

UNIVERSITY  
LAS VEGAS



OF NEVADA,

Program Review Self-Study

Program Reviewed: History

Degrees: B.A.

Program Chair or Director: Dr. Andy Kirk

Dean: Dr. Jennifer Keene

Date of Report:

**GENERAL INSTRUCTIONS**

1. **Please complete the program review self-study using this template.**
2. If this review is covering several degree levels, please be sure to address *each level* in your responses to the questions.
  - Dr. Rainier Spencer, Vice Provost for Academic Affairs: [rainier.spencer@unlv.edu](mailto:rainier.spencer@unlv.edu), 702-895-5833.
  - Nora Carroll, Academic Programs Analyst, [eleonora.carroll@unlv.edu](mailto:eleonora.carroll@unlv.edu), 702-895-1888.
3. **Self-study submission:**
  - Send completed self-study electronically to [rainier.spencer@unlv.edu](mailto:rainier.spencer@unlv.edu) and [eleonora.carroll@unlv.edu](mailto:eleonora.carroll@unlv.edu).

**I. Program Description**

**A. College/Department/Program**

1. College or School: Liberal Arts
2. Unit: Web Address: [history@unlv.edu](mailto:history@unlv.edu)
3. Program being reviewed: B.A.
  - a) Degrees and their abbreviations: United States & Latin America, The World

**B. Primary individual completing this worksheet**

1. Name: Andrew Kirk
2. Title: Professor and Chair
3. Date of self-study: 8/25/2018
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**C. Other faculty involved in writing this report:** Graduate Coordinator Professor William Bauer, Policy Committee Chair Professor Greg Brown, Undergraduate Coordinator Assistant Professor Cian McMahon, Curriculum Committee Chair Associate Professor Michael Green

**D. Catalog Description**

Please insert the most recent catalog description(s) of the program(s). Due to display complications, the description must be typed into this form and not pasted from the catalog.

The History Department seeks first to provide students with a broad knowledge of the human past and experience and the appreciation of diverse cultures crucial in a smaller and smaller world. A degree in history also provides students with the skills necessary for success in a wide range of careers and professions ranging from business to law, social services, and education. These skills include training in the collection, analysis, and evaluation of information; critical thinking; clarity of expression orally and in writing, and the ability to make independent judgments. Finally, the department seeks to train majors in the specific skills and knowledge necessary for public school teaching and for graduate study in history or in professional schools.

1. Is this description correct? If not, what needs to be changed?

This description is mostly correct and reflects our current program mission. The last line needs reconsideration and revision to reflect changes in our mission regarding instruction for teachers of both public and private school and to specifically mention public history and the wide range of career options outside teaching open to history majors.

**II. Centrality to Mission**

**A. Department/Program Mission**

What is the program's mission statement (or the department's if the program does not have one)?

We seek to be a nationally and internationally recognized unit, known for the quality and variety of our scholarly production, the innovativeness and effectiveness of our degree programs, and the significance and durability of our engagement – with the campus, the southern Nevada community, the national and international scholarly community, and the general public, from the local to the international scale. The UNLV History Department provides students, our colleagues and the southern Nevada community with expertise and

practical application of knowledge about the recorded human past. We achieve this through instruction, research and scholarship, and professional and community engagement by providing guidance to enable others to pursue informed and effective interaction the human past. This guidance includes proper handling of a wide variety of source materials, deployment of a wide range of methods of analysis and interpretation, mastery of multiple means of scholarly and public communication, and the fostering of an appreciation for the salience, significance, and meaning of the diverse languages, cultures and experiences that constitute the human experience.

The Department's broader objectives include: (1) transmitting the accumulated knowledge of the human past through formal teaching by tenured and tenure-track faculty at all levels of the curriculum; (2) generating and disseminating new knowledge of the past through innovative research; (3) training students in the skills of research, critical analysis and effective communication; (4) contributing fundamentally to the university's efforts to promote understanding of global, multicultural, and international issues; (5) providing services to the local community as part of a robust relationship based on interdependence and reciprocity.

### **B. Department/Program Mission Alignment**

Briefly describe how this program is aligned to the mission of the University as described in the most recent mission statement, UNLV Mission <https://www.unlv.edu/toptier/vision>, and how it supports achievement of the institution's mission:

The History Department consists of 40 instructional staff members: 25 active tenure-stream faculty, 1 faculty-in-residence, and 10 part-time instructors (each of whom holds an advanced degree), and four graduate instructors. Three of our tenure-stream faculty hold joint or courtesy appointments with other academic units, and we also have two courtesy appointments of Affiliate Faculty employed in other divisions. As with the university as a whole, our diverse faculty, students, staff and alumni work together to use the wide appeal of the study of history to link our specific departmental mission with UNLV goals to promote community engagement linked to individual achievement through education, research and scholarship. Our nationally recognized efforts in public history contribute to economic development and foster a climate of applied humanities engagement resulting in national award winning community engagement projects. All of our department activities demonstrably enrich the cultural vitality of the communities we serve.

### **C. Core Themes**

Briefly describe how this program supports UNLV's Core Themes (the core themes can be found at: <https://www.unlv.edu/provost/nwccu/core-themes>):

At present, we have 200 students in our 3 degree programs: 21 doctoral students, 16 MA students, and 163 declared undergraduate majors. In the fall 2018 term, we are offering 124 History sections, of which 42 are being taught by full-time staff. Full-time History staff are also teaching 2 sections of COLA100, 3 Honors sections and one Law course. Total enrollment is 12,316 student credit hours -- thus, 1026 annualized FTE.

Our BA program, undergraduate course offerings, and public and applied history programs aimed at undergraduate majors, minors, and the general student population are all designed to promote **student achievement** across the curriculum. Our multiple national award-winning history honor society, Phi Alpha Theta supports student achievement through professionalization and community building programs. Our newly expanded Undergraduate Coordinator position further enhances our outreach and communication with undergraduates and provides a central point of contact between our department and the college Wilson Advising Center. History is generally considered one of UNLV's top teaching departments with faculty winning every teaching award offered by the institution and NSHE. By regularly serving more than 3,000 student per semester, the department plays a vital role in the university's undergraduate educational programs. Every member of our department teaches courses at every level, ranging from large introductory surveys through advanced undergraduate courses at the 300-400 level. History Majors complete a professional milestone course (HIST 251) and a capstone experience (HIST 451), which requires a major research project. This requirement places the department within the minority of history departments at large state institutions nationally that have similar rigorous capstone programs. The faculty seeks to enhance this reputation and foster student success by regularly expanding curricular offerings to ensure our wide geographic and cultural coverage continues to address the evolving needs of UNLV's diverse undergraduate population and ensure the success of the large percentage of students we serve. Finally, our innovative efforts to incorporate public history, service learning and community engagement into our curriculum and undergraduate programs ensure that we are on the leading edge of evolving standards for best practices in our discipline as outlined by the American Historical Association, Organization of American Historians, and National Council on Public History.

