/2010  
Responsible Person/Group: graduate faculty  
Additional Resources Requested: 0  
Budget Amount Requested: $0.00

faculty mentoring

The graduate faculty will stress the development of field competency in advising students.

Established in Cycle: 2009-2010  
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: Comprehensive examination | Outcome/Objective: Be able to answer subject-specific questions

Implementation Description: Examination committee members will meet individually with students.
Completion Date: 09/30/2011
Responsible Person/Group: graduate faculty
Additional Resources Requested: 0
Budget Amount Requested: $0.00

Mentoring for examinations

Graduate faculty will continue to assist and advise students as they plan and prepare for qualifying examinations.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
    Measure: Comprehensive examination | Outcome/Objective: Be able to answer subject-specific questions
415. Health Education Methodology. (3-0). Credit 3. Theory and practice in the development and use of creative and traditional health education strategies in secondary schools and community settings; emphasis is given to cognitive, affective and behavioral teaching strategies. Prerequisites: Senior classification and approved acceptance to field experience.

421. Elementary School Health Instruction. (3-0). Credit 3. Modern issues, trends, content and material in elementary school health programs; research and instructional strategies essential for reading in content areas with an emphasis on developing the coordinated school health education for health and kinesiology teacher certification majors. Prerequisite: Junior or senior classification in health or kinesiology.

425. Health Program Evaluation. (3-0). Credit 3. Theory and practice in evaluation of health programs in school and community; analysis of test results; evaluation of standardized health tests. Prerequisites: Senior classification and approved acceptance to field experience.

429. Environmental Health. (3-0). Credit 3. Health aspects of environments; health problems related to water, air and noise pollution; pesticides; population and radiation; examination of various micro-environments which either promote or hinder human health and well-being and their implications for community planning and utilization of human resources. Prerequisites: Junior or senior classification.

430. Data Acquisition and Management in Health and Kinesiology. (2-2). Credit 3. Advanced application of current technology in the areas of health and kinesiology to include data management and presentation; integration of software and creation of educational and promotional material in the areas of health and kinesiology. Prerequisite: Junior or senior classification in health or kinesiology or approval of instructor. Cross-listed with KINE 430.

440. Contemporary Issues for Community Health Interns. (3-0). Credit 3. Preparatory course for advanced students in the community health internship program. Prerequisite: Acceptance to internship program.

482. Grant Writing in Health. (1-0). Credit 1. A writing intensive course focused on grant writing in the field of health education and health promotion; grant application written by student on a health-related topic using a recursive writing process. May be taken two times for credit. Prerequisite: Admission to professional phase of program.

484. Community Health Internship. Credit 1 to 12. Supervised internship at selected community, public or private health agencies. Prerequisites: HILTH 415, 425 and 440; completion of all coursework.

485. Directed Studies. Credit 1 to 4 each semester. Directed study of special problems within the discipline. Prerequisites: Junior or senior classification; approval of instructor.

489. Special Topics in... Credit 1 to 4. Selected topics in an identified area of the discipline. May be repeated for credit.

491. Research. Credit 1 to 4. Research conducted under the direction of faculty member in health. May be repeated 4 times for credit. Prerequisites: Junior or senior classification and approval of instructor.

Department of History


History

(HIST)

101. (HIST 2311) Western Civilization to 1660. (3-0). Credit 3. I, II, S Ancient civilizations, Greek, Roman and Asian; Christianity; medieval civilization in west, eastern Europe; political, social and intellectual developments from earliest human cultures to 1660.

102. (HIST 2312) Western Civilization Since 1660. (3-0). Credit 3. I, II, S Religious, dynastic and imperial developments; Industrial Revolution; western democracies; rise of nationalism and communism; central and eastern Europe; intellectual revolution; World Wars I and II and the contemporary world.
103. (HIST 2321) World History to 1500. (3-0). Credit 3. Development of major world societies in the pre-modern era; emergence of agrarian-based modes of production, political states, religious economy and a global division of systems; Eurasian world system and the civilizations of Africa and the Americas.

104. (HIST 2322) World History Since 1500. (3-0). Credit 3. Interaction of major world societies in the modern era; emergence of the modern world-economy and a global division of labor; European imperialism and colonialism and reactions in Africa, Asia and Latin America.

105. (HIST 1301) History of the United States. (3-0). Credit 3. I, II, S Colonial heritage; Revolution; adoption of Constitution; growth of nationalism and sectionalism; Civil War; Reconstruction.

106. (HIST 1302) History of the United States. (3-0). Credit 3. I, II, S Since reconstruction; new social and industrial problems; rise of progressivism; U.S. emergence as world power; World War I; reaction and New Deal; World War II; contemporary America.

210. Russian Civilization. (3-0). Credit 3. Russian history, culture and society from origins to the present; rise of the Russian Empire; autocracy; modernization without liberalization; reforms, reaction, revolution; development of Communist regime, continuity from Imperial to Soviet period in industrialization, bureaucracy and treatment of peasants, nationalities and intellectual opposition; Gorbachev and a new "revolution."

213. (HIST 2313) History of England. (3-0). Credit 3. I, II British, Saxon and Norman origins; national development; struggles between church and state; crown and nobles; nobles and commons; development of parliament.

214. (HIST 2314) History of England. (3-0). Credit 3. I, II Agrarian and Industrial Revolutions; relations with Ireland; evolution of democracy; struggles with France and Napoleon; social legislation in the 20th century; growth of Empire until World War II.

220. History of Christianity: Origins to the Reformation. (3-0). Credit 3. History of Christian doctrine, ecclesiastical organization, and religious practice, origins through Reformation, with emphasis on religion and society; life and teachings of Jesus; apostolic church, patristic period; Christianization of Roman and northern Europe; monasticism; medieval church; Gregorian reform; heresy; papal monarchy; schism and conciliarism; Reformation of the sixteenth century. Cross-listed with RELS 220.

221. History of Islam. (3-0). Credit 3. Introduction to the history of Islam, from the origins of the religion to the present; development of Islamic law; gender issues; expansion of Islam to Sub-Saharan Africa and South Asia; globalized Islam. Cross-listed with RELS 221.

226. (HIST 2301) History of Texas. (3-0). Credit 3. I, II, S History of Texas from Spanish period to present day. Stress placed upon period of Anglo-American settlement, revolution, republic and development of modern state.


234. European Military History, 1630–1900. (3-0). Credit 3. European military history from Gustavus Adolphus to the Boer War including especially societal involvement as well as roles of classic commanders.

238. American Indian History. (3-0). Credit 3. Survey of American Indian history; Pre-Columbian, First Contact, Colonial Conquest, Differentiation between cultural groups; Reservation period, twentieth-century self-determination, and Pan-Indianism.

280. The Historian's Craft. (3-0). Credit 3. The world of the professional historian; meanings and uses of history; current debates; archival research; evidence and argumentation; principles and methods of the analytical narrative.

289. Special Topics in... Credit 1 to 4. Selected topics in an identified area of history. May be repeated for credit. Prerequisite: Approval of instructor.


301. Blacks in the United States Since 1877. (3-0). Credit 3. Blacks in the United States from the end of Reconstruction to the present; the ideologies of black leaders, disfranchisement, lynching and the quest for equality in the 1950s and 1960s. Cross-listed with AFST 301.
304. Mexican-American Frontier to 1848. (3-0). Credit 3. Origins and development of Spanish and Mexican history of the Southwest; exploration and conquest; Spanish entrada into the Southwest; rise of institutions and colonial society; economic history; Mexican independence; Mexico's far northern frontier, 1821-1848.

305. Mexican-American History 1848-Present. (3-0). Credit 3. Social, economic and political evolution of Mexican Americans from 1848 to present; adaptation to a harsh and isolated frontier; land tenure systems; conflict in the new Southwest; change and continuity in society; immigration and settlement of Mexican-Americans; emergence of various political movements; current issues.

307. Latino Communities of the U.S. (3-0). Credit 3. Hispanic or "Latino" communities of the 20th century U.S.; Mexican Americans, Puerto Ricans, Cubans and Central Americans; differences in historical experiences; role of race, class, and gender; cultural identity as expressed in art, literature, folklore and religion; contemporary social, political, and economic issues.

308. History of American Indians in the U.S. South. (3-0). Credit 3. Examination of the role of indigenous populations in the history and formation of the U.S. South; cultural values and social practices; impact of European exploration and African slavery; trade patterns, imperial wars, and removal policies. Prerequisite: Junior or senior classification.

319. U.S. Immigration and Ethnicity. (3-0). Credit 3. The sources and persistence of ethnic identity in 19th and 20th century America; its interaction with religion, politics, languages, education and social mobility; various nativist and anti-immigrant movements; contrasts and continuities between contemporary immigration patterns and those of an earlier era.

320. History of the Atlantic World. (3-0). Credit 3. Introduction to the comparative study of the civilizations and cultures that bordered the Atlantic Ocean; examination of culture and economic exchanges and adaptations, migrations, empire-building, and the emergence of new societies and cultures. Prerequisite: Junior or senior classification.

321. The Age of Revolution in the Atlantic World. (3-0). Credit 3. Origins and events of the revolutions that transformed the Atlantic empires of Great Britain, France, and Spain in the late eighteenth and nineteenth centuries; disruption of old political and economic orders; creation of independent states in the Americas. Prerequisite: Junior or senior classification.

322. History of the Iberian World. (3-0). Credit 3. Introduction to the people and places of the Iberian World, ca. 1500-1900; social, political and economical relations between Spain, Portugal, Asia and the Americas; emergence of a shared culture and cross-cultural exchange. Prerequisite: Junior or senior classification.

324. European Society in the Industrial Age. (3-0). Credit 3. European social history from the 19th century to the present: transformations wrought by industrialization; changing forms of social relations, politics and protest; development and impact of the welfare state; interaction of class, race and gender.

325. Texas Cultural History. (3-0). Credit 3. The image of Texas history, tradition and popular culture from the 19th century to the present. Prerequisite: HIST 226 or ANTH 201, 210 or 225. Cross-listed with ANTH 325.

326. History of the Caribbean to Emancipation. (3-0). Credit 3. History of the Caribbean region from human settlement to the late nineteenth century; indigenous peoples; European colonization; colonial societies; challenges to the imperial plantation model. Prerequisite: Junior or senior classification.

327. History of the Caribbean Since Emancipation. (3-0). Credit 3. History of the Caribbean region from the late nineteenth century to the present; links to earlier plantation societies; economic, cultural, social, and political developments. Prerequisite: Junior or senior classification.

329. Modern Mediterranean World. (3-0). Credit 3. Critical examination of Mediterranean history; colonialism, industrialization, and other trans-national phenomena linking Africa, Asia, and Europe; social and political movements, migration, intellectual trends. Prerequisite: Junior or senior classification.

330. Women in Ancient Greece and Rome. (3-0). Credit 3. Survey of women in classical Greece and Rome; emphasis on female occupations and family relationships, legal and political status, traditional values, notorious women, how women were viewed and how they viewed themselves. Prerequisite: Junior or senior classification. Cross-listed with CLAS 330 and WGST 330.

331. Medieval Europe, 300 to 1300. (3-0). Credit 3. European political and diplomatic history from Constantine to Philip the Fair; emergence of medieval institutions; the influence of Plato and Aristotle upon Augustine, Abelard and Thomas Aquinas, and the origins of European education and law.
Course Descriptions/History

332. Renaissance and Reformation Europe, 1300 to 1660. (3-0). Credit 3. Renaissance politics and diplomacy; political ideas of Erasmus and Machiavelli; art and humanism of the Renaissance; religious views of Luther, Calvin and Zwingle; the "new" economics.

333. Europe in the Age of Absolutism, 1660–1815. (3-0). Credit 3. Europe from the "Age of Louis XIV" to the Congress of Vienna; Russia, Austria and Prussia. Mercantilism, capitalism and the rise of the middle class. Origins and consequences of the Enlightenment.

334. History of Europe in the Nineteenth Century. (3-0). Credit 3. Cultural, economic, and political processes that shaped European civilization (east and west); the Napoleonic era; industrialization and urbanization; liberalism and socialism; empire and revolution: cultural developments. Prerequisite: Junior or senior classification.

335. Europe, 1890–1932. (3-0). Credit 3. A political, diplomatic, social and cultural history of Europe prior to, during and shortly after World War I.

336. Europe Since 1932. (3-0). Credit 3. A political, diplomatic, military, social and cultural history of Europe prior to, during and since World War II.

337. War and European Society in the Twentieth Century. (3-0). Credit 3. War and social change in Europe during the twentieth century; relationships between front lines and home fronts; government and civil society; gender and war; ethnic and national identities in Eastern, Central, and Western Europe. Prerequisite: Junior or senior classification.

338. The Rise of the European Middle Class. (3-0). Credit 3. Survey of European society and social classes from the origins of capitalism in the Middle Ages to the triumph of the "middle class world" in the 19th century, rise of the middle class, development of bourgeoisie ideology and culture, and creation of the working class.

339. Eastern Europe Since 1453. (3-0). Credit 3. Eastern Europe from the fall of the Byzantine Empire to the present; the Ottoman, Habsburg, Russian and Soviet Empires; the origins of modern East European states.

341. Latin America to 1810. (3-0). Credit 3. Political history of South America from exploration and settlement to independence; colonial institutions; commercial systems.

342. Latin America Since 1810. (3-0). Credit 3. Political history of independent South American nations since independence with emphasis upon ABC countries; economic, social and cultural development; foreign relations.

