



History Annual Assessment 2018-2019

Annual Assessment 18-19

History

Program Profile

Program Mission Statement

Please insert your program mission statement here

The William Woods University Bachelors of Arts in History program will introduce you to thinking critically about the cultural, political, economic and social sides of history. You will gain concrete skills in analytical reasoning, public speaking, making compelling arguments, summarizing information, solving complex problems, and so much more. Let your love for exploring the richness of the past act as the tool that shapes your future.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Majors	Minors	Concentrations
2017-18	4	6	N/A
2018-19	7	9	N/A

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

It's difficult to provide a firm retention/graduation rate for this year, as the overall number of majors is relatively small, but overall the number of majors/minors has increased. Two History majors (and two history minors) graduated this year. One History majors (to my knowledge) is in the process of leaving the university and another is taking a leave of absence. Aside from these the majors have remained relatively the same since the start of the year with one major added and additional minors added. The forms in share drive list 0 for retention rate and 100 for graduation rate.

The number of majors/minors have increased since last year, but will likely dip at the start of 19-20 due to graduations and students leaving the school. The program has been completely revised and is still growing, so time is still needed to build enough for a full and proper assessment, but as of last years review the program was performing at or above expectations. As stated last year, the low numbers for 2016-17, seemed to be the product of the recent lack of a full-time history faculty member (due to an internal promotion and a spousal hire/relocation), rather than any inherent flaws in the program itself. The department is still feeling the effects of this. With a new full-time faculty member added for Fall '16, the program has undergone a revision, and illustrates signs of growth, as the Social Science ED major (formerly HIS ED) has students who are firmly identifying themselves as future history teachers. Thus the number of Soc. Sci. majors also should also be reflected in the HIS major numbers (but currently they are counted only for the ED dept. as per Carrie McCray). In addition, history courses are a component of the new military studies minor. These assertion has been proven

correct as nearly all Fall 18 history courses operated at or close to full capacity, Spring '19 saw a shortage of history courses that could not meet the demand of the student body.

As noted by the growth of students taking history course, an additional faculty hire in a non-US history is needed more now than ever for simply meeting demand and also improving the quality and size of the program. The program can not expand much beyond its current numbers without an additional tenure track/tenure hire. Ideally, there would be two additional hires, but one is a necessity.

Additional, plans for recruitment/retention/improvement are also underway. The program is 3 majors short of its ideal number of 10 history (but graduation will effect this), an expansion to 10+ would be possible only with a second faculty hire to give each student the proper individual attention and offer the necessary US and World courses. The following are actions currently under way to increase program's numbers:

1. New Faculty: A new tenure track faculty member began work in Fall 2016, which has allowed for an redesign of the program, which has already result in an increase in majors/minors. However, an additional full-time hire (or two) in history (at least one non-US) is necessary for this major to thrive. By comparison, English which has similar GE requirements and lower or comparable numbers has 4 full-time faculty.

2. Course Updates: Based on meetings with administration, faculty, history majors, and general education students, the entire catalog of history course offerings was revised in style and content. For starters, course titles and descriptions were improved to garner more student interest. All course descriptions were expanded and/or revised to present more topics to broaden interest. These new courses are being implemented and adjusted.

3. A New Global Focus: Based on faculty discussions, internal reporting, and outside assessment, Western Civilization I and II were retired in favor of World History to 1500 and World History since 1500. This change was made, in part, in order to move away from a more old fashioned Euro-centric approach to history. It also will better prepare students for interacting in a global world and more closely reflect WWU's mission to educate for a "world community." By focusing on a vast array of regions and cultures, it will also accommodate more widespread interests, compliment WWU's growing international student body, and promote ethnic, racial, cultural, economic, and religious diversity. Finally, it will more accurately reflect the requirements of the State of Missouri testing and certification process which emphasis US, Missouri, and World history.

4. New Courses: New upper-division courses have been created. These courses have been specifically selected and designed to grow the history program, relate the past to the modern world, provide necessary foundational knowledge to promote active citizenship, and also to allow for transition into professional life in a variety of fields. For example, *Hamilton: An American Story* is a course that builds upon the popularity of the Tony award winning musical, *Hamilton*, to enhance enrollment numbers. These courses include: the American Revolution (providing the central roots of American democracy), the Civil War (essential for WWU given MO position as a border state), Biography as History (illustrating the role of personal choice and decision making), and a new honors course Royal America (looking at the British colonies under royal rule).