**Research, Scholarship, and Creative Activity:** The Department of History is one of the most research active units in the university and the state system of higher education. Our department regularly produces a high level of single-authored books, edited or co-authored books, peer-reviewed articles and book chapters, and wins regional and national prizes, grants and fellowships Our faculty have won every major research award offered by the university and the system. Our public history program is the only program in the history of the field to have produced winners of both the National Council on Public History Project Award and Book Award the two highest national awards in that field. Over the ten-year period under review, the faculty of the department of history have published 16 books, 70 articles, and 15 book chapters, secured extensive prestigious external funding including, NEH and two Ford Foundation Fellowships, and won 48 national, university, and system awards including major national book prizes, teaching and research awards. History faculty published with all of the top presses and highest

impact factor journals of our discipline, including Oxford University Press, University of Chicago Press, Cambridge University Press, NYU Press, *The American Historical Review*, *the Journal of American History*, *Environmental History*. History faculty are co-authors of leading American and European history text books from Oxford University Press and Taylor Francis. Individual faculty CVs include full listings of individual faculty publications, presentations, grants and fellowships and other evidence of research, scholarship and creative activity. <https://www.unlv.edu/history>

**Community Partnerships:** Our Department is an innovator and leader in the discipline nationally both in community and professional engagement of our faculty as individuals, in our research and instructional efforts, and in training our students in the methods and field of Public History. Our national award-winning Public History Program, established in 2000, has an extensive record of community partnerships extending throughout the state and across the region, nationally and internationally. (<https://www.unlvpublichistory.com/>)

The program received national and international attention for innovations in pedagogy and practice. Most notably, the program was designed to be an integral part of our graduate and undergraduate programs at a time when many public history programs operated independent of primary departmental teaching programs. While we emphasize practical experience, our program is intellectually rigorous, and students are expected to read, discuss, and produce academic scholarship. By blending theory and practice in innovative and unconventional ways from the classroom to the field our program trains students to merge academic research and hands-on training in ways now specifically indicated as best practices by all the leading professional organizations of our field. Thus, our efforts since 2000, and during the ten-year period under review, place our department among the small minority of university programs nationally and internationally with public history, service learning, and community engagement built into all aspects of their curriculum.

#### **D. Excellence**

List and briefly describe five highlights or areas of excellence of the program:

1. Research, scholarly, and creative activity with clear and consistent links between research and teaching across the curriculum as discussed above.
2. Teaching with essential contributions to college and university teaching mission and innovative methods and practices on the leading edge of the discipline.
3. Public History linking research, teaching, service learning and community engagement resulting in best practices in professional preparation of history majors. The American Historical Association initiated directed efforts to achieve these goals more widely through the “Tuning Project” and “Career Diversity Program.” Our efforts over the past decade and dating to 2000 meet or exceed these new program guidelines and standards only recently adopted or explored by many history departments nationally.
4. Diversity of faculty and diversity as a central component of faculty research areas and teaching. Over the past decade the department hired seven new diverse faculty,

expanded course offerings, public history programing, student support and community building and research training in areas specifically aimed at meeting the needs of UNLV's exceptionally diverse student body and to align our program efforts with university mission in this area.

5. Extensive external funding and development far exceeding national norms for history departments in peer and aspirational institutions. Specific efforts to seek external funding and development for undergraduate programs and public history initiatives and integrate undergraduates into externally funded programs usually reserved for graduate students.

### **III. External Demand for Program**

#### **A. Stakeholders**

1. Who are the main local and regional stakeholders of your educational programs, i.e., employers and entities benefiting from these programs, hiring the graduates, or admitting them to graduate and/or professional programs?

**Clark County School District (CCSD):** Our department collaborates with CCSD on National History Day, We The People, and through our Teaching with Historic Places Endowment along with annual collaborations on history and social students events and programing. History teaching in public or private schools is an employment path common nationally and locally for history graduates.

**Public Land Management Agencies & Cultural Resource Managers:** All the U.S. public lands agencies have regional offices and provide educational programs and internship opportunities for history majors. These agencies employ history graduates and offer support for history students seeking graduate degrees. Our department has a national reputation as a leader in public lands history, CESU public lands funding for the Humanities, pioneering methods in linking CESU and public lands research with graduate and undergraduate curriculum and teaching, leading-edge research linking environmental history and historic preservation, and extensive public history collaborations with all western and national land management agencies. Current efforts to move the UNLV Public Lands Center into the College of Liberal Arts and Department of History will enable us to consolidate and enhance our public lands efforts.

**Preserve Nevada:** Preserve Nevada is Nevada's statewide historic preservation and cultural resource management organization chartered by the National Trust for Historic preservation. Preserve Nevada is unique in the American historic preservation system as the only statewide housed in an academic department and run by a student Director. The organization has a distinguished statewide Board of Directors Chaired by former Governor and U.S. Senator Richard Bryan. Preserve Nevada has closely linked our department research and teaching to a wide range of stakeholders in the state cultural and business community for almost two decades. PN is also nationally recognized as an innovator of student engagement in a field in need of a new generation of preservation professionals.

**Southwest Oral History Association:** Housed in our department this vibrant regional organization supports our students, offers unique methodological training and collaborative opportunities for our faculty, students and community and supports teaching in a range of courses deploying oral history methodologies.

**Pacific Coast Branch of the American Historical Association:** Housed in our department since 2017, the 110 year-old PCB-AHA is the only branch of the most important national professional organization for our discipline. The PCB-AHA facilitated a recent visit by AHA Executive Director Jim Grossman a leading international expert on the historical profession. During the visit and through our association with the PCB-AHA, Grossman offered insights for undergraduate and graduate students and offered insights for faculty working toward best practices in 2018 and beyond. This institution is a very significant new asset to our department as we plan for the next decade of engagement with our profession.

**Cultural Community Partners:** Through our public history program the department has an extensive network of community partners ranging from museums and historic organizations to the Culinary Union, Nevada Test Site community, historic preservation organizations, and a wide range of cultural organizations (see specific examples in Section XI below). Our faculty are exceptionally active in support of community partners, giving dozens of public lectures each year and actively participating in a wide range of public events promoting history and establishing networks in support of our students.

**Local and State Governments:** Local and State government offers internships and employment of history graduates and supports our programs. Notably, Professor Andy Kirk from our department represented history educators on the Governor Brian Sandoval's, Nevada 150 Commission for 4 years leading to new stakeholder relationships, expanded projects for students and endowed programs linking UNLV history education with K-12 education in the state. The City of Las Vegas funded a series of projects over the past decade and our public history program regularly collaborates with several city and county cultural resource and planning agencies on historic matters and cultural resource research and management.

