

**MAJOR FIELD ASSESSMENT REPORT
M.A. IN HISTORY
2002-2003**

*Revised
Apr-30-2003*

MISSION

The Strategic Mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana.

The purposes of the Department of History and Political Science are to (1) increase the students' knowledge, train them in proper scholarly methods of research and writing, and prepare them for more effective teaching and for further graduate study, and (2) instruct students in the study of the past.

The purposes of the Master of Arts in History program are to (1) train students for careers in school teaching, government service, and business, and (2) prepare students for doctoral studies in History.

SCOPE

This report provides assessment information concerning all Goals and Expected Outcomes in the Major Field Assessment Plan for the Master of Arts in History Program for the academic years 1999-2000, 2000-2001, and 2001-2002. Where information is currently available, it also reports for the academic year 2002-2003 (information for some goals and expected outcomes will not be available until the completion of the academic year).

A longer-term perspective is useful for some expected outcomes, particularly with regard to the placement of graduates; presentations, prizes, and publications; and Master's theses. Therefore, this report includes information in these categories for the decade since 1992-93, when the Department of History and Political Science carried out fundamental revisions of the M.A. in History Program, which—with some further revisions—is currently in effect.

In 2003 the Department of History and Political Science adopted a new, more detailed Major Field Assessment Plan for the M.A. in History, replacing the previous plan, which took effect in 1996. The new plan, though articulated in the present format in 2003, reflects established practice in the Department of History and Political Science. Thus, information in this report—which is compiled annually—is presented in the new, more detailed format.

GOAL 1

Students completing the M.A. in History will have a broad knowledge of the field of History.

A. Expected Outcome

Students completing the M.A. in History program will demonstrate familiarity with the major personalities, events, trends, and institutions in American, British, and European History, including an understanding of the interaction and interconnection of political, constitutional, military, economic, social, cultural, and religious history, as well as an appreciation of the role played by women and minorities.

Assessment (I)

All students in good standing in the M.A. in History program and all those completing the program have maintained a cumulative grade point average of at least 3.0 on all coursework, with no grade lower than a C.

All students take the following required courses in American, British, and European History.

History 605: Seminar in American History to 1800
 History 606: Seminar in American History 1800-1900
 History 607: Seminar in American History since 1900
 History 625: Seminar in British History
 History 626: Seminar in European History to 1500
 History 627: Seminar In European History since 1500
 History 630: Seminar in the History of Western Thought

Assessment (II)

Comprehensive Examination.

All students completing the M.A. in History program satisfactorily have completed a written and oral Comprehensive Examination, based on all graduate coursework. The written portion of the exam (10 hours) consists of mandatory questions from all faculty members with whom students have done coursework. The oral portion of the exam (2 hours) is held only after students have passed the written portion. The panel of examiners for the oral portion includes all members of the graduate faculty. Students who fail any part of the Comprehensive Examination must retake that part within one year of the original exam and satisfactorily complete it or face dismissal from the program. Students who fail the Comprehensive Examination will be dismissed from the program.

Students must pass at least 80% of the written questions and receive a passing vote from at least 80% of the panel for the oral examination.

For a list of students who have completed the program since 1992-1993, see below under "Graduate Placement."

The following students have passed the comprehensive exam but have not yet completed and defended the M.A. thesis.

Andrew Beaujeaux
 Patrick Hotard

B. Expected Outcome

Students completing the M.A. in History program will demonstrate familiarity with the major personalities, events, trends, and institutions in the areas of History covered in their elective coursework, including an understanding of the interaction and interconnection of political, constitutional, military, economic, social, cultural, and religious history, as well as an appreciation of the role played by women and minorities.

Assessment (I)

All students in good standing in the M.A. in History program and all those completing the program have maintained a cumulative grade point average of at least 3.0 on all coursework, with no grade lower than a C.

Students in the Thesis Option must complete 12 additional hours from the courses listed below, including 6 hours of History 770. This may include 6 hours in Political Science or Philosophy.

History 602: Readings
 History 610: Seminar in Southern History
 History 611: Seminar in Louisiana History

History 621: Independent Study
 History 698: Selected Topics in History
 History 770: Thesis
 Political Science 500 or 600 level courses (no more than 6 hours)
 Philosophy 500 level courses (no more than 6 hours)

Students in the Non-Thesis Option must take 12 additional hours from the courses listed below. This may include 6 hours in Political Science or Philosophy.

History 602: Readings
 History 610: Seminar in Southern History
 History 611: Seminar in Louisiana History
 History 621: Independent Study
 History 655: Seminar in History and Government for Teachers
 History 698: Selected Topics in History
 Political Science 500 or 600 level courses (no more than 6 hours)
 Philosophy 500 level courses (no more than 6 hours)

Assessment (II)

Comprehensive Examination (see above, Goal 1, A).