5. The Society of Historians: The relatively dormant History Club has also been revived with a new name, and has already gained a fair amount of interest from undergraduates. Membership hovers around 15 students. The club hosted a historic Tea Party (open to the entire WWU community). In the future a film series, a trivia night, and trips to historical sites are planned. The SOH currently hosts the annual Ghost Tour around Halloween and a spring tea party with a historical theme. The introduction to history outside the classroom is specifically designed to attract students who may be hesitant to sign up for a course due to a less than favorable experience with the subject at lower levels. The SOH also presents an annual award, The Order of the Historic Owl, for best student history paper, which is open to all students.

6. Public History/Internships: Opportunities for student internships at the following have/or will be cultivated: MO State Penitentiary Museum, Kingdom of Callaway Historical Society, National Churchill Museum, State Historical Society of Missouri, the State Capitol and the Missouri History Museum, Missouri Museum of Military History, Boone County Historical Society, etc. Public history is a growing field with diverse and ample career opportunities. Such a program will offer hands on training in historical document management, museum studies, community relations, etc. It will also be dependent upon students performing their own original research and presenting it publically to an audience. In addition, all students will have internship opportunities (and eventually possibly even requirements) at local historical sites, archives, museums, libraries, etc

7. LEAD Events: The history program opens all of its events to the entire community. This is designed to not only increase awareness, but to foster interest. One event was, "The Woods and Fulton in the 60s," featured student displays, presentations, and more based on original research on the local area during the 1960s. As part of a course (the Social Movements of the 1960s), it introduces students to new approaches to learning and presenting history. It provides a basic introduction to public history, while allowing for interaction beyond the campus. The History Dept. also sponsored the Hail to the Chief lecture series on presidential character and history. In Fall 2017, the department will host two-time Pulitzer Prize winning historian Alan Taylor. The department tries to bring in 1-2 outside speakers per year. Fall '18 featured Kelly Watson on her book *Insatiable Appetites: Imperial Encounters with Cannibals in the North Atlantic World*.

8. Test Prep: As full-time faculty member also has experience as a high school history teacher, has held regular study sessions and independent study-esque informal test prep meetings. A new course "Teaching History" was created to focus on the content necessary for future educators.

9. Interdisciplinary Collaboration: Collaboration with additional departments, especially the Equestrian (for the future Horse in History) and Art (upcoming exhibit on MO statehood) will allow students to create new projects ranging from historical exhibits to learning historical horse riding techniques. It will also increase the likelihood of drawing in new history minors by exposing more students to history courses.

10. Student Research: in addition to sponsoring a mentor-mentee project and a student paper award, plans are underway to create a student research conference on campus.

11. Ronald Reagan Commemoration Event: The Hist. Dept. in coordination with the VP of Strategic Communications, a university-wide event commemorating Reagan's visit to WWU is being developed with a plan to host the event in Feb. '20.

12. Military Studies: History courses also make up a significant portion of the new military studies minor, and military history is a traditional component for officer training.

13. Struggle for Statehood: traveling exhibit with MO Humanities that will be in residence at WWU from Nov. 11-Dec. 10, 2019 and feature a museum gallery set up and public programs. It will also feature student internships, student research panels, guest speakers, etc.

14. Phi Alpha Theta: The WWU chapter of the National History Honors Society was revived with 5 new members inducted.

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

History Departments do not typically seek outside accreditation.

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

A new major flyer was just created focusing the highlights of the program.

In Fall 2019, the History Dept. will host an exhibit on MO statehood with public programs and advertisements.

Spring '20 will feature a Ronald Reagan event/conference with press releases and advertisements.

Marketing Material

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
HIS.1	Possess an in-depth knowledge of diverse periods and regions in US and World history.
HIS.2	Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.
HIS.3	Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.
HIS.4	Clearly communicate their conclusions, opinions, or findings in written and verbal form.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

As of Fall '19 there will be new History GE Objectives.

Every history course conforms to the general education requirements, and stresses key skills in speaking, writing, research, analysis, and independent thinking. These skills can all be adapted to virtually any major/minor or career.

1. Critical Analysis

1. Critical Thinking – Every class involves students reading evidence and making their own interpretations based on the sources.
2. Ethical Reasoning – Students are asked to question the morality of choices, such as President Truman's decision to drop the atomic bomb in WWII.

3. Meaning – History is necessary to understand the roots of a variety of cultures, and primary sources can vary thus illustrating different aspects of life.

2. Creative Expression

A. Communication – All courses involve daily verbal discussions and various written assignments.

B. Fine & Performing Arts – Students are required to be able to articulate their points to a diverse audience, such as in public events.