**Business Community:** History students often take information management, research and writing skills into the business community.

**Graduate Programs:** Significant numbers of UNLV history BA students have gone on to complete graduate degrees in our program and at other high-ranked institutions.

## 2. What are specific stakeholder needs for graduates?

In most cases, the department does not have clearly articulated specific needs from stakeholders but there is much evidence that our stakeholders value history education and the skills of history students. In the areas of public lands and cultural resource management, however, stakeholders have specifically asked for more hands-on and practical training of historians so that graduates are better prepared with skills needed to

complete critical tasks such as National Register Nominations. Stakeholders in the museum and material culture fields likewise express the need for more practical training. Often these goals are met in graduate training but our department is working to integrate more practical training into the capstone, service learning in a range of courses and by offering courses in historic preservation, oral history, digital history and other method-based courses to undergraduates. Finally, we hope to offer more funded workshops and trainings for undergraduates through the public history program in collaboration with Phi Alpha Theta.

## **B. Needs for Graduates and Future Plans**

1. What are the anticipated needs for program graduates over the next 3-5 years? Please cite sources of information.

The American Historical Association Tuning Project (<https://www.historians.org/teaching-and-learning/tuning-the-history-discipline>) provides the following skill development needs for history BA students based on extensive research into the current state and future of the discipline. Our department embraces these needs and goals in our strategic planning and assessment as we look to the next 3-5 years.

The Tuning Project encourages:

1. Building historical knowledge.
2. Developing historical methods.
3. Recognizing the provisional nature of knowledge, the disciplinary preference for complexity, and the comfort with ambiguity that history requires.
4. Applying the range of skills it takes to decode the historical record because of its incomplete, complex, and contradictory nature.
5. Creating historical arguments and narratives.
6. Using historical perspective as central to active citizenship.

The Bureau of Labor Statistics estimates for Historians (SOC code 193093) projects annual national need for historians at 3,060 as of 2017 statistics.

2. What changes to the program will those require?

Our program already provides training in all the disciplinary core areas outlined in the Tuning Project. As discussed above, we also work to include more specific training in public history throughout this disciplinary core and to ensure that our students have the necessary intellectual flexibility in all of these core areas while being introduced to the practical knowledge and skills required for student success on the job market or as they continue in graduate or professional school. It is in the area of further integration of public history, community engagement and targeted service learning that our department will need to focus on toward meeting the needs of program graduates over the next 3-5 years. This will require curricular enhancements as discussed above, expanded service learning opportunities in collaboration with college service learning initiatives, and further



integration of public history methodological training and insights at all levels of our curriculum.

### **C. Success of Graduates**

1. What steps does the department take to facilitate the success of graduates (e.g., internships, career fairs, employment talks, etc.)?

Over the past decade the department has worked to expand to undergraduate opportunities initially created for graduate students and to enhance funding in support of career focused undergraduate internships. We are active participants in university research, community engagement and career fairs. Our faculty collaborate directly with CCSD on research projects as indicated above and many of our faculty give public talks that include aspects of student success and employment as well as writing letters of recommendation and providing individual guidance and support beyond standard course advising.

2. Discuss the placements of recent graduates:

Some of our best students continued in our graduate program and then continue on to complete PhDs elsewhere. Though not a significant number, those students have had significant success securing tenure-track academic jobs at universities including Arizona State University and Harvey Mudd College and working as historians in a range of other degree appropriate jobs.

3. If the department or program does not have placement information on graduates, what is the plan to implement gathering that information?

As part of broader alumni outreach, departmental development, and assessment efforts staff are researching graduates to better understand their employment histories and working with the college to identify data sources for tracking liberal arts graduates. The UNLV Foundation reports on Department of History graduate support the general discussion of recent placements but remain incomplete. The Department Chair is collaborating with the Foundation on new study designs for coming decade.

4. Do placements match stakeholder needs as identified above in A of this section?

Continued integration of public history methods, internships and training into our undergraduate curriculum will insure that we are able to match stakeholder needs as identified in Section A. Expanding the range of projects open to students in our capstone experience, HIST 451 will be required to best address the career needs of our students.

5. If not, please explain:

6. Does the program assess whether the graduates are meeting employer's needs?

As noted in Section B-2, our extensive collaborations with community and agency partners and wide placement of history interns regionally and nationally resulted in employer insights on whether our graduates are adequately prepared for employment opportunities and specific suggestions on how to enhance our offerings to meet some of these needs. Although it can be difficult to track specific students, extensive survey-based employment reports from the American Historical Association Perspectives indicate that public history integrated into undergraduate degree programs may increase the chances of majors achieving employment with range of stakeholders indicated in Section A without further graduate study. Those same sources indicate that most stakeholders and employers of historians eventually require an M.A. and some a Ph.D. The National Council on Public History (NCPH) is the primary international professional organization for public historians employed in universities as well as all historians working across the range of employment possibilities outside academia. Thus, quantitative data-based sources like the NCPH Jobs & Professional Development archives and guidelines like, Careers for Students of History are especially important for informing our ongoing efforts to assess whether our graduates are meeting employer needs.

<https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history>

7. If not, what will the program do to place this NSHE-required assessment in place and by what date?

8. Additional comments:

## IV. Program Resources

### A. Faculty Time

#### 1. Faculty and GA Resources

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Number of Full Time Faculty	20	22	24	23	24	25
Number of State-Supported GA lines	10	9	9	8	11	13
Number of PTIs	7	8	5	8	11	10
Number of FIRS & Visiting Faculty	0	0	0	0	1	0

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Percent of Classes Taught by Full Time Faculty	49	48	54	54	46	48
Percent of Classes Taught by	30	25	25	23	21	19

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Number of State-Supported GA lines						
Percent of Classes Taught by Number of PTIs	21	27	21	23	30	33
Percent of Classes Taught by Number of FIRS & Visiting Faculty	0	0	0	0	3	0

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Student Credit Hours Taught by Full Time Faculty	105	144	122	162	93	117
Student Credit Hours Taught by Number of State-Supported GA lines	29	24	16	20	31	54
Student Credit Hours Taught by Number of PTIs	45	51	60	69	45	45
Student Credit Hours Taught by Number of FIRS & Visiting Faculty	0	0	0	0	6	0

2. For other non-major courses – e .g., upper division for the college or university, estimate the unit’s resources allocated to them:

During the period under review only two of our courses, HIST 251 and HIST 451 were designed exclusively for majors. Thus, virtually all of our offerings at all levels served significant numbers of non-majors with all of our faculty and teaching staff engaging a wide range of students from across programs and the university.

