

College: Liberal Arts

Department: History

Academic Programs Reviewed

Program 1. History – B.A.

Program 2. History (minor)

Program 3. History – M.A.

Program Review Committee

Committee member 1. Dr. Carol Herringer (chair)

Committee member 2. Dr. Kathryn Meyer

Committee member 3. Dr. Drew Swanson

Committee member 4. Dr. Arvind Elangovan

Submitted January 15, 2015

Department Chair, Carol Herringer

Carol M. Herringer

Dean, Kristin Sobolik,

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## Program 1. History B.A.

### Enrollment and Graduate History

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	181	223	194	165	160
Graduates	32	18	43	30	34

### Program description

A major in History provides knowledge about different societies and cultures across a wide span of time, and it allows students to apprehend changes and evaluate decisions made across historical periods. The study of history helps students take their place in the modern world as it places contemporary events in a longer historical context and thus helps us to understand the present by looking at the past. The practice of History also teaches students how to think critically, write clearly, use evidence, and consider different points of view. This knowledge and these skills will enable History majors to be productive members of society and the economy in the decades to come. The 17 faculty members who teach these courses specialize in geographic areas that span the globe and time periods from the Middle Ages to the Cold War. History majors take a range of courses, beginning with survey courses before moving on to more specialized courses. The history major culminates with HST 4900: Research Seminar.

### Alignment with university mission, strategic plan

The Department of History has developed, and through yearly assessment measures continues to refine, a major that is closely aligned with the University mission and strategic plan. The History major offers a high-quality program of study, as evidenced by the scholarly achievements and community engagement of its students and faculty. The Department of History offers courses in both traditional and on-line formats that allow students to engage with different cultures, historical figures, and ideologies from the pre-classical period to the recent past as they continue to develop their writing, critical thinking, and communication skills. At every level, students learn to develop historically-based arguments, a process that culminates in either the senior seminar or a senior honors thesis. Some sections of HST 1200: The West and the World since 1500 offer a community service component, and faculty members regularly collaborate with local institutions such as community libraries and the Dayton Council on World Affairs. Faculty scholarship has been recognized nationally and internationally. The study of History prepares students to become thoughtful citizens who are engaged with their community, who can communicate clearly in a variety of formats, who understand the complexity of our world today, and who are prepared for the jobs of the future.

### Program distinctiveness

- Nationally and internationally recognized faculty members who produce award-winning research.

- Endowed scholarships and prizes that encourage students' original research.
- Pre-medical track and joint B.A. with Computer Science.
- Innovative on-line sections of 2 Core classes, HST 1100: Western Civilizations to 1500 and HST 1200: The West and the World since 1500.
- High level of faculty community engagement.

### **Recognitions of quality of the program**

- Outstanding publication record of faculty (2009-14), including 7 books, 13 journal articles, 8 chapters, and 2 edited volumes.
- Faculty recognition includes state and national book prizes, a current and previous president of the Ohio Academy of History, and the Brage Golding Distinguished Professor of Research, WSU.
- Undergraduate students are accepted into nationally-ranked graduate programs.
- Rho Sigma Chapter of Phi Alpha Theta (national History honor society)

### **Program learning outcomes**

Graduates will be able to:

- write proficiently,
- understand the methodology that historians use, and
- analyze primary sources and secondary works in order to arrive at a coherent and well-organized conclusion.

### **Description of learning outcomes assessment program**

Annually the members of the Undergraduate Assessment committee read and assign a numerical rating, using the rubric below, to specific papers written by History majors, as follows: the department collects a 4000-level history paper from all graduating seniors when they come for a graduation check, and the faculty teaching HST 3000: Introduction to Historical Analysis and HST 4900: Research Seminar submit copies of the final papers to the department. Typically one section of each of these required courses for majors is offered in both the fall and spring semesters, although when enrollment warrants it, an additional section will be offered.

Rubric for assessing all papers collected: each paper is given a rating of "E" ("excellent"), "S" ("satisfactory"), or "U" ("unsatisfactory") for each of the following benchmarks:

- a. The student's work demonstrates writing proficiency.
- b. The student's work demonstrates a command of the methodology employed by historians.
- c. The student's work demonstrated the analytical, organizational, and critical skills desired.