3. Quantitative Inquiry

A. Natural Sciences – History is shaped by and in turn influences scientific developments.

B. Mathematics – Statistical analysis is essential to understanding broad historical trends.

4. Society and the Individual

A. Social Science – Historical inquiry can be translated to virtually all of the social sciences.

B. Diversity – History is the study of different cultures, and the programs expansion into world history will further expand the analysis of a variety of ethnicities, races, and cultures.

C. Historical Perspective – This is the basis of all historical study.

General Education Objectives

Objective 1. Possess an in-depth knowledge of well-defined periods in U.S. and non U.S. history.

Objective 2. Be able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation.

Objective 3. Demonstrate a familiarity with the methodology of the historian, namely the ability to gather and interpret primary documents, statistical data, and secondary sources.

Objective 4. Clearly communicate their conclusions or findings in written form.

As per the program website a history major/minor can also lead to:

"Pursue an exciting career as a/an:

- Lawyer or paralegal
- Researcher at a museum or think tank
- Museum curator
- Archivist
- Historic interpreter
- Educator
- Preservationist
- Writer/editor
- Documentary editor/producer
- Librarian
- Journalist

- Records Manager
- Historian in a corporation
- Or, attend law school or graduate school for a Master of Business Administration or advanced study in history, English, public history, and more."

A recent article in the Harvard Business Review also pointed to humanities majors as the future of the tech industry. A person can literally transition into virtually any career with the skills learned from a history BA.

Previous assessment reports correctly concluded the following:

page53image6616	page53image8336
Communication page53image7864	All of our courses require our students to communicate effectively in written form. Class discussions further develop students' oral communication. Finally, our program culminates in a presentation of the student's research findings. page53image10456
Mathematics	Statistics are part of the tool-kit of historians. We analyze statistics to help illuminate historical trends.
page53image13704	page53image15424
Value page53image14952	We provide historical examples of ethical dilemmas and conflicts. page53image16552
Meaning	The understanding of culture is a central part of historical study. We use cultural artifacts (texts, movies, etc.) to understand historical periods.
page53image19776	page53image21536
Historical Perspective page53image21064	Self-explanatory page53image22704
Critical Thinking page53image24144	History addresses the questions of causation and comparison, both of which can only be answered through the application of logic and analytical reasoning. page53image26192
Diversity page53image27592	History addresses the question of diversity by providing minority perspectives (on the basis of race, gender, nationality, ethnicity, and class). page53image29520
Creative and Aesthetic Sensibility	Cultural artifacts are studied to illuminate the values of particular cultures and periods.
page53image32488	page53image34248
Natural Science page53image33776	History students are engaged in a mode of inquiry (collection and analysis of data that leads to a conclusion) that shares an affinity with the sciences. page53image36280
Social Science page53image37984	All of the social sciences grew out of the field of history. Social science methods are employed in every facet of historical inquiry.

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GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

History 2017-18(Imported)

	HIS 101	HIS 102	HIS 103	HIS 104	HIS 200	HIS 214
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	I	I	I, A	I, A	R	I, R
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	I	I	I, A	I, A	R	I, R
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	I	I	I, A	I, A	R	I, R
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	I	I	I, A	I, A	R	I, R

	HIS 215	HIS 216	HIS 226	HIS 300	HIS 224	HIS 310
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	I, R	I, R	I, R	R	R, A, I	R
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	I, R	I, R	I, R	R	R, A, I	R
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	I, R	I, R	I, R	R	R, A, I	R
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	I, R	I, R	I, R	R	R, A, I	R

	HIS 311	HIS 314	HIS 321	HIS 322	HIS 332	HIS 340
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	R	R, I	R	R	R	R
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	R	R, I	R	R	R	R
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	R	R, I	R	R	R	R
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	R	R, I	R	R	R	R

	HIS 341	HIS 342	HIS 353	HIS 366	HIS 370	HIS 390
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	R	R	R	R	R	R
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	R	R	R	R	R	R
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	R	R	R	R	R	R
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	R	R	R	R	R	R

	HIS 400	HIS 418	HIS 423	HIS 451	HIS 452
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	R, M	M, R	A, M	R, M	M, R
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	R, M	R, M	A, M	R, M	R, M
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	R, M	M, R	M, A	M, R	M, R
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	R, M	R, M	A, M	R, M	R, M

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

HIS 224 was offered for the first time.

GE objectives were revised.