C. Expected Outcome

History majors will express satisfaction with the quality of instruction and the overall learning environment provided by the Department of History and Political Science.

Assessment

Southeastern Louisiana University Exit Survey

The data for 1999-2000, 2000-2001, and 2001-2002 indicate that the vast majority of students in the M.A. in History Program are satisfied with the program.

1=very dissatisfied, 5=very satisfied

	1	2	3	4	5
Clarity of the degree requirements					
1999-2000	00.0	00.0	33.3	16.7	50.0
2000-2001	25.0	00.0	25.0	25.0	25.0
2001-2002	00.0	00.0	00.0	25.0	75.0
Opportunities interact w/faculty outside class					
1999-2000	00.0	16.7	00.0	16.7	66.7
2000-2001	00.0	00.0	00.0	50.0	50.0
2001-2002	00.0	00.0	25.0	00.0	75.0
Effectiveness of faculty as teachers					
1999-2000	16.7	00.0	00.0	50.0	33.3
2000-2001	00.0	25.0	00.0	25.0	50.0
2001-2002	00.0	25.0	00.0	25.0	50.0
Friendliness and helpfulness of office staff					
1999-2000	00.0	16.7	00.0	33.3	50.0
2000-2001	00.0	00.0	00.0	75.0	25.0
2001-2002	00.0	25.0	00.0	00.0	75.0
Faculty interest in academic development					
1999-2000	16.7	00.0	00.0	33.3	50.0
2000-2001	00.0	00.0	25.0	25.0	50.0

2001-2002	25.0	00.0	00.0	00.0	75.0
Effectiveness of beginning courses					
1999-2000	00.0	00.0	16.7	33.3	50.0
2000-2001	25.0	00.0	00.0	25.0	50.0
2001-2002	00.0	00.0	25.0	50.0	25.0
Quality of instruction in advanced courses					
1999-2000	16.7	00.0	00.0	16.7	66.7
2000-2001	00.0	25.0	00.0	00.0	75.0
2001-2002	00.0	00.0	25.0	25.0	50.0
Professional activities, associations, clubs					
1999-2000	00.0	16.7	50.0	16.7	16.7
2000-2001	00.0	00.0	50.0	25.0	25.0
2001-2002	00.0	00.0	25.0	00.0	75.0
Hands-on experiences outside classroom					
1999-2000	00.0	16.7	16.7	50.0	16.7
2000-2001	00.0	00.0	50.0	25.0	25.0
2001-2002	00.0	00.0	25.0	00.0	75.0
Interaction w/faculty research/scholarship					
1999-2000	16.7	00.0	33.3	33.3	16.7
2000-2001	00.0	00.0	25.0	25.0	50.0
2001-2002	25.0	00.0	00.0	25.0	50.0
Availability of required courses					
1999-2000	00.0	00.0	16.7	16.7	66.7
2000-2001	00.0	00.0	00.0	50.0	50.0
2001-2002	00.0	00.0	00.0	50.0	50.0
Availability of elective courses					
1999-2000	00.0	00.0	16.7	33.3	50.0
2000-2001	00.0	00.0	00.0	25.0	75.0
2001-2002	00.0	25.0	00.0	00.0	75.0
Quality of instruction on standards/ethics					
1999-2000	00.0	16.7	16.7	33.3	33.3
2000-2001	00.0	00.0	25.0	25.0	50.0
2001-2002	00.0	25.0	00.0	00.0	75.0
Friendliness and helpfulness of faculty					
1999-2000	16.7	00.0	00.0	33.3	50.0
2000-2001	00.0	00.0	00.0	75.0	25.0
2001-2002	25.0	00.0	00.00	00.0	75.0
Opportunities to collaborate w/other students					
1999-2000	00.0	16.7	16.7	33.3	33.3
2000-2001	00.0	25.0	25.0	00.0	50.0
2001-2002	00.0	00.0	25.0	25.0	50.0
Computer resources for courses in major					
1999-2000	00.0	00.0	16.7	33.3	50.0
2000-2001	00.0	25.0	00.0	25.0	50.0
2001-2002	00.0	00.0	25.0	25.0	50.0
Library resources related to your major					
1999-2000	16.7	00.0	33.3	33.3	16.7
2000-2001	00.0	00.0	25.0	25.0	50.0
2001-2002	25.0	00.0	00.0	00.0	75.0
Use of appropriate technology in classroom					
1999-2000	00.0	00.0	16.7	33.3	16.7
2000-2001	00.0	50.0	25.0	00.0	25.0
2001-2002	00.0	50.0	25.0	00.0	25.0
Facilities and equipment related to major					
1999-2000	00.0	33.3	16.7	33.3	16.7
2000-2001	00.0	25.0	00.0	50.0	25.0

