

HISTORY

DEPARTMENT

HANDBOOK

2013

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Department Members E-Mail, Phone, and Room #'s.

Acsay, Peter: acsay@msx.umsl.edu, 516-5700, RM 407

Burkholder, Mark Alan: burkholder@umsl.edu, 516-5690, RM 451

Cohen, Deborah: Deborah.Cohan@umsl.edu, 516-5735, RM 466

Dowden-White, Priscilla: padhist@umsl.edu, 516-5723, RM 475

Easley, Barbara: easleyb@umsl.edu, 516-5684, RM 418

Fausz, Fred: jff@umsl.edu, 516-5704, RM 423

Fernlund, Kevin: fernlundk@msx.umsl.edu, 516-5740, RM 469

Gerteis, Louis: gerteis@umsl.edu, 516-5701, RM 412

Gillingham, John: gillingham@umsl.edu, 516-5691, RM 411

Hause, Steven: steve_hause@umsl.edu, 516-5703, RM 409

Hoover, John: jhoover@umsl.edu, 516-7245, TJ Library

Hsieh, Winston: hsiehw@msx.umsl.edu

Hurley, Andrew: ahurley@umsl.edu, 516-5705, RM 417

Kang, Minsoo: kangmi@umsl.edu, 516-5739, RM 473

Korr, Charles: cpkorr@umsl.edu, 516-5703, RM 409

Lee, Joyman: leejoy@umsl.edu, 516-5702, RM 413

Mitchell, Richard: richardmitchell@umsl.edu, 516-5683, RM 460

Patton, Adell: jazz@umsl.edu, 516-6916, RM 403

Poulopoulos, Nikos: poulopoulosn@umsl.edu, 516-5709, RM 419

Ray, Gerda: gerda@umsl.edu, 516-5697, RM 416

Rounds, Jay: RoundsJ@umsl.edu, 516-5473, RM 508 Clark

Rowan, Steven: srowan@umsl.edu, 516-5620, RM 429

Schwantes, Carlos: schwantesc@msx.umsl.edu, 516-5620, RM 429

Simmons, Betty: simmonse@umsl.edu, 516-5684, RM 418

Ubriaco, Bob: ubriacor@umsl.edu, 516-5684, RM 418

Westhoff, Laura: westhoffL@msx.umsl.edu, 516-5692, RM 467

GENERAL POLICIES

AVAILABILITY AND RESPONSIVENESS TO STUDENTS

Each faculty member should post regularly scheduled office hours each semester and normally be available at the time(s) posted. Additional availability by appointment is expected.

Prompt and appropriate response to student messages left on voice mail is expected.

Similarly, prompt and appropriate response to student messages on e-mail is expected.

DEADLINES

Deadlines for course requests and book orders will be announced well in advance. They should be met.

DEPARTMENT ANNOUNCEMENTS

Normally, announcements will be sent to faculty and staff through email. Please check your inbox at least three times a week.

TEACHING

SYLLABI

It is important that syllabi clearly express the instructor's expectations and the students' responsibilities.

A syllabus is required for each course. A copy of the syllabus must be posted on MyGateway by the first day of class at the very latest.

Items that must be included are:

Number and title of class

Name, office number, office phone number, and e-mail address of instructor

Instructor's office hours

Format of the course (lecture, discussion, or combination)

Attendance requirements (if employed)

List of materials students should purchase

Grading information, including percentage of grade associated with each assignment and activity, e.g., discussion, and whether or not incremental grading (+/-) is used

Writing requirements and guidelines: type of assignment, format, length, and due date

Plagiarism statement

Dates of all examinations, including final exam (if required) [the date and time of the final is provided in the official schedule of courses for the semester]

ADA statement

Dates on which all graded assignments are due

Some items that might also be included are:

State/college/major requirements fulfilled by the course
Brief description of the course and its objectives (one paragraph)
List of topics to be covered in course
Assigned readings by day, week, or topic
List of any items on reserve

**PLEASE EMAIL OR GIVE A HARDCOPY OF YOUR SYLLABI
TO OFFICE STAFF *PRIOR* TO YOUR FIRST DAY OF CLASS.**

REQUIRED WRITING IN UPPER-DIVISION COURSES

It is department policy to require formal writing in each upper-division course.

CITATION POLICY

History majors must use Chicago style citations in their written work.

POLICY FOR GRADUATE STUDENTS IN 3000-LEVEL COURSES

It is department policy to require graduate students to read and write more than undergraduate students in upper-division course taken for graduate credit.

DISTINCTION BETWEEN 5000 AND 6000 LEVEL COURSES

5000-level courses include a combination of lecture, individual student work, directed research, and discussion.

6000 level courses are seminars requiring extensive reading, class preparation, and writing. High levels of self-direction are expected from students in 6000 level courses and students are required to participate in discussion and may be required to lead.

POLICY FOR STUDENTS TAKING 6000-LEVEL COURSES FOR 5 CREDITS

Enrollment in 6000-level courses for 5 credits requires the completion of a major historical research paper.

PROCTORING EXAMINATIONS

Faculty are expected to proctor their own examinations. When this is impossible, for example, because of attendance at a professional meeting, it is the faculty member's responsibility to find a proctor who meets the approval of the chair. Office staff are not available for this task.

TEACHING EVALUATIONS

One of the most important tasks performed is the evaluation of courses in which students are enrolled. Course evaluations have three functions:

- 1) To evaluate the individual courses. This enables us to continue what works and change what does not.
- 2) To give feed back to the professors on their teaching methods
- 3) To assess the performance of the instructors on an annual basis.

I assure you that student responses matter. Courses have been changed, poor teachers have been dismissed, and good teachers have been rewarded based on this evaluation process.

All of our evaluations are now conducted online. Below you will find instructions for accessing your evaluation forms. The evaluation process is easier and more accessible than ever before. Students will now have access to evaluations via a mobile device or go directly to a website to get the forms. Just follow one of the two links provided.

Students Log-on with their normal SSO ID and password, click or write appropriate responses, submit.

Responses will remain anonymous. Any information forwarded to the instructor will not contain a students name.

Faculty may review their evaluations following submission of final grades in the course being evaluated.

INSTRUCTIONS: EVAL SUBMISSION PROCESS

Step 1: Go to the UMSL webpage located at <http://www.umsl.edu/> either on a PC, MAC or Wireless phone browser.

Step 2: Once on the page, delete the <http://www.umsl.edu> URL and type (or text) in courseval.umsl.edu into the URL. (Do not type into the “Search UMSL” space as this will come up as an error). *NOTICE “courseval” has only one “e” for the site and DO NOT place “www” or “http” in front of this link.

Step 3: Enter.

Step 4: You will see a screen asking for your SSO ID and password; these are your normal ID and Password that you use on a daily basis for access to all other information.

Step 5: Pick the class from the list you are attending and click to enter the evaluation. Please complete all questions including the first portion of questions that are mandated by the university.

Step 6: Submit, that’s it!

*In your wireless, you may have to double-click to enlarge screen to input information.

** Any issues can be resolved by IT at 314-516-6034, CoursEvalSupport@connectedu.com or (716) 204-0464 option 4.

RESEARCH, PUBLICATION, AND OTHER SCHOLARSHIP

Ongoing research and publication help to define the mission of the campus. Consequently, faculty are expected to follow an active program of research and publication and to seek internal and external grants as necessary to carry out such a program.

The quality of research and publication is more important than the quantity. Refereed publications carry more weight than non-refereed publications. Articles in recognized major journals and books with major university or commercial presses are preferable to publications in other outlets.

Over the long term, the demonstrated impact of publications, exhibits, and document collections and productions in non-print media will affect salary level.

SERVICE

SERVICE CONTRIBUTION

Service activities for the University, profession, and community support the department's research and teaching missions, raise the department's visibility, and promote a sense of community. Faculty members are normally expected to devote between 10 and 20 percent of their workload allocation to service.

DEPARTMENT AND UNIVERSITY SERVICE

Minimum service contribution requires regular attendance at department meetings . When the need arises, tenured faculty are also expected to take on at least one significant department committee assignment (e.g. ATP, Search, Executive) or hold an important elected position at the department level (e.g. Undergraduate Advisor, Graduate Advisor,). Multiple smaller assignments (e.g. Library Liaison, Recording Secretary, Scholarship and Awards Committee, TA Selection Committee, Phi Alpha Theta advisor, Technology Liaison) may constitute the equivalent of a major departmental assignment in some years. Junior, untenured faculty are urged not to overextend themselves in this area.

When not absorbed in major departmental service activities, it is expected that senior faculty will perform other types of University service. The Department can benefit from representation on College and Senate Committees. Such representation is particularly important on the Committee on Committees for both the College and the Senate, the College

Planning Committee, the Senate Research and Publication Committee, the Senate Appointments, Tenure, and Promotion Committee, and the Senate Library Committee. Participation in the Senate, search committees, and other campus committees is also important.