343. Inter-American Relations. (3-0). Credit 3. Cultural, diplomatic and economic relations in the Western Hemisphere in historical perspective. Prerequisite: Junior or senior classification or approval of instructor.

344. History of Africa to 1800. (3-0). Credit 3. Origins of humankind in Africa; development and spread of pastoralism, agriculture and iron-working; formation of states and empires; impact of Christianity and Islam; rise of international trade in gold, ivory and slaves; African diaspora. Cross-listed with AFST 344.

345. Modern Africa. (3-0). Credit 3. Survey of Africa since 1800; pre-colonial African states and societies; establishment and impact of European colonial rule; rise of nationalist movements; achievement of independence; problems of political stability and economic development in contemporary Africa; South Africa's apartheid regime and its opponents. Cross-listed with AFST 345.

346. History of South Africa. (3-0). Credit 3. Selected themes in the history of South Africa from the African Iron Age to the Apartheid regime; history of race relations in the 19th and 20th centuries and the rise of a modern industrial state. Cross-listed with AFST 346.

347. Rise of Islam, 600-1258. (3-0). Credit 3. Introduction to Islamic civilization from the rise of Islam to the Mongol conquests; examination of pre-Islamic poetry, the Qur'an, early Islamic laws on prayer, the ethical conventions of jihad, the lives of Muslim women, and the relation of Islam to Judaism and Christianity. Prerequisite: Junior or senior classification. Cross-listed with RELS 347.

348. Modern Middle East. (3-0). Credit 3. Survey of the Middle East since 1800; introduction to Islam and Islamic civilization; decline of the Ottoman Empire; European imperialism; rise of nationalist movements; Zionism and the emergence of Israel; Arab-Israeli conflict; impact of oil; revolution in Iran and Islamic resurgence.

349. The Vietnam War/The American War. (3-0). Credit 3. Vietnam's relations with the West; French colonialism; origins and development of Vietnamese nationalism; Cold War and American involvement; wartime societies in North and South Vietnam; expansion of the war to Cambodia and Laos; anti-war movements in the United States; reasons for American defeat; consequences and lessons of the war. Prerequisite: Junior or senior classification. Cross-listed with ASIA 349.
350. Asia During World War II. (3-0). Credit 3. The origins and development of Japanese imperialism; Japan’s expansion into East and Southeast Asia; wartime societies; collaboration and resistance; effects of the war in the United States upon Japanese-Americans; the outcomes of the war; remembrance of the war. Prerequisite: Junior or senior classification. Cross-listed with ASIA 350.

351. Traditional East Asia. (3-0). Credit 3. History and culture of China and Japan from earliest times to the coming of the West; impact of Confucianism and Buddhism; development of social, political, and economic systems. Cross-listed with ASIA 351.

352. Modern East Asia. (3-0). Credit 3. Impact of the West on traditional China and Japan; the response through modernization; rise of nationalism and formation of modern nation-states. Cross-listed with ASIA 352.

353. Modern South Asia. (3-0). Credit 3. Survey of the modern nation-states of South Asia, including India, Pakistan, Bangladesh, Afghanistan, Nepal, Ceylon, Bhutan, and Burma, ca. 1600 to the present; major political events; economic, social, and cultural developments. Prerequisite: Junior or senior classification.

354. Imperial China. (3-0). Credit 3. History of imperial China from the earliest dynasties through the mid-19th century, including major political events, the structure of Chinese government, economic development, philosophies and religion, wars and military and culture and daily life. Prerequisite: Junior or senior classification. Cross-listed with ASIA 354.

355. Modern China. (3-0). Credit 3. History of China from the coming of the West to the present; social, economic and political changes which have taken place during that period.

356. Twentieth Century Japan. (3-0). Credit 3. Industrialization and modernization of Japan; its rise from an isolated nation to a major world power and economic giant. Cross-listed with ASIA 356.

357. Out of Africa: The Black Diaspora and the Modern World. (3-0). Credit 3. History and cultures of the peoples of the African Diaspora from the fourteenth through the nineteenth centuries; social, political, and economic impact on Africa, the Americas, Europe, and the Arab World; emphasis on race, gender, identity, and migration. Prerequisite: Junior or senior classification. Cross-listed with AFST 357.

358. Chinese Cultural History. (3-0). Credit 3. Examination of Chinese culture and its evolution over the last 4,000 years; customs, art, literature, festivals, folklore, religion, architecture, medicine, and everyday life. Prerequisite: Junior or senior classification.

359. American Environmental History. (3-0). Credit 3. History of American attitudes toward nature: use of land, water, timber, oil, coal, wildlife and other natural resources in the United States; conservation movement and significant conflicts over resources; changing perception of the physical environment.

360. History of the American Petroleum Industry. (3-0). Credit 3. Impact of energy upon industrial America from 1840 to the present; emphasis on relationship between energy and industrial development, emergence of state and federal energy policies, role of energy in foreign policy, growth of energy-oriented industries and impact of energy development on the environment.

361. Technology and Engineering in Western Civilization, 1400–Present. (3-0). Credit 3. Man’s material culture and his understanding of the physical world since the 15th century; role of the Renaissance and the Scientific, Agricultural and Industrial Revolutions in Europe; the resulting transformations in Western civilization.

362. History of Science. (3-0). Credit 3. The ideas of the great scientists and their impact on society; the Newtonian Revolution; Lavoisier and the new chemistry; Darwin and evolutionary thought; Enrico Fermi, Robert Oppenheimer and the development of nuclear energy.

363. History of Science in America. (3-0). Credit 3. The major developments in the physical and life sciences from colonial times to the present; the lives and scientific contributions of such famous American scientists as Benjamin Franklin, Joseph Henry, Thomas Edison and J. Robert Oppenheimer.

364. History of Technology and Engineering in America, 1607–Present. (3-0). Credit 3. American technological development from the colonial times to the present; technology in society, factors affecting technological development, changing attitudes toward technological accomplishments and the effects of technology upon society.

Course Descriptions/History

366. History of Religion in America from 1860 to the Present. (3-0). Credit 3. Religion in American from the Civil War: relationship of religion and science, ethnic assimilation, emergence of fundamentalism, mass evangelism, cults and criticisms of contemporary culture; examination of social and racial problems by the major religious traditions.


368. The Birth of the Republic, 1763–1820. (3-0). Credit 3. Impact of French and Indian War; British colonial policy 1763–1775; War for Independence; Confederation crisis; Constitution-making and ratification; development of political parties; problem of foreign entanglements; War of 1812; conflict of nationalist and sectionalist tendencies; historiography and interpretation.

369. The United States, 1820–1860. (3-0). Credit 3. Jacksonian democracy; impact of nationalism and sectionalism; manifest destiny and Mexican War; slavery controversy; expansion.

370. Civil War and Reconstruction. (3-0). Credit 3. Survey of background and causes of the war; military, political, economic and diplomatic aspects of the war; life behind the lines; Reconstruction and post-war adjustments, 1861-1877.

371. America in the Gilded Age, 1877-1901. (3-0). Credit 3. The United States from 1877 to 1901; political, cultural and economic developments.

372. Reform, War and Normalcy: The United States, 1901-1929. (3-0). Credit 3. Emergence of Progressivism; reform in the cities and states; reforms and foreign policies of the Theodore Roosevelt, William Howard Taft and Woodrow Wilson administrations; World War I and aftermath; Harding-Coolidge normacy; the Jazz Age; Hoover and the Great Crash.

373. The Great Depression and World War II. (3-0). Credit 3. The United States, 1929-1945; cultural, social, economic and political developments in the nation; global diplomacy and military strategy.

374. The United States After World War II. (3-0). Credit 3. The United States since World War II; political, economic, cultural and social changes and role as a world leader.

376. A Biographical Approach to Science Literacy. (3-0). Credit 3. History of fundamental scientific principles through biography: Galileo, Newton, Darwin, Mendel, Curie, Einstein, Pauling, and others. Prerequisite: Junior or senior classification.

401. Slavery in World History. (3-0). Credit 3. Comparative history of human slavery; slavery in the Ancient World, Asia, Africa; varieties of modern slavery in the New World since 1500; abolition of slavery and continuing forms of human bondage in the contemporary world. Prerequisite: Junior or senior classification. Cross-listed with AFST 401.

402. Germany Since 1815. (3-0). Credit 3. A survey of the unification of Germany; creation of the German Empire; Weimar Republic; rise and fall of Nazi Germany; and the role of Germany in international diplomacy.

403. History of Nazi Germany. (3-0). Credit 3. Inner workings of the Third Reich from inception in 1933 to collapse at the end of World II in 1945; leadership and structure of the Nazi party; family life, religion and business.

404. Post 1945 Germans. (3-0). Credit 3. Examines Germany from the end of World War II to the end of the 20th century; includes political, social, cultural, and economic life in divided and occupied Germany; covers Germany since reunification in 1990. Prerequisite: Junior or senior classification.

405. History of the Holocaust. (3-0). Credit 3. History of the Nazi Holocaust; Third Reich; Jewish Ghetto life and concentration camps; role of the military, S.S. and German business; lessons and legacies.

406. The Era of the French Revolution and Napoleon, 1715-1815. (3-0). Credit 3. Origins and events of the French Revolution; Napoleon Bonaparte and the First Empire; social, economic, political and military developments in France and Europe.


408. Central Europe During the Long Nineteenth Century. (3-0). Credit 3. Examination of Central European history from the era of the French Revolution to the outbreak of World War I; rise of nationalism; political, economic, social, and cultural developments; ethnic, class, and gender relations; local and regional identities. Prerequisite: Junior or senior classification.
410. Russian History to 1801. (3-0). Credit 3. Origins and Christianization of Russia; establishment and decline of Kiev Rus’ state; Mongol conquest and domination of Russia, rise of Moscow; establishment of tsardom, expansion of state in sixteenth and seventeenth centuries; Peter the Great’s reforms; emergence of Russian Empire as a major power; era of Catherine the Great.

411. Imperial Russia 1801–1917. (3-0). Credit 3. The last century of the autocratic Romanov dynasty and the social, intellectual, economic and political forces that ended it; political culture, society in transition, international affairs and revolutionary groups in an era of reform, counter-reform, reaction and industrialization.

412. Soviet Union 1917–1991. (3-0). Credit 3. Political and social evaluation of the Soviet system; the Russian Revolution and consolidation of Bolshevik power; Civil War; power struggles among Lenin’s successors; Stalin’s industrial revolution, collectivization, and terror; Khrushchev’s de-Stalinization campaign, stagnation under Brezhnev; Gorbachev’s attempts at radical reform; the collapse of the Soviet Union.

416. Texas Since 1845. (3-0). Credit 3. History of Texas since annexation; social, cultural, economic and political developments and the place of Texas in national affairs.

418. European Intellectual History from Ancient Greece to the Early Middle Ages. (3-0). Credit 3. Political and social history of selected major figures and important movements in political theory, literature, sociology, art, economics and philosophy from pre-Socratic Greece through the formative stages of the Christian Middle Ages. Prerequisite: Junior or senior classification.

419. European Intellectual History from the High Middle Ages to the 17th Century. (3-0). Credit 3. Political and social history of selected major figures and important movements in political theory, literature, sociology, art, economics and philosophy from the founding of Scholasticism and the University System to the New Philosophy and science of 17th century. Prerequisite: Junior or senior classification.

420. European Intellectual History from the Enlightenment to 1900. (3-0). Credit 3. Political and social history of selected major figures and important movements in political theory, literature, sociology, art, economics and philosophy in the 18th and 19th centuries.

421. European Intellectual History in the Twentieth Century. (3-0). Credit 3. Political and social history of selected major figures and important movements in political theory, literature, sociology, art, economics and philosophy from the turn of the century to the present.

422. The Ancient Greeks. (3-0). Credit 3. Greek History and civilization from the Archaic Age to Alexander the Great (8th–late 4th century B.C.). Prerequisite: 3 hours in history, or junior or senior classification, or approval of instructor. Cross-listed with CLAS 426.

427. The Roman Republic I: The Empire Builders. (3-0). Credit 3. Roman history and civilization from the beginnings of the Republic (6th/5th century B.C.) to the late 2nd century B.C. Prerequisite: 3 hours in history, or junior or senior classification, or approval of instructor. Cross-listed with CLAS 427.

428. The Roman Republic II: The Civil Wars. (3-0). Credit 3. Roman history and civilization from the late 2nd century B.C. to the 1st century A.D. Prerequisite: 3 hours in history, or junior or senior classification, or approval of instructor. Cross-listed with CLAS 428.

429. The Roman Empire. (3-0). Credit 3. Roman History and civilization of the Imperial Period (1st century B.C.–6th century A.D.). Prerequisite: 3 hours in history, or junior or senior classification, or approval of instructor. Cross-listed with CLAS 429.

430. Ireland 1690-1822: Colony, Kingdom and Nation. (3-0). Credit 3. Introduction to the history of eighteenth- and nineteenth-Century Ireland; examination of politics, society, culture, the economy and religion, consideration of the relationship between Ireland, Britain and continental Europe; Ireland and parliamentary politics. Prerequisite: Junior or senior classification.

431. The Kingdom of Ireland, 1541-1800. (3-0). Credit 3. History of Ireland from the mid sixteenth century through the end of the eighteenth century; impact of religion, politics, warfare, land disputes, famine, and international developments; creation of the United Kingdom. Prerequisite: Junior or senior classification.