**B. Budget**

1. Please fill in the table with three years of financial expenditures to be used to respond to questions 2 and 3 below.

Budget category	FY 15–16	FY 16–17	FY 17–18
State Operating (2101)	\$60	\$72	\$86
Student Fees	\$0	\$0	\$0
Indirect Cost Recovery	\$0	\$0	\$0
Self-supporting	\$30	\$44	\$89
<b>Total Allocations</b>	<b>\$90</b>	<b>\$116</b>	<b>\$175</b>
Number of Graduate Assistantships (including GAs on grants)			

2. Are these resources sufficient to meet the degree program’s instructional and scholarship needs?

If we expand our undergraduate public history offerings we may need to adopt a student fee structure to cover expanded fieldwork and supply costs. As the Undergraduate Coordinator role expands, more funds for recruitment of majors and minors and in-department advising and RPC events will be needed. As explained in VI-4 below, faculty replacement positions and new lines will be required in the future to meet strategic programmatic goals in service of student achievement. Enrolments in all of our lower division offerings are very high and GA resources not adequate to meet the needs of our growing student body. Significant state funds will be required to address these issues.

3. If not, approximately what line items and amounts would be needed?

Because of our large role in general education, and especially to support two large sections of HIST 100 each semester, we need at least one additional GA line.

### **C. General Education**

1. If your program or unit offers General Education courses, please estimate what portion of the unit’s resources are allocated to this area:

There is very high demand for lower division General Education history courses that service the College and University. Most of our faculty at all levels regularly participate in general education offerings with HIST 100, HIST 101 & 102, all fulfilling either U.S. constitution, Nevada constitution requirements or both. With the regular participation of three of our tenure-stream faculty in teaching for other units, the Department relies heavily on part-time instructors (Fall 2018, PTIs and GAs are teaching 79 of 125 (65%) History sections being offered. We have only one FIR, whose position is 50% administrative. We have a long-standing department goal to have tenure stream professors teaching these courses but the demand far exceeds our ability to have all sections covered by full time faculty.

2. Does the combined load from A and B above affect your unit’s ability to offer courses for its major? If so, please describe:

To a certain extent, yes. Thus, our greatest future need is for 1 to 2 instruction-intensive FIR positions with the capability to teach both wide range of lower-division courses (in both tracks, Americas and World, survey courses (eg HIST 100, 101, 102; 105, 106; 208;209) and thematic courses (HIST 103, 110) and to teach select upper division courses in high-student interest areas (e.g. Holocaust/ Human Rights, Immigration, etc.). The sudden death of our colleague Andrew Bell left the Department with a pressing need for a replacement in Ancient World. Dr. Bell’s courses in Greece and Rome regularly attracted very high enrollments, and the more general field of Ancient World provides opportunities for students to study artefacts and early world civilizations. Moreover, he

was a regular instructor for HIST 105, which we continue to offer regularly, and we have a shortage of staff prepared to teach HIST 208 (World History prior to 1500). The phased-in retirement of Professor Marcia Gallo for the current and next academic year creates a high-priority need for a replacement in contemporary cultural history/ gender history/ public history to address high student demand in these areas at the BA and MA level.

We have a longstanding, stated need for new positions in areas of World History as part of our strategic plan, which are essential to offering a fully global degree tracks in the BA and MA programs. In effect, this aspect of our strategic plan represents the fulfillment of a long-term plan for the Department to become a program prepared to provide the global and multi-cultural perspective that is essential for us to fulfill the University mission. Specifically in the areas of South Asia/Indian Ocean and Japan/Pacific Rim to ensure our department can serve the very large Asian student body and further enhance our engagement with the vibrant Asian community in Las Vegas.

#### **D. Other Funding and Resources**

1. Is funding from other sources sufficient to assist the program in achieving its outcomes? Other sources to be considered include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships, other one-time gifts.

In general our department's state funding has been sufficient but the needs identified above in C-2 will require expanded university support for new faculty lines in support of program outcomes. The Department of History is a leader in the College of Liberal Arts in the areas of external funding and development in support of our programs.

Development in support of the department and specific programs like public history were identified as goals in our previous program review and as a result efforts in this area increased significantly resulting in substantial endowment income, scholarships, and funding for internships and wide range of community engagement.

2. If not, which funding streams could most reasonably be increased to help the program attain its outcomes?
3. Has any new donor revenue been generated since the last program review?

Extensive donor revenue has been generated over the past decade. In 2017-2018, the department raised a record \$2.25 million dollars capping a decade of directed development efforts. The bulk of these 2018 funds came from several major donors in support of the Harry Reid Endowed Chair in the History of the Intermountain West. The creation of this Chair fulfilled a long-standing strategic goal to fund a major new position to bring in a leading scholar to enhance our undergraduate and graduate programs and cultivation of donor networks in support of our programs. \$253,000 of our development funds came in support of public history programs like Teaching with Historic Places,

\$100,000 endowment from the Nevada 150 Foundation, and \$125,000 toward the Cooper Ledbetter Scholarship in Public History. Additional gifts support CCSD teachers seeking history degrees, oral history, and faculty research in support of teaching. We are also one of the most active departments in the college in seeking external funding through grants and contracts. Over the past decade the department secured extensive external grants including Ford Foundation, National Endowment for the Humanities, U.S. State Department, and several different land management agencies.

4. Has the unit engaged in fundraising activities to support the program over the last 5 years? If no, please explain why not:

Yes, extensive and consistent efforts including most recently winning the total number of gifts and total amounts raised in the 2018 *RebelsGive* university fundraising initiative. Primarily because of our extensive community engagement and public history activities throughout the state, development and fundraising are built into our department missions and highly successful.

5. What has been the result of these fundraising activities?

Very significant external funding in support of department core mission and programs and our students. New student funding, student travel and research support, funded internship programs, new teaching and research initiatives, and expanded community engagement.

6. Review the space data for your department and comment on its amount and quality. These data will need to be accessed by an individual with Archibus® access.

Our physical space is generally adequate but with the arrival of the Harry Reid Chair we are at capacity for faculty offices. The 2017 remodel of our conference space greatly enhanced our ability to use our space for instruction and events resolving our most critical space issue from the past decade. The public history program has long struggled with a lack of defined collaborative work and storage space. Much like colleagues in anthropology, public historians work with material culture, need to store grant documentation, work collaborative on projects like exhibit design or mapping of cultural resources that require space. As part of a new effort to move the UNLV Public Lands Institute into the College of Liberal Arts and Department of History, we hope to secure permanent workspace for public history programs.