Faculty members demonstrate good citizenship by attending department and University sponsored events (e.g. Primm lecture, Phi Alpha Theta initiation, colloquia) as advised by the Chair.

PROFESSIONAL AND COMMUNITY SERVICE

Senior, tenured faculty are expected to perform some combination of community and professional service in addition to the activities noted above.

Service in professional organizations is encouraged. This includes such things as holding offices, editing newsletters, and serving on committees, governing and editorial boards.

Because UM-St. Louis considers community engagement integral to its mission, service in this area is also valued. Examples of such activity include public lectures, consulting relationships with civic organizations, membership on governing boards of civic organizations. It is important that reported community service activities relate directly to one's professional position or take the form of representing the University in an official capacity.

Junior, untenured faculty should not overextend themselves in these areas.

GRANTS

Faculty are encouraged to apply for grants administered by the campus Research Committee, the Research Board, and external sources. By university policy, new faculty are evaluated for tenure and promotion on the basis of their efforts and success in soliciting grants (as appropriate for their specialization) as well as teaching, research, and service.

When possible, grant applications should include requests for teaching replacements that cover their full teaching load.

Consider applying for funds to support a research assistant and also for E&E support, e.g., for long distance telephone calls, FAX, travel, copying.

Please notify the chair of all grant applications submitted and grants received.

ANNUAL REPORT

An annual report is due each spring and must be submitted through the Faculty Accomplishment System online. The report should present information about accomplishments during the preceding twelve months. A statement of scholarly impact in the field is particularly appropriate for senior faculty. The absence of such a statement by Professors, supported by, at least, a list of citations, will be interpreted as evidence of minimal impact in the field. The recommended format for a list of citations is on page 24 of this handbook.

Information pertaining to teaching should be submitted in the section of FAS titled, "Student Related Activities." Within this section, faculty are encouraged to submit brief descriptions of teaching philosophy and recent teaching innovations in the subsection titled, "Add Other Teaching Activity." Syllabi will be evaluated based on the version collected early in the semester by office staff. Any faculty member wishing to be evaluated on the basis of a subsequently-modified syllabus must submit the revised syllabus to the chair. Activities related to supervising interns or service learning projects should be submitted under the subheading of "Clinical Instruction."

CURRICULUM VITAE

At least once a year the Department gets requests for copies of curriculum vitae. It is each faculty member's responsibility to maintain a current electronic c.v. that can be submitted in response. The format required for appointment to the doctoral faculty is the best all-purpose model on campus.

STAFF SUPPORT AND OFFICE POLICIES

GENERAL POLICIES

In the interests of a smooth-running joint office serving the Departments of English and History, the following policies will apply to office staff:

Work Hours

The normal work day for full-time staff employees is 8 a.m. to 5 p.m. with one hour for lunch and two fifteen minute breaks. Lunch may not be taken at the end or beginning of the day and must be taken sometime during the day. Lunchtimes should be approved by supervisor to ensure someone is always available in the office.

Lateness to work beyond ten minutes requires a phone call to supervisor.

Time off for a 2-day absence should be requested at least 20 calendar days in advance and time off for more than a 3-day absence should be scheduled at least 30 calendar days in advance.

Computers should only be used for official business purposes except during lunch and breaks at which time personal use is permitted.

Chain of Command

Except for trivial matters, work assignments should come directly from supervisors. With departmental approvals, the administrative associate will assign routine responsibilities to office support staff and departmental assistants. Departmental chairs will assign further projects to the administrative associate, and the administrative associate will assign tasks involved to both office support staff and departmental assistants.

Staff should refuse burdensome requests from faculty that do not have authorization from departmental chairs and delegation by the administrative associate. The office staff is not responsible for the distribution or collection of classroom assignments nor is it responsible for proctoring exams. The office staff will not accept faxed assignments from students.

Faculty should deal directly with office staff on all matters pertaining to textbook orders. Faculty who are not using the university bookstore to order texts should notify office staff.

Work Environment

Work areas should be organized so that colleagues can locate and access important materials as needed.

Staff Communication

Staff should keep supervisors abreast of their progress on tasks through regular scheduled meetings to be determined by supervisors.

Staff should feel free at all times to suggest improvements in work procedures and constructive alteration of work environments to supervisors.

Departmental chairs and staff have an obligation to share deadlines and information about important departmental matters.

PRINTER

The central printer attached to the computer network is to be used for one copy of a document only. Multiple copies must be made on the copy machine.

COPYING

Copying should be kept to a minimum. If a course uses numerous handouts, these should be prepared in advance and sold as a packet through the bookstore or put on reserve at the library so students can copy them. Faculty should distribute class materials electronically as much as possible.

Please remember copyright restrictions when copying materials. Permissions must be obtained through the bookstore for course packets. This requires plenty of lead time for packet preparation. Obtaining permissions is not required if materials are placed on reserve at the library.

The Department will only pay for copying done on the office machines shared with the Department of English. The use of Quick Copy services requires prior approval by the Chair

CUSTODIAL, MAINTENANCE, COMPUTER WORK REQUESTS

Please report any custodial, maintenance, or computer problems to the office manager immediately. For computer problems, observe the following guidelines:

1. If the problem concerns software, call the Help Desk at 6034 and choose 4 in the list of offerings to obtain immediate assistance.
2. If the cursor freezes or an error message appears, report it to the office manager immediately. A single call to the Help Desk will often determine the nature of a network problem affecting multiple users.

SOFTWARE PROGRAMS USED BY OFFICE STAFF

University of Missouri uses many different office software products. Listed below you will see the names of the software and a brief description of what they are used for.

1. PeopleSoft: Time and Labor, E-Procurement, myHR
2. MyView: Class Search, Student Schedules, Class Rosters, Grade Roster, Class Permissions. Student Personal Information, Student Center.
3. DARS: non official transcripts, degree audit report system.
4. MyGateway: Course Syllabi
5. UMSL.edu: A-Z index, Bookstore(text book ordering).
6. Cascade: cms.umsl.edu, history and English website content manager. To update and manage the UMSL web pages for both departments.
7. Development at, https://fusion.umsl.edu/devsystems/Development_Systems/daily_fund_report_new.cfm?id=001150597&date=06/28/2013 : Donations by individuals or companies to the History and English departments. These will need Thank You letters signed by Department Chairs.
8. WebApps at <https://webapps.umssystem.edu/>: Administrative web apps such as for financials, time approval and deposits.
9. Cognos at <https://reports.umssystem.edu>: Enrollment Reports

GRANTS AND REIMBURSEMENTS

Keeping impeccable financial records and submitting complete information is paramount if you expect reimbursement from either department funds or a grant. If you are using grant money to pay the salary of a research assistant, pertinent information must be submitted BEFORE you hire anyone because of Office of Equal Opportunity requirements. Check with the office manager as soon as your grant is awarded to ensure it will be processed smoothly.

MAIL/DEPARTMENT DELIVERIES

Office staff are responsible for distributing mail and receiving deliveries. Please arrange with the Office Manager for special billing if you use the Department mail container for mailings paid for by a grant.

PAPER HANDLING

Except in an emergency, office staff will neither receive nor distribute classroom-related exams, journals, or papers, whether they are in your mailbox or in your office. Please make students aware of this policy as well as where and when they can drop off or pick up assignments. If you wish to establish a policy of returning materials by mail, make sure you advise students to supply the proper postage--the department will not pay for returning student papers.

SUPPLIES

Please ask office staff to get supplies from the storeroom.

LONG DISTANCE TELEPHONE CALLS AND FAX

Long distance phone calls may be used only for legitimate university business and should be kept to a minimum. The department will monitor phone use to prevent abuse. Please use email for communication whenever possible.

The FAX machine is to be used for professional business only. All FAX messages must go through the central office and be processed according to the established guidelines.

The University prohibits long distance telephone calls or the use of FAX for personal reasons. If it is necessary to make a call or use FAX while at the office, use your personal long distance card. If you don't have one, your telephone service company will gladly provide you with one.

LOUNGE

The lounge located at 464 Lucas Hall is for the use of faculty and staff. It is not to be used for classes, student conferences, or additional office space.

SALARY ADJUSTMENT GUIDELINES
College of Arts and Sciences
Revised by the Policy Committee, 4-25-06

The Board of Curators normally mandates that all salary adjustments reflect merit and market. The following guidelines seek to clarify “merit” for faculty contributions in teaching, research, and service.

1. TEACHING

- a. Teaching is very important and quality should be rewarded.
- b. Except under unusual circumstances, student evaluations of teaching will be conducted in every course (enrollment five or more) taught by a full-time faculty member during the nine-month academic year.
 - i. The faculty member's role in conducting these evaluations should be minimal (the faculty member should not be present while the evaluation is being conducted).
 - ii. Under no circumstances should the faculty member receive the results of the student evaluations until after the final grades for the course have been submitted.
- c. Departments may also use peer evaluation or other means to evaluate teaching
- d. Faculty will supply a syllabus or its equivalent for each course taught during the nine-month academic year.
- e. Teaching innovations are encouraged and should be noted on the annual report.
- f. Grant proposals for instructional improvement/ equipment are encouraged and should be noted on the annual report.
- g. Academic advising is normally part of the teaching role.
- h. In departments with a graduate program, service on graduate student committees is part of teaching.