432. The Nation of Ireland, 1800 to the Present. (3-0). Credit 3. History of Ireland from the creation of the United Kingdom through the end of the twentieth century; British-Irish relations; agrarian unrest and violence; famine; political, cultural, and religious developments. Prerequisite: Junior or senior classification.

435. Tudor England, 1450–1603. (3-0). Credit 3. Changes in social, economic, political and religious institutions and organization: growth of the nation state; Henry VIII and the "new monarchy": Reform and religious settlements; international relations; inflation and social dislocation; the role of Parliament; the age of Elizabeth and Shakespeare.
Course Descriptions/History

436. Stuart England, 1603-1714. (3-0). Credit 3. Social, political, economic and religious development from James I to Queen Anne. Puritanism and the Revolution of the 1640s, the Restoration, establishment of constitutional monarchy after 1688, England's rise as a world commercial power.

437. Eighteenth Century Britain. (3-0). Credit 3. Political, social, economical, intellectual, cultural, and imperial history of Britain in the eighteenth century. Prerequisite: Junior or senior classification.


440. Latin American Cultural and Intellectual History. (3-0). Credit 3. Main currents of culture and thought as shaped by historical circumstances.

441. History of Mexico, 1821 to the Present. (3-0). Credit 3. Political, economic and social development of Mexico since independence and her relation to other world powers.

442. World War II. (3-0). Credit 3. Origins; military campaigns in Europe, North Africa, Asia, and the Pacific; European, Japanese, Asian, and American home fronts; collapse of Germany; atomic warfare; legacies. Prerequisite: Junior or senior classification.

443. American Military History to 1901. (3-0). Credit 3. American military experience from colonial days to 1901; causes, nature and effect of the wars in which the United States has participated.

444. American Military History Since 1901. (3-0). Credit 3. American military experience from 1901 to present; causes, nature and effect of wars in which the United States has participated; effect of war on American history.


446. Aerospace History. (3-0). Credit 3. Aviation technology, doctrine, policy and the concept of air power from the 19th century to the present.

447. Constitutional History of the United States to 1901. (3-0). Credit 3. How political and social conditions in American history have produced fundamental constitutional principles, changes and practices; historical evolution of written and unwritten Constitution.

448. History of Brazil, 1822 to the Present. (3-0). Credit 3. Political, cultural and economic development of Brazil since independence; slavery and race relations; relation to other world powers. Prerequisite: Junior classification.

450. The Old South. (3-0). Credit 3. History of antebellum South: physical bases of Southern regionalism; Southern alignments on national issues; slavery-plantation economy and society of Old South; secession and formation of Confederacy.

451. The New South, 1876 to the Present. (3-0). Credit 3. Political, economic, social and intellectual developments in the South since Reconstruction.

452. The American Frontier. (3-0). Credit 3. Westward movement; patterns of westward expansion, pioneer settlement, the West in diplomacy and influence of frontier on American life and institutions.

453. History of the American City. (3-0). Credit 3. History of American Cities; a social, economic and political study of industry, labor and immigration; development of a metropolitan society.

456. American Agricultural History. (3-0). Credit 3. History of American agricultural development from the Revolutionary period to the present; technological developments, major farm industries, labor, regional development, farm movements and farm programs.

457. American Economic History. (3-0). Credit 3. Major economic forces in the development of American society from 1763; mercantilism, land policies and natural resources; westward movement and agricultural expansion; transportation and trade; growth of industry and its effects on modern business, social and political life.


460. American Society and Culture Since 1877. (3-0). Credit 3. Continuation of HIST 459 from 1877 to the present.
461. History of American Women. (3-0). Credit 3. Cultural, political, legal, and religious factors that helped shape the role and character of women in American society from colonial times to the present; historical role of women in the development of the nation. Cross-listed with WGST 461.


464. International Developments Since 1918. (3-0). Credit 3. General survey of world politics since close of World War I; problems and ideologies of great powers of Europe and factors and conditions which explain present political tendencies and policies.

465. Extremism and Terrorism in the Contemporary World. (3-0). Credit 3. History of extremism and terrorism since 1945; underlying social, economic, and political causes; manifestations in Asia, Europe, Latin America, the Middle East, and the United States. Prerequisite: Junior or senior classification.

466. History of Collective Protest and Violence. (3-0). Credit 3. Examination of collective protest and violence on a case study basis and in comparative and historical context; emphasis on causes, the nature of participation, assumptions and goals, and the character of repression. Prerequisite: Junior or senior classification.


473. History of Modern American Women. (3-0). Credit 3. Emergence of modern American women in the 1890s; examination of their history from the 1890s to the present; women as organizers, innovators, political reformers, workers, social activists, housewives, mothers, consumers, and feminists. Cross-listed with WGST 473.

475. Empire and History. (3-0). Credit 3. Survey of empire in a wide historical and comparative framework using a case study approach; themes of a given case study include changing social, economic, and cultural politics of imperialism, resistance in colonial environments, colonial and post-colonial identities, and race and gender relations. May be taken 3 times for credit. Prerequisite: Junior or senior classification.

476. Sex and Sexuality in History. (3-0). Credit 3. Changing ideas about sex and sexuality over time; includes their interaction with ideas about gender, race, class, religion, science, technology, medicine, politics and popular culture; historical and cultural processes creating modern concerns about sex and sexuality. Prerequisite: Junior or senior classification. Cross-listed with WGST 476.

477. Women in Modern European History. (3-0). Credit 3. Women in Europe from the 18th century to the present: women's contributions to their societies, realities of their daily lives and their responses; perceptions of women; role of institutions in defining women's roles; significance for women of industrialization, revolution, warfare, scientific discoveries; interaction of class, race and gender. Cross-listed with WGST 477.

481. Seminar in History. (3-0). Credit 3. Literature of an issue, event, period or people in history; use of primary source materials connected with the field of the seminar; problems of bibliography, historiography and historical method; and experience in writing. Prerequisite: 21 credits of history, 9 of which must be 300-level or above. Open to senior history majors or with instructor's approval.

485. Directed Studies. Credit 1 to 3. Selected fields of history not covered in depth by other courses. Reports and extensive reading required. Prerequisite: Approval of department head.

490. Special Topics in... Credit 1 to 4. Selected topics in an identified area of history.

491. Research. Credit 1 to 3. Research conducted under the direction of faculty member in history. Prerequisites: 24 hours in history, with 12 or more at 300-level or above; junior or senior classification, and approval of instructor.

497. Independent Honors Studies. Credit 1 to 3. Directed independent studies for upper division Honors students, regardless of academic major, in selected aspects of history. Prerequisite: Junior or senior classification as an Honors student or with overall GPR of 3.25 and letter of approval from head of student's major department and approval of head, Department of History.
675. Spanish Language Teaching Methods. (3-0). Credit 3. Overview of the current language methodology as it applies to the teaching of Spanish to native and non-native speakers, pedagogical and professional issues related to teaching Spanish at the college level. Prerequisite: Graduate classification and approval of instructor.

685. Directed Studies. Credit 1 to 4 each semester. Directed individual study of selected problems in the field of Spanish language or literature. Prerequisite: 12 hours of advanced courses in Spanish.

689. Special Topics in... Credit 1 to 4. Selected topics in an identified area of Spanish. May be repeated for credit. Prerequisite: Approval of instructor.

691. Research. Credit 1 or more each semester. Thesis research credit given only upon acceptance of completed thesis. Prerequisite: Twelve hours of advanced courses in Spanish.

Department of History


* Graduate Advisor

Graduate study in history leads to the degrees of Master of Arts and Doctor of Philosophy. The graduate program is designed to prepare students for careers in teaching, business, government and social service. Studies toward the PhD are also designed to produce research scholars.

Prerequisites: For a major in history at the master's level, the student must present a minimum of 24 semester hours (including 12 advanced hours) of acceptable undergraduate courses in history. A doctoral student will normally be expected to hold the MA degree. For further information concerning the requirements for the MA or PhD, contact the departmental graduate advisor.

Thesis option: The standard MA degree requires a minimum of 30 semester hours, including 24 hours of coursework and 6 hours of History 691-Research for the thesis. Of the 24 hours of coursework, 15 shall be taken in the major area of concentration and 9 in the minor field. The non-thesis MA degree option includes 36 semester hours of coursework. The PhD requires a minimum of 64 semester hours, including at least 18 semester hours of formal coursework divided into 2 areas of concentration: 1) a major area, 12 hours; and 2) a minor area, 6 hours. Additional required courses are set in consultation with the student's advisor.

MA students must demonstrate a reading knowledge of one foreign language. PhD candidates will normally demonstrate a reading knowledge of two foreign languages or, in the case of those with U.S. history as the major field, one foreign language.

History

(HIST)

601. Colonial North America. (3-0). Credit 3. The 17th- and 18th-century settlement of European North American colonies; slavery; comparisons of colonial administrations; interactions of Native Americans, Europeans, and African Americans across racial, ethnic, and cultural borders. May be taken two times for credit as content varies. Prerequisite: Graduate classification.

604. The Early Republic. (3-0). Credit 3. War for Independence; organizing the new government; the Constitutions; Federalists and Jeffersonians; Wars of 1812 and 1846; race, class, and gender in Jacksonian society; political, social, cultural, economic and territorial changes. May be taken two times for credit as content varies. Prerequisite: Graduate classification.


615. Colonial Latin America. (3-0). Credit 3. Social, ethnic, political, economic, religious, military, and cultural institutions in colonial Latin America, including attention to ethnohistory, women, and comparative colonial systems. Prerequisite: Graduate classification.
617. Latin America: The National Period. (3-0). Credit 3. Social, ethnic, cultural, religious, political, and economic history of Latin America. Prerequisite: Graduate classification.

620. Secessionism, Civil War and Reconstruction. (3-0). Credit 3. Antebellum sectional divisions; causes of the Civil War; military campaigns and political and military leadership; the changing status of African Americans; social, political, economic, cultural and diplomatic developments; Reconstruction. Prerequisite: Graduate classification.

621. The Emergence of Modern America. (3-0). Credit 3. Social, political, economic and cultural developments in the late 19th and early 20th centuries; industrialization; labor and farmer unrest; immigration; frontier transitions, imperialism. Prerequisite: Graduate classification.

622. War, Prosperity, and Depression. (3-0). Credit 3. The United States from the early 20th century to 1945; World War I, changes in the 1920s; depression and the New Deal; military campaigns and political and military leadership in World War II; social, political, economic, cultural and diplomatic transitions. Prerequisite: Graduate classification.

623. America since World War II. (3-0). Credit 3. The Cold War, wars in Korea, Vietnam, and the Persian Gulf; the Civil Rights and Women's Rights Movements; immigration; social, cultural, and gender controversies. Prerequisite: Graduate classification.

626. American Cultural and Intellectual History. (3-0). Credit 3. Major themes, issues, and interpretations in the history of thought and culture in the United States. May be taken for credit two times as content varies. Prerequisite: Graduate classification.

628. Historiography. (3-0). Credit 3. Analysis of historical writing and philosophy of history; works of important historians from Herodotus to present; schools, theories, and function of history. Prerequisite: Approval of department head.

629. Research Methods and Professional Development. (3-0). Credit 3. Prepares students for a career in history by exploring the practical side of the profession; includes life as a graduate student, teaching, research methods, ethics, grant-writing, conference papers, publishing, non-academic alternatives, and the job market. Prerequisite: Approval of Instructor.

630. Quantitative Methods in Historical Research. (3-0). Credit 3. Introduction to formal methods of analysis in historical research using computers; and applying quantitative methods to research problems. Prerequisite: Approval of instructor.

631. Reading Seminar in United States History to 1877. (3-0). Credit 3. Prerequisite: Approval of department head.

632. Reading Seminar in United States History after 1876. (3-0). Credit 3. Prerequisite: Approval of department head.

633. The American West. (3-0). Credit 3. Immigrants and settlement patterns; international conflicts; social, racial, ethnic and cultural interactions across frontiers and borders; economic developments; politics and admission of new states into the United States; women's and gender issues; environmental concerns. May be taken two times as content varies. Prerequisite: Graduate classification.

634. Maritime History and Sea Power. (3-0). Credit 3. Examines the maritime and naval history of the world with emphasis on the Western World since 1600; trade and communication, exploration, technology, maritime communities and naval warfare. Prerequisite: Graduate classification.

636. History of the American South. (3-0). Credit 3. Economic developments, including cotton, other crops and industrialization; influence of slavery; social, racial, ethnic and cultural developments; women's and gender issues; environmental concerns. May be taken two times for credit as content varies. Prerequisite: Graduate classification.
637. Early Middle Ages. (3-0). Credit 3. Beginnings of Medieval Europe: barbarian migrations; early Christianity; social, political, religious, and cultural interaction across frontiers and borders. Prerequisite: Graduate classification.

638. Medieval Europe. (3-0). Credit 3. Institutional, social, cultural, and political developments; conflicts between Christianity and Islam across frontiers and borders; leadership of Charlemagne. Prerequisite: Graduate classification.

639. Reading Seminar in European History from Renaissance to French Revolution. (3-0). Credit 3. Reading seminar in European history from the Renaissance to the French Revolution, classic and current themes, debates and methodologies in European history from the Renaissance to the French Revolution. Prerequisite: Approval of Department Head.