2001-2002	00.0	25.0	00.0	25.0	50.0
Help from faculty re further education					
1999-2000	16.7	00.0	16.7	33.3	33.3
2000-2001	00.0	00.0	25.0	50.0	25.0
2001-2002	25.0	00.0	00.0	00.0	75.0
Size of classes in major					
1999-2000	00.0	00.0	00.0	16.7	83.3
2000-2001	00.0	00.0	00.0	25.0	75.0
2001-2002	00.0	00.0	00.0	00.0	100
Help from faculty re employment					
1999-2000	00.0	16.7	50.0	16.7	16.7
2000-2001	25.0	25.0	00.0	00.0	50.0
2001-2002	25.0	00.0	00.0	25.0	50.0
Overall quality of department					
1999-2000	16.7	00.0	00.0	50.0	33.3
2000-2001	00.0	00.0	25.0	25.0	50.0
2001-2002	00.0	00.0	25.0	25.0	50.0
Overall quality of degree program					
1999-2000	00.0	00.0	33.3	50.0	16.7
2000-2001	00.0	00.0	25.0	25.0	50.0
2001-2002	00.0	00.0	00.0	25.0	75.0
Usefulness of academic advice from advisor					
1999-2000	00.0	16.7	33.3	33.3	16.7
2000-2001	00.0	00.0	00.0	25.0	75.0
2001-2002	25.0	00.0	00.0	25.0	50.0
Advisor's knowledge of requirements					
1999-2000	00.0	16.7	33.3	33.3	16.7
2000-2001	00.0	00.0	00.0	25.0	75.0
2001-2002	25.0	00.0	00.0	00.0	75.0
Accessibility of advisor					
1999-2000	00.0	16.7	33.3	00.0	50.0
2000-2001	00.0	00.0	00.0	25.0	75.0
2001-2002	25.0	00.0	00.0	00.0	75.0
Advisor's concern w/academic goals					
1999-2000	16.7	16.7	00.0	50.0	16.7
2000-2001	00.0	00.0	25.0	25.0	50.0
2001-2002	25.0	00.0	00.0	25.0	50.0
Global perspective of courses					
1999-2000	-----	-----	-----	-----	-----
2000-2001	-----	-----	-----	-----	-----
2001-2002	00.0	00.0	33.3	00.0	66.7
Relevancy of courses					
1999-2000	-----	-----	-----	-----	-----
2000-2001	-----	-----	-----	-----	-----
2001-2002	00.0	00.0	00.0	33.3	67.7

GOAL 2

Students completing the M.A. in History will demonstrate the knowledge and skills necessary for engaging in professional scholarship.

A. Expected Outcome

Students completing the M.A. in History will have the knowledge and skills necessary to conduct scholarly research in archives, libraries, museums, via the internet, and through

other means; to perform critical analysis of both primary and secondary sources; and to write and present scholarly papers in a professional manner.

Assessment (I)

All students in good standing in the M.A. in History program and all those completing the program have maintained a cumulative grade point average of 3.0 on all coursework, with no grade lower than a C.

All students take the following required course:

History 600: Historical Research

All other required and elective courses in the M.A. in History program require thousands of pages of reading, multiple written assignments, and multiple oral presentations.

Assessment (II)

Comprehensive Examination (see above, Goal 1, A).

B. Expected Outcome

Students completing the M.A. in History will have experience of the vigorous scholarly exchange that occurs at professional meetings.

Assessment (I)

All students in the M.A. in History program are required to attend a monthly Works-in-Progress Seminar at which faculty, graduate students, and visiting scholars present the results of ongoing research for books, articles, or M.A. theses. This promotes a greater sense of community among faculty and students, allows participants to present their own work in a congenial atmosphere and benefit from their colleagues' constructive criticism, and gives students experience with the scholarly give-and-take that occurs at professional conferences and in thesis defense. For detailed evidence of participation, see below under "M.A. Candidate Presentations, Prizes, and Publications."

Assessment (II)

All students in the M.A. in History program have the opportunity (though they are not required) to attend professional conferences and/or present papers at such conferences.

Most students in the M.A. in history program are members of the Gulf South Historical Association, the Louisiana Historical Association, Phi Alpha Theta (the History honor society), and the Southeast Louisiana Historical Association. For detailed evidence of participation, see below under "M.A. Candidate Presentations, Prizes, and Publications."