### **Summary of assessment findings for past five years**

Annual assessments focus on students' acquisition of skills relevant to the discipline of History as well as to their future careers: writing proficiency, ability to use historical methodology, and demonstration of analytical, organizational, and critical skills. In the past 5 years, 70-80% of the papers have met or exceeded all three standards. Before the semester transition, students would take HST 401: Research Seminar before HST 400: Historiography, and this contributed to lower achievement levels.

Assessments under the quarter system convinced faculty to move HST 400 to the 3000-level; HST 3000: Introduction to Historical Analysis is now clearly the gateway course to the major and the prerequisite for HST 4900 Research Seminar. Even with the limited data from the semester system, it is clear that this two-step sequence has improved student writing. In the last assessment cycle, the HST 3000 papers were judged excellent or satisfactory at a rate of 75% across the benchmarks, but the HST 4900 papers and other 4000-level papers were 86% excellent or satisfactory across the same benchmarks.

### **Major curricular changes since last review (or past five years)**

With the switch to the semester system in August 2012, we redesigned and renumbered existing courses, introduced new courses, and eliminated some courses.

The two most significant changes from this transition that helped to improve the quality of undergraduate education were as follows:

- HST 3000, which had been HST 400: Historiography and taken in the senior year, sometimes after HST 401: Research Seminar, was moved to the 3000 level to become a gateway course for the major. It was renamed "Introduction to Historical Analysis" and redesigned as an introduction to the ways in which historians work.
- To bridge the gap between the survey courses (HST 1100, 1200, 2110, 2120) and upper-level courses, we created 3000-level courses. These are intended to be more targeted surveys of a specific theme or region. The larger enrollment (55 students maximum) of these courses means that they are primarily lecture courses, but the reading and writing assignments are intended to prepare students for more analytical and independent reading and writing in the 4000-level courses.

Beginning in the fall 2013 semester, the Department of History introduced on-line sections of two Core courses, HST 1100: Western Civilizations to 1500 and HST 1200: The West and the World since 1500.

### **Graduate placement data, employer satisfaction**

Students graduating with a B.A. in History are prepared for a variety of careers and to continue their studies in graduate school in areas such as History and Law. We collect information on students' planned employment or further study at the time of the graduation check, but have not yet developed a reliable system to track graduates within several years after graduation. Recent graduates have entered competitive graduate programs at the University of Illinois and Ohio State University, and every year several continue their education in the M.A. program in History at WSU. Graduates have also intended

to continue their current employment in fields including information technology, sales, management, the theater, and the military.

**If program has professional accreditation, attach most recent review findings and recommendations**

N/A

REPEAT THIS INFORMATION OF EACH PROGRAM IN DEPARTMENT. BEGIN NEXT PROGRAM ON NEW PAGE.

## Program 2. History Minor

### Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	5	7	13	18	14
Graduates	2	2	5	3	3

### Program description

The minor in History is designed to complement other majors in CoLA, such as English, Political Science, and Religion, by offering those students an understanding of the historical context of their major field of study. It is also useful for students in other colleges, either for their own edification or to provide a context for their studies. For the latter reason, among students not in CoLA the History minor is most popular with students in the Raj Soin College of Business. The minor in History consists of either HST 1100 or HST 1200 (taken as a Core class), HST 2110 (U.S. History to 1877), HST 2120 (U.S. History since 1877), and five History courses at the 3000/4000 level, at least one of which must be in European, Asian, African, Latin American, or Middle Eastern History, and at least two of which must be at the 4000 level.

### Alignment with university mission, strategic plan

The minor in History offers an academically distinguished and innovative program. By introducing students to the historical roots of contemporary problems, the History minor prepares them to function in a culturally and ideologically diverse world. The study of History teaches students to engage with different cultures, ideologies, and assumptions, and allows them to consider different historical approaches to problems. Students learn to value to diversity in both the present and the past.

### Program distinctiveness

- Nationally and internationally recognized faculty members who produce award-winning research.
- Flexible course distribution encourages students to study the areas most closely related to their major.
- High level of faculty community engagement.

### Recognitions of quality of the program

Outstanding publication record of faculty (2009-14), including 7 books, 13 journal articles, 8 chapters, and 2 edited volumes.