640. Reading Seminar in European History from French Revolution to Present. (3-0). Credit 3. Reading seminar in European history from the French Revolution to the present; classic and current themes, debates and methodologies in European history from the French Revolution to the present. Prerequisite: Approval of Department Head.

641. Modern Military History. (3-0). Credit 3. Topics and issues in modern military history. May be taken two times for credit as content varies. Prerequisite: Graduate classification.

642. Readings in Military History. (3-0). Credit 3. Selected topics and themes in military history; preparation for and conduct of war in different nations and among different peoples; social and cultural changes caused by military conflicts; developments in leadership, technology, military institutions, and civil-military relations. May be taken three times for credit as content varies. Prerequisite: Approval of instructor and director of graduate studies; graduate classification.

643. History of Technology. (3-0). Credit 3. Origins of the subfield; historiography; industrial development and labor relations; impact on the military; gender, class, and other social aspects. Prerequisite: Graduate classification.

644. Modern Britain. (3-0). Credit 3. Political, social, cultural, economic and diplomatic development of the United Kingdom in the 20th Century. May be taken for credit two times as content varies. Prerequisite: Graduate classification.

645. Comparative Border Studies. (3-0). Credit 3. Questions how groups create, articulate, enforce, and challenge difference; brings together disparate historiographies to consider a variety of theoretical and methodological approaches used in understanding borders; examines contact, conflict, and change across various kinds of historical and cultural boundaries. Prerequisite: Graduate classification.

646. Topics in Comparative Border Studies. (3-0). Credit 3. Selected topics and themes in an identified area of Comparative Border Studies. May be taken two times for credit as content varies. Prerequisite: Graduate classification.

647. Directed Studies. Credit 1 to 6 each semester. Individual problems of research or scholarly activity not pertaining to thesis or dissertation, or selected instruction not covered by other courses. Prerequisite: Approval of instructor and department head.

648. Special Topics in... Credit 1 to 4. Selected topics in an identified area of American or European history. May be repeated for credit.

649. Research. Credit 1 or more each semester. Thesis research. Credit given only upon acceptance of completed thesis. Prerequisite: Approval of department head.
Texas A&M University
Department of History

Summary of the First Year’s Activities Related to the Carnegie Initiative on the Doctorate

Overview

Evaluating the first year of the Texas A&M History Department’s participation in the Carnegie Initiative on the Doctorate program validates the optimistic expectations expressed in our original application (See Appendix I). In that document we observed that:

the CID comes at a time of self-examination and opportunity for the Department of History, which prior to the Ph.D. Program Review completed a strategic plan, appointed two sub-committees to review current graduate course offerings, and began discussion of the committees’ reports.

Consequently, we believed that “faculty members and graduate students alike strongly support the CID and are eager to get started.” So it proved during the past academic year, as the CID committee benefited from the energy and contributions of all the department’s various constituencies.

In addition, our application declared this “an extraordinarily opportune time for us to examine the very concept of doctoral education in the discipline – for at least three reasons,” summarized as follows:

1. “We [had] already initiated a fundamental re-thinking of our existing Ph.D. program in the wake of the [then recently completed] external Program Review.

2. “The opportunity to join the CID coincide[d] with Texas A&M’s implementation (under a new president) of its ambitious “Vision 2020” strategic plan, designed to move the university into the top ten public universities in the nation.... “Vision 2020” also entails adding 400 new faculty lines over the next four years. These positions...provide[d] an opportunity for the History Department, which [was] invited by the dean to apply for four of these positions in the first year, to accelerate curriculum development.”

3. We could link our efforts with those of the Texas A&M English Department, also a CID Partner Department.
Events of the past year have borne out our belief in the propitious timing of our participation in the CID effort. Research catalyzed by the CID framework has enabled us to bring to bear further evidence to support the recommendations of the external evaluators who did our Program Review, as well as the findings of our own “Self-Study.” A combination of internal processes of reflection, reconsideration, and restructuring, together with new faculty positions provided by the Dean of Liberal Arts as part of the “Vision 2020” effort have enabled us to diversify our department both in terms of faculty makeup and areas of expertise, both problems highlighted by internal and external reviewers.

As anticipated, throughout the year, we have profited from the experience and intellectual generosity of our colleagues in the English Department, a process facilitated by the work of Professor James Rosenheim, Director of the Melbern Glasscock Center for Humanities Research and a member of the CID committees of both departments. For example, these consultations persuaded us to shift our department retreat from the fall to the spring semester, a decision that worked out extremely well. The two departments, together with the Glasscock Center, have also initiated planning for a conference that will bring CID participants from multiple institutions and departments to College Station in 2005.

Overall, we believe we have made real progress toward the intertwined goals articulated by CID, by our self-study, and by the External Review. Obviously much remains undone, but both the ends and the means to reach them have clarified in the past year.
Procedures

The CID materials provided by the CID staff include a page of “Five CID Steps.” The first two steps involve collecting information and diagnosing problems. Thanks to the Self-Study and the External Review, we had a head start and considerable momentum in this direction that the CID enabled us to capitalize. As a first step, we set out to gather information from a variety of sources. This included frequent meetings of the CID Committee and CID Advisory Committee in various configurations constrained by the reality that the Texas A&M University History Department CID effort takes place in an environment dominated by the massive load of undergraduate teaching, shared across the board by the department faculty. Among CID history departments, only the University of Texas operates in a similar context. We recognize the advantages of such enrollments, but it does have practical implications in terms of course scheduling and service work. At the most basic level, assembling meetings of interested colleagues presents a scheduling challenge, often overcome by meeting in sub-groups.

To broaden the sources of information, we conducted three surveys, one each to current graduate students, current faculty, and alumni. We received 26 replies from a total of about 50 currently active graduate students. (See Appendix II for a summary of their responses.) As only three faculty members returned the survey despite repeated prodding from the CID Committee chair and the Department Head, we gleaned little through that method, but collected considerable input through other means—face-to-face conversations as well as the faulty retreat. Mailing out the alumni survey required getting clearance from the university’s “Human Subjects Study” committee, a process not completed until late May; therefore we have only recently completed the mailing.
The same workload that impedes scheduling meetings of the CID committee hampers assembling “focus groups” in the usual sense, but the committee has, in the course of the past year, met with many graduate students, and a majority of the department faculty in various permutations of rank, field of interest, years of experience, etc. In addition, the CID committee has worked closely with the Graduate Director (Prof. R.J.Q. Adams, himself a member of the CID committee) and the Graduate Committee. (Indeed, the Texas A&M University History Department’s CID committee benefits from the fact that it includes the current graduate director, his designated successor, and his three predecessors.)

[The following paragraph needs to be re-worked. I am not sure what you mean.]

Thus we have coordinated the CID effort with the Graduate Committee’s management of the expansion and diversification empowered by the evolving demographics of the department faculty that has, in the past two years, followed the recommendations of the External Review, as well as our own self-assessment. The department has added faculty specializing in the British Empire, the French Empire, Medieval Europe, European Culture, Southeast Asia, the History of Gender, and American Religious History, thus adding to our capacities in such areas as Comparative Borders, Atlantic World, and Continental Europe. In considering each of these positions and evaluating the candidates for them, the department incorporated past analyses reinforced by information generated through the CID effort, as the department’s purposes and CID’s mesh smoothly and synergistically.

In March, the CID Committee shifted its focus from the collection of information (though gathering of information will of course continue) to analysis of its implications and recommendations for future actions. The committee, considering the results of the work to date—discussions in multiple venues, survey results, analysis of current and future resources—began developing a plan the implementation of which will extend well beyond the
time frame of the CID award. One dimension of this process, as in fact brought back from the January CID meeting in Palo Alto by Professor Rosenheim) involves breaking graduate education into a series of chronological events; i.e., recruiting, orientation, advising, etc., through to placement. Each of these areas the department had previously recognized as a nexus of problems, but arraying them sequentially rather than in a cluster, enabled us to consider changes within each of these steps. Some remedial work had already gotten underway, including stepped-up efforts at minority recruitment, especially within the Texas A&M University system.

Following the committee’s March discussions, the CID chair then met the Department Head to discuss the committee’s interim conclusions, as well as possible, practical, near-term changes, and long-run philosophical and practical modifications. A summary of this discussion follows:

♦ It makes sense to look at the program seriatim; i.e. recruitment, orientation, advising, etc., since each segment has its particular needs.

♦ The department needs a full-time, permanent graduate administrative person, with the title of “Assistant to the Graduate Director” or something similar. (The American Historical Association’s recent study of The Education of Historians for the Twenty-first Century cites such a position as a common characteristic of first-rank graduate programs.) This person could provide administrative continuity and consistency, perform a multitude of tasks, and perhaps teach as well.

♦ Many of the obstacles to recruiting are financial (tuition, dissertation/ research fellowships, multi-year aid packages) and largely beyond our control. Fortunately we share these problems with other Texas A&M departments and there’s a push to do something about them.

Meanwhile, we can in fact move up our admissions date, and probably should. We should ask for writing samples and personal statements, and change the catalog and website to inform applicants of this.

♦ We need to have a systematic, annual orientation for new students, one that the graduate director supervises and participates in, but does not have to orchestrate. This is one of the tasks the Assistant could assume.

♦ Graduate scheduling constitutes an ongoing problem. We need to schedule based on a template that reflects our advertised fields of study rather than the preferences of
individual faculty members. Each semester we should offer at least one course in each of our four advertised areas of graduate study. An example of this appears on a separate sheet. (See Appendix III.)

- Everything we have learned in the job market tells us that students need to diversify, and should be strongly discouraged from using 685s to narrow their focus. All students should have to take seminars outside their area of concentration—American history students should take European history and vice-versa. All students should have a Comparative Borders seminar.

- Assistant professors should have the opportunity, in rotation, to teach graduate courses, unless the department head feels that such teaching would imperil progress toward tenure, in which case he/she should tell the faculty member directly.

The CID chair and the department head agreed that by the end of the semester we would have made sufficient progress to construct an agenda for a department retreat that might yield fruitful discussions. Accordingly, the committee circulated a proposed agenda to the department, revised it in light of comments received, and re-circulated prior to the retreat, which took place on May 5, 2004, after the conclusion of spring semester classes. Coming as it did both after classes ended, and at the end of the first year of our CID participation, the retreat generated a gratifying level of both attendance (29 of 38 faculty in residence) and participation (everyone there spoke at least once), as well as an atmosphere of focused consideration of serious issues with an eye toward resolving them.

Since the retreat agenda in itself summarized the state of the process of information collection, problem analysis, and possible policy reconfiguration at the end of the first year of the CID, the balance of this report lays out the agenda items, the sense of the discussion of each of them, and the action agenda that resulted. The last also serves as a basis for the CID committee’s agenda for academic year 2004-05.

Retreat Agenda

Item 1: Is the current graduate curriculum satisfactory—do we offer enough courses? How do we integrate "Comparative Borders" effectively, etc.?
Sense of the discussion: The department generally agreed on the need for improvement of the graduate program in terms of more diverse course offerings reflecting the changing contours of the department (including Comparative Borders), as well as the desirability of scheduling and publishing graduate courses two or more semesters in advance. (The latter of course subject to the vagaries of unforeseeable faculty absences.)

The department recognizes that all such planning takes place within the parameters imposed by the need to make 7000 seats available in undergraduate history classes every semester. In addition, the department’s 650 majors require an appropriate schedule of upper division courses, including small-enrollment capstone courses.

Action Plan: The CID committee submitted a “Graduate Scheduling Template” (see Appendix III) to the department head, who will work to implement it as soon as practicable. (This also applies to Item 5, below.)

Item 2: Do we need a "professional development" course? If so, what should it include?

Sense of the discussion: The department readily agreed that we need to consider some additions to the graduate course offerings, but a “professional development” course constitutes only one possibility, and one not supported consensually. Other suggestions included a “how to” course for incoming graduate students, and the addition of a “research seminar” as a mandatory trailer to graduate readings courses. Few thought the introduction of three additional mandatory courses advisable. Moreover, since the first of those cited above would come near the end of a student’s program, the second on arrival, and the third somewhere in the middle, combining them seems out of the question.

Action Plan: The CID Committee, in concert with the Graduate Committee, will undertake further exploration of this item in the second CID year.

Item 3: How can we improve the prospects for our graduate students of publishing their work? Of finding outside grants?

Sense of the discussion: The department felt that advancing the quality of the graduate program absolutely requires attention to these items because, although individual faculty mentors do a good job of these, no systematic method exists that assures appropriate training to all Ph.D. students. The means to the desired end seem to lie in one of two areas, or perhaps a combination of both: it could form part of the coverage in one of the courses discussed in Item 2, or it could perhaps fall under the jurisdiction of “Assistant Graduate Director” see Item 9, below.

Action Plan: The CID Committee will wrap discussion of this question into its deliberations on Item 2.

Item 4: Should we create a mechanism for graduate student input and participation in the department's operations?

Sense of the discussion: Here lay considerable difference of opinion. Some felt adequate mechanisms currently exist. (If so, the graduate student survey suggests they function poorly, or, as some argued, the graduate students choose not to use them.) Others saw this as an area needing attention. A suggestion that we invite the graduate students (or some subset, say the Ph.D. students, the TAs and assistant instructors) to department meetings encountered a spectrum of opinions ranging from vigorous support to strong opposition.
**Action Plan:** The CID Committee, based on extensive interactions with the graduate students, believes this a crippling problem, and plans to bring to the department in the fall a motion to invite graduate students to department meetings, and to recruit them to serve on appropriate department committees.