2. RESEARCH AND CREATIVE ACTIVITY

- a. Quality and quantity of research and creative activity are each important.
- b. Reciprocity between magnitude of teaching load and expectation in research, i.e. the lower the teaching load, the more research productivity. For example, a two-course (3 credits each) load each semester (“40% teaching load”) requires very active research productivity.
- c. Need to identify precisely the nature and status of current work on an annual basis.
 - i. Chairs are responsible for avoiding double counting (publications credited on more than one annual review).
 - ii. Publications count in the calendar year that they appear.
- d. Need to identify precisely the nature and status of each submitted and active research grant proposal. Applying for grants is a plus even if award not received.
- e. Status of long-term major works "in progress" needs to be monitored closely

3. SERVICE

- a. Service is important but rarely coequal with teaching and research.
- b. There is a minimal citizenship service required of all faculty.
 - i. Attending departmental meetings
 - ii. Serving on departmental committees when asked
 - iii. Attending one commencement each calendar year.

- c. Both quality and quantity of service should be considered.
- d. Service includes
 - i. Activities in department, college, campus, and system
 - ii. Activities within one's discipline (e.g., refereeing manuscripts, grant proposals, editorial service)
 - iii. Professionally-related community service (e.g., technical assistance to a governmental agency).
 - iv. Student advising when a faculty member performs the function for the entire department
 - v. Community service that is not professionally related is excluded. Examples include scouting and coaching.
 - vi. Service activities receiving extra-compensation should be noted.

4. IMPACT:

In teaching, research and service, information on impact is critical in evaluating quality, especially for faculty who have more than ten years of service. There is a specific location for impact information on the annual report form and faculty should provide as much data as possible. Impact examples include former or current students who have received awards, citations and reviews of previous research, and service that has led to identifiable positive change.

5. GENERALITIES

- a. Teaching, research and service typically weighted according to effort
 - i. There will be a greater range of variation for research than for teaching and service
 - ii. The ranges for most tenured and tenure-track faculty will be: research (20 – 60%), teaching (40-60%), and service (5-20%).
 - iii. Lecturers will normally have 80% teaching and 20% service.
- b. Teaching, research, and service all count in salary adjustment recommendations and meritorious performance in all three areas is normally necessary for an above-average salary adjustment. Put another way, excellent research and publication alone will not result in an above-average adjustment.
- c. A faculty member who seriously neglects one or more of the three obligations (teaching, research, service) without prior authorization can receive a zero increase even if performing adequately in the other dimensions. For example, a faculty member with an adequate teaching and research performance can receive a zero increase if he or she fails to perform minimal service obligations.
- d. The merit evaluation is of past performance, not future promise.
- e. Cost-of-living changes are irrelevant.
- f. Faculty who have been tenured and/or promoted will receive a fixed sum (presently \$3,000) in addition to the normal salary adjustment. The year in which an individual is promoted is an especially appropriate time to consider whether the salary reflects the person's cumulative accomplishments (see 5.h and 5.i below)
- g. The salary adjustment number is more geometric than it is arithmetic: greater attention is paid to the percentage increase than to its dollar amount. The arithmetic amount is more relevant for faculty at higher salary levels than it is for faculty at lower salary levels. It should be understood that the "average" percentage raise in a department will typically be slightly below the "pool" percentage.

- h. Salaries should, but do not always, fairly reflect a cumulative record. Thus raise recommendations should take into account salaries that are out of line, whether too high or too low, relative to the salaries of other members of the department.
- i. Chairs should reassess continually and avoid a fixed image of the individual. The decision should favor the cumulative record over the most recent year's record.

6. PROCESS

- a. Each full-time faculty member must complete by April 1 an annual report on the Faculty Accomplishment System (FAS) for the preceding twelve months and, if the information is not available through FAS, an up-to-date c.v.
- b. The chair will prepare an effort and evaluation form that includes a salary recommendation based on the percentage of the department's rate S&W budget assigned by the dean.
- c. The chair will provide the faculty member with the evaluation and recommendation for review and signature.
- d. The faculty member must sign the evaluation and recommendation and may append comments
- e. The chair will submit effort evaluation and salary recommendation to the dean by May 1.
- f. After approval by the dean, vice chancellor and chancellor, the chair may inform faculty of tentative salaries for the coming year. This typically occurs in mid- to late- summer.
- g. There is no formal process within the College for reconsidering salary decisions, but the dean will meet with any faculty member who wishes to question the decision.
- h. A department may use whatever intra-departmental process it finds best for consultation, e.g., an executive committee, but the departmental recommendation is solely the chairperson's responsibility.

COMMENTS ON SALARY AND ADJUSTMENT GUIDELINES

The current policy of the College of Arts and Sciences is that all publications count in the year (May 1 – April 30) that they appear.

The department considers teaching to be an activity that takes both inside and outside the classroom. It considers the following integral components of quality teaching in the classroom:

- a. the provision of extensive feedback on student assignments
- b. clearly defined course objectives
- c. class exercises and assignments that challenge students intellectual capacities and cultivate the skills relevant to historical inquiry
- e. class exercises and assignments that allow for the measurement of student progress across the semester
- f. grading that reflects clearly-defined, high standards
- g. evidence of innovation in teaching techniques

Additional measures of teaching effectiveness include mentoring, number of students taught, thesis and dissertation supervision, relevance of courses taught, and other contributions to the teaching mission of the department and University.

OPERATING PROCEDURES

DEPARTMENT OF HISTORY UM-ST. LOUIS

Adopted by the Department of History in 1974; revised in 2008.

1. Composition of the Department

a. Voting Members

1. All full-time members of the department, at any rank from instructor to full professor.
2. All full-time joint appointees between the department and another academic department or research center.
3. All full-time administrators who are in the department.
4. All full-time members of the department who are currently on leave.
5. Only tenured and tenure-track members of the department may vote on appointments, tenure, and promotion as required by the University's guidelines.

b. Non-Voting Members

1. All part-time (adjunct) faculty during the semester in which they teach history.
2. All visiting members of the department.

2. Meetings of the Department

a. Schedule

1. Regular meetings must be held at least four times per semester.
2. Meetings shall not be scheduled when they conflict with courses taught by members of the department unless no alternative is available between 8:00 a.m. and 5:00 p.m., Monday through Friday.
3. The chairperson or executive committee (by majority vote) may call additional meetings.
4. A meeting may also be called at the request of 25 % of eligible voting members of the department. Their request and an agenda shall be submitted to the chairperson who will distribute the agenda to the department within three days and will hold the meeting within a week of the request.
5. For the regular meetings, the chairperson shall provide the department with an agenda at least one week before the meeting.
6. The chairperson will report on matters of concern to the department.

b. Quorum

7. Meetings of the department, whether regular or ad hoc, may be held only if a

quorum of the voting members of the department is present.

8. A quorum is fifty percent plus one of the voting members of the department who are currently teaching in the department (i.e., voting members currently on leave or serving full-time in administrative positions are not counted in the total from which fifty percent is necessary).
9. All voting members present shall be counted towards the quorum.

c. Voting

10. All votes, excepting the offer of an academic appointment, in the department meetings are decided by a simple majority of the voting members present.
11. Three-fifths of the voting members present must approve the offer of all academic appointments.
12. All elections to offices and committees are by secret ballot unless the voting members present vote unanimously to hold open voting.
13. At the request of any voting member, a secret ballot may be required on any issue.

d. Elections

14. Elections for chairperson and all other officers shall take place at either the March or April meeting of the department.
15. The term of office for all positions begins on August 15 following the election.
16. The chairperson shall serve a three-year term and may be reelected. Tenured members of the Executive Committee serve staggered three year terms and untenured members serve a one-year term. All other officers shall serve one-year terms.
17. Nominations for the position of chairperson are made by the candidates themselves. Candidates must give their names to the recording secretary, who must notify all members of the department of the list of candidates at least one week before the election.
18. Nominations will take place in the following order: graduate coordinator, executive committee, undergraduate advisor, library coordinator, recording secretary. Persons may hold multiple offices.
19. Nomination of persons not present at the meeting requires their approval prior to the balloting.
20. Only tenured members are eligible for the position of chairperson.
21. Ballots for chairperson election will be counted by a member of the administrative staff and verified by a designated member of the department. The ballots will be destroyed after the election.

3. Offices and Committees of the Department.

a. Chairperson

1. The chairperson is the department's representative to the rest of the University and to the public and is entrusted by the department with its day-to-day operation.
2. The chairperson is elected by the department by a simple majority, recommended by the Dean of the College, and appointed by the Chancellor.