Assessment Findings

Assessment Findings for the Assessment Measure level for History 2017-18(Imported)

HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.				
HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will receive at least a 3 been met yet?		Screen_Shot_2019_05_08_at_12.20.03_PM.png	

	Met			
HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will receive at least a 3 been met yet? Met		Screen_Shot_2019_05_08_at_12.23.13_PM.png	

HIS 224				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	No data has been entered.	Met	Screen_Shot_2019_05_08_at_12.33.06_PM.png Screen_Shot_2019_05_08_at_12.33.06_PM.png	

HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.

HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 50% of students will receive at least a 3 been met yet? Met			

HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 50% of students will receive at least a 3 been met yet? Met			

HIS 224				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Research Paper	No data has been entered.	Met		
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HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.				
HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 50% of students will receive at least a 3 been met yet? Met			
HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 50% of students will receive at least a 3 been met yet? Met			
HIS 224				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	No data has been entered.	Met		

HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.				
HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 35% of students will receive at least a 3 been met yet? Met			

HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 35% of students will receive at least a 3 been met yet? Met			
HIS 224				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	No data has been entered.	Met		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

All goals were met, but the numbers (in many cases) were higher than expected. This is not surprising as elements of the 4+ years old rubric needs revision. The History Dept. is aware of this and has changed the objectives and rubric to the following:

New History GE Objectives

1. Demonstrate **historical knowledge** by understanding a key event(s)/issue(s), presenting differences between time periods, evaluating change/continuity over time, and being able to place events within their broader significance.
2. Illustrate **historical thinking** by assessing individuals/events/decisions and their causes/consequences based on the standards of their time. Present history as based on contingency, or being the result of individuals' choices, which leads to a specific result.
3. Exhibit **historical skills** by developing a thesis and support a claim by researching and analyzing primary and secondary sources with proper citations.

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3. Exhibit **historical skills** by developing a thesis and support a claim by researching and analyzing primary and secondary sources with proper citations.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Students were asked to write an essay with a thesis that analyzed three primary sources. For each they had to place it within its historical context and interpret the document. In addition, the verbal component featured one US and one World history question that was answered with a 10 minute conversation on the topic.

Like previous years, on the whole the students performed at the exemplary level (or better) for the written and verbal portions. In general, the students tend to focus on American history in their responses rather than World History. Two students didn't perform as well, and didn't answer the questions - both of them are in the process of leaving the university. Also, freshmen/sophmores didn't perform as well as juniors/seniors, which is to be expected.

Also like previous years, the data alludes to information that has been gathered throughout the year that illustrates that on the whole students are less versed in World history. This is not surprising as there hasn't been a faculty member who has focused on world history in some time. For years Western Civilization has been taught instead of World History, this was recently changed but it is too soon to expect immediate results--but we already see the gap getting closer.

But more generally, as previously stated, this data speaks to the fact that WWU needs to hire at least one additional full-time faculty member that has a non-US focus. As the world becomes more global, it is imperative that the students also expand in this way. It is encouraging that the students' knowledge of US history seems to correspond with the specialization by the new faculty member, which means that similar results will likely be presented if a new hire is made in a World history field.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Performance_Day_2019.docx

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Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Two students presented on their Sr. Seminar research papers.

Maddie Knight -Patton and Rommel: Hero, Villain, or Both?

Cassandra Ramsey - The Suffragette Movement: How Women Used Men's Words Against Them

The showcase allowed for a verbal presentation of their work and the ability to engage with the wider WWU community.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Students engage in internships not service learning.

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Friday, October 19, 2018

12:00:00 PM - The Spector of Cannibalism: Mechanisms of Imperialism and Power in English Captivity Narratives - Where there cannibals in America? Drawing from her book, *Insatiable Appetites: Imperial Encounters with Cannibals in the North Atlantic World* Dr. Kelly L. Watson (Associate Professor of History at Avila University) will explore the interactions between English colonists and Native Americans against the backdrop of imperialism and captivity.

Dulany Auditorium

Smith, Craig - 1 point(s)

Saturday, October 27, 2018

7:00:00 PM - Saturday Night Live! Ghost Tour - Join the Society of Historians for a guided tour of campus where you will hear haunting tales and learn about the historical background of different locations on campus! Afterwards, join CAB for a bonfire by Junior Lake! Tours leave every 30 minutes between 7 pm and 10 pm; first come, first served.