7. Is the quality and quantity of available consumable materials and supplies (e.g., office supplies or lab supplies) adequate and if not, explain why not: Yes
8. Is the quality and quantity of available technology resources, such as computers adequate and if not, explain why not: Yes, although increased public history fieldwork means that our computer and technology needs will exceed current funding levels in the coming years.

9. Is the quality and quantity of available equipment (other than computing) adequate and if not, explain why not: Yes

10. Is the quality and quantity of available library and information resources adequate and if not, explain why not: Generally yes. We work closely with library staff to continue to develop and expand resources critical to the research and teaching of historians. The history staff of the Lied Library have been excellent supporters of our teaching and student research mission and continued active support in the coming years will be required to continue to support faculty and student research. The library partnered on the final phase of our award-winning, Nevada Test Site Oral History Project and houses extensive atomic history archival material generated during that six-year effort.

11. Staffing

a) Are available department staff resources sufficient to attain the program’s outcomes?

We have an excellent and dedicated staff of two full time AA’s and one half-time AA. In most cases the staff do a remarkable job of managing the third largest department in our college and serving our students and community of supporters.

b) If not, what additional staff resources are needed and how would they be funded?

Because of very high enrollments and expansion of department programs, extensive community engagement, and highly research active faculty we will need to convert the half-time AA to a full time position in order to adequately support our department mission and students in the coming years. Our development efforts above support some graduate assistants but additional university funds will be required to expand our state-funded staff lines to three full-time staff. At present, our staff are working at capacity dealing with enrolments far beyond the points where they were hired and in implementing a series of complex new digital records and management systems requiring extensive commitments of their time and energy. Our current staffing does not match the size and activities of our department or the challenges of a much larger institution.

12. Additional comments:

**V. Size of Program**

1. Below are headcount, course enrollment, and degrees conferred data from Decision Support.

<u>Academic Level Key</u>	
Undergraduate (UGRD):	Graduate (GRAD):
10 – Freshman	GR - Graduate
20 – Sophomore	PHD – PhD
30 – Junior	
40 – Senior	
50 – Post Bacc Undergrad	

**Program Review Self-Study**  
Academic Year 2018–19

**Headcount:**

**Headcount declared majors in History BA**

**Plan code 'HISBA'**

<b>Term</b>	<b>Freshmen</b>	<b>Soph.</b>	<b>Junior</b>	<b>Senior</b>	<b>Senior+</b>
Fall 2010	28	38	47	117	0
Spring 2011	21	45	56	120	0
Fall 2011	24	49	62	98	7
Spring 2012	19	32	62	110	5
Fall 2012	25	26	51	122	2
Spring 2013	18	24	49	108	1
Fall 2013	25	31	48	87	3
Spring 2014	15	27	41	89	1
Fall 2014	25	27	37	78	1
Spring 2015	13	21	41	71	1
Fall 2015	20	28	34	59	5
Spring 2016	16	27	35	49	3
Fall 2016	31	20	42	53	2
Spring 2017	22	36	46	54	2
Fall 2017	20	38	53	70	2
Spring 2018	13	35	45	76	1

Source: PeopleSoft Table PS\_LV\_CNR\_STDNT\_CR  
PS\_LV\_CNR\_STDNT\_CP  
Office of Decision Support, July 2018

**Course Enrollments:**

**Department of History enrollments by course subject**

Enrollments in **HIST** lecture courses by course level



**Program Review Self-Study**  
Academic Year 2018–19

<b>Term</b>	<b>Level - 100</b>	<b>Level - 200</b>	<b>Level - 300</b>	<b>Level - 400</b>
Fall 2010	1804	235	88	415
Spring 2011	1311	150	146	488
Fall 2011	1832	261	89	402
Spring 2012	1363	110	85	418
Fall 2012	1671	209	159	375
Spring 2013	1608	126	116	340
Fall 2013	1590	278	162	341
Spring 2014	1246	137	81	403
Fall 2014	1625	301	113	295
Spring 2015	1438	136	140	328
Fall 2015	1889	276	87	296
Spring 2016	1499	189	145	305
Fall 2016	2022	250	139	255
Spring 2017	1735	220	262	232
Fall 2017	1867	179	207	335
Spring 2018	1847	244	86	378

Source: PeopleSoft Table PS\_LV\_CNR\_ENRL  
Office of Decision Support, July 2018

Enrollments in **HON** lecture courses by course level

<b>Term</b>	<b>Level - 100</b>	<b>Level - 400</b>
Fall 2010	17	14

Source: PeopleSoft Table PS\_LV\_CNR\_ENRL  
Office of Decision Support, July 2018

**Degrees Conferred:**  
**Degrees Conferred by Academic Year**  
**History BA**

**Plan code 'HISBA'**

<b>Academic Year</b>	<b>Degree Count</b>
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## History BA

### Plan code 'HISBA'

Academic Year	Degree Count
2008-09	52
2009-10	66
2010-11	66
2011-12	34
2012-13	65
2013-14	43
2014-15	49
2015-16	34
2016-17	35

Source: PeopleSoft Table PS\_LV\_CNR\_DEGREES  
Office of Decision Support, July 2018

2. Discuss the headcounts from the last five years, i.e., are the trends in line with projections in your unit's strategic plan?

The headcounts from the last five years reflect national trends in humanities majors. While our declines in headcounts are a cause for concern they are not as sharp as those experienced by even leading departments at Research 1 institutions as reported in detail in the AHA *Perspectives*. (<https://www.historians.org/perspectives>) Our strategic plan recognized the problem of declining majors and noted that we envisioned limited growth of majors. Our previous ten year program review also noted, importantly, that at UNLV, history has never been a destination major with most of our graduates migrating to the major from other majors and departments. Thus, while our incoming major numbers are small the twenty-year pattern paints a picture of a department with a small major but very large teaching role in the college and university with a steady graph of small rises and declines in majors over two decades.

3. If not, why not?

4. Does your program's enrollment trend differ from national trends?

As noted above our trend differs only in that our numbers were not ever as high as many Research 1 institutions and have not declined as precipitously as those with traditionally more robust majors.

5. If yes, please discuss the reasons why:

6. Additional comments:

## **VI. Retention, Progression, Completion**

### **A. Major Course Offerings**

1. Are enough courses offered to meet enrollment demands?

Data from the current and past 4 semesters demonstrate that History ranks third among Liberal Arts units in students taught, behind only Psychology and English; yet, over 80% of History's current instructional resources support student achievement in pursuit of degrees awarded in programs other than History. As noted earlier in the report, our department plays a central role in university general education programs. Significant increases in enrolments over the past decade diminished our ability to have a majority of 100 level courses taught by fulltime faculty and required more extensive use of PTI's to meet this need and still offer sufficient major/minor-specific courses to provide clear pathways for our students. Generally, the department has been able to offer enough courses and sections to meet enrollment demands of both general education and non-majors along with our own students but clarity on process on onboarding additional PTIs, new FIR positions and replacement and new lines in critical geographic and thematic areas will be required to meet existing and expanded future demand.