3. The chairperson may be recalled by the department by a simple majority of the voting members present. Any motion to recall must appear on a regularly distributed agenda.
 4. The chairperson must resign any appointment to a research center or any position in the administration of the University.
 5. The chairperson is responsible for the administration of the department during the summer, but may delegate that responsibility to another tenured member of the department. Whoever administers the department during the summer has first claim to teach one course during the summer session, regardless of other factors.
- b. Graduate Coordinator: The graduate coordinator shall coordinate all graduate programs and advise the chairperson on matters related to graduate education.
 - c. Undergraduate Advisor. The undergraduate adviser shall handle student advising and transcript evaluation and advise the chairperson on matters related to undergraduate education.
 - d. Library Coordinator: The library coordinator shall maintain liaison with the libraries and supervise the department's library acquisitions.
 - e. The Executive Committee
 1. The executive committee shall consist of the department chairperson, two other tenured faculty, and one untenured faculty member. This composition may be changed to reflect the changing composition of the department by a majority vote at a single meeting. The two tenured members of the committee will serve staggered 3-year terms. The untenured member will serve a 1-year term.
 2. The executive committee shall advise the chairperson on:
 - (1) all salary adjustments
 - (2) the department budget
 - (3) other matters that the chairperson or the executive committee considers appropriate.
 - f. Recording Secretary: The recording secretary must take minutes at each meeting of the department and distribute copies of them to members of the department within one week of the meeting.
 - g. Graduate Student Representative: Graduate students of the Department of History may elect one representative to attend department meetings as a non-voting participant.
4. Revision of the Operating Procedures requires a majority vote by the department at two successive meetings held at least two weeks apart.
 5. Revisions of Operating Procedures must be inserted to the Department Handbook. Every department member shall be given a hard copy of the Department Handbook.

UM-ST. LOUIS DEPARTMENT OF HISTORY

Procedures and Criteria for Promotion and Tenure

The following represents a compendium of the procedures developed in 1973, 1976, and 1981 as approved by the Department in September 1987 and with amendments of approved by the Department on February 19, 1992, October 2, 1995, September 2, 1997, September 21, 1999, October 5, 2005, and October 14, 2009.

I. General Procedures

Members of the departmental faculty are expected to demonstrate competent service, good teaching, a pursuit of internal and external grants as appropriate, and research recognized as a contribution to knowledge. In rare instances, demonstrated brilliance in either teaching or research combined with competence in the other may qualify a candidate for favorable consideration.

Every non-tenured professorial faculty member, as well as every tenured Associate Professor, will receive an annual review of his or her scholarly performance to advise him or her on professional development. This process will include a meeting with the chair and a brief appraisal in writing. An *ad personam* committee appointed by the chair will conduct a more formal review in the fourth year. The purpose of this is to assist in a constructive sense to prepare for the tenure review.

In determining the level of teaching performance, the department will use specific means of evaluation, such as examination of student-completed questionnaires, course syllabi, peer evaluations, classroom visitations, and available data relating student performance to course objectives. Members of the department charged with these evaluations will regard the academic progress and welfare of present and future students as the most important consideration.

In determining the level of grant activity, the Department will consider the availability of support, the extent to which the candidate has sought internal and external support, and the success of the applications.

In determining the level of research performance critical appraisals from qualified internal and external sources will be sought. Published research that is highly regarded by those knowledgeable in the candidate's field is the goal. Articles of significance in the better journals that seek expert external opinion before acceptance for publication are weighted especially heavily. In evaluating books, wide critical acceptance or acclaim is important, with due consideration given to the quality of the review and the competence of the reviewer. The attribution of authorship in joint projects must be clearly stated.

In evaluating service, both quantity and quality of service performed in the department, in the

College of Arts and Sciences, in campus-wide activities, in professional organizations, and in institutions whose mission is related to the study of history will be considered.

II. Ad Personam Committee

An Ad Personam Committee consisting of three faculty members will be appointed for each candidate for promotion or tenure. The departmental tenure and promotion committee will nominate three members of the department, from which the candidate will select two. The third member of the committee will be selected by the candidate from tenured members of appropriate rank from this or another department.

The function of the ad personam committee is to gather all pertinent data and materials relating to the candidate's performance in teaching, service, pursuit of grants, and research (completed, current, and projected) in accordance with the guidelines set forth in Section I. The committee will then organize and systematize this evidence and present it to the departmental tenure and promotion committee. In its deliberations, the tenure and promotion committee will give due weight to the individual opinions of members of the ad personam committee, but the ad personam committee will not submit a formal recommendation.

The Departmental Tenure and Promotion Committee

The tenured members of the department constitute the Committee for candidates for tenure, tenured Associate Professors and Professors the Committee for candidates for promotion to Associate Professor, and tenured Professors the Committee for candidates for promotion to Professor.

After review of an ad personam committee's reports and after due deliberation and discussion, the Tenure and Promotion committee, except for the Department Chairperson in tenure cases, will vote upon the candidate by secret ballot. A candidate receiving a majority of the votes cast will be recommended for the appropriate advancement. The Departmental Tenure and Promotion Committee's recommendations will be forwarded to the Dean of the College of Arts and Sciences by the chairperson. In tenure cases, the Department Chairperson will prepare a separate recommendation and submit it to the Dean.

IV. Criteria for the Evaluation of Performance at the Various Ranks

A. Instructors

A person hired for the position of Assistant Professor but appointed as Instructor pending the completion of the terminal degree is expected to complete the degree within one year and is usually promoted automatically to the rank of Assistant Professor at the beginning of the term following the completion of the terminal degree.

The department will not recommend Instructors for tenure.

B. Assistant Teaching Professor

There is no limit to the length of time a faculty member may spend in rank as an Assistant Teaching Professor. Faculty holding the title of Assistant Teaching Professor may request a formal review for promotion to Associate Teaching Professor after their fifth year in the lower rank and are encouraged to do so if they can demonstrate sustained excellence in teaching, pedagogical innovation, and significant contributions to history education at the department level. Contribution to teaching at the department level may include informal mentoring, the development of curriculum resources, and the organization of formal workshops. Service expectations, in addition to attendance at department meetings and functions, include participation on department and campus committees, particularly those relevant to teaching. Service may also include active membership in appropriate professional organizations and participation in student extra-curricular activities.

Assistant Teaching Professors must maintain an up-to-date teaching portfolio of approximately 20 pages in length that documents their teaching accomplishments and progress toward promotion. Portfolios will generally contain the following sections and will summarize activities in each area:

- Teaching/Instruction Responsibilities (including instruction activities, courses and titles, frequency of instruction, enrollment statistics, information about students/clients, newly designed instructions).
- Teaching/Instruction Philosophy and Goals (including statements on teaching and learning).
- Representative Instructional Materials (including syllabi, program outlines, curriculum, handouts, assignments, delivery methodologies, study guides, written plans, visual aids, descriptions of non-print materials and field demonstrations/trips).
- Evaluations of Teaching/Instruction (including summaries of standardized student or participant evaluations, unsolicited letters of evaluation, observation reports, peer evaluations).
- Teaching/Instruction Scholarship (including materials development, improved instructional techniques, state-of-the art delivery systems, applied research demonstrations, workbooks and guides, reports and publications on teaching/instruction/applied research/demonstrations).
- Awards and Honors (including explanations of honors and awards, factors contributing to the candidate's selection for the recognition, the sources of recognition, and the nature of competition for the recognition).
- Advising, Service, and Professional Activities (including service in curriculum and program development, supervising and advising, cooperative work with students and organizations, internship supervision, participation in associations, editorial or other responsibilities, organization of professional activities).
- Improvement Activities Undertaken (including participation in workshops and meetings on instructional improvement, grants and support for delivery and instructional improvement).

The portfolio should also include an appendix containing supporting documentation relevant to each section.

At least once each year, a colleague in the history department will produce a written evaluation of teaching performance based on a class observation. A more comprehensive peer evaluation will be conducted at least once every three years by members of the history department and will include classroom visits, evaluation of instructional materials including syllabi, a portfolio review, and an interview with the faculty member regarding professional goals and progress toward achieving previously articulated goals. This comprehensive peer review will culminate in a written report that assesses

progress since the previous report (if applicable) and outlines any steps necessary for further corrective action.

The procedure for evaluating performance during the promotion review must include an inspection of the candidate's teaching portfolio, previous peer reviews, and student course evaluations. In addition, the ad personam committee must solicit letters of support from a random sample of former students and from professional peers, some of whom should be external to the department and University. Additional letters may be solicited from a list of students supplied by the candidate. Outside reviewers should be familiar with the candidate's work and have the appropriate credentials to either assess history instruction at the University-level or evaluate the candidate's service contributions.