Faculty recognition includes state and national book prizes, current and previous presidents of the Ohio Academy of History, and the Brage Golding Distinguished Professor of Research, WSU.

Rho Sigma Chapter of Phi Alpha Theta (national History honor society)

**Program learning outcomes**

N/A. The Department of History assessment plan does not assess the History minor separately from the major. The assessment of History majors' work is essentially an assessment of the Department of History as a whole, and thus is considered sufficient.

**Description of learning outcomes assessment program**

N/A

**Summary of assessment findings for past five years**

N/A

**Major curricular changes since last review (or past five years)**

As a result of the switch to semesters, which began in the Fall 2012 semester, the History minor program was revised. While most of the changes were meant to accommodate the semester system, a significant change was the requirement that at least one of the upper-level courses for the minor be outside the area of U.S. history.

**Graduate placement data, employer satisfaction**

N/A

**If program has professional accreditation, attach most recent review findings and recommendations**

N/A

## Program 3. M.A. in History

### Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	52	51	47	43	51
Graduates	20	13	27	12	19

### Program description

The Master of Arts program in History provides training for students who intend to pursue careers as professional historians, whether in teaching, research, or public history (archives and museum studies), as well as for those who desire a strong historical background for other vocational or avocational objectives. The program offers opportunities for specialized study and research, especially in the areas of U.S. History and in War & Society, but without neglecting the breadth that characterizes historical work at its best. In recognition of the fact that students' interests and goals are varied, the program provides a choice of concentrations, all of which lead to a Master of Arts degree. These concentrations are in War & Society, U.S. History, Public History, and General History. Students in the Public History concentration produce a capstone project, while students in the other concentrations may write a thesis (if they plan to pursue a Ph.D.) or follow the course intensive plan (if they do not).

### Alignment with university mission, strategic plan

The university's mission to "transform the lives of our students and the communities we serve" is exemplified in the graduate program in History. Graduate students in History at Wright State are exposed to a myriad of opportunities to learn and grow as historians and engage the community. Students who complete the M.A. in History will have gained the academic credentials to hold positions in museums, archives, government, business, and education at all levels. They will have acquired the knowledge that will make them better teachers and interpreters of history. They will come to a deeper appreciation of the complexities of history and its impact on our lives and communities. The communities they return to or join will also be transformed by the presence of qualified professionals who can interpret documents, provide access to historical knowledge, and bridge the gap between past and present. The Department of History does this by providing a high-quality, innovative program that values theoretical and practical knowledge, research and practice, solitary research time and engagement with the community. Students gain valuable collaborative skills during their graduate training through programs and projects with a wide variety of community organizations. Their impact on the community begins before they graduate and continues long after. Our graduates, through their jobs and their further study, have a real economic and cultural impact on their communities.

### Program distinctiveness

- Public History Symposium, held annually in March, allows students to present their original research and to interact with students, alumni, public history professionals from around the region, faculty, community members, and prospective students.
- The Public History concentration provides a strong and nationally recognized curriculum that provides intensive practical training in concert with traditional academic history education.
- The War & Society concentration draws on existing faculty strengths in research and teaching and has proven to be a strong draw for potential graduate students.
- Flexible programs allow students to write a thesis if they intend to pursue a Ph.D., and to write a shorter paper if they do not plan to pursue a Ph.D.

### **Recognitions of quality of the program**

- Graduates in the Public History concentration secure employment at nationally-recognized institutions, including the National Football Hall of Fame, the Smithsonian Institution, state archives and libraries, and the National Park Service.
- Graduates pursue the Ph.D. in History, including at Ohio University and the University of Memphis.
- Outstanding publication record of faculty (2009-14), including 7 books, 13 journal articles, 8 chapters, and 2 edited volumes.
- Faculty recognition includes state and national book prizes, two faculty who have served as the president of the Ohio Academy of History during the period under review, and the Brage Golding Distinguished Professor of Research, WSU. Public History adjunct faculty serve on the governor-appointed Ohio Historical Records Advisory Board and the Ohio Electronic Records Commission.
- Rho Sigma Chapter of Phi Alpha Theta (national History honor society)