M.A. Candidate Presentations, Prizes, and Publications, 1993-2003

Dawn Alder, "Kennedy the Candidate," Works-in-Progress Seminar, 1996

Keith Altazin, "The Pilgrimage of Grace," Louisiana Historical Association (Phi Alpha Theta), 2003

Angie Reese Anderson, "Jimmie Davis: From Sharecropper's Cabin to the Governor's Mansion," Works-in-Progress Seminar, 1995

Janet Busekist, "The Black Death: Is the Rat the Only Villain?" Works-in-Progress Seminar, 1999

Caroline Capps, "Women and the Death Penalty in Louisiana," Louisiana Historical Association (Phi Alpha Theta), 1997

Caroline Capps, "Women and the Death Penalty in the South," Works-in-Progress Seminar, 1998

Megan Dee, "Southern Belles and Ballots: Louisiana's Failure to Ratify the Nineteenth Amendment," Works-in-Progress Seminar, 1997

Megan Dee, "The Women's Suffragette Convention in New Orleans in 1905," Louisiana Historical Association (Phi Alpha Theta), 1997

Winner of the Hugh F. Rankin Prize for Best Graduate Student Paper, 1997

Charles Dellert, "Death and Disappearance: An Examination of the Correspondence Associated With the Investigation of the Disappearance of Colonel Albert Jennings Fountain," Louisiana Historical Association (Phi Alpha Theta), 2003

Charles Dellert, "Documentation in the Search for Documents," Works-in-Progress Seminar, 2003

Charles Dellert, "Michael Collins," Southwestern Social Sciences Association, 2002

Charles Dellert, participant in documentary film, *Louisiana's Florida Parishes: Securing the Good Life from a Troubled Land* (2002), Center for Southeastern Louisiana Studies and L.E. Wallace Productions

Charles Dellert, participant in documentary film, *Louisiana's Florida Parishes: The Original Lone Star Republic* (2003), Center for Southeastern Louisiana Studies and L.E. Wallace Productions

Charles Dellert, participant in Wade Heaton (Togaman.com) presentation, "The Toga: More than Clothing," AIA/APA Conference, 2003

Charles N. Elliott, "Bienville's English Turn Incident: An Anecdotal Event in Gulf South History Reconsidered Within the Context of Colonial North America," Gulf South Historical Association, 1997

Winner of the William S. Coker Prize in Gulf South History, 1997

Published in *Gulf South History*, vol. 14, no. 2 (spring 1999), and in Samuel C. Hyde, Jr., C. Howard Nichols, and Charles N. Elliott, eds., *Carnivals and Conflicts: A Louisiana History Reader* (Harcourt, 2000).

Charles N. Elliott, "Huguenot, Chickasaw, Choctaw, and English Turn: M. de Bienville Makes Louisiana French," Works-in-Progress Seminar, 1996

Charles N. Elliott, "Fleur de Lys and Tomahawk: French and Indian Relations in Colonial Louisiana," Works-in-Progress Seminar, 1995, and Louisiana Historical Association, 1996

Charles N. Elliott, monthly book review column in *South Baton Rouge Journal*

Ray Fitch, "The Brooks Hays Incident: Bogalusa Enters the Civil Rights Movement, January-February 1965," Works-in-Progress Seminar, 1996

Bryan Gowland, "The St. Bernard Trappers' War," Louisiana Historical Association (Phi Alpha Theta), 1998, Works-in-Progress Seminar, 1999, and Southeast Louisiana Historical Association, 2000.

Accepted for publication in *Louisiana History*.

Bryan Gowland, "Could variation in the coloring of largemouth bass provide an example of natural selection?" in *The Pick*, vol. 27, 2001.

Shane Hodgson, "A Survey of Sea Captains' Protests to New Orleans Notaries Regarding Maritime Incidents in the Atlantic Ocean and the Gulf of Mexico," Works-in-Progress Seminar, 1995, and Louisiana Historical Association, 1995

Published in New Orleans Notarial Archives newsletter.

Becky Johnson, "The Evolution of International Cooperation for the Advancement of Space Inhabitation and Technologies," Works-in-Progress Seminar, 2000

Becky Johnson, "The Era of Soviet Space Stations," Southwest Social Sciences Association, 2003

Catherine Jones, "*Semper Paratus*: The U.S. Life-Saving Service," Works-in-Progress Seminar, 1996

Karen Lanoux, "Edward Sparrow," North Louisiana Historical Association

3rd Place, North Louisiana Historical Association Award for Student Papers

Paul McHale, "William Walker's Neutrality Law Violations Regarding Filibuster Recruiting, 1855-60," Works-in-Progress Seminar, 1996

Paul Miller, "The Administration of the Scottish Borders, 1513-1603," Works-in-Progress Seminar, 1995

Paul Miller, articles in Jo Eldridge Carney, ed., *Renaissance and Reformation 1500-1620: A Biographical Dictionary* (Greenwood Press, 2001): "Charles V," 85-86; "Girolamo Fracastoro," 144-46; "Ulrich von Hutten," 201-3; "Simon Stevin," 335-36; "Andreas Vesalius," 365-66.