C. Associate Teaching Professor

There is no limit to the length of time a faculty member may spend in rank as an Associate Teaching Professor. Faculty holding the title of Associate Teaching Professor may request a formal review for promotion to Teaching Professor after their fifth year in the lower rank and are encouraged to do so if they can demonstrate sustained excellence in teaching, pedagogical innovation, and significant contributions to history education in regional, state, and/or national contexts. Evidence of recognition as master teachers beyond the campus may include invited presentations at professional conferences and publications in professional journals. Service responsibilities, in addition to those expected for Assistant Teaching Professors will include some community outreach, for instance, developing collaborative relationships with students, faculty, and administrators at feeder high schools and community colleges.

Peer evaluations will be conducted in the manner described in the above section on Assistant Teaching Professors.

Associate Teaching Professors must maintain an up-to-date teaching portfolio as described in the above section on Assistant Teaching Professors.

The procedure for evaluating performance during the promotion review must include an inspection of the candidate's teaching portfolio, previous peer reviews, and student course evaluations. In addition, the ad personam committee must solicit letters of support from a random sample of former students and from professional peers, some of whom should be external to the department and University. Additional letters may be solicited from a list of students supplied by the candidate. Outside reviewers should be familiar with the candidate's work and have the appropriate credentials to either assess history instruction at the University-level or evaluate the candidate's service contributions.

D. Assistant Professors

Assistant Professors with meritorious records as teachers and scholars must be considered for tenure and promotion not later than their sixth year of full time academic service or the sixth year of creditable service toward tenure. Unless tenure is granted, a terminal contract must be issued no later than the sixth year. Proposals made before the sixth year must include evidence of exceptional performance and productivity. Normally a recommendation for promotion to Associate Professor and for the awarding of tenure will be

requested at the same time. Only in unusual circumstances will the Committee recommend granting tenure to an Assistant Professor without promotion or recommend promotion to an Associate Professor without tenure.

A meritorious record as a scholar at the level of Assistant Professor is defined by the History Department as a body of articles, published or in press, recognized by experts as being of high quality; or, a book manuscript, published or accepted by a scholarly press on the basis of strong recommendations by recognized experts in the appropriate field; or a published book that has been reviewed favorably in professional journals.¹ Typically (but not necessarily), the book manuscript is based on revision of the candidate's Ph.D. dissertation. Critical editions and/or translations of historical sources, collection or exhibit catalogs, editorships, exhibits, document collections and productions in non-print media may be considered as part of the scholarly record after review by recognized scholars, in keeping with generally accepted criteria.

E. Associate Professors

There is no limit to the length of time a faculty member may spend in rank as an Associate Professor. As the rank of Professor is the highest academic rank which the University can award to a faculty member, it is awarded only to those who have made outstanding contributions in publication, teaching, and service. Thus the evidence in support of a recommendation to Professor from Associate Professor must be significantly stronger, quantitatively and qualitatively, than that required for the Assistant Professor who is recommended for promotion. For Associate Professors without tenure, a recommendation for tenure must be made no later than the fourth year in rank, including all credit for prior full-time academic services, unless a terminal contract is to be issued.

A meritorious record as a scholar at the level of Associate Professor is defined as a body of articles, published or in press, recognized by experts as being of high quality and a published book that has been recognized by experts as a significant contribution to the field; or, a published book that has been recognized by experts as a significant contribution and a second book that has been published or is in press and evaluated by readers' reports as a significant contribution; or, in rare instances, a body of published "seminal" articles that has led to substantial revisions of interpretations in a major area of history. Critical editions and/or translations of historical sources, collections or exhibit catalogs, editorships, exhibits, document collections and productions in non-print media may be considered as part of the scholarly record after review by recognized scholars, in keeping with generally accepted scholarly criteria.

F. Joint appointees in the professorial ranks.

The criteria outlined for assistant and associate professors will be understood

¹ All references to works in progress utilize the standardized terminology developed by the American Historical Association in its 2005 Statement on Standards of Professional Conduct, p 9. "In press" means that "the manuscript is fully copyedited and out of the author's hands," and that "it is in the final stages of the production process." "Accepted" means "forthcoming" - i.e. " a completed manuscript has been accepted by a press or journal."

to include performance in both academic units, e.g., History and Education.

The tenure and promotion committees of History and the relevant second discipline will review a joint appointee's research and publications to determine the quality of the candidate's total record

CONFLICT OF INTEREST (University Policy)

TEACHING:

Any employee, full or part-time, must obtain written approval from her or his department chair or supervisor AND dean or director before teaching either a credit or non-credit course not connected with the University. Such teaching does not require filing a public disclosure form.

FACULTY-AUTHORED TEXTBOOKS AND OTHER EDUCATIONAL MATERIALS:

Faculty are permitted to assign textbooks, tapes, software, and other materials they have authored in courses they teach but may not retain any resulting royalties from these or any other assigned materials, e.g., duplicated by a quick-copy firm, assigned or recommended to their students. No disclosure form needs to be filed with respect to royalties.

Traditionally, History Department faculty have assigned these royalties to a Department gift account.

Degree Requirements

General Information

Degrees and Areas of Concentration

The department offers work in Asian, African, and African American, European, Latin American, Mexican, World, and United States history from ancient to modern times. At the bachelor's level, the department offers the B.A. in history; and, in cooperation with the College of Education, the B.A. in history with teacher certification and the B.S. in education with an emphasis in social studies.

At the graduate level, the department offers an M.A. in history with work in U.S. and World history. The department also offers the option of an M.A. in history with a concentration in museum studies. The Department no longer offers a full online program at the MA level although online courses are usually available.

Departmental Honors

Students majoring in history may be awarded departmental honors upon graduation if they have achieved the following: a) at least a 3.2 overall GPA; b) at least a 3.5 GPA for all hours attempted in history courses; and c) an outstanding research paper in the Senior Seminar as certified by the faculty member responsible for directing it.

Undergraduate Studies

General Education Requirements

History majors must meet the university and college general education requirements. History courses that will satisfy the university's state requirement are:

HIST 1001 American Civilization To 1865

HIST 1002 American Civilization 1865 To Present

HIST 1003 African-American History

HIST 1004, The History of Women in the United States

HIST 2007, The History of Missouri

HIST 2041, Topics in American Constitutional History

Students may take any language that fulfills the college's foreign language requirement. Majors may not take required history courses on a satisfactory/unsatisfactory basis. Students enrolled in variable credit reading courses for 5 credit hours must complete a seminar paper.

Degree Requirements

Bachelor of Arts in History

Students are encouraged to move from introductory courses at the 1000 to more advanced content-oriented courses at the 2000 level then to skill oriented courses at the 3000 and 4000 levels.

All the 1000 level, majors must take one course in U.S. History:

- HIST 1001**, American Civilization to 1865
- HIST 1002**, American Civilization 1865 to present
- HIST 1003**, African-American History
- HIST 1004**, The History of Women in the United States

Plus one course in European History:

- HIST 1030**, The Ancient World
- HIST 1031**, Topics in European Civilization: The Emergence of Western Europe to 1715
- HIST 1032**, Topics in European Civilization: 1715 to the Present

Plus One course in African, Asian, Latin American, or World History:

- HIST 1041**, East Asian Civilization
- HIST 1042**, East Asian civilization
- HIST 1051**, Latin American Civilization
- HIST 1061**, African Civilization to 1800
- HIST 1062**, African Civilization Since 1800
- HIST 1064**, The African Diaspora Since 1800
- HIST 1075**, World History to 1500
- HIST 1076**, World History Since 1500

Plus two additional courses at the 1000 level on any subject

2000 and 3000 level courses offer in-depth historical content. At the 2000 and 3000 levels, students may count between one and three 3-credit courses toward their major (3-9 credits.) At least one of the courses at this level must be in the fields of African, Asian, or Latin American History

In addition, all students must take: 2999 Introduction to Historical Inquiry (4 credit hours)

4000 level courses are designed primarily for majors and focus on developing historical writing and thinking skills. At the 4000 level, students may count between two and four sections of History 4142 and/or 4143 toward their major (6-12 credits.)

In addition, students must complete History 4999, Senior Seminar, (5 credit hours.) In this course, history majors demonstrate mastery over historical thinking, writing, and research skills. This course should be taken once students have completed all other requirements for the major.

Majors must complete at least 39, but not more than 45, hours in history with no grade below C. Courses 4011 and 4012 do not count toward the major. After fulfilling the general education and specific major degree requirements, students take the remaining 30 hours required to complete the B.A. or B.S. degrees from courses, from one or more of the following or their-quality equivalents at other institutions, if the appropriate department has evaluated them as being of university-level quality: anthropology/archaeology, art (appreciation, history, studio), biology, chemistry, communication, criminology and criminal justice, economics, English, foreign languages/literatures, history, mathematics/computer science, music

(appreciation, history, performance), philosophy, physics and astronomy/geology, political science, psychology, social work, sociology, business, education, engineering, and interdisciplinary.

Undergraduate majors must complete a residency minimum of 15 hours of 2000/3000/4000 level History courses including History 4999 (5 credit hours) at UMSL.

Learning Outcomes

The following learning outcomes are anticipated in the successful completion of a Bachelor of Arts in History

Communication: Write clearly and coherently and listen to oral presentations, summarize the arguments made and discuss them in the context of other oral presentations or conversations.