2. How many major courses have been added or eliminated in the last 5 years?

6 Added      2 Eliminated

3. Why were the actions taken?

Two courses were not eliminated but moved from one course number to another to better serve students and clarify the titles of the courses. (History 330, Great Cities in History, moved from 434C: to better fit the parameters of the course with the curriculum and catalog--rather than being an in-depth study of a topic, it was more likely to be the kind of comparative course that would have appeal at the 300 level. History 347, History of Mexico, moved from 470--to make the course more accessible to students who would be interested in the subject. History 232, History of Africa III, added: to provide a one-semester introduction for students generally, and to prepare students for more advanced courses on the topic. History 302, Topics in Public History, added: to enable us to offer public history courses for undergraduates only, and to build partnerships with the local public history community. History 304, Topics in the History of Medicine, added: to enable us to meet the needs of those studying in the health sciences and pre-med. History 350, History of Modern Africa, added--to expand our offerings in that area and locate it at the 300 level for accessibility for majors and non-majors alike. History 368, History of

Casinos, added--to enable the department to have an offering that would appeal to non-majors as well as majors, and to better reflect university and community interest. History 212, East Asia 1600-present added to provide survey of China, Korea and Japan at the lower level to appeal to non-majors and act as a feeder for 400 level classes.

4. After reviewing the program, what additional actions should be taken to improve retention, progression and completion?

The following actions to improve retention, progression and completion are proposed in our new strategic plan.

**Current Status:** In AY2018, History awarded **14 graduate degrees and 39 BA degrees**. This fall (2018) we are teaching **12,316 student credit hours** -- of which **65% are 100-level courses**, which primarily support student achievement for the College and University. The overwhelming share of these credit hours are **not included in our RPC cohorts**.

Considering R/P/C achievement among undergrads since 2012:

1. Over the **past six academic years, we have awarded 300 BA degrees (an annual average of 50 BAs.)**
2. Since 2012, **a cumulative 48% of the 81 individuals who entered UNLV as FTFT History majors have persisted as full-time students at UNLV** – of whom **14 have graduated in History**. (NB. This represents less than 5% of our undergraduate degree awards in this period.)
3. Including full-time, transfers and part-time students **since 2012, 165 students have entered UNLV as declared History majors; 43 have graduated and another 65 persist as UNLV degree-seeking students** in good standing. (Of the 57 who are no longer enrolled at UNLV, we do not know how many have graduated from, or are seeking degrees at, other institutions.)
4. This fall, **we retained 90% of our 2017 cohort**; that is, 11 of the 12 students who enrolled as first-time, full-time History majors at UNLV one year ago (Fall 2017) remain fully enrolled at UNLV. This represents significant improvement over the six past years (2012-2018); of the 81 students who have entered UNLV as FTFT History majors since 2012, 75% (60) were retained at UNLV the following fall.

Continue to measure and improve **effectiveness of 100-level service courses** in contributing to more effective student achievement in other majors in the College and University

Create better **balance in our deployment of instructional resources for lower-division service courses and intermediary, upper division and graduate courses**

Provide **more coherent degree pathways** for History BA and MA students to attain degrees, by updating our general curriculum, certain sub-plans and concentrations, and topical course clusters (related courses scheduled to allow co-enrollment in a given semester).

Foster a **greater sense of community** within the department both between majors and faculty/staff and amongst the majors themselves.

**Process:**

**Pilot of a 100-level, one-credit course for declared, intended or exploring History majors and minors** (2019-2020 university year). Ideally, this course would work as a standalone “workshop” for students already enrolled in lower-division HIST courses. It would also serve as the first step of a more coherent curricular pathway from incoming freshman to graduating senior by explicitly preparing students for the milestone course (HIST 251). We regard this new course as part of a potentially broader revision to our curriculum that would more deliberately identify progressive competencies for our students across the program of study. The larger objective is to think more purposefully—and to communicate to our students more explicitly—what knowledge and skills we wish them to acquire with a degree in history and how this will enhance their prospects for success in life.

**Pilot a 300-level, one-credit, intermediate course** (e.g. HIST 351) or 400 level upper division (HIST 450) for majors **focused on research methods** (2019-2020 university year). Building on the lessons learned and relationships developed in the freshman workshop (HIST 151) and milestone course (HIST 251), this one-credit course will enable History majors to design a research project, which they will subsequently execute in the senior capstone course (HIST 451). Over the course of five weeks, each student will define a research topic and identify primary and secondary sources related to it. The final assignments are an annotated bibliography, brief research prospectus, and oral presentation. The goal of this new course is to provide a much-needed intellectual (and to a degree, a social) bridge between our milestone (HIST 251) and capstone (HIST 451) courses. Ultimately, these two new one-credit workshops will complete a “spine” of courses (151, 251, 351, 451) that each History major will be required to take at each stage in their education.

**Expand the role for Undergraduate Coordinator (UGC)**, to oversee further study of ideas for enhancing the coherence and applicability of the History BA. An effective UGC will contribute to the College of Liberal Arts’ mission to its undergraduate students (and especially to raise rates of Retention, Progression, and Completion). That person’s duties—previously ill defined and often addressed at the last minute, in an ad hoc fashion, and in response to deadlines from outside entities—include the following:

Serve as an outreach officer (both in terms of making students feel welcome in our community but also reaching out to those identified as needing extra support).

Coordinate with the Wilson Advising Center and serve as a primary point of contact

with the Dean's Office for RPC and other Student Achievement issues.  
Remind faculty members of the importance of employing initiatives such as the Student Success Status reporting system (and support faculty when necessary).  
Work with the appropriate department and college committees to ensure that required courses are offered regularly and in ways that meet demand.  
Research and generate the department's BA Assessment Plan and annual Reports.  
Support efforts by the Office of Undergraduate Research to showcase student work and advertise such initiatives to our students and faculty.  
Coordinate with the department's Awards committee to identify leading History majors/minors.  
Exploit on-campus resources to promote opportunities for faculty development, student success, and new learning initiatives.  
Identify career opportunities for history majors and offer workshops and seminars with a focus on readiness for careers.  
Develop institutional memory and enable the smooth transition to the next UGC.

**Rationalize course scheduling and academic advising to enhance student progression** in BA tracks (e.g. ensuring students complete HIST 251 before the attainment of 60 credit hours). This is part of an ongoing conversation, which we are having with the Wilson Advising Center. The development of a more coherent curricular pathway (especially around the 151/251/351/451 courses) is explicitly designed to recruit and students and help them progress and complete their degrees.