Paul Miller, articles in Ronald H. Fritze and William B. Robison, eds., *Historical Dictionary of Late Medieval England 1272-1485* (Greenwood Press, 2002): "David II," 145-47; "Battle of Dupplin Muir," 162-63; "Great Cause," 230-31; "Andrew Harclay, Earl of Carlisle," 238-39; "Robert II," 476-77; "Robert III," 477-78; "Scotland," 488-95; "William Scrope, 1st Earl of Wiltshire," 496-97.

Paul Miller, articles in Ronald H. Fritze and William B. Robison, eds., *Historical Dictionary of Stuart England 1603-1689* (Greenwood Press, 1996): "Anne" [Queen], 20-21; "Henrietta Maria" [Queen], 227-28; "Declaration of Indulgence (1672)," 251-52; "Declaration of Indulgence (1687, 1688)," 252-53; "Kirk (Church of Scotland)," 276-80.

Paul Miller, articles in Jana K. Schulman, ed., *The Rise of the Medieval World 500-1300: A Biographical Dictionary* (Greenwood Press, 2002): "Pope Alexander III," 20-21; "Pope Benedict IX," 60; "Pope Calixtus II," 90-91; "Pope Eugenius III," 138-39; "Pope Honorius III," 221-22; "Pope Innocent IV," 236; "Pope Leo X," 268-69; "Pope Nicholas I," 310-11.

Paul Miller, articles in Andrew G. Traver, ed., *From Polis to Empire—The Ancient World c.800 B.C.-A.D. 500: A Biographical Dictionary* (Greenwood Press, 2002): “Megasthenes,” 252; “Gnaeus Pompeius Trogus,” 387-88.

Charles Paine, “Sleeping with the Enemy: Conciliar Politics during the reign of Henry IV,” Works-in-Progress Seminar, 1999

Charles Paine, in Ronald H. Fritze and William B. Robison, eds., *Historical Dictionary of Late Medieval England 1272-1485* (Greenwood Press, 2002): “Statutes of Kilkenny,” 300-1; “Battle of Shrewsbury,” 501-2.

Charles Paine, articles in Andrew G. Traver, ed., *From Polis to Empire—The Ancient World c.800 B.C.-A.D. 500: A Biographical Dictionary* (Greenwood Press, 2002): “Cassius Dio,” 84; “Gaius Seutonius Tranquillus,” 365-66.

Patricia Reed, “The Development of the Nazi Movement in Austria: 1920-1925,” Louisiana Historical Association (Phi Alpha Theta) 1998

King Robinson, “Bernardo de Galvez and the American Revolution,” Louisiana Historical Association (Phi Alpha Theta), 2002; Gulf South Historical Association, 2002; and Works-in-Progress Seminar, 2003

Preston Rodrigue, “The New Orleans Police Strike of 1979,” Works-in-Progress Seminar, 2001

Reginald Span, “Prosperity and Peril in the Piney Woods: An Examination of the Negro Communities of the Eastern Florida Parishes, 1920-1940,” Works-in-Progress Seminar, 2002, and Gulf South Historical Association, 2002.

April Thompson, “Sins of the Father: The Life of Sergei Michailovich Trufanov,” Works-in-Progress Seminar, 2001, and Southwest Social Science Association, 2001

Mary Windecker, “The Philosophies of John Stuart Mill as a Guide for the World,” in *The Pick*, Vol. 27, 2001.

C. Expected Outcome

All students in the Thesis Option will present a defensible thesis.

Assessment

Students in the Thesis Option must defend their theses before a forum of graduate faculty and graduate students. Before being recommended for graduation, students must receive approval for their theses from the Department Head, Graduate Coordinator, Major Professor, and Thesis Committee members, who may solicit advice from other members of the graduate faculty. The thesis must conform to the format of the most recent edition of the *Chicago Manual of Style*.