Valuing/Ethics/Integrity: Understand and articulate the diversity of identities and political and social systems that have shaped human behavior over time. Understand and articulate one's own identity in terms of race, gender and class, and to locate that identity in the wider world, both past and present.

Critical Thinking: Listen to oral presentations, summarize the arguments made and discuss them in the context of other oral presentations or conversations. Accurately summarize an argument and discuss it in the context of other arguments.

Content Knowledge: Embedded in Other Outcomes

Minor in History

Students may minor in history by taking 19 hours of history courses as follows:

- 1) One course numbered 1001-1099 in each of the following areas: United States history, European history, and either Asian, African, Latin American or World history (9 credits)
- 2) Three courses numbered 2000-3999, including History 2999 (10 credits)

No course in which a grade below a C is received shall count toward a minor.

The Minor in History of Science and Technology

The Minor in History of Science and Technology (HST) is an interdisciplinary program requiring a minimum of 18 credits in HST.

All required courses must be completed with a "C" or higher. The satisfactory/unsatisfactory option may not be used. No transfer courses may be used towards the HST Minor. A minimum of 12 hours must be taken at 2000 and above with 9 of those hours being at 3000 or above. Courses in the upper division may satisfy requirements for the student's major, consistently with the major's requirements.

Requirements

1. Logic or Methodology: Choose one of the following courses in either logic or methodology.

ANTHRO 4308, Practicum in Cultural Research Methods

ANTHRO 4310, Laboratory Methods in Archeology

HIST 2999, Introduction to Historical Inquiry

PHIL 3360, Formal Logic

PHIL 4460, Advanced Formal Logic
PSYCH 2219, Research Methods
SOC 3230, Research Methods

2. History: Choose two of the following courses in history of science and technology (6 credit hours).

ECON 3800, History of Economic Thought
HIST 2089, History of Ideas in the West
HIST 2770, Introduction to Transportation
HIST 2772, History of Aviation in American Life
HIST 2773, Urbanization and Transportation
HIST 3143, Inquiries in Transnational History: Introduction to the History of Science (Note: History 3143 is offered under different topics; only the specific topic listed here counts as HPST.)
PHIL 4483, Topics in History and Philosophy of Science
PHIL 4484, Topics in History and Philosophy of Medicine
PSYCH 3400, Conceptual and Historical Foundations of Psychology

3. Science: 9 credit hours in the mathematical, physical, life, behavioral, or social sciences. The science courses must be in addition to those satisfying the Gen Ed requirements and conditional upon their acceptance by the HST undergraduate advisor.

Prerequisites:

Some courses required by the Minor in HST have prerequisites. (It should be particularly noted that all 3000 level History courses require HIST 2999.) Some students may satisfy prerequisites by virtue of their prior curriculum. When this is not the case, students are responsible for either satisfying the prerequisites by adding courses to their curriculum or obtaining a waiver from the instructor.

Alternative courses to satisfy the History requirements:

Some courses may satisfy the History requirement even though they are not listed as such, depending on what their content is. These include variable content courses, courses at the Honors College, and history of philosophy courses. If a course that deals with some aspect of HST and should satisfy a requirement is not listed among those satisfying the requirements, you may do the following:

1. Obtain the description of what the course will cover.
2. Write a very short explanation of why the course ought to count toward satisfaction of the requirement, by showing how it deals with the relevant aspect of HST.
3. Submit both to the HST undergraduate advisor for approval.

Bachelor of Liberal Studies Option:

A minor in HST may be combined with a minor in the Philosophy of Science and Technology and a capstone to form a Bachelor of Liberal Studies. The relevant capstones are either History 4999 or Philosophy 4491. Since students taking History 4999 must have taken History 2999, it is suggest such students use History 2999 to satisfy the Logic and Methodology requirement. Students can use the same course to satisfy the Logic and Methodology requirement of both minors, but cannot use the same science courses. Also, a Bachelor of Liberal Studies program is easily combined, in turn, with a major in any science as a double major. This provides the student with a deeper historical and conceptual understanding of the science(s) he or she is studying.

Related Areas

Since history is a broad discipline, it can be combined with serious work in any other discipline. Courses in the humanities, social sciences, languages, and the natural sciences may complement the history program. Students should consult with faculty advisers to select courses suited to their individual interests.

Bachelor of Arts in History with Teacher Certification

Students majoring in History may earn Social Studies Teacher Certification as follows:

Social Studies

Teacher certification students must complete the major and meet these minimum social science requirements:

- American history, 12 hours including HIST/SEC ED 4013
- European or world history, 9 hours including HIST/SEC ED 4014
- United States and/or state government, 6 hours including POL SCI/SEC ED 4090
- behavioral science, 6 hours
- economics, 3 hours
- geography, 3 hours
- 2 hours of elective social studies credit.

Social science methods courses are HIST/SEC ED 4011

For emphasis area advising, **you must see a History/Social Studies advisor. You must also see an advisor in the College of Education regarding Education requirements.**

For more information, refer to the [Secondary Education](#) in this Bulletin.

Bachelor of Science in Education: Emphasis in Social Studies The history requirements are the same as for the B.A. degree except students fulfill the College of Education general education requirements rather than those of the College of Arts and Sciences. For information, refer to the [College of Education](#) section in this *Bulletin*.

Graduate Studies

The department offers the MA in History and a Graduate Certificate in Museum Studies. Qualified students may enter the MA through two different routes, either as graduates with a baccalaureate degree or as exceptional undergraduates via the 2 + 3 program.

The M.A. Degree

The Department of History offers two options for graduate study, the Master of Arts in History and the Master of Arts in History with Concentration in Museum Studies. These options are described below.

Master of Arts in History

The Department of History offers students two ways of completing the Master of Arts degree: one path of study emphasizes depth of knowledge and research competence acquired through writing a substantial master's thesis; the second emphasizes breadth of historical knowledge acquired through graduate course work and the writing of research papers. Both paths include a core of substantive courses in history (see Core) to which the student adds either a thesis (see Thesis) or additional research papers and seminars (see Research Papers).

The M.A. program offers all students intermediate training preparatory to doctoral programs, advanced training leading to teaching and other careers, and disciplined advanced work.

The History M.A. program offers study in U.S. History, World History and Museum Studies. Students should consult with the Director of Graduate Studies to be sure that they have properly selected their fields of study.

Admission Requirements

Applicants must meet several departmental admission requirements in addition to the general criteria of the [Graduate School](#). The applicant's undergraduate studies need not have been in history, but they must demonstrate high academic potential. Normally, only students with a 3.2 grade point average (3.35 for the online degree) in their undergraduate major are admitted; most successful applicants have higher grades.

Applicants must submit three letters of recommendation, preferably from former teachers, and a sample of their written work. The History Department bases its admission decisions upon the undergraduate transcript, the letters of recommendation, and the sample of written work. The deadlines for applications are March 15th for the Fall semester and October 15th for the Spring semester.

Core

All candidates for the M.A. degree in history must complete a core of 26 hours of course work (excluding thesis credit), with no more than nine hours of history and related fields at the 5000 level. This 26-hour core must include seven courses at 3 credit hours each (21 hours in all), and one 5-credit-hour writing seminar consisting of a 2-credit-hour research paper supplement to a 3-credit-hour, 6000-level history readings course.

To earn the 26-hour core, candidates select three fields of study, the first with a minimum of four courses (each at 3 credit hours or more), the second and third with a minimum of two courses each (at 3 credit hours or more).

In addition to this core, each candidate must select one of the two following degree options:

1) Thesis Option--32 hours total

In addition to the core, the candidate choosing this option must enroll for 6 hours of thesis credit and submit an acceptable thesis. The thesis is based on original research in primary sources. Normally, theses do not exceed 100 pages of text. Candidates receive a grade for the thesis upon its approval by an advisory committee. The committee consists of professors selected by the candidate after consultation with the major professor. One member of the committee must be from the department but outside the candidate's general area of study, and one may be outside the history department.

The advisory committee conducts an oral examination on the thesis during the candidate's last semester of residence.

The committee decides whether the candidate shall pass, fail, or fail with the option to repeat the oral examination at a later date. Students may not take the oral examination more than twice. The second examination must be held no less than one and no more than two semesters following the date of the first examination. Summer session may be counted as a semester under this procedure, but students should be aware of the difficulties involved in assembling faculty committees during the summer.

Thesis candidates must demonstrate competence in one foreign language or in quantitative methods as applied to historical study. Candidates shall demonstrate foreign language competence by translating, with

the use of a dictionary, 500 words in one hour. A member of the history faculty will conduct this examination and choose the test for translation. Candidates shall demonstrate quantitative methods competence by satisfactory completion of either PSYCH 2201 Psychological Statistics or SOC 3220 Sociological Statistics, or their equivalent.