### **Program learning outcomes**

1. Current students and graduates will communicate a sophisticated knowledge of history and disseminate it to the general public through completion of thesis projects, Public History capstone projects, Public History conferences, and other presentations and exhibits.
2. Current students and graduates will encourage others to explore and understand the historical context of their lives through public contact in societies, historical organizations, community and social groups, local and regional schools, History Day, and in museums and archives.
3. Graduates will continue to develop their own appreciation and knowledge of history through contact and networking with other historians (through the department, alumni, and professional organizations), and through a continued quest for knowledge by readings and primary research.
4. Students enrolled in the master of history program are prepared to matriculate into Ph.D. programs or to advance their careers in secondary education. Graduates in the Public History plan will be qualified to obtain employment in historical organizations, corporations, government, non-profits, archives, libraries, or museums.

### **Description of learning outcomes assessment program**

Data to assess the program are acquired through:

- informal contacts with alumni of the graduate program
- regular contacts with recent graduates of the graduate program
- review of work and achievements of graduates

In addition, the capstone projects, theses, and course intensive papers provide regular opportunities to assess students' work. Graduates' placement in employment and Ph.D. programs is a reliable external measure of the success of the program.

### **Summary of assessment findings for past five years**

Consistently, all assessment measures have been met. Students in the Public History concentration pursue internships at organizations including the National Museum of the United States Air Force, the Smithsonian Institution, the University of Dayton Archives, and Dayton History, Inc., to name a few. Current students and alumni have been extraordinarily active in the curation of museum exhibits, research projects, publications, and consulting nationwide as well as locally, thanks partly to the capstone projects and internships required of all students in the Public History concentration. Graduates and current students alike have been very active in the annual meetings of major professional associations, including the Ohio Academy of History, the Society of American Historians, the Society of American Archivists, the Society of Ohio Archivists, and the Ohio Association of Historical Societies and Museums. Our graduates (in particular, our Public History graduates, who constitute the vast majority of our graduate history students) are maintaining close professional ties with historians at other institutions, and—largely thanks to Dawne Dewey, the director of the Public History concentration—the alumni have continued to keep in close contact with fellow WSU graduates. Consistently, about 66% of our graduates find employment in the field or pursue a Ph.D. in History.

### **Major curricular changes since last review (or past five years)**

- With the switch to semesters, we renumbered most courses and eliminated some that were no longer viable.
- “Concentrations” were introduced to replace “tracks” and “plans.” The concentrations are recognized by the university and noted on graduates’ transcripts.
- Recognizing that some students in the Public History concentration are interested in areas outside the U.S., these students are now able to take one seminar in non-U.S. History.
- Graduate seminars are increasingly designed thematically, incorporating different geographic and chronological dimensions, such as both European and American components (for example, Atlantic World, the U.S. in the Middle East, and Decorative Arts). This allows students to have more options when choosing courses and reflects the shift in the field away from chronological and geographical boundaries.

**Graduate placement data, employer satisfaction**

Consistently, about 66% of our graduates find employment in the field or enter a Ph.D. program. Approximately 20% of students find other employment, and we have not been able to track the other students.

Students have entered Ph.D. programs at Ohio University and the University of Memphis.

Students have found employment at nationally recognized institutions, including the National Afro-American Museum and Cultural Center, the National Football League Hall of Fame, the National Park Service, the Smithsonian Institution, the Library of Congress, the State Archives of North Carolina, the Ohio History Connection, the National Museum of the United States Air Force, the Boonshoft Museum of Discovery, and Dayton History, Inc. They are also employed at a wide variety of additional local and regional historical institutions and archives.

**If program has professional accreditation, attach most recent review findings and recommendations**

N/A

## Departmental Summary

### Faculty demographics

	2008	2009	2010	2011	2012
Full	4	4	5	5	4
Associate	6.25	8.25	6.25	7.25	6.85
Assistant	4.3	4.3	4.6	4.6	4
Inst/Lect	1	1	1	1	3
Adjunct	5.83	4.67	6.08	3.92	3.5
Total	21.38	9.97	11.68	9.52	10.5

### Staffing Summary

	2008	2009	2010	2011	2012
Unclassified	0	0	0	0	0
Classified	1.75	1.75	1.75	1.75	1.75
Total	1.75	1.75	1.75	1.75	1.75