Standardize learning outcomes by **designating specific competencies to be attained across all History courses at comparable levels** (e.g., common types of assignments for 1xx, 2xx, 3xx and 4xx courses).

Enhance community **engagement with CCSD secondary schools to recruit undergraduate majors and potential MA students in collaboration with AP History and AP Government teachers who are UNLV History alumni.**

Enhance assessment of undergraduate academic growth over the course of the History major to **better document how the major contributes to acquisition of key competencies** identified in the Undergraduate Learning Outcomes.

**Apply the findings of the TILT survey conducted in Fall 2017 of HIST 100 students,** in coordination with Office of Undergraduate Education, to improve impact of this high-enrollment course on retention of UNLV first-year students (over 400 students who are not HIST majors). Re-administer the survey in spring 2019 or fall 2019 to measure impact use in coming years as assessment tool.

5. Are there any courses that students routinely have difficulty getting enrolled in, that slow progression and/or graduation? If so, please identify them:

No. Our department is usually able to provide critical offerings every semester in support of student RPC. Of course, there are exceptions with unexpected demand but no regular

bottle-necks. As scheduling plans above supported by our strategic planning indicate, we are actively working to improve and enhance pathways and remain nimble in addressing course needs and demands.

6. If last question was answered yes, what steps can be taken to reduce “bottle-necks” in these courses. Please indicate *both* financially-based and non-financially-based solutions.

7. Can any changes in sequencing of courses be made to facilitate graduations?

Our plans to add new HIST 151/351 linking existing 251/451 courses toward enhanced pathways toward graduation will improve sequencing.

## **B. Curriculum**

1. Is the program’s curriculum aligned with current developments in the field?

As discussed in Sections B & C, our department curriculum was designed with best practices from our field in mind and has evolved over the past decade to align even more precisely with best practices in RPC for history students, national standards for student learning objectives aligned with course offerings, and public history integration into undergraduate curriculum.

Across the curriculum student learning objectives based on American Historical Association rubrics, Tuning Project insights, and NCPH curricular guidelines.

By the time students complete the program, they will be able to:

1. Demonstrate a broad knowledge of the development of world history from antiquity to the present.
2. Demonstrate knowledge of two of the four geographical areas including United states, Latin America, Europe and Asia.
3. Demonstrate training in the collection, analysis and evaluation of historical sources and information through the identification, analysis, and citation of the historical arguments of other scholars.
4. Demonstrate an awareness of the changing nature of historical interpretation; the ability to make independent judgments about conflicting historical interpretations; and recognize where they are in history.
5. Demonstrate training in critical thinking and the ability to construct a reasoned and effective argument on the basis of historical evidence that has been selected, arranged, and analyzed.
6. Demonstrate training in clarity of expression orally and in writing.

2. If not, what needs to be done to make the curriculum current?

**C. Graduation Rates**

Program graduation numbers and rates are summarized below.

**Graduation Rates:**

**Graduation rates for Fall Cohorts**

**First-time, Full-time College Students declaring History BA and graduating within 6 years**

**Plan code 'HISBA'**

<b>Cohort Term</b>	<b>Cohort Size</b>	<b>Degree in Plan</b>	<b>Degree % Plan</b>	<b>Degree in Dept</b>	<b>Degree % Dept</b>	<b>Degree any Dept</b>	<b>Degree % any</b>
Fall 2010	16	4	25.0	4	25.0	8	50.0
Fall 2011	11	2	18.2	2	18.2	3	27.3
Fall 2012	11	5	45.5	5	45.5	7	63.6

Source: PeopleSoft Table PS\_LV\_CNR\_DEGREES  
PS\_LV\_CNR\_CP  
PS\_LV\_CNR\_CR

Office of Decision Support, July 2018

Using the data in the tables above, please answer the following questions:

1. Are trends in 6-year cohort graduation close to the University’s goals (UNLV’s undergrad goal is 50%)?

The Fall 2011 cohort seems to be an exception based on the limited three year cohort data set. The Fall 2012 cohort exceeds the university goals and points toward retention and progression trends from the most recent cohort reports presented to Department Chairs and the College Executive Committee.

2. If not, what is being done to reach the goal?

As outlined in VI-4, our Fall 2018 strategic plan has a set of actions targeting RPC and cohort graduation rates. This fall, we retained 90% of our 2017 cohort; that is, 11 of the 12 students who enrolled as first-time, full-time History majors at UNLV one year ago (Fall 2017) remain fully enrolled at UNLV. This represents significant improvement over the six past years (2012-2018); of the 81 students who have entered UNLV as FTFT History majors since 2012, 75% (60) were retained at UNLV the following fall. In Fall of



2017, we introduced a series of casual community building events with an advising component. Directed by the newly created Undergraduate Coordinator, these events have been very well attended, resulted in a new model of department-driven advising and, we believe, are contributing to student RPC. In the coming years we plan to work to enhance these activities toward a much more engaged and engaging model for advising toward student success.

3. Discuss how and why the graduation rate is changing.

It is very hard to determine variability precisely or plan for how to deal with the changing nature of humanities cohorts and rates of major changes during undergraduate careers. Our pathway actions outlined in the strategic plan attempt to address these issues.

4. Additional comments:

## **VII. Relationship to Other Programs**

1. What relationship does your program have to other programs (e.g. articulation, transfers, collaborations, partnerships) in the NSHE system?

The department collaborates across the College of Liberal Arts extensively with cross-listed and multicultural course offerings, general education and graduate student seminars. Our courses in areas like environmental history are required by various other UNLV colleges including the School of Engineering Solar Energy Minor and the Greenspun College Environmental Studies Program. In the system we work closely with the History Departments at CSN, Nevada State, Great Basin College and UNR to ensure transfers and articulation function seamlessly for students enrolled in our courses and our programs. Our curriculum is designed with articulation and transfers in mind and we work closely with the college to ensure our offerings in critical general education areas and constitutional requirement courses like HIST 100 and HIST 101-102 are designed with insights and input from sister departments across the system. In the area of public history we collaborate with UNR on a range of statewide engagement projects, with participation in the Nevada Humanities Commission and through multi-institutional boards like Preserve Nevada that always include representatives from several NSHE units.

2. What relationship does this program have to other programs at UNLV (e.g., collaborations, partnerships, affiliated faculty, General Education requirements, etc.)?