**Item 5:** What role should the junior faculty play in the graduate program?

**Sense of the discussion:** In general, the department welcomes junior faculty participation in the graduate program, provided that it not impede progress toward tenure. Junior faculty should not serve as principal advisors to Ph.D. students, but can offer courses, and serve on committees. The group noted that some of this has long taken place, though no system for determining who or when exists.

**Action Plan:** See Item 1 above. The scheduling template submitted by the CID Committee incorporates a means of involving junior faculty systematically in the graduate program.

**Item 6:** How can we improve the quality of the students that we recruit?

**Sense of the discussion:** No consensus exists with regard to this crucial problem, save its magnitude. In general the program has worked wonders with the material it has had, but taking the next upward step in terms of reputation depends to a large extent on attracting better students, which in our case means a more diverse group as well. The department recognizes the interplay of such issues as inadequate funding levels, the lack of dissertation fellowships, the paucity of multi-year packages, etc. It shares these problems with other departments at A&M, as well as the inability to remedy them without assistance from the administration and, in some cases, the legislature.

On the other hand, we do benefit from the visibly improving quality of the faculty, and we do have the power to redistribute some of the money we do have in order to assemble more attractive packages for exceptional prospective students.

**Action Plan:** In the past year, the department has mounted an effort, strongly supported by the administration, to recruit minority students from within the Texas A&M system. Two members of the CID Committee have served as point in this campaign.

With an eye to formulating a recommendation to the department head and graduate director, the CID Committee will, in the coming year, explore the complex issue of reducing the number of assistantships in order to offer higher stipends to some students.

**Item 7:** Should we re-examine the current system of prelims?

**Sense of the discussion:** Largely a non-issue, as it turns out. While graduate school regulations require preliminary examinations, no requirements as to content, format, etc. in fact exist, only past practice and folklore. Faculty members can shape prelims as they please, given the consent of the student’s committee chair.

**Action Plan:** None needed.

**Item 8:** Do we adequately train and supervise our TAs?

**Sense of the discussion:** No, we don’t, but we have a plan in place and have made progress. All graduate instructors attend a one-day program offered by the A&M Center for Teaching Excellence; faculty members make class visitations to all graduate students teaching their own courses; lecturers in U.S. surveys with multi-section discussion groups meet with TAs to discuss
expectations, methods of evaluating students, etc., as well as visiting sections. Serving as a
discussion leader offers grad students valuable preparation for teaching their own course.
Action Plan: The CID Committee will attempt to assess how well these measures work and
suggest further actions as may seem appropriate.

Item 9: Does the department need a full-time, permanent graduate administrative person, with
the title of “Assistant to the Graduate Director” or something similar.
Sense of the discussion: Absolutely. The sooner the better.
Action Plan: We’re going to do it. The department head has found the money and will
implement the position in the fall of 2005. For its part, the CID Committee will work with the
graduate committee to write a job description for the position. To that end, we have already
collected such information from other departments.

In summary, then, the CID Committee in the Texas A&M History Department feels that
we have made significant progress in the first year. In addition to the inspiration, information,
and suggestions that flow from the CID mother ship, and the fruitful interactions with CID
people at other institutions, we have enjoyed the strong support of our department head, as well
as the administration of the college and university. Our colleagues have (with the exception of
their not unexpected resistance to filling out survey forms) supported us with ideas and
participation. The CID Committee itself has worked assiduously and harmoniously. With much
accomplished, and with much of the coming year’s agenda in place, we look forward to an
equally fruitful second year.

Harold C. Livesay, Professor
Chair, CID Committee, History Department, Texas A&M University
APPENDIX I

Carnegie Initiative on the Doctorate

Letter of Intent: Department of History, Texas A&M University

How the Texas A&M Department of History meets the selection criteria:
The Department of History at Texas A&M University has come far since the all-male military
school began its transformation into a co-educational, diversified “university of the first rank”
as specified by the Texas legislature). The department awarded its first M.A. in 1964 and its
first Ph.D. in 1976. Early on, graduate work was restricted to American history, but the removal
of administrative restrictions and the faculty’s growth (from 19 in 1974 to more than 40 today)
broadened the program considerably.

Today graduate study is concentrated in four areas: diplomatic and military history,
modern Europe, the United States after the Civil War, and comparative border studies. The
latter emphasis particularly draws on new strengths in African and African-American history,
Mexican and Mexican-American history, and the Atlantic World. The department also admits some
twelve to eighteen degree candidates each year. Across the spectrum of graduate offerings, the
department also draws upon the interdisciplinary resources of the Melbern G. Glasscock Center
for Humanities Research, directed by one of its members, Dr. James Rosenheim.

Climbing from nowhere, the TEXAS A&M UNIVERSITY history graduate program
rose to 44th among public universities in the 2001 U.S. News and World Report
rankings—evidence of accomplishment and of tasks that remain. The quality of the faculty was
also recognized in April 2003 by an external Ph.D. Program Review Committee, which was
“impressed by the reputation of the senior faculty, but also with the quality of recent
recruitments.” This department, the Program Review Committee concluded, is “poised to move
up…in the national rankings of Ph.D. programs at Research I institutions.” Texas A&M’s
“Vision 2020,” a blueprint designed to raise the university’s national prominence, emphasizes
that the liberal arts provide the cornerstone of all great universities, and recent budget cutbacks
notwithstanding, the university continues to support the History Department’s efforts to improve
its graduate program.

The department has had great success in placing its doctoral graduates, compiling what
the outside Program Review Committee called “a remarkable record” in a job market where half
of all new Ph.D.s in history do not find employment in the field. Since 1988, nearly half of the
86 Ph.D.s produced here have gained tenure-track jobs at four-year universities and liberal arts
colleges, while most of the rest obtained employment in community colleges, government
service, and public history. The department is proud of this record but recognizes that it must
improve, particularly in securing more positions at doctoral-granting institutions.

Thus the CID comes at a time of self-examination and opportunity for the Department of
History, which prior to the Ph.D. Program Review completed a strategic plan, appointed two
sub-committees to review current graduate course offerings, and began discussion of the
committees’ reports. Faculty members and graduate students alike strongly support the CID and
are eager to get started.
This department’s interest in the Carnegie Initiative on the Doctorate

Now is an extraordinarily opportune time for us to examine the very concept of doctoral education in the discipline – for at least three reasons. First, we have already initiated a fundamental re-thinking of our existing Ph.D. program in the wake of the external Program Review. Preparation for the review as well as the reviewers’ evaluation have revealed a department with substantial strengths in graduate training – and also areas that demand attention: a limited chronological depth and regional reach in our fields of strength that hinders effective recruitment and a failure to attain a gender balance among faculty and students equal to our success in recruiting people of color and ethnic minorities. Moreover, the placement of so many of our Ph.D. students into institutions dissimilar from our own demands that we scrutinize the way we instruct and prepare those students. This is a problem that is by no means unique to Texas A&M, and we believe that our efforts toward resolving it will have national implications. The CID, in short, affords a unique occasion to assess the sources and measures of our success, to determine their viability for future challenges, and to chart a productive course into that future.

Second, the opportunity to join the CID coincides with Texas A&M’s implementation (under a new president) of its ambitious “Vision 2020” strategic plan, designed to move the university into the top ten public universities in the nation. We can capitalize on university-wide efforts to strengthen graduate programs, especially the new “Pathways to the Doctorate” project, designed to recruit the most promising doctoral students from campuses within the demographically diverse Texas A&M University System. “Vision 2020” also entails adding 400 new faculty lines over the next four years. These positions, 100 per year allocated competitively and in clusters, provide an opportunity for the History Department, which has been invited by the dean to apply for four of these positions in the first year, to accelerate curriculum development.

Third, we are eager to link our endeavors with those of Texas A&M’s Department of English, already named a CID Partner Department this year. The two disciplines share similar concerns about determining the appropriate character and direction of graduate training in the 21st century. Moreover, History and English at Texas A&M have comparable records of placement with their Ph.D.s. and have an established, synergistic relationship. For example, two historians of Britain, both on the leadership team, serve frequently on English graduate committees and many members of English reciprocate in History. Dr. Rosenheim, as director of the Glasscock Center for Humanities Research, now serves as a member of the leadership team of the CID in English. Enormous benefits would derive from cross-fertilization on the Texas A&M campus between two CID departments as well as the Allied Department in Educational Psychology.
Our leadership team

Our thirteen-member leadership team from the department includes: Harold C. Livesay, Clifford A. Taylor Professor in Liberal Arts and Chair of our CID leadership team; Walter Buenger, Professor and Head of the Department; Julia Kirk Blackwelder, Professor and Associate Dean of the College of Liberal Arts; R.J.Q. Adams, Professor of History, Claudius M. Easley Jr. Faculty Fellow in Liberal Arts, and Chairman of the Advisory Board for the Military Studies Institute; H. W. Brands, Distinguished Professor of History, Melbern G. Glasscock Chair in American History, Coordinator of the History of the Americas Research Program (HARP); James Rosenheim, Professor, Director of Texas A&M University’s Melbern G. Glasscock Center for Humanities Research; Associate Professors Cynthia A. Bouton and David Vaught; and Assistant Professors Pekka Hämäläinen, April Hatfield, and Anthony P. Mora. Two advanced Ph.D. students also serve on the leadership team: Ms. Jennifer Lawrence (ABD) and Ms. Jane Flaherty (ABD), College of Liberal Arts Dissertation Fellow. Our CID application has the full support of our university Provost, the Dean of Graduate Studies, and the Dean of the College of Liberal Arts.

Mechanisms for engaging on-going deliberations

The CID’s invitation to rethink and reconfigure our graduate program coincides with a process underway already. The CID Leadership team will organize multiple arenas for discussion of issues critical to doctoral education in history, and we will design a program responsive to these needs. Our current plans to reassess our doctoral program dovetail with many CID initiatives. We will survey our graduate students and faculty about their goals in the graduate program and their perceptions of history graduate programs, both ours and more generally. We will ask faculty to analyze their particular roles and responsibilities in graduate training, with respect both to their individual students and to the discipline as a whole. We plan a fall semester 2003 department retreat that focuses on the graduate program, structured around both common readings and critical conceptual and programmatic issues. A yearlong faculty and student colloquium will follow that will address issues raised by the surveys and retreat. Break-out working groups will address specific existing concerns including: devising a curriculum appropriate to our four concentrations; developing graduate student recruitment strategies that tap diverse populations; involving graduate students in departmental decision-making; and creating an updated professional-development seminar to prepare graduate students in an evolving discipline. We will also institute a regular “brown-bag” series where students and faculty will share their research and test their work before submitting it to larger professional audiences.
Critical issues that will be the focus of our work

We intend to construct a program that conveys to students the precepts and techniques of our craft in ways that prepare them to assume responsible post-doctoral roles in a broad range of institutions. The program will scrutinize the personal and professional ethics of both the faculty and students and be attentive to many questions, among them: What are the goals of our graduate program and how do we achieve them? How can we make our program (and our discipline) more open to interdisciplinary exchange? How can we best incorporate into our discipline new means of communication and new modes of information technology? How should we recruit outstanding graduate students? How can we better mentor our students? How do we balance research training with foundational teaching in our curriculum? How do we revise the curriculum to enhance our current strengths and build our program in Comparative Borders? How do we encourage graduate students to assess their responsibilities as scholars and teachers? What new strategies can we devise to ease the transition to professional life after graduate school? How can we institutionalize this process to insure that these efforts continue beyond the period of the CID?
Appendix II

Graduate Student Survey Results Based on 25 Responses

Few if any chose A&M over a more highly ranked school though some had personal reasons for applying nowhere else.

Most have found cordial relationships with individual faculty members.

On the other hand, most find the department faculty in general distant, aloof, secretive, authoritarian, non-consultative, non-communicative, and content to stand pat as such.

Most find the curriculum narrow, largely made up of courses repeated time and again, with little input from younger faculty. Many think all should be forced to take seminars outside their field—American history for non-Americanists, European history for Americanists, etc., and that such seminars should be available on a regular basis.

Few believe that the faculty has any systematic arrangements for providing general background in matters ranging from orientation to professional preparation to how to search for a job. Some get this from their mentors; many feel that they don’t get it anywhere.

Few feel that they get much real professional training except as teachers, where the training largely consists of being tossed in the crucible of large American history survey sections.