### Student/faculty ratio

	2008	2009	2010	2011	2012
Student FTE/Fac FTE	26.39	26.34	26.93	28.38	19.59

### Average class size

	2010	2011	2012
Lecture	50.85	56.22	56.38
Lab only			
Lecture/Lab	50.85	56.22	56.38

### Total of student data for all programs in unit

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	238	281	254	226	225
Graduates	54	33	75	45	56

### Total credit hours generated for unit

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Undergraduate</b>	17,643	19,059	19,168	12,926	11,604
<b>Graduate</b>	958	850	817	725	801
<b>Total</b>	<b>18,601</b>	<b>19,909</b>	<b>19,985</b>	<b>13,651</b>	<b>12,405</b>

### Course completions

	2008	2009	2010	2011	2012
<b>Undergraduate</b>	75.4%	75.6%	76.3%	77.3%	<b>77.9%</b>
<b>Master's</b>	84.2%	96.1%	96.8%	98.7%	<b>95.7%</b>

### Expense per student and revenue to expense ratio

	2008	2009	2010	2011	2012
<b>Expense per student</b>	\$3,047	\$3,230	\$2,858	\$3,113	\$4,068
<b>Rev/Expense</b>	3.566	3.404	3.894	3.572	2.953

### Research and External Funding

	2008	2009	2010	2011	2012
<b>External funding</b>				<b>\$60,000</b>	

### Future employment projections for discipline (to be provided to unit)

According to the Integrated Postsecondary Education Data System (IPEDS), growth possibilities are predicted for those who hold a B.A. and/or M.A. in History in the field of management, as historians, and as secondary and post-secondary teachers.

CIP	Program	Wright State University-Main Campus Completions (2012-2013)	Other Regional Completions (2012-2013)	Regional Openings (2014)	Median Hourly Earnings	Location	Total Jobs for the Occupational Group (2014)	Total Jobs for the Occupational Group (2017)	Growth in Jobs (2014-2017)	Annual Job Openings (2014)
<b>History Department</b>										
54.0101	History, General	42	169							
	Occupations:			219	\$31.31	Region:	7,146	7,164	0.3%	219
	Managers (11-9199)					State:	48,828	48,978	0.3%	4051
	Historians (19-3093)					US:	1,265,923	1,304,490	3.0%	46012
	History Teachers, postsecondary (25-1125)									
	Secondary School Teachers (25-2031)									

More useful for predicting employment opportunities for those who have a degree in History are the data from LinkedIn that show where those with a degree in History who are registered on LinkedIn work. The data are incomplete, for several reasons, including the use of LinkedIn primarily by those in the business community and its voluntary nature, but they are nevertheless useful. According to LinkedIn, substantial numbers of those who have studied History have found employment in the military, in technology (including IBM and Google), in the federal government, and in banking institutions such as Wells Fargo and JPMorgan/Chase. (source:

<http://historynewsnetwork.org/article/156656>)

The LinkedIn data show the flexibility of those who study History on the job market, which is the result of their acquisition of skills including writing clearly and persuasively, critical thinking, working in groups, and analyzing data. These skills will prepare them for a future that is in large part unknown. As David Tuffley has recently argued, the jobs of the future – many of which have not yet been invented, let alone imagined – will require those who can communicate, work in groups, process information, and adapt to new information. (source: <http://theconversation.com/job-survival-in-the-age-of-robots-and-intelligent-machines-33906>) Those who study History obtain those skills. Thus, the future employment for History graduates is bright.

### **Description of how unit programs and curricula are “mission critical” to the core Wright State educational experience**

Almost every WSU student takes at least one course offered by the History Department: either HST 1100 or HST 1200, both of which (along with CLS 1500) fulfill Area 3 – Global Traditions – in the Wright State Core. An average of 10-12 total sections of these courses are offered each year, in addition to 2-3 sections in the summer, serving approximately 1000 students each semester.

The study of History, whether in HST 1100/HST 1200, in the capstone seminar, or at the graduate level, fulfills the university mission to educate students to communicate effectively (objective 1), evaluate arguments and evidence critically (objective 3), apply the methods of inquiry of the ... social sciences (objective 4), demonstrate global and multicultural competence (objective 5), demonstrate understanding of contemporary social and ethical issues (objective 6), and participate in democratic society as informed and civically engaged citizens (objective 7).