Master's Theses 1993-2003

[List of pre-1993 theses available upon request]

Dawn Alder, “Covering Kennedy: A Journalistic Comparison,” 1996

- Angie Reese Anderson, "Jimmie Davis: From Sharecropper's Cabin to the Governor's Mansion," 1995
- Lulrick Balzora, "The History of the Haitian Southern Baptist Churches in South Florida," 1998
- Lynette Bech, "Eugenics and the Disabled: Unwanted Lives," 2002
- Melody D. Bonnette, "The Louisiana Phoenix: A Study of the First Three Gubernatorial Administrations of Edwin W. Edwards," 1994
- Janet [Busekist] Davis, "Problems with the Traditional View of the Black Death: Is the Rat the Only Villain?" 2000
- Megan L. Dee, "Southern Belles and Ballots: Louisiana's Failure to Ratify the Susan B. Anthony Amendment," 1998
- Charles N. Elliott, "Bienville's English Turn Incident: An Anecdotal Event in Gulf South History Reconsidered within the Context of Colonial North America," 1997
- John Filostrat, "The U.S.S. Kidd (DD-667): The Final Voyage," 1997
- Keith M. Finley, "Lyndon Johnson and the Civil Rights Act of 1957: A Reassessment," 1999
- Richard Haydel, "The Early Congressional Career of James Hobson Morrison, 1942-1943," 1993
- Hal R. Hopson, "The Confederate Loss of New Orleans: A Reassessment," 1994
- Catherine G. Jones, "Guardians of the Coast: Operations of the United States Life-Saving Service," 1996
- David Kubilus, "The Sanson Family of Executioners," 2003
- Paul D. Miller, "The Administration of the Scottish Borders, 1513-1603," 1995
- Patricia D. Reed, "Our Brother's Keeper: The United States of America's Involvement in the Reconstruction of Austria 1918-1923," 2001
- Michael W. Richardson, "The War over Star Wars: Ideology and the Strategic Defense Initiative," 2000
- Preston Rodrigue, "The New Orleans Police Strike, 8 February to 4 March 1979," 2000
- John E. Shaffett, "The Missionary Career of J. B. Hartwell," 1996
- Daniel L. Simon, "Joseph, Origen, and Eusebius: The Unresolved Issues in the *Testimonium Flavianum* with Comparisons between Christian Commentaries in Late Antiquity," 1999
- Reginald Span, "Prosperity and Peril in the Piney Woods: An Examination of the Negro Communities of the Eastern Florida Parishes, 1920-1940," 2002
- Narvell Strickland, "A History of Mississippi Cotton Mills and the Sanders Magnolia Mill Village," 1995
- Aynur Turk-Asova, "The Nineteenth Century Reform Movements in the Ottoman Empire," 1996

Matthew Wohlfarth, "English Separatist and Dutch Mennonite Influence on Seventeenth-Century English Baptist Confessions of Faith," 2002

GOAL 3

History majors will be prepared for further graduate study and/or a variety of professions and vocations.

A. Expected Outcome

At least 50% of students completing the M.A. in History program will be accepted to doctoral programs or other additional graduate study (including law school) or will be employed in a profession that utilizes the knowledge and skills acquired in the M.A. in History program within six months after graduation.

Assessment

The Department of History and Political Science maintains relevant records, indicating that among 46 graduates for the period 1993-2002, 89% (41) were accepted to doctoral programs or other additional graduate study (including law school) or were employed in a profession that utilizes the knowledge and skills acquired in the M.A. in History program within six months after graduation.

Overall 97% (44 of 46) were employed.

Placement of Graduates 1993-2003

Dawn Alder	1996	Ph.D. in History Program University of Southern Mississippi
Angie Anderson	1995	Instructor in History Southeastern Louisiana University
Lulrick Balzora	1998	Chaplain United States Navy
Lynette Bech	2002	Unemployed Seeking position in journalism
Melody Bonnette	1994	Instructor, Northshore High School Louisiana Teacher of the Year 1999
Edward Brown	1996	Instructor in History Southeastern Louisiana University
Janet Busekist	2000	Ph.D. in Urban History Program University New Orleans
Edward Butler	2001	Law School Loyola University of New Orleans
Caroline Capps	2002	Instructor St. Tammany Parish
Munson Chauvin	1993	Manager Jacmel Restaurant
Megan Dee	1998	Sales Representative, Pfizer Pharmaceutical Instructor in History (part-time), Southeastern
Deanna Dowell	1996	Unemployed Seeking academic position
Hunter Durham	2002	Instructor in Basic Studies Southeastern Louisiana University
Charles Elliot	1997	Asst Director, Center Southeast Louisiana Studies Instructor in History, Southeastern