2) **Research Paper Option**-36 hours total

To complete this option, the candidate must complete two 5-credit-hour seminars (each consisting of a 6000-level reading seminar plus 2 credit hours of supplementary work on a substantial research paper), in addition to the core. The candidate may choose a fourth field in addition to the three already represented in the core to complete this option.

Online Masters Program

In conjunction with Missouri Southern State University, the department of History at UMSL offers a route to the MA degree through online coursework. The requirements for the degree remain the same as in the conventional program. Students who wish to pursue the online Master's degree must apply specifically for this option by way of a note to that effect in the Comments section on the [graduate application form](#). Students pursuing this path are expected to take one course per semester. Missouri K-12 teachers are given preference in the admission process. Some online courses may require students to visit either the UMSL or Missouri Southern State campus once per semester. At least one-third of total credit hours must be taken with instructors at each institution. Normally, only students with a 3.35 grade point average in their undergraduate major are admitted to this track. The deadlines for applications are March 15th for the Fall semester and October 15th for the Spring semester.

The 2+3 B.A. and M.A. in History

The 2+3 B.A./B.S. – Ed and M.A. in History enables students of demonstrated academic ability and educational maturity to complete the requirements for both degrees in five years of full-time study. Because of its accelerated nature, the program requires the completion of lower-division requirements (15 hours) before entry into the three-year portion of the program. It also has prerequisites numbered 5000-5999 for graduate readings courses numbered 6000-6999. When all the requirements of the B.A/B.S. – Ed. and M.A. program have been completed, students will be awarded both the baccalaureate and master's degrees. A carefully designed program can permit a student to earn both degrees within as few as ten semesters.

The combined program requires a minimum of 137 hours, at least 5 of which must be at the senior level (HIST 4999) and at least 32 of which must be at the graduate level (courses numbered in the 5000 and 6000 range). In qualifying for the B.A. or B.S. – Ed., students must meet all university and college requirements, including the requirements of the undergraduate major. In qualifying for the M.A., students must meet all university and Graduate School requirements, including satisfactory completion of at least 32 credit hours at the graduate level.

The semester they will complete 62 undergraduate credit hours, (including 15 credit hours of appropriate 1000-level coursework in the History Department and HIST 2999) interested students should apply to the Graduate Director of the Department of History for admission to the 2+3 combined degree program in History. A cumulative grade point average of 3.4 or higher in history courses, a writing sample, and three letters of recommendation from faculty are required for consideration. Students will be admitted to the 2+3 program under provisional status until they have completed 105 total credit hours toward their BA degree with a grade point average of 3.0 or higher. After completion of the provisional period, and with the recommendation of the graduate director, and approval of the graduate dean, students can be granted full

admission into the program. Students will not be admitted to the program, if they have accumulated more than 105 credits. Students in the 2+3 program begin to pay graduate credit hour fees once they exceed the 105 credit hour threshold. Students must maintain a grade point average of 3.0 or higher throughout the combined program. Students who officially withdraw from the 2+3 combined degree program will be awarded the B.A. or B.S. – Ed. Degree when they have successfully completed all the requirements for the degree.

Undergraduate History Requirements For Students in the 2+3 Program

The following requirements must be completed prior to enrolling in the 2+3 Program:

At the 1000 level, majors must take one course in U.S. History:

- HIST 1001**, American Civilization to 1865
- HIST 1002**, American Civilization 1865 to present
- HIST 1003**, African American History
- HIST 1004**, The History of Women in the United States

Plus one course in European History

- HIST 1030**, Ancient Empires of the Mediterranean
- HIST 1031**, Topics in European Civilization: the Emergence of Western Europe to 1715
- HIST 1032**, Topics in European Civilization: 1715 to the Present

Plus: One course in African, Asian, Latin American, or World History

- HIST 1041**, East Asian Civilization
- HIST 1042**, East Asian Civilization
- HIST 1051**, Latin American Civilization
- HIST 1052**, Mexican Civilization
- HIST 1061**, African Civilization to 1800
- HIST 1062**, African Civilization Since 1800
- HIST 1064**, The African Diaspora Since 1800
- HIST 1075**, World History to 1500
- HIST 1076**, World History Since 1500

Plus two additional courses at the 1000 level on any subject.

At the 2000 level, students must receive a grade of C or higher in HIST 2999, Introduction to Historical Inquiry (4)

Once admitted to the program students must take the following courses:

Additional Undergraduate History Requirements For Students in the 2+3 Program

HIST 4999, Senior Seminar (5)

NOTE: B.S.-Ed. students must also take History 4012, 4013 and 4014.

Graduate History Requirements For Students in the 2+3 Program

Three courses at the 5000-level for 9 credit hours.

Five courses at the 6000-level for 17 credits beginning with HIST 6000 (students must take two of their three 5000-level courses prior to enrolling in History 6000), followed by at least three courses in a major field of study and one 5-credit course.

In addition to this core, each candidate must select one of the two following degree options:

1. Thesis Option –32 hours total

In addition to the fulfilling the requirements listed above, the candidate choosing this option must enroll for 6 hours of thesis credit and submit an acceptable thesis. The thesis is based on original research in primary sources. Normally, theses do not exceed 100 pages of text. Candidates receive a grade for the thesis upon its approval by an advisory committee. The committee consists of professors selected by the candidate after consultation with the major professor. One member of the committee must be from the department but outside the candidate's general area of study, and one may be outside the history department.

The advisory committee conducts an oral examination on the thesis during the candidate's last semester of residence.

The committee decides whether the candidate shall pass, fail or fail with the option to repeat the oral examination at a later date. Students may not take the oral examination more than twice. The second examination must be held no less than one and no more than two semesters following the date of the first examination. Summer session may be counted as a semester under this procedure, but students should be aware of the difficulties involved in assembling faculty committees during the summer.

Thesis candidates must demonstrate competence in one foreign language or in quantitative methods as applied to historical study. Candidates shall demonstrate foreign language competence by translating, with the use of a dictionary, 500 words in one hour. A member of the history faculty will conduct this examination and choose the test for translation. Candidates shall demonstrate quantitative methods competence by satisfactory completion of either PSYCH 2201, Psychological Statistics or SOC 3220, Sociological Statistics, or their equivalent.

2. Research Paper Option

To complete this option, the candidate must complete two additional 5-credit hour seminars (each consisting of a 6000-level reading seminar plus 2 credit hours of supplementary work on a substantial research paper.) The candidate may choose a fourth field in addition to the three already represented in the core to complete this option.

Museum Studies

Master of Arts in History (Museum Studies) and Graduate Certificate in Museum Studies

These options are intended for students planning to pursue professional careers in museums. In addition to the core requirement of substantive courses in history, the Museum Studies program includes intensive training in the theory and practice of museology. This innovative program is a collaboration between the Departments of History, Anthropology, and Art and Art History, the Missouri Historical Society and the St. Louis Mercantile Library. It is taught by a combination of professors and practicing professionals from St. Louis-area museums. Recognizing that the museums field is in a period of rapid change, the program is designed to train students for leadership in the emergence of a new paradigm of museology that focuses on relationships between museums and the people and communities that they serve.

For most students this will be a terminal master of arts degree, fully preparing graduates for immediate entry into museum careers in a variety of positions. While the core requirement focuses on history studies, the museological training is applicable to employment in any type of museum.

Admission Requirements

Applicants wishing to enter the Museum Studies concentration must apply specifically for that concentration on the graduate application; successful application for the general M.A. program in history does not automatically provide access to the Museum Studies program. Applications for the Museum Studies concentration will be accepted only for the fall semester. Because of the prescribed sequence of course work, no midyear entry into the program will be allowed.

In addition to the general criteria of the Graduate School, applicants for the Museum Studies concentration must meet several additional criteria of the Department of History and the museum studies program. Applicants' undergraduate studies need not have been in history, but they must demonstrate high academic potential. Normally, the history department admits only students with a 3.2 grade point average in their undergraduate major; most successful applicants have higher grades. Applicants must submit three letters of recommendation, preferably from former teachers and/or employers, and a sample of their written work. The sample may or may not be academic work, and length is not a consideration. Besides these departmental requirements, applicants must submit the [Museum Studies Supplemental Application](#). The supplemental application includes a statement of intent for pursuit of a museum career.

The departmental Graduate Committee and the director of the museum studies program will base their admissions decisions upon the undergraduate transcript, the letters of recommendation and the sample of written work.

Applications for the museum studies program must be received by the university no later than March 1.

Museum Studies Concentration--39 hours total

All candidates for the M. A. in History with a Concentration in Museum Studies must complete HIST 6134, 6135, 6136, and 6137. These courses are cross listed under the same numbers in the Anthropology Department and the Art and Art History Department. Students may enroll through the department of their choice. All candidates must also complete ART HIS 5588 Museum Education and Visitor Research and ANTHRO 6139 Practicum in Exhibit and Program Development. Together, these courses provide a solid foundation in the theory and history of museology and in practical skills for museum work. As a final requirement, candidates must complete HIST or ANTHRO or ART HIS 6138. This exit project will be the capstone demonstration of competence in museum studies. The specific nature of this demonstration will be customized to the interests and career aspirations of each student. It may take the form of a traditional thesis, an exhibit project, or some other appropriate form, as approved in advance by the candidate's advisory committee.