History faculty are at the core of many of the interdisciplinary majors and minors in the College of Liberal Arts, including Social Science Education, African and African-American Studies, Women’s Studies, War & Society (minor), Middle Eastern and Islamic Studies (minor), and Russian Area Studies (minor).

History faculty teach courses that are required for other majors, including Social Science Education, African and African American Studies, Women’s Studies, and Middle Childhood Education.

History faculty teach courses and supervise theses in the Master of Humanities program.

The War & Society minor and graduate concentration are part of WSU’s commitment to serving military veterans enrolled at WSU as well as those employed at Wright-Patterson Air Force Base and their dependents.

The Public History concentration in the M.A. in Hlstory is one of the oldest and most significant areas of study in the Graduate School. Its students come from the U.S. and abroad, and its graduates have achieved success both nationally and internationally.

History department faculty have provided leadership and programming for the 2014-15 commemoration of World War I, “A Long, Long Way: Echoes of the Great War,” in collaboration with the Center for Collaborative Education, Leadership, and Innovation in the Arts (CELIA).

### **Faculty accomplishments and recognitions**

Paul Lockhart is currently the Brage Golding Distinguished Professor of Research, WSU (2014-17) and last year was the Senior Fellow, WSU Center for Collaborative Education, Leadership and Innovation in the Arts (CELIA), 2013-14.

Jacob H. Dorn and Jonathan Winkler have both served as president of the Ohio Academy of History during the period under review.

Carol Herringer served as president of the Midwest Conference on British Studies (2008-10)

Jonathan Winkler's monograph *Nexus: Strategic Communications and American Security in World War I* (Harvard University Press, 2008) was awarded the Theodore Roosevelt and Franklin D. Roosevelt Prize in Naval History (2008) and the Distinguished Publication Award from the Ohio Academy of History (2009).

Drew Swanson's *Remaking Wormsloe Plantation: The Environmental History of a Lowcountry Landscape* (U of Georgia Press, 2012) received the Malcolm Bell, Jr., and Muriel Barrow Bell Award for the year's best book from the Georgia Historical Society (2013) and the Award for Excellence in Research from the Georgia Historical Records Advisory Council (2013)

Faculty hold significant leadership positions at WSU, including Director of the University Honors Program (Susan Carrafiello), Director of the Social Science Education Program (Noeleen McIlvenna), and Faculty Fellow for the Center for Teaching and Learning (Sean Pollock).

Annually, 2-3 WSU teaching awards are won by faculty (including adjunct faculty who teach HST 1100 and HST 1200, all of whom have Ph.D.s or are in the final stages of completing a Ph.D.)

### **Programs and areas of recognized excellence with supporting evidence**

The Public History concentration in the M.A. in history is one of the oldest such programs of study in the U.S., having just celebrated its 40<sup>th</sup> anniversary. It is nationally and internationally recognized, as demonstrated by the recruitment of new students from around the country and from abroad and by the employment of graduates throughout the U.S. and even abroad.

Faculty research has been recognized by the awarding of prizes by state and national institutions and other honors.

- Drew Swanson's *Remaking Wormsloe Plantation: The Environmental History of a Lowcountry Landscape* (U of Georgia Press, 2012) received the Malcolm Bell, Jr., and Muriel Barrow Bell Award for the year's best book from the Georgia Historical Society (2013) and the Award for Excellence in Research from the Georgia Historical Records Advisory Council (2013);
- Jonathan Winkler's monograph *Nexus: Strategic Communications and American Security in World War I* (Harvard University Press, 2008) received the Theodore Roosevelt and Franklin D. Roosevelt Prize in Naval History (2008) and the Distinguished Publication Award from the Ohio Academy of History (2009)
- Jonathan Winkler was the recipient of a Smith Richardson Foundation Junior Faculty Fellowship (2010-11);
- Paul Lockhart delivered the Independence Day Oration at Faneuil Hall, Boston (2011).