Several remarked on the lack of dissertation fellowships.
Appendix III

Graduate Scheduling Template:

Fall:

Historiography (628)
U.S. Reading (631)
European Reading (644) (alternate years)
Other European (alternate with 644)
Military/Diplomatic
Borders

Spring:

U.S. Reading (632)
European Reading (645) (alternate years)
Other European (alternate with 645)
Military/Diplomatic
Borders

Others could be offered as required, but this rotation should occur annually.
Graduate Program Charts

1. Current Graduate Students with Areas of Concentration
2. Placement (Current Employers) of PhD Graduates 2001-2010
3. Publications - PhD Graduates 2001-2010
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* "Back to his Roots," *Special Warfare* 23 (3:2010): 24-25  
| Illich, Niles | Krammer | 2007C          |                                                                                                                                               |
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* "Prisoners of War on Film and in Memory," *Orbis: The Journal of World Affairs*, 54, no.4 (Fall, 2010): 669-686 |
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* "The Exhausted Condition of the Treasury on the Eve of the Civil War," Civil War History 55, (June 2009), 244-277.                                                                                   |
| Kosary, Rebecca | Broussard | 2005C          |                                                                                                                                                                                                             |
* "New Western History, New Western Historians, and the Attempt to Define the West as a Region," West Texas Historical Yearbook (2003) |
* "Enforcing Neutrality: The 10th U.S. Cavalry on the Mexican Border, 1913-1919" Western Historical Quarterly 40 (Summer 2009), 409-427. |
<p>| Frasher-Rae, Michelle | Brands | 2003B |                                                                                                                                                                                                             |</p>
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TEXAS A&M UNIVERSITY
HISTORY GRADUATE STUDENT HANDBOOK

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*This handbook was updated in the summer of 2010 by Aaron Linderman and edited by Sudina Paungpetch with comments and additional information provided by Brittany Bounds.*
DEPARTMENT RESOURCES

Department Head
Dr. Walter Buenger heads the department. Ms. Mary Johnson, his administrative assistant, guards the door in HIST 100A and assists with logistics of offices, parking, etc. Dr. Buenger oversees faculty performance, coordinates course schedules, and stretches the budget, among other herculean tasks. You may take questions about university policies (i.e. harassment or dishonesty) or conflicts with professors to him.

Director of Graduate Studies & Associate Director
Dr. Julia Blackwelder serves as the Director of Graduate Studies for the department. As Director, she heads the Graduate Studies Committee. The Committee determines admissions, evaluates proposed courses, oversees the course schedule, and reviews graduate student progress. Dr. Blackwelder participates in College of Liberal Arts decisions concerning graduate students and acts as liaison between the department and the Office of Graduate Studies. She is your source for information on obtaining funding as a graduate assistant. Her office is in HIST 216A. You may call her at (979) 862-4314 or send an e-mail to juliakb@tamu.edu.

The Director is assisted by Dr. David Hudson, Associate Director. He can discuss academic, professional, and personal problems and is an all-around troubleshooter. His office is HIST 102C; you may call him at (979) 845-7101 or send an e-mail to david-hudson@tamu.edu. Dr. Hudson and Dr. Carlos Blanton assign teaching assistants (TAs) to professors each semester.

History Department Assistants
The staff can be of great assistance to graduate students, and often deserve your gratitude, but do not expect them to prepare manuscripts or other personal items for you. Ms. Anna McCardell is the primary office assistant. She handles photocopying and general inquiries. You may reach her at (979) 845-7151 or amccardell@tamu.edu.

Ms. Rita Walker, the graduate secretary, provides staff support for the Director and Associate Director Studies. She handles graduate academic records and needed forms. She is also in charge of collecting the graduate student progress forms at the end of each semester. You may reach her at (979) 845-7385 or rfwalker@tamu.edu.

Ms. Barbara Dawson is the Business Coordinator and liaison for HR benefits for funded graduate students. She is the point of contact for health and life insurance. See her as soon as possible to fill out an employment packet. You may reach her at (979) 845-9977 or bdawson@tamu.edu.

Your Chair
Each graduate student must select a chair (or co-chairs) to guide his/her studies. You will most likely have already been assigned a chair upon beginning the program, but you may choose another chair that better suits you. You may ask any graduate faculty member to be a chair, but the faculty member may refuse. This decision is an important and lifelong commitment between you and him/her (something akin to a legal guardian) and it merits consideration. The chair directs your course selections, assists you in thesis or dissertation decisions, oversees your research, leads your committee, submits appropriate paperwork, and administers your comprehensive examinations. A chair can help you obtain funding or run interference for you, and will be your primary reference during the job search.

You may not be able to get as much information as you’d like, but when considering a
potential chair, ask yourself and others the following questions:

1. Can this professor commit his/her time to my program (tenure status, seeking promotion, job-hunting, possible retirement)?
2. Are we and our styles compatible (supervisory approach, personal interaction)?
3. How busy and/or connected is this professor (committee activities, current student load, professional obligations)?
4. What is the professor's history with graduate students (chair experience, thesis preference, examination style, expectations)?
5. What is this professor's professional standing and how will his/her career impact me (professional friends and enemies, student professional development)?

Advisory Committee

A chair, at least two other history department faculty members and at least one faculty member from outside the department comprise an advisory committee. One of the history faculty members represents your departmental minor field, while the outside faculty member corresponds to your outside field. (For Americanists, the other two departmental committee members typically handle pre- and post- 1876 American history exams, though this is not set in stone.) You should consider your outside field in your first semester and determine who you could work with in that outside department; gear your outside field classes to be taken with that professor. You may have more faculty members on your committee, but remember that each member equals another comprehensive examination or another round of questions during your thesis or dissertation defense. Once on your committee, each member signs paperwork, participates in your comprehensive examinations and/or defense, and evaluates your performance. It is wise to think through the combination of faculty members for your committee before issuing invitations. It can be difficult, and embarrassing, to request that a faculty member step down. Replacement of a committee member requires "valid reasons" and petitioning the Office of Graduate Studies.

General Guidelines for Choosing a Committee

Keep in mind that your committees may change based on the stage you will be completing. You may have a different committee for your thesis, comprehensive examinations, and dissertation, but the chair generally remains the same. Choose your chair first. Discuss your other selections with your chair and be open to his/her suggestions. Get to know the faculty in the department and in your outside field early; this will help you pick a committee that can work well together. When possible, take a class with each prospect. In an ideal situation, your outside member will be tenured, experienced in serving on graduate committees (particularly for students in this department), and will consider you a good student. Be sure that you can communicate with each of your selections and that they can communicate with each other. Most professors in this department act professionally and avoid bringing their personal conflicts into committees; nevertheless, save yourself some grief and try to avoid placing conflicting or mutually offensive persons on your committee. If your committee members favor radically different methods of scholarship, clarify with each of them (under the guidance of your chair) which research methods and approaches will be acceptable for your work. Your chair will generally know which faculty work together well and which ones do not. Refer to the History Department website for the current list of faculty. Ask yourself and others when selecting a committee member:

1. Can I communicate effectively with this professor (personally, professionally)?
2. How does this professor interact with my chair and other possible committee members (adversarial, friendly)?
3. What kinds of research does he/she do and is it compatible with my plans and the style of my chair and other possible committee members?
4. Will this professor be a resource for me (workload, professional plans, field, research)?
5. How does this professor critique students (verbal/written, vague/specific)?
6. Can I discuss ideas with him/her or submit chapter drafts to him/her?

You are encouraged to maintain frequent contact with each member of your committee, particularly when preparing for comprehensive examinations or writing a thesis or dissertation. You may wish to send memoranda to committee members meeting with them to recapitulate your discussion and the agreements you reached, particularly with regards to materials for and structure of examinations. This can prevent misunderstandings, and, should you have trouble in the future, provide a paper trail. An added benefit would be reinforcing agreed-upon deadlines for yourself in written form.

Information Sources

The department provides a couple Graduate Student information bulletin boards for notices about meetings, funding, and available jobs. One is located outside HIST 001 (graduate lounge) and another inside. Mailboxes are provided for graduate assistants and faculty only, with all non-assistants sharing a single box for incoming mail. Memos from the Director usually appear via email. Keys to the building are only given to graduate students on assistantship. Books in the department library include the NIH Guide for Grants and Contracts and Books in Print, the AHA Directory of History Departments and Organizations in the United States and Canada and Guide to American Graduate Schools. The History Graduate Student Organization (HGSO) also is in the process of compiling listings of archives and known grants, to be distributed electronically in the fall of 2010.

It is also highly recommended to become a member of at least one H-net group. The base website is http://www.h-net.org/, where listings are posted for the various groups. The graduate list, H-grad, offers a forum for graduate students to discuss matters pertinent to graduate school. These listings will send out digests of information including conferences, publications, grants/fellowships/prizes, and general information relating to your field. The lists also allow scholars to share ideas about current research, new methods, electronic databases, teaching, and current historiography. They post book reviews, job announcements, syllabuses, course outlines, class handouts, bibliographies, etc.

Computer Labs

Only faculty, staff, and graduate students may use the departmental computer lab (HIST 204). The lab remains locked when not in use, but can be accessed with an office key. Ms. Jude Swank maintains departmental computers and software. She also has projector adapters for use in the classrooms. These computers have access to campus online services. Do not load programs onto these machines without the knowledge of Ms. Swank. Report any problems to her in HIST 203A. Computers are also available for graduate students to use in the university computer labs (funded by your student fees). Go to http://cis.tamu.edu (Computer & Information
to find out how to set up an account, what types of computer systems and electronic media are available, etc.

HGSO

The History Graduate Student Organization (HGSO) brings together all the history graduate students for professional and social functions. HGSO officers serve as intermediaries between history graduate students and the department and Graduate Student Council (GSC). Meeting notices are sent via email. Approximately one meeting occurs each month during a semester. HGSO elects officers (President, VP, Secretary, GSC Representative, and Graduate Studies Committee Representative) for the upcoming year in the spring.

Colloquia, Symposia, & Study Groups

Periodically, the department and the Glasscock Center host colloquia and symposia for faculty and graduate students. These gatherings allow faculty and visiting speakers to share their current research. Graduate students are encouraged to attend all such functions. Notices are posted, and meetings usually occur on Friday afternoons. Graduate students may also join interdisciplinary study groups on campus. For example, Dr. James Rosenheim has an Eighteenth Century Studies group and the Women’s Studies Program coordinates another.

For more information about the Glasscock Center’s activities, visit: http://glasscock.tamu.edu/Programs_Activities/supportedworkinggroups.htm.

CAMPUS RESOURCES

Office of Graduate Studies

The Office of Graduate Studies (OGS) is open 8-5 Monday-Friday in the Administration Building. You may make inquiries in person, by telephone (845-3631), or by email (ogs@tamu.edu). OGS oversees graduate education, establishes procedures, and encourages interdisciplinary/intercollegiate graduate programs and research. OGS approves graduate admissions, degree plans, petitions, examination schedules, research proposals, and letters of intent. OGS also conducts graduate degree audits for graduation, and awards some grants and fellowships. OGS offers each incoming student a New Graduate Student Orientation Handbook, and provides blank forms (degree plans, etc.) for graduate students inside its lobby and on its website, http://ogs.tamu.edu. Each semester, OGS issues an "Office of Graduate Studies Calendar" listing most applicable deadlines.

Admissions & Records

The Admissions and Records (A&R) office maintains university academic records, approves transfer credit, and issues all transcripts. A&R’s website is http://www.tamu.edu/admissions. This office also requires students to update their addresses and telephone numbers, which can now be done on the Howdy portal.

Student Financial Aid

The Student Financial Aid department (845-3236) has offices on the second floor of The Pavilion. Financial aid paperwork, such as scholarship applications or acceptance forms, may be
left with the receptionists. The Short Term Loan office, which makes short term loans available to help students meet unexpected expenses, is located on the second floor. Available jobs (on campus and around town), grants, and scholarships are posted on the message boards at the top of the west-side stairs and on www.jobsforaggies.tamu.edu.

The Scholarships office (also on the second floor of The Pavilion) provides free-of-charge a computer bank for student scholarship and grant searches. You might also see https://financialaid.tamu.edu for funding opportunities. Stafford Loan disbursements are normally made by mail. If you receive a Perkins Loan, you may need to go to The Pavilion to sign your promissory note. A&M deducts tuition and student fees from your disbursement before you receive it.

Student Business Services & Student ID

Student Business Services (SBS) is relatively new and is located in the General Services Complex on the West Side of campus (bus route 4). During registration, you may pay by cash at the windows, or drop your check in the box outside (southeast corner). Paying by mail or paying online at https://aggie-pay.tamu.edu saves a few hours of standing in line. If your billing address changes while enrolled at A&M, go to the Howdy portal to update the information.

You can also obtain your school ID at SBS—it will be a five-dollar fee added to your account. You have to live with the photograph they take throughout your sojourn on the campus. If you lose your student ID they'll re-issue a copy (for a fee) like the one you had before, so wear bright clothes, children.

Bookstores

Because there are a great deal fewer graduate students at A&M than undergraduates, most bookstores do not carry graduate texts. Professors place their orders for graduate texts with the A&M Bookstore across from Rudder tower, accessible at http://www.msebookstore.com. However, Amazon.com and other online vendors are almost inevitably cheaper, so many grad students simply look up the required texts on the Bookstore website (http://tamu.bncollege.com/) and then buy them elsewhere. You can also find graduate texts at the University Bookstores around town or at Half-Price Books on Texas Ave.

Upon enrolling in the program, take a look at the Graduate Catalog, available at http://www.tamu.edu/admissions/catalogs/index.html. The catalog serves as a contract between the student and the university, and outlines university degree requirements.

Sterling C. Evans Library

Graduate seminars sometimes utilize texts in the Sterling C. Evans Library (SCE) instead of asking students to purchase their own copies. Evans Library offers personal graduate student orientations of library services. Make an appointment with a research librarian to receive a guided tour of the reference and electronic access areas. General tours are given to groups of students, as well. You can make special appointments with librarians in government documents or microfilm (particularly helpful if your research must be done at A&M).

Evans has a computerized catalog, LIBCAT, for the A&M library; terminals are available on every floor. You can access LIBCAT via the internet, as well (http://library.tamu.edu). Most of the historical journals and monographs are located on the fifth and sixth floors. If you cannot find a volume, check the reshelving area. Sometimes materials are on reserve; the Reserves are held on the fourth floor of the Annex across from the library. Present your student ID to check out reserve materials; you may take them anywhere in the building for the time specified.
Graduate students may keep most library materials for three months. You can renew materials through the A&M Libraries' website.