Jeanette Enmon	1997	Instructor Pearl River Junior High School
John Filostrat	1997	Correspondent Associated Press (New Orleans Bureau)
Keith Finley	1998	Ph.D. in History Program Louisiana State University
Daryl Graham	2000	Louisiana State Police Instructor, Baton Rouge Community College
John Hanchey	1999	Instructor Episcopal High School of Baton Rouge
Floyd Harvey	2000	Instructor Kentwood High School
Richard Haydel	1993	Ph.D. in History Program Mississippi State University
Amy Henderson	1994	U.S. Air Force Assigned to the Pentagon
Shane Hodgson	1996	Library Tulane University
Hal Hopson	1994	Instructor in History Delgado Community College
Drena Hutchinson	1997	Instructor St. Tammany Parish
Catherine Jones	1996	Library Assistant in Special Collections Hill Memorial Library, Louisiana State University
David Kubilus	2003	New Graduate Bartender, seeking academic employment
Timothy McClendon	1997	Analyst National Science Foundation
Paul Miller	1995	Ph.D. in History Program Louisiana State University
Meg Niehaus	1998	Instructor in History Southeastern Louisiana History
Patty Reed	2001	Instructor Florida School System
Michael Richardson	2000	Analyst Office of Veterans Affairs
Preston Rodrigue	2001	Engineer, Shell Petroleum Lieutenant Colonel (retired), U.S. Army
Scarlet Savoye	2001	Instructor Mississippi School System
Daniel Simon	2000	Assistant, Agricultural Center Louisiana State University
Paul Smith	1999	Instructor North Carolina School System
Reginald Span	2002	Ph.D. in History Program Tulane University
John Starns	1997	M.A. in Public Administration Program Arkansas State University
John E. Shaffett	1996	Librarian, University of Mobile (M.L.S. Louisiana State University)
Narvell Strickland	1994	National Arbitration Board of National Labor Relations Board
Jennifer Thompson	1998	Accountant Franco's Restaurant
Richard Thompson	1994	Instructor Mandeville High School

Kathleen Thornton	1999	Instructor Denham Springs High School
Aynur Turk-Asova	1996	Ph.D. program State University of New York at Binghamton
Irvin West	1998	Instructor Tangipahoa School System
Matthew Wohlfarth	2002	Minister, Jonesboro Baptist (Ph.D. New Orleans Baptist Theological Seminary)

Placement of Selected Current M.A. Candidates 2003

This list includes only current M.A. candidates with current placement in a position that utilizes the knowledge and skills acquired in the M.A. in History program.

Keith Altazin	Instructor Broadmoor High School, Baton Rouge
Louise Barakat	Instructor Covington High School
Clay Chutz	Louisiana State Police Chauffeur/bodyguard, Governor of Louisiana
Patrick Hotard	Executive Director Jefferson Davis Home and Presidential Library
Brian O'Hara	Instructor Florida School System
Bryan Gowland	Mayor, Abita Springs, Louisiana Instructor, Fontainebleau Junior High
Jennifer Masters	Instructor St. Tammany Parish School System
Joel Ocana	Office of the Registrar Herzig College, New Orleans
April Thompson	Office of the Registrar Herzig College, New Orleans

APPLICATION OF ASSESSMENT INFORMATION

In 1992-1993 the Department of History and Political Science implemented a fundamental revision of the M.A. in History program in order to increase enrollment, improve the quality of students in the program, raise the completion rate, and enable more graduates to gain admission to doctoral programs and other graduate programs (including law school) or find employment in a profession that utilizes the knowledge and skills acquired in the M.A. in History program.

The 1992-1993 revisions provided for mandatory 600-level seminar courses in Historical Research, American History (two semesters), British History, European History (two semesters), with strong electives in Louisiana History, Southern History, and Western Thought. It eliminated the previous practice of allowing students to earn graduate credit in 400/500-level undergraduate/graduate lecture courses. The revised program includes a much more demanding comprehensive exam, with a ten-hour written portion and a two-hour oral portion.

Initially the department intended to offer 600-level History courses on a two-year cycle; however, increased enrollment led the department to offer all of these courses annually.

Further revisions implemented in 1996-97 expanded the required courses in American History from two to three semesters and made Western Thought a required course.

Since the revision of 1992-1993 the M.A. in History program has earned SACS reaccreditation (1995) and has won approval of the Board of Regents during two reviews of Low-Completer Programs (1994) and

Program Duplication (1996). The M.A. in History is no longer considered a “low-completer” program and is seen as occupying a unique niche in preparing students for Ph.D. programs, providing school teachers with additional knowledge (all courses are offered at night in the fall and spring semesters or in the summer term), and in preserving the history of southeast Louisiana in conjunction with the Center for Southeast Louisiana Studies, the Florida Parishes Social Science Research Center, and the Southeast Louisiana Historical Association.

In 1996 the department carried out significant revisions in the B.A. in History program, which it implemented in the 1996-97 academic year. At the same time the department adopted a plan for hiring new faculty to further strengthen both the B.A. and M.A. programs, which it has implemented as follows.