Faculty have held leadership positions in professional organizations at the state and regional level:

- president of the Ohio Academy of History (Jacob Dorn, Jonathan Winkler);
- president of the Midwest Council on British Studies (Carol Herringer).

### **Capacity for growth of programs**

Enrollments in undergraduate History classes dropped after the switch to semesters, but they are beginning to climb again, and enrollment in a number of classes is now at capacity. We expect this trend to continue, and it will eventually necessitate the hiring of faculty in key areas including Medieval Europe and Modern Germany. New faculty will be needed not just to teach major classes, but also to teach the two classes required for the History major, HST 3000 and HST 4900, both of which are at or near capacity every semester.

The graduate program also has capacity for growth if additional faculty are hired. Many graduate seminars are now at or near capacity. While many advanced courses in the Public History concentration are not at capacity, the introductory courses in that area are at or near capacity. To expand the Public History concentration, we would need to hire another tenure-track position in U.S. history/Public History to eliminate the bottleneck presented by the introductory classes.

### **New program opportunities**

The recently-developed interdisciplinary War and Society minor, developed and directed by a History professor, draws on the existing strengths of the Department of History and other CoLA departments (including Classics, English, and Political Science). It is an important part of WSU's commitment to military veterans, current members of the military, and military dependents.

The recently-established graduate concentration in War and Society, developed and directed by a History professor, draws on the existing strengths of the department and is a recognition of WSU's commitment to military veterans, current members of the military, and military dependents. It has already been a key factor in recruiting students to the graduate program.

The recently-developed interdisciplinary Middle Eastern/Islamic Studies minor, developed and directed by an Associate Professor of History, draws existing courses into a flexible yet coherent minor that complements major programs in CoLA, including History, Modern Languages, and Political Science, as well as majors throughout the university, especially in the Raj Sooin College of Business.

The newly created double major (B.A.) in History and Computer Science provides students a program of study that equips them with two complementary sets of skills: the in-demand technical skills of computing and the research, communication, and critical thinking skills of History.

The Premed track for History majors allows students who wish to pursue a career in medicine to complete the required science courses while majoring in History. Recent trends in medical school admissions and training make the study of History in addition to the sciences excellent preparation for a career in the medical field.

There is an initiative to begin recruiting graduate students from China. In the summer of 2013, Dawne Dewey hosted representatives from the Terracotta Warrior Museum, and in October 2013 she represented the University in October 2013 on a trip to Xi'an China where she met with the curator of the Terracotta Warrior Museum. She also met with the Archivist at the University of Hong Kong who is a Wright State University Public History graduate. This has created ongoing links with museum

professionals in China. Plans are underway to host museum experts from the Terra Cotta Warrior Museum in the summer of 2015 as part of WSU's cultural exchange agreement in the University of Xi'an. Meetings and interaction with WSU Public History students will be planned as part of their visit.

**Proposals to enhance programs (if desired)**

The Medievalist historian in the Department left several years ago, leaving our students without a fulltime medievalist. Currently, an instructor who is a medievalist offers one upper-level course in the history of the Middle Ages each semester. These courses are popular and always fill or come close to filling. They are important in the History curriculum because they give students the longer view of history and teach students about earlier manifestations of conflicts, such as those between religion and the state or between the government and the elite. We have proposed a joint medievalist position with the Departments of Religion or English. This joint position would provide courses in medieval history and either literature or the history of Christianity in Western Europe. Filling this position will be key to regaining lost enrollment as well as to ensuring a comprehensive program for our undergraduate and graduate students.

The department has been without an historian of modern Germany (1871-1945) since 2006. Filling this slot will help us recover lost enrollment, as courses in modern Germany are always popular with students, and attract students who are majoring or minoring in German.

The most popular concentration in the graduate program is in Public History. Currently, that concentration is directed by the is Head, Special Collections and Archives, Wright State University Libraries, and the practical courses for the concentration are taught by adjuncts who are professionals in the field. These important connections with the local public history community are key to the success of the program. In the fall of 2013, Dr. Drew Swanson began a tenure-track position in U.S. History; his academic and employment background in Public History has meant that he has already made contributions to the Public History concentration. However, to continue to expand and strengthen this program, it would be advisable to hire another tenure-track position in either U.S. History with a specialization in Public History or in Public History.