SCE offers an excellent Interlibrary Loan (ILL) service, which can be indispensable when needed volumes are lost or not in the collection. Most ILL requests are now made through Get It for Me! at http://getitforme.library.tamu.edu/illiad/evanslocal. The Cushing Library (connected to the Evans Library) holds all Special Collections of the university and is open Monday-Friday 8-5. Upon request and with 24 hours notice, Special Collections personnel will make photocopies of portions of materials for you for a small per-page fee. Microfilm, Government Documents, and Maps are located on the second floor of Evans. Microfilm viewers connected to computers fitted with USB technology allow you to save the documents you view rather than print them. There are also portable readers for check-out and microfilm copy machines available. The Education and Media Services office on the 4th floor of the Library Annex provides computers, printers, and software of all types and filmstrips and films for student use.

Evans provides photocopy machines on every floor. You may purchase a copy card (and add money to it) from machines throughout the Library and the Annex. A copy card lets you use the machines without having or getting correct change. The photocopy room on the first floor also contains a scanner that can save images to a thumb drive or email the documents to yourself. Graduate students writing a thesis or dissertation may "rent" (1st come 1st served) a study carrel in Evans for personal use. Students may also rent lockers; the Circulation Desk can provide more details about carrel and locker rental. Students can also reserve Group Study rooms in Evans.

If you need to recall a volume that someone else has checked out, or cannot find a volume that is supposed to be on the shelf, you can complete a Recall/Search slip at Circulation or fill out the form provided on the library home page. If a book is listed as being "In Processing" on LIBCAT, you can print out the screen and request that it be processed quickly so that you can use it; be sure to check back on processing requests, sometimes things are "in processing" for years. If a book is not available, you can request another through ILL.

Parking, Transit and Traffic Services

Parking, Transit and Traffic Services (PTTS) issues parking permits for cars, trucks, motorcycles, mopeds, and scooters. Every student can ride the buses, which are paid for through a transportation fee when you register for courses. PTTS also runs the parking garages, patrols the campus for parking and moving violations (issuing tickets), and provides traffic control and towing. PTTS is located in the southeast corner of the Koldus Student Services Building across the street from Rudder Tower. The university bus routes extend throughout Bryan and College Station. Most apartment complexes are located on or near a route. Go to http://transport.tamu.edu for more information.

If you select a parking permit during registration and pay your fees, PTTS will mail it to you. If you decide you need one after the fact or receive the wrong permit, you may purchase, return, or exchange your permit at the tellers' windows at PTTS. Go to http://transport.tamu.edu for more information.

If you are visiting the campus and do not have a permit, you may park in any of the parking garages for $2 an hour before five p.m., $1 per hour after five. The most convenient parking garage for historians is located next to the Library Annex and the Pavilion, which are both near the History Building. PTTS charges a fee for the parking garages. If you choose to park elsewhere, you run the risk (very high) of being ticketed and towed by the very zealous
PTTS employees. Temporary permits may be obtained at PTTS. Parking counselors answer questions about parking permits, citations, and monthly billings, and take complaints at 979-862-PARK Monday-Thursday 7:30-5:30 and Friday 7:30-3:00.

Register your bicycle with PTTS in case of theft. Use a sturdy lock; bicycles disappear regularly around campus. Usually the A&M Police Department offers free engraving of bicycles, laptops, iPods, etc., before the semester begins.

Memorial Student Center – [CURRENTLY UNDER RENOVATION]

The MSC normally houses the university bookstore, meeting rooms, offices, a hotel, post office, and a variety of student activities, but is under renovation until 2012. Until it re-opens, the amenities have been scattered around campus. The MSC hotel desk provides a check-cashing service for students. The MSC also houses automatic teller machines. You can arrange rides across the state and beyond on a Ride Request board (outside the Flag Room), rent a Post Office Box, or place "want ads" on the board near the southwest door. Take advantage of the art galleries, craft facilities, music produce rooms, lending library, pool tables, game room, and eating facilities. For your own safety, avoid walking on the MSC grass and be advised that hats cannot be worn in the MSC. Wearing a hat or stomping grass can incite rabid undergraduates or alumni to attack.

Employment Office

A&M posts available positions at https://tamujobs.tamu.edu. The A&M Employment Office is located at 700 E. University, Suite 110C, Village Shopping Center in College Station. You can apply for campus jobs, take any necessary tests (such as typing or grammar), and schedule interviews through the Employment Office (845-5154) 8-5 Monday-Friday.

Thesis Office

The Thesis Office (845-2225), located on the sixth floor of the Evans Library, helps you prepare your thesis or dissertation in the proper style and form. They check both theses and dissertations for adherence to A&M guidelines and grant graduation clearance. The "Thesis Manual" is available on-line at http://thesis.tamu.edu. Deadlines for thesis and dissertation submission are announced each semester in the OGS Calendar. The library also offers a Writing Center on the second floor.

A&M Career Center

After graduating, or just prior to completion of your dissertation, you may register with the Career Center's Alumni/Education Service at http://careercenter.tamu.edu. The Career Center provides job searches, a resume referral service, a dossier mail service, and a bimonthly bulletin. The dossier mail service best suits the needs of those seeking academic posts. Registered graduates may keep a dossier on file (including Transcripts) and have copies of their credentials mailed to prospective employers on request. A fee of $20/academic year covers postal costs. You can find the Career Center in Suite 209 of the Koldus Student Services Building, or reach the Career Center by telephone (979-845-5139).
GRADUATE PROGRAM

American or European

The department offers two tracks (and only two!) for Graduate Studies: American History or European History. Both tracks use standard degree plans for MA, thesis or non-thesis, and PhD students; however, required courses differ. Americanists must take HIST 631 (US History to 1877) and HIST 632 (US History after 1876). Europeanists must take HIST 643 (Europe from the Renaissance to the French Revolution) and HIST 644 (Europe since the French Revolution). All students must take HIST 628 (Historiography) and HIST 629 (Professional Development). You can find the catalog at http://catalog.tamu.edu/, beginning page 395.

Master's Students

A&M provides two options for the MA degree, thesis or non-thesis. The university limits students to completing the degree within seven consecutive years regardless of the option chosen. Both options require a reading knowledge of at least one foreign language.

Non-Thesis Option

The non-thesis option requires a minimum of 36 hours of coursework. A minimum of 21 hours must be taken within the department with at least 9 more hours taken in a supporting field (i.e., major 21-27 hours, minor 9-15 hours). An MA non-thesis student must have more than one area of specialization, but both may be within history. However, the MA non-thesis student may not use any HIST 691 (research) hours on the degree plan (i.e., taking 691 does not help your progress). The student receives the MA degree upon completion of the required coursework and passing comprehensive written and oral examinations. The non-thesis option allows you to move into your PhD studies at A&M more quickly and gives you experience in written and oral final examinations.

Thesis Option

The thesis option requires a minimum of 24 hours of coursework (15 hours major and 9 hours minor) and at least 6 hours of research (HIST 691). The MA thesis student must take more than one area of specialization, but both areas may be within the department. Ideally, work on a thesis should begin no later than the end of the student's first year of study. The student must file a thesis proposal, preferably by the completion of the first year of study. Upon completion of the thesis, the student must pass a final oral defense.

The Thesis Office receives a copy of the thesis, submitted online, and the final copy must be submitted no later than one year from the final examination or within the seven year limit, whichever comes first. The Thesis Clerk must approve the thesis before A&M grants the degree. Be sure to meet all relevant deadlines in the preparation, defense, and submission of your thesis, or your degree may be delayed one semester. Writing a thesis allows you to practice individual research and writing skills.

Doctoral Students

The PhD in History requires a mix of 30-46 credit hours of coursework and 18-34 credit hours of research to reach the total hour requirement of 64. The required 30 hours of coursework includes 6 semester hours in a minor field outside the department, 6 hours in a minor history field (alternate continent, military & diplomatic, etc...), and 18 hours in a major history field.
Only two 685 courses (directed studies) in history may be taken. Additionally, students must complete a minimum of 18 hours of research. The remaining hours may be applied either as coursework or as research hours; most doctoral students use those hours for research (HIST 691). Doctoral students are required to possess reading knowledge of two foreign languages if a Europeanist, and one if an Americanist. PhD students must complete their degrees within ten consecutive calendar years and within four years after passing their preliminary examinations.

The student enters candidacy for the degree upon completing coursework, fulfilling language requirements, meeting the residency requirement, and passing the preliminary examinations (written and oral exam administered by the committee). Each member of the student's committee must be present for preliminary and final examinations. If a member must be absent, OGS allows substitution of another faculty member with one-week's prior written notification, or examination by video up-link. The dissertation must reflect original, independent research and have scholarly merit. Final copies of the dissertation must be filed with the Thesis Office no later than one year after the final examination (a.k.a. the dissertation defense) or within the ten year limit, whichever comes first.

Language Requirements

The MA requires a reading knowledge of one foreign language, and the PhD two if a Europeanist; one if an Americanist. There are several ways to fulfill the language requirements. The most direct method is by completing two years of foreign language courses (two semesters beyond the introductory level with a grade of B or better). Most entering MA students meet this requirement in their undergraduate studies. Enrolling in a graduate reading course or taking a language examination offered by the Department of Modern Languages (MODL) can also meet the requirement. Many courses of 691, a translation course, are offered in the summers, which do not interfere with classes during the semesters. To gain credit by examination from MODL, select materials from journals or monographs to translate and take them to MODL for approval. MODL will choose a few pages from the materials you provide and schedule an examination for you, at which time they usually give you a dictionary and ask you to translate the approved selections. MODL allows graduate students to choose their own materials so that the items used are applicable and appropriate for the student's field. Students may also take the Princeton Standardized tests to gain foreign language credit. The student must complete all language requirements before taking the preliminary exams. History 630 (Quantitative Methods in Historical Research) or a computer methods research course (History 685 or a course outside the department) may, in some cases, be substituted for a foreign language. A chair, or a student's advisory committee as a whole, may request approval of the Department Head for alternative language substitutions (oral history, Geography, or sciences).

Examination Strategies

Preparation for examinations (final or preliminaries) is ongoing. Save all the book reviews you collect in seminar. Take – and keep! – written notes for all the books you read. Committee members will usually ask you to draw up your own reading lists, beginning with books you have already read. They will then add (or occasionally subtract) from the lists you give them. Discuss examination topics and strategies with your committee. Ask your chair to set the parameters: time limits for writtens, location, and method. Be aware of OGS dates and requirements for exams and expect the coordination of your committee's time to be extremely
difficult (rarely are academic lives orderly). Each committee handles exams differently; don't expect your experience to be the same as anyone else's. Professors may waive their portion of the written exams; outside committee members often do. However, they all participate in orals. Writs occur over a series of days; professors usually leave the exam with the staff, who will supply the laptop and “Do Not Disturb” sign for the department library door. It is your responsibility to schedule both your written and oral exams. Keep in mind the number of other students taking theirs and the availability of rooms in the department.

Deciding the time period to take your exams is crucial. You will take three full semesters of coursework and most likely, 629 Professional Development your fourth semester. Most students take their comprehensive exams in April or May of their fourth semester. Some choose to postpone them until the summer. In this instance, you must be enrolled in the semester preceding your exams, which may require summer tuition. Discuss your plan with your advisor frequently and confirm all committee members will be local when you decide to plan your exams.

Professional Development

The program encourages graduate students to attend professional association meetings, at the state, regional, or national level, when at all possible. Presentation of papers at these meetings enhances a student's professional development and relationships in the field. The department also encourages publication of original articles or book reviews in professional journals. Consult your chair for advice.

Phi Alpha Theta

Phi Alpha Theta, the history honor society, welcomes both graduate and undergraduate students. Grads sometimes fill the leadership positions. Phi Alpha Theta sponsors guest speakers, encourages students to participate in regional meetings, and hosts an annual symposium in the spring. A&M's Sigma Rho Chapter requires a 3.0 GPR, one semester of residence at A&M, and payment of an initiation fee and annual local dues. The national organization offers scholarships for members and publishes The Historian. See Dr. Phil Smith, one of the undergraduate advisors, (HIST 105A) to join.

ACADEMIC POLICIES & PROCEDURES

Scholarships & Probation

The university requires graduate students to maintain a minimum 3.0 grade point ratio (B average) in all courses. If a student's GPR falls below 3.0, the department and student receive written notification of unsatisfactory performance. Students receiving a C or lower in any graduate course should be aware that a C is considered failing. Upon receiving a C, you should heed the warning and make adjustments to your academic performance. Each advisory committee annually reviews student progress. If they deem it unsatisfactory, they issue a warning. Warnings may be given for not completing the MA in a reasonable time, acquiring too many Incompletes, or for long-term barely acceptable work. Be aware that unsatisfactory performance or 2 Cs on the degree plan result in non-renewal of any assistantship and a recommendation that the student not re-enroll.
The university assigns a graduate student to scholastic probation when his or her GPR falls below the minimum 3.0. The university will drop the student from graduate studies if the minimum GPR is not attained in the time specified.