Thurmond Chapel

Smith, Craig - 1 point(s)

Friday, February 1, 2019

2:00:00 PM - Dunkirk: Film Viewing - Come join the Reel Fanatics Film Club to watch the film Dunkirk (1hr 46 min) and participate in a short discussion afterwards. This movie had eight Academy Award nominations and won three. To discuss its historical merits, we are bringing in Professor Dr. Craig Smith to facilitate the discussion.

Library Auditorium

Smith, Craig - 1 point(s)

Thursday, March 28, 2019

4:00:00 PM - Spilling the Tea - Join the Society of Historians as we share the details about women's suffrage as we celebrate Women's History Month and the 100-year anniversary of women having the right to vote! Tea and refreshments will be served.

Aldridge

Smith, Craig - 1 point(s)

Additional Events

1. 25 students from WWII class visited the Kingdom of Callaway Historical Society to examine WWII artifacts and original period documents.

2. Hosted two WWII vets from a local Veterans Home to speak with WWII class students about their wartime experiences, also invited Liz Wilson's social work class.

3. 25 students from WWII class went to the Chruchill Museum for a guided tour and visit to the museum at no cost to the students or WWU.

4. 24 students from my History of War class went to the Chruchill Museum for a guided tour and visit to the museum at no cost to the students or WWU.

5. 24 students from my History of War class went to the Museum of MO Military History for a guided tour and visit to the museum at no cost to the students or WWU. Students will examine artifacts and items from the collection.

6. Organized and escorted students invited from across all of my classes to A Fire Bell in the Past: The Missouri Crisis at 200 a hsitory conference at the Kinder Institute at Mizzou.

7. Students in my History of War course participated in a live taping of an episode of "Lectures in History" for C-Span.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Four history students at the Boone County Historical Society, Historic City of Jefferson, Museum of MO Military History, and the MO State Penitentiary Museum.

Student essays will be published as part of the Digital Encyclopedia of George Washington through Mount Vernon.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Sean Rost - Oral Historian, State Historical Society of MO

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Grant

2018

Research Grant, PNC Charitable Trusts. November.

Publications

Magazine Article

2019

“Virginian Honor,” Trend & Tradition: The Magazine of Colonial Williamsburg. Summer.

Web-Based Article

2019

“American Revolution and Expanding the States,” Constituting America. Feb.

Book Reviews

Forthcoming

“Bob Drury and Tom Clavin’s Valley Forge,” The Journal of American History.

Forthcoming

“Christian Di Spigna’s Founding Martyr: The Life and Death of Joseph Warren, the American Revolution’s Lost Hero,” The Journal of American History.

Forthcoming

“American Revolution Reborn. Edited by Patrick Spero and Michael Zuckerman,” National Political Science Review.

Forthcoming

“Warring for America: Cultural Contests in the Era of 1812. Edited by Nicole Eustace and Fredrika J. Teute,” The Register of the Kentucky Historical Society.

2019

“A Conflicted Idea of America: Jill Lepore’s These Truths: A History of the United States – Part One,” the University Bookman. February 24.

2018

“Eric Hinderaker’s Boston’s Massacre,” The William and Mary Quarterly. Vol. 75, No. 2, April.

INVITED TALKS

2019

Keynote, Society of the Cincinnati Triennial Meetings, Philadelphia, PA May 10.

2019

“American Honor,” The Seminary Co-op Bookstore, Chicago, IL. June 1.

2018
 "Washington's Honor," Missouri River Regional Library, Jefferson City, MO. December 17.

2018
 "George Washington's Honor," Boone County History and Culture Center, November 17.

2018
 "The American Revolution and the Democratization of Honor," St. John's University, November 9.

2018
 "'The Interests of Our Dearest Country': George Washington, Honor, and the Continental Army," Fraunces Tavern Museum, November 8.

2018
 "'Union and National Honor': The Society of the Cincinnati and the Ethics of the New Republic," Anderson House, Museum and Library of the Society of the Cincinnati, October 16.

2018
 "'Open Violation of Honor': Concord, Lexington, and the Ethics of the Revolutionary War," Concord Museum (part of Concord Festival of Authors), October 5.

2018
 "Honor and Ethics: The Foundation of George Washington's Leadership," Osher Lifelong Learning Institute, Brandeis University, October 4.

2018
 "American Honor," Massachusetts Historical Society, October 3.

2018
 "American Honor," Daniel Boone Regional Library, September 19.

2018
 "Daughters of Liberty, Women of Honor: The Female Ethics of the American Revolution," Daughters of the American Revolution (Columbia, MO chapter), September 8.

2018
 "Virginian Honor: The Ethics of George Washington and Thomas Jefferson," Virginia Historical Society, September 6.