In 1996 the department strengthened its European History faculty by hiring two new tenure-track Assistant Professors—Dr. Judith Fai-Podlipnik (Ph.D., Florida State University) in Modern European History and Dr. Andrew Traver (Ph.D., Centre for Medieval Studies, University of Toronto) in Ancient and Medieval History. Both earned tenure and promotion to Associate Professor effective 2002-2003.

In 2001 the department replaced retiring American History faculty members with three new tenure-track Assistant Professors—Dr. Harry Laver (Ph.D., University of Kentucky) in Military and Frontier History, Dr. Christopher Leahy (Ph.D., Louisiana State University) in 18th and 19th Century American History, and Dr. Randy Sanders (Ph.D., Louisiana State University) in 20th Century American History.

In 2003 the department hired a new tenure-track Assistant Professor in Public History—Dr. David Benac (Ph.D., University of Missouri)—who will take the leading role in developing a new Public History Option in the M.A. Program in response to growing demand for such an option and in strengthening the department’s relationship with the B.A. in Cultural Resource Management program (a logical recruiting base for the Public History Option).

Veteran department faculty members have won a number of awards. Recipients of the Southeastern Louisiana University President’s Award for Excellence in Research include Dr. Bertram Groene (retired), Dr. Samuel Hyde, Dr. Lawrence Hewitt (retired), and Dr. Michael Kurtz. Recipients of the President’s Award for Excellence in Teaching include Dr. Barbara Forrest, Dr. Michael Kurtz, Mr. Howard Nichols (retired), and Dr. William Robison.

Dr. Samuel Hyde currently holds the Leon Ford Chair in History in the Center for Southeast Louisiana Studies. Mr. Howard Nichols held the Woman’s Hospital Distinguished Teaching Professorship in the Humanities (1995-98). Dr. William Robison held the Fay Warren Reimers Distinguished Teaching Professorship in the Humanities (1996-99). Dr. Barbara Forrest currently holds the Woman’s Hospital Distinguished Teaching Professorship in the Humanities (2001-2004). Dr. Jeffrey Bell currently holds the C. Howard Nichols Professorship in History and Government (2002-2005). Dr. Kurt Corbello currently holds the Johnny R. Smith Professorship in History and Political Science (2002-2005).

In the decade since the new M.A. in History curriculum was implemented, the department has significantly upgraded the research collection in the Sims Memorial Library. It also has had considerable input into the library’s decision to acquire numerous on-line research tools, including America: History and Life, Historical Abstracts, Ingenta, and JSTOR, to name but a few. History 600: Historical Research now includes instruction on the use of technological resources for historical research. All graduate students now have borrowing privileges at all state-funded university libraries.

In response to student demand for greater exposure to scholars from both on-campus and off-campus, the department has increased its role in Fanfare, the university’s annual celebration (October) of the arts and humanities: after many years of informal participation, the department inaugurated the “Then and Now” Fanfare History and Politics Lecture Series in 2002. It also is the sole sponsor for the Black History Month Lecture Series (February), is co-sponsor of the Deep Delta Civil War Symposium (June), the Matheny Lectures on Science and Religion (April), the Southeast Louisiana Historical Association Lectures (April and December), and Women’s History Month (March), provides sponsorship for numerous

individual lectures, and helps generate an audience for the Morrison Lecture on Politics and Government sponsored each year by the Center for Southeast Louisiana Studies.

In response to graduate student demand for greater support for research and scholarly presentation, the department has dramatically increased funding for such activities through a special account in the Southeastern Development Foundation. While the department honors donor requests for privacy, a detailed accounting of expenditures is available upon request.

The department currently has eight graduate assistantships and has a strong record of placing graduate students in assistantships elsewhere on campus, particularly in the Center for Southeast Louisiana Studies. The department provides all departmental graduate assistants with a personal computer and on-line access in the Graduate Assistant Office.

In 2002 the Board of Regents recognized the Department of History and Political Science as forming part of an Area of Excellence in Creative Arts and Cultural Studies along with the Department of English, the Department of Music and Dramatic Arts, and the Center for Southeast Louisiana Studies.

The department currently is working with the College of Education and Human Development to demonstrate that the M.A. in History program currently meets the newly articulated requirements of the Governor's Blue Ribbon Commission on Teacher Quality for an Advanced Master's Program for Social Studies Teachers.

Perhaps the most significant indicator that assessment leads to improved learning is that since the department implemented a much more demanding curriculum a decade ago, the number of graduate students has increased, the quality of those students has risen markedly, and the performance of students in classes, on the Master's comprehensive exam, in Master's thesis defenses, and in public presentations has improved dramatically.