**Student Status**

Full-time status is defined as enrolling for a minimum of 9 hours in the fall or spring semester, for a minimum of 6 hours in the 10-week summer session, or for a minimum of 3 hours in a five week summer session. A fellowship will specify what constitutes full-time status for that award (usually 12 hours). Students taking fewer hours are considered part time.

**Residency**

A&M requires all students to do "residency" time before granting degrees. Do not confuse the university residency requirement with obtaining instate resident status for tuition purposes. Fulfilling the residency requirement does not make you a resident of Texas. The Graduate Catalog thoroughly addresses "Determining Residence Status" in its Appendix.

The residence requirement for MA students is met by enrolling full-time during one regular semester or one ten week summer semester on the College Station campus. With committee approval and before completing the last nine hours of coursework, a student may petition OGS for exemption from residency.

PhD students fulfill the residency requirement in one of two ways. Those entering the program with baccalaureate degrees must spend two academic years in residence on the campus. Those entering the program with a MA must spend one academic year in residence. One academic year is defined as two adjacent regular semesters or one regular semester and one adjacent ten week summer semester.

**Incompletes**

The department encourages graduate students to avoid taking an Incomplete (I) in any course. Professors award Incompletes solely at their discretion and usually only for serious reasons. The professor granting the "I" determines the terms for its completion. After work is completed, the faculty member submits a change of grade form to assign the appropriate grade. Incompletes must be finished within one semester.

**Q Drops**

When unable to complete a course because of illness or other conflict, a graduate student may Q drop the course (prior to the published deadline) with the approval of a graduate advisor and the dean. Dropping a course with a Q drop results in the course appearing on your transcript with a Q, but the hours are not used to compute your GPR. Be aware that Q drops are not distributed freely to all seekers; you must have a valid reason for requesting one.

**Withdrawal**

Graduate students encountering serious illness or equally weighty problems may choose to withdraw from the university by the published deadline. While not required in the official procedure, you should meet with a graduate advisor before initiating a withdrawal. OGS must authorize your withdrawal. After you complete a variety of forms, the Withdrawal Office of the Department of Student Affairs will give you an exit interview. Complete guidelines appear in the current *University Regulations*.
Registration
Because a course cannot be offered if fewer than five students enroll, the university encourages graduate students to pre-register during the appropriate periods. High demand courses, such as HIST 628, 631, or 632, fill quickly; register early to get them.

Schedules & Course Selection
The online class schedule lists all courses being offered for the upcoming semester. Links on that website, http://courses.tamu.edu, explain the registration process and provide the official schedule for final examinations and fee payment. Use your individual degree plan to select courses each semester. Consult your chair prior to registration to discuss the suitability of courses for your program. New students should meet with the appropriate advisor. Graduate students may enroll for undergraduate courses with the prior approval of their committees, but the department discourages this. With prior committee approval, MA students may use six hours maximum of upper level undergraduate courses on the degree plan. Generally, PhD students may not use upper level undergraduate courses on the degree plan, but the committee may allow it if comparable graduate courses are unavailable. Professors may demand additional work and/or a higher performance level of graduate students in undergraduate classes.

Registration System
Registration occurs online. Continuing graduate students may register throughout the pre-registration and registration periods. Registration and add/drop can be done by through the first week of classes. Bills are available online; grades are also available online. Go to the Howdy portal for links to registration, payment, and grades.

Force Slips
With the professor's approval and signature, graduate students may force into a course that is officially closed. Each professor decides whether or not to extend the course population (and thereby his workload). Pick up a force slip in the department office. If the professor approves the force, return the slip for the Department Head's signature.

Add/Drop
The first 5-7 class days of each semester constitute the add/drop period. Students may alter their course schedules and optional fees without record during this period.

685 & 691
HIST 685 (Directed Study) courses are individually created in consultation with a faculty member who agrees to oversee your work. You and the professor decide how your work will be evaluated prior to registration. Each graduate student may register for a total of six hours of 685. However, the department often discourages registering for more than one 685 course during a semester. The prudent student will save his 685 to study for comprehensive exams the semester before they occur. Prior to registering for 685 courses, a 685 request form must be filed with the department. Pick up a form from the history department office. It requires a description of the problem to be solved and the methods to be used, as well as both the faculty member's and Department Head's signatures. Return the completed form to the office and ask for a section number to use when registering. Graduate students may use undergraduate HIST 485 (Directed Study) courses in the same manner as 685 courses.
HIST 691 designates research hours that are taken for a grade of Satisfactory/Unsatisfactory. Graduate students may register for a maximum of 23 research hours per semester. Before registering, obtain a section number from the Department Office to designate your chair or another professor overseeing your research. If you plan on taking the comprehensive exams or defend your dissertation in the summer, please be aware that you must register for at least one hour. When in doubt, always check with the OGS or Dr. David Hudson.

FUNDING OPPORTUNITIES

Teaching Assistants
Grad students doing coursework can work as Teaching Assistants (TAs), nominally for 20 hrs/week. The Graduate Studies Committee chooses TAs from continuing and newly admitted students. Students are ranked on a combination of seniority and performance (academic and otherwise) as evaluated by the faculty. TAs normally receive funding for up to ten semesters (four prior to receiving the MA and six afterwards) if making "satisfactory progress," but the Coordinator may make exceptions. TAs must be registered for at least 9 hrs of credit.

TAs receive salary for nine months, plus university-funded insurance coverage year round, a mailbox and an office. New TAs must attend university orientations. TAs’ duties vary as each professor determines how to utilize his or her TA and may include taking attendance, writing and/or grading examinations, writing essay prompts, grading essays, lecturing, conducting review sessions and holding office hours. Most will eventually get the opportunity to lead discussion sections that meet weekly for a select number of HIST 105 and 106 classes. To learn more about teaching, administering and writing exams, or other classroom related tasks, TAs may take advantage of the Center for Teaching Excellence.

Graduate Assistant Lecturer
Doctoral students who have passed their preliminary exams may receive Graduate Assistant, Lecturer (GAL) positions. The department chooses GALs according to the same guidelines as TAs. The department funds GALs as long as there is "satisfactory progress." GALs receive salary for nine months plus university-funded insurance coverage year round, a mailbox and an office. First semester GALs have complete responsibility for one course section: they choose books, write the syllabus, lecture, prepare examinations, hold office hours, and assign grades. Subsequently, GALs may receive funding for more than one section and the assistance of a TA for student loads over 100, but it is unlikely. GALs are periodically evaluated by faculty members. Their assignments are determined by the Director of Graduate Studies and the Department Head. GALs must register for at least one hour of credit.

Outside the Department
History graduate students may find positions in other departments, although the search is more challenging. Some jobs, such as those in College offices, are posted and open for applications. Outside departments sometimes request that the Director or Department Head suggest someone for them. Check the bulletin boards outside the Financial Aid office periodically for possibilities. While the financial benefits and departmental perks vary, all graduate assistants receive the university insurance coverage year round.
Fellowships and Scholarships
History graduate students are eligible for Merit, President's, and Regent's Fellowships and are nominated by the department prior to enrollment. Financial Aid distributes scholarships on a competitive basis each spring. The monetary value of the fellowships and scholarships vary. Other awards, such as the Good Neighbor Award for Canadian or Mexican students, may supplement tuition payments. Outside sources can be located through the Department of Student Financial Aid at https://financialaid.tamu.edu.

Travel & Research Grants
Grants are available from the department (funding comes from the College of Liberal Arts) for travel to present research results or for travel or other expenses necessary to complete the thesis or dissertation. The amount varies and the application process is very simple; you may get an application from the graduate secretary.

PAPERWORK SUBMISSION
While at A&M you must submit a variety of forms and letters to the Office of Graduate Studies and others. Be aware that OGS is chronically late with paperwork; give yourself time to get yours through and if needed to re-file. Save yourself some grief; meet the deadlines and follow directions. The Graduate Catalog and the OGS Handbook outline "Major Steps" for the MA and PhD degrees; look on-line for those publications at http://ogs.tamu.edu.

Degree Plan
You must file a proposed degree plan with OGS, a process done online through the OGS web site, https://ogsdpss.tamu.edu. Consult your committee to determine your degree plan. You must have your committee completed in order to file the degree plan with OGS because each committee member must approve and sign the form. The Department Head must also approve and sign the proposed degree plan. M.A. students must file their degree plans by the beginning of the third semester. Ph.D. students must file their degree plans by the beginning of the fifth semester. You cannot take your examinations until you are within six hours of finishing your coursework; some students wait until the semester before to file their degree plans to avoid filing multiple petitions. You are cautioned to carefully follow the instructions given by OGS for preparing the degree plan and check back with OGS frequently on its status.

Petition
If you need to change your degree plan after filing, or if you seek exemption from a university imposed requirement, file a petition form. OGS prefers that petitions accompany a proposed degree plan that does not meet Graduate Catalog requirements. OGS also requests that as many petitions as possible be placed on one form. Pick up a petition form from OGS or from the Department. It requires the signatures of your committee and the Department Head.

Thesis Proposal & Title Page
MA thesis option students must prepare a thesis proposal (approximately ten pages of narrative, and a working bibliography) in consultation with their chair. Use the "OGS Proposal Title Page" (available at OGS) to collect the signatures of your committee and the Department
Head. After approval and prior to the posted deadline, take the proposal to OGS. A sample appears in the OGS Handbook, found at http://ogs.tamu.edu.

Thesis

The university requires that the MA thesis be an original "competently phrased narrative of the student's original research topic." Use the "Thesis Manual" (available online and at OGS, the MSC bookstore, and A&M copy centers) for guidance. Include a vita and an abstract. After getting the completed thesis approved by your committee and the Department Head, submit a copy (online) to the Thesis Office by the posted deadline. Theses deemed unacceptable by the clerk because of excessive corrections are returned and must be resubmitted in their entirety.

Letter of Intent

After finishing your MA, the department will inform you if you may continue in the PhD program. If you are approved, file a Letter of Intent with the OGS during your first semester of continued registration or within one year of graduation. The letter specifies the degree you wish to pursue, the program, major, department of study, and the semester you intend to begin. The letter must be approved by the Department Head before submission.

Dissertation Research Proposal & Title Page

In consultation with your committee, select a field of research for the dissertation to guide your choice of coursework. Complete a research proposal (approximately ten pages of narrative and a working bibliography) soon after passing the preliminary examination. Collect approval signatures from your advisory committee and the Department Head on the OGS Proposal Title Page (available at OGS). A sample appears in the OGS Handbook, found at http://ogs.tamu.edu. Submit the approved proposal to OGS.

Topic Registration

Doctoral candidates should register their dissertation topic in the American Historical Association's Doctoral Dissertations in History. Registration warns others considering your topic away from it (or makes them work faster) and the directory provides you an opportunity for collegial exchange with others researching in your area of interest. Each fall the department solicits AHA topic forms from candidates for the upcoming volume. The department submits them collectively, so return yours to the graduate secretary by the posted deadline.

Dissertation

A&M requires the dissertation to be the result of original and independent research of "scholarly merit" and "creditable literary workmanship." Use the "Thesis Manual" for format guidelines (available online and at the OGS). The Thesis Office returns unacceptable dissertations; these must be corrected and resubmitted in their entirety.

Most committee members will read chapters as you prepare them, or read the entire document before you present it for defense. This allows corrections and suggestions during the process, and can help you avoid a complete rewrite. Your committee and the Department Head must sign the dissertation title page prior to its submission to the Thesis Office.
Application for Degree & Diploma Fee
During the semester you plan to graduate, formally apply for the degree to OGS by the posted deadline and pay the diploma fee. You can add this fee as an option during registration or pay during the semester. If you do not graduate that semester, you forfeit the diploma fee. Samples of the MA and PhD degree applications appear in the OGS Handbook.

UNIVERSITY POLICIES

Rules and Regulations
A&M publishes University Regulations every academic year and expects each student, faculty member, and employee to observe its requirements. The handbooks are available at various sites around campus, and a number of rule and policy resources are available at http://student-rules.tamu.edu.

Scholastic Dishonesty
Scholastic Dishonesty includes acquiring, providing, or fabricating information, plagiarism and violation of departmental or college policies. The Aggie Honor System has procedures for dealing with scholastic dishonesty; see http://www.tamu.edu/aggiehonor.

Sexual Harassment
Sexual harassment "subjects an individual to sexually offensive conduct, sexual demands involving any kind of promise or threat, or other offensive verbal, visual or physical conduct or activity of a sexual nature." TAMU investigates complaints linked to the university, whether on or off campus, according to University Regulations. Graduate students should take complaints to the Department Head or to the Dean.

Privacy of Records
TAMU complies with the Family Educational Rights and Privacy Act of 1974 (FERPA). Students have the right to review and obtain explanations of their records and to challenge those they feel are inaccurate or inappropriate. The university may release directory information (including name, address, telephone number, major, classification, birthdate, birthplace, activities, and degrees and awards received) unless the student requests that the information be withheld.

Computer Security
A&M forbids unauthorized use of computer accounts or systems, unauthorized viewing or changing of data, and unauthorized copying of software or data. Penalties are outlined in University Regulations, but generally involve criminal prosecution.

Substance Abuse and Smoking
A&M provides education, prevention, intervention, and treatment activities related to substance abuse. The Center for Drug Prevention and Education (second floor of A. P. Beutel Health Center) and the Student Counseling Service (Henderson Hall) provide confidential
assessment and intervention services. Smoking is prohibited in A&M buildings. Beutel Health Center provides an assistance/training program for those smokers wanting to quit their habit.
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