2018
 "George Washington's Honor: Ethics, Leadership, and the American Revolution," Fred W. Smith National Library for the Study of George Washington, August 9.

2018
 "The Democratization of American Honor," Left Bank Books, St. Louis, MO, August 8.

2018
 "A Knightly Personage": The Honor and Ambition of Andrew Jackson," The Hermitage, July 1.

CONFERENCES

Papers Presented

2018
 Roundtable Discussant and Co-organizer, "Between Emotion and Ideology in the Age of Revolution," Omohundro Institute of Early American History & Culture Annual Meeting, June 14–17.

Panel Chair/Comment

2018
 Comment, "In Relation to Washington: Soldiers and the Aftermath of the Revolution, 1783-1800," Society for Historians of the Early American Republic, July 19–22.

2018
 "Jonathan Edwards on the Fringes of the American Enlightenment," Omohundro Institute of Early American History & Culture Annual Meeting, June 14–17.

2018
 Chair, "Beyond the Continent," the Cambridge History of America and the World Book Conference, May 17-19.

MEDIA

Television

2019

"The Continental Army," Lectures in History Series, American History TV, C-SPAN 3, Filmed March 19. 2019

Consultant, "George Washington & His First Love, Mary Philipse," CBS Sunday Morning, February 17. 2019

"George Washington's New York," CBS 2 New York, January 10. 2018

America Trends, You Too America, November 21. 2018

America Trends, You Too America, October 26. 2018

America Trends, You Too America, July 19.

Podcasts

2018

In the Past Lane, October 31.

2018

Conversations at the Washington Library, August.

2018

"American Honor," The Age of Jackson Podcast, August 10.

2018

"History of History: Bertram Wyatt-Brown's Southern Honor," The Age of Jackson Podcast, August 6.

2018

"American Honor," The Art of Manliness Podcast, July 3.

Radio

2019

Tom Kearney Show, News Radio 680 WPTF, January 15.

2018

Mike Slater Show, AM 760-KFMB, July 9.

2018

Doc Kirby's "Book Bit," WTBF-AM/FM, July 8.

Op-Eds

2018

"You Can't Celebrate America's Independence While Vilifying the Founders," The Federalist, July 4.

2018

"What Color was George Washington's Hippopotamus?" Washington Examiner, May 31.

2018

"Claims of a 'Very Honorable' Kim Jung Un are Trump-ed Up," University of North Carolina Press Blog, May 4.

2018

"At Hofstra, they're coming for Thomas Jefferson," New York Daily News, April 9.

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	<input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.	<input checked="" type="checkbox"/> The mission statement is minimal at best.	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	<input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.	<input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	<input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.	<input checked="" type="checkbox"/> The program fails to provide any accreditation information.	<input checked="" type="checkbox"/> N/A
Comment:	Currently no accreditation is available for History.			
General Education alignment clearly explained weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	<input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<input checked="" type="checkbox"/> The curriculum map is detailed and complete.	<input checked="" type="checkbox"/> The curriculum map is complete	<input checked="" type="checkbox"/> The curriculum map is not complete	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	<input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	<input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	<input checked="" type="checkbox"/> N/A
Comment:	Assessment only occurred in HIS 103 and 104. HIS 224 had information listed , but no data was present. HIS 423 is marked but has not information.			
Data Driven Decision-making is explained weight: 1.000	<input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	<input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	<input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	<input checked="" type="checkbox"/> N/A
Comment:	No evidence of data were provided.			

Documentation provided on assessment findings weight: 1.000	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.	<input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.	<input checked="" type="checkbox"/> N/A
Comment:	No data was uploaded.			
Analysis of Assessment is complete weight: 1.000	<input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	<input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.	<input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	<input checked="" type="checkbox"/> N/A
Comment:	No explanation for "met" was made or supporting documents.			
Improvement narratives are selected with intentionality weight: 1.000	<input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	<input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	<input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	<input checked="" type="checkbox"/> N/A
Comment:	None are listed			
Student Performance Review weight: 1.000	<input checked="" type="checkbox"/> The program described and provided a detailed account of Student Performance Review activities. Data evidence provided and detailed.	<input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.	<input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.	<input checked="" type="checkbox"/> N/A
Comment:	Brief explanation and description were given for activities but no data was presented.			
Senior Showcase weight: 1.000	<input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	<input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.	<input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	<input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.	<input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year.	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	<input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.	<input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.	<input checked="" type="checkbox"/> N/A
Comment:				