Elaborating on the above, we have two faculty with joint appointments in Honors College and many faculty regularly teaching in Honors. We have one faculty with a joint appointment in the Law School and two major annual lectures co-sponsored by Law and History. We collaborate with the Barrick Museum on public programs and events at the intersections of art and history. We have several faculty currently or previously affiliated with the Black Mountain Institute and Brookings Mountain West. We perform extensive

service across the campus as external members of student committees. Our public history program regularly partners with other units on campus most notably with the six year Nevada Test Site Oral History Project that linked the departments of History and Sociology with the Lied Library Special Collections on grants from the DOE, Department of Ed and U.S. State Department. That project also involved faculty and staff from the Desert Research Institute who participated in a year-long seminar and aided in preparations for fieldwork in Kazakhstan. We have two affiliated faculty in our department, Dean Daniel Hamilton, William S. Boyd School of Law, and Mary-Ann Winkelmes, Director of the UNLV Faculty Center. We work closely with the Department of Political Science to coordinate constitutional requirement courses at UNLV and across NSHE.

3. Additional comments:

## **VIII. Impact**

1. What impact has this program had or will have in the following areas:

a) University

Our department regularly generates extensive positive national/international/local media coverage for UNLV including dozens of leading media outlets like; *The New York Times*, *PBS NewsHour*, *The Atlantic*, the *L.A. Times*, *Smithsonian*, and Nevada Public Radio (NPR). Scholarly awards, journals, conferences, grants. Faculty in our department generate hundreds of thousands of reads with posts and blogs in forums like *The Conversation*, *The Huffington Post* and a wide range of field appropriate online venues. Faculty in our department regularly collaborate with state and local media on history and history education with one faculty hosting a popular show on KNPR. Our efforts in community engagement and in our profession (below) bring honor and distinction to our university. Our faculty have won every major award for teaching, research and service offered by the university and many of these multiple times. We have a department culture of service to the university over the decades and strongly embraced by our faculty today. Many of our faculty currently serve on critical university committees and across the campus in a variety of significant ways. Our students have won many of the most significant university and system awards, national and international scholarships, fellowships, and awards. And a remarkable number of Calvert Research Awards granted for outstanding student research by the Lied Library. Jenni Ochoa (2018); Kylie Johnson (2017); Daniel Waqar (2016); Lee Hanover (2015); Christina Thompson (2014); Emylia Terry (2012); Yesenia Alaniz (2011); Thomas Birmingham (2010); David Huggins (2010); Junichi Miyamoto (2010);

b) Community

Most of our faculty regularly contribute to a wide range of community events like National History Day with CCSD, The Las Vegas Book Festival, We the People, along with dozens of annual community history events. Our faculty are generous advisors and collaborators with local, regional and state organizations and active members and contributors of community organizations. Regardless of field or method, all of our faculty engage the community, work to translate scholarship to stakeholders, and share their insights with those outside the university. The Harry Reid Endowment with generous support from a range of stakeholders and community members is only the latest of a long list of Department of History community engagement efforts that have aligned our programs and teaching with the interests and needs of our community. As discussed below and elsewhere in this report, our department effort over the past eighteen years and especially during the period under review, resulted in one of the most successful community engagement efforts at UNLV and the state represented by extensive collaborations, exceptional success in development and in extensive positive state media coverage of our efforts to weave community engagement, service learning and public impact into the mission of our academic unit. (example of this work are on our website: <https://www.unlvpublichistory.com/in-the-field/> & <https://www.unlvpublichistory.com/in-the-classroom/>)

c) Field

Our department is currently ranked 114 in *US News* top history departments, the highest in the state and notable because our Ph.D. program (size of Ph.D. program is a critical measure for *US News*) is much smaller than larger regional institutions ranked just above or below our program. That ranking may rise with the announcement of the Reid Chair and recent expansions of our distinguished and very diverse faculty. We have a highly research productive faculty publishing in the top ranked peer-reviewed journals in their fields and with the top academic presses in the world. Publications from our department have been widely reviewed in highest impact-factor journals including, *The Journal Nature*, *Science*, *The American Historical Review*, *The Journal of American History* and virtually every top-ranked journal in every sub-field represented by our faculty. Faculty books have been reviewed in *The New York Times Book Review*, *The London Review of Books*, *The Los Angeles Times*, *The Chicago Tribune* and many public media forums. Faculty books have been featured on the PBS NewsHour, C-Span Book, and a wide range of national and local media. Our faculty have won many national awards, most competitive grants and fellowships and prizes for books and articles (listed in Section IX). Our Western History Program is nationally recognized and we have a diverse and outstanding faculty in World History. Our faculty edit national and international journals, edit top-ranked book series, serve in a wide range of high-level professional service capacities including as elected officers of the leading organizations of their field, board members, and serve as committee chairs. As described in detail elsewhere, our Public History Program has made a very significant impact in the area of community engagement and won many national awards including the NCPH Project Award and NCPH Book Award, the Spur Award for our student Leisl Childers, *The Size of the Risk*. Our collaborative public history work has been featured as a model in the leading journal of the field, *The Public Historian*, the subject of museum exhibits, documentaries,

extensive national media coverage, and in a wide range of scholarly production. Unlike many departments of history our efforts in all of the areas above, across geographies, themes and areas of study are linked in ways that enable our students to take full advantage of all of the areas of expertise that make us a leader in our discipline.

2. What are the benefits to the institution of offering this program?

The UNLV History Department provides students, our colleagues and the southern Nevada community with expertise and practical application of knowledge about the recorded human past. We achieve this through instruction, research and scholarship, and professional and community engagement by providing guidance to enable others to pursue informed and effective interaction the human past. We provide critical general education teaching to the institution and our courses consistently enroll thousands of students each semester. Our courses directly support UNLV’s mission to, “assist students in meeting the intellectual and ethical challenges of responsible citizenship and a full and productive life through opportunities to acquire the knowledge and common experiences that enhance critical thinking and social integrity.” Our diverse faculty and range of geographic, thematic and methodological subjects we cover directly support UNLV’s mission to support our diverse community through education, research, scholarship, and creative activities. Our department program stimulates economic development through and diversification through public history and community engagement and enriches the cultural vitality of the communities we serve in all aspects of what we teach and do.

3. Provide examples of the integration of teaching, research, and service (e.g., faculty mentoring leading to student presentations at conferences, service learning classes, community service activities involving students, or other student activities and/or achievements that you think are noteworthy).

As discussed in other parts of this report, our efforts over the past decade to move undergraduates in to our public history program is aimed at integration of teaching, research, and service learning. Undergraduate students actively participated in the Nevada Test Site Oral History Project Tale of Two Cultures exchange with the EcoMuseum in Kazakhstan and local presentations to large public audiences presenting the results of that project. (<https://www.unlvpublichistory.com/in-the-classroom/>) Our newly expanded undergraduate course offerings in public history all offer service learning as a central component and provide opportunities for undergraduates to collaborate with graduate students, our faculty, faculty from other departments and community and agency partners. Across our curriculum, with our five-time National Best Chapter award-winning history honor