In addition to these requirements, all candidates must complete 15 hours of elective history course work, with no more than 6 hours of history at the 3000 level. Museum Studies students will take courses distributed in any proportion between the fields of "United States to 1865" and "United States Since 1865." Both the director of the Museum Studies Program and the graduate director of the History Department must approve in advance any exceptions to this requirement (e.g., selections of courses from another field, such as European or African history).

Graduate Certificate in Museum Studies (19 hours)

A very limited number of positions may be available for students who wish to pursue only the Graduate Certificate in Museum Studies without seeking the M.A. in History. In most cases, these will be students who already hold an advanced degree and are currently working or planning to work in a museum but who have had no formal training in museum studies. Candidates for the Graduate Certificate must complete

HIST 6135, 6136, 6137, and 6138, ART HIS 5588, and ANTHRO 6139. Contact the director of the Museum Studies Program for availability and special application procedures.

Graduate Certificate in History Education

The Graduate Certificate in History Education is designed for practicing teachers, instructional coordinators, and history educators in the community who are seeking to deepen their knowledge of history education. It will offer history and social studies educators a program that integrates historical and educational knowledge, theory, and practice. The purpose of the certificate is to improve the practice of history education in schools and the community, to introduce history educators to metahistorical theory and practice, to deepen their historical knowledge, and to encourage sophisticated teaching and curriculum development built on research at the intersection of history and the learning sciences.

Admission Requirements

Applicants wishing to pursue the Graduate Certificate in History Education in conjunction with an MA degree or an MED should follow the normal application procedures for their respective Master's level program. Applicants wishing to pursue the Graduate Certificate in History Education alone normally must have a GPA of 3.2 or higher and should apply specifically for this certificate program and submit three letters of recommendation and a writing sample along with their application.

Program Requirements

All candidates for Graduate Certificate in History Education must complete HIST 6113, and HIST/TCH ED 6115 and 6116. Students must take an additional nine credits at the graduate level in History or Education courses as approved by the Program Director.

Career Outlook for B. A. and M. A. graduates

An important rationale for the discipline of history is its centrality to the university curriculum and to the life experience. The ability to put events or developments into the context of the past is useful as well as pleasurable. Responses to a questionnaire sent to history graduates have indicated that alumni in a wide variety of fields are as conscious of and appreciative of their training in history as those who have chosen it as a profession. Men and women in business, lawyers, bankers, librarians, and foreign service officers have all found it relevant to their careers. Study and research in history sharpens organizational and writing skills important to success in business and the legal profession. A growing interest in local history has created employment opportunities in museum, archival, and preservation work.

Career Outlook for M. A. with Concentration in Museum Studies

There are more than 8,000 museums in the United States. History museums constitute more than half of that total and employ approximately one-third of the 150,000 paid staff working in U. S. museums. While job requirements vary widely among individual museums and specific professional roles, the M.A. degree offered by this program qualifies graduates for a wide range of career opportunities, in history museums and in other types of museums as well. The Museum Studies Program provides students with placement assistance and counseling and with access to a wide range of information on career opportunities in the field, and program faculty use their extensive networks in the field to help identify opportunities and to place students.

AWARDS AVAILABLE TO HISTORY MAJORS

THOMAS KNAPP MEMORIAL SCHOLARSHIP

Eligibility: Students must be history majors who are enrolled full time and who have completed at least sixty credit hours by the beginning of the year for which the scholarship is awarded.

Selection: Applicants will be judged on merit (e.g., grade point average and references) by a committee of the history department faculty.

Award: The Knapp Memorial Scholarship is \$2,000 and will be awarded in May of each year.

R GENE BURNS SCHOLARSHIP

Eligibility and Selection: Same criteria as for the Thomas Knapp Memorial Scholarship in addition to a demonstrated commitment to teaching.

Selection: Applicants will be judged on merit (e.g., grade point average and references) by a committee of the history department faculty.

Award: The R. Gene Burns Scholarship is \$1,000 and will be awarded in May of each year.

ALUMNI SCHOLARSHIPS

Eligibility: Students of junior or senior standing. Two historian recommenders are required with at least one from this department.

Selection: Applicants will be judged on merit (e.g., grade point average and references) by a committee of the history department faculty.

Award: The Alumini Scholarship is \$500 and will be awarded in May of each year.

RAWICK PRIZE

Eligibility: Phi Alpha Theta annually awards the Rawick Prize of \$500 for the best paper/project submitted for History 4004 during the preceding academic year. Applicants must be enrolled and pursuing an undergraduate degree in History.

Selection: Applicants will be judged on merit (e.g., grade point average and references) by a committee of the history department faculty.

Award: The Rawick Prize will be awarded in the Fall of each year.

ARTHUR SHAFFER MEMORIAL SCHOLARSHIP

Eligibility: Applicants must be History majors pursuing secondary education certification in social studies or B.S. Ed. majors. Students must have completed, at minimum, History 4011 (255), 4013 (257) or 4014 (258) and have at least one semester of undergraduate work yet to complete at UM-St. Louis.

Award: The Arthur Shaffer Memorial Scholarship is \$600 and will be awarded at the beginning of the Fall semester.

THE TED LISTERMAN GRADUATE STUDENT OF HISTORY AWARD

The Ted Listerman Graduate Award is to be awarded each year to the most outstanding graduate student paper in history. Ted Listerman is a graduate of the University of Missouri-St. Louis History Department and continues to be an ardent supporter of the program through his leadership and generosity.

Eligibility: Students enrolled in the MA program in History are eligible for this award.

Award: Students will be nominated by faculty teaching graduate seminars. Awards will typically be announced in late summer.

PHI ALPHA THETA

Phi Alpha Theta is the International History Honor Society dedicated to promoting excellence in the study of history. The Psi-Psi chapter's goal is to foster the study of history and appreciation of history at UM-St. Louis. It seeks to provide interaction with other historians on both formal and informal levels. All interested students of any major are welcome to attend chapter meetings.

Eligibility for membership

Undergraduate students must have completed at least 12 semester hours in history with a 3.1 average (4 point scale) in history courses and a 3.0 in two-thirds of the other courses.

Graduate students must have completed at least one-third of the residence requirements of the M.A. degree (11-13 hours depending on the option) before becoming eligible for election to membership. Averages in all courses completed for graduate credit must be at least midway between the highest and second highest grade on the working scale, and no grade on the graduate record may be "failure" or its equivalent (a "C").

**HISTORY DEPARTMENT
GUIDELINES FOR THE ANNUAL EVALUATION
SYSTEM**

Adopted 1-30-08

1. Teaching

4 points = outstanding performance in the areas identified below

3 points = very good performance in the areas identified below

2 points = adequate performance in the areas identified below

1 point = needs improvement performance in the areas identified below

0 points = deficient performance in the areas identified below

Components of quality teaching:

a. the provision of extensive feedback on student assignments

b. clearly defined course objectives

c. class exercises and assignments that challenge students intellectual capacities and cultivate the skills relevant to historical inquiry

e. class exercises and assignments that allow for the measurement of student progress across the semester

f. grading that reflects clearly-defined, high standards

g. evidence of innovation in teaching techniques

Additional measures of teaching effectiveness include mentoring, number of students taught, thesis and dissertation supervision, relevance of courses taught, and other contributions to the teaching mission of the department and University.

2. Research

4 points = publication of a book based upon original scholarship or substantial synthesis of secondary literature; final contract for such a book (based on submission of a completed manuscript); the reception of positive reviews in reputable publications of such a book, acceptance of two or more articles in appropriate, refereed scholarly journals, or two or more chapters in books published by reputable presses or edited by reputable scholars.

3 points = acceptance of one article in an appropriate, refereed, scholarly journals, or one chapter in a book published by a reputable presses or edited by reputable scholars.

2 points = one book chapter or one article in other publications; completion of a major segment of research and/or writing on a significant research project.

1 point = minimal publications such as book reviews and encyclopedia entries; some evidence of ongoing research/writing

0 points = no evidence of ongoing research/writing

NOTE: Edited volumes, major translated works, and receipt of significant grants will be evaluated on case by case basis with a ranking of at least a 2. Scholarly creative works such as video documentaries, websites, and exhibits will be evaluated on a case by case basis.

3. Service

4 points = outstanding, documented service performance with identifiable results

3 points = very good, documented service performance

2 points = "normal" service performance

1 point = minimal service performance, e.g., attending department meetings

0 points = no service

NOTE: These guidelines largely represent an effort to codify practice, but clearly do not cover every case. They form a base for, but do not replace, the professional judgment of the department chair and executive committee. Moreover, they do not address salary compression, blatant inequities, market considerations, or impact of one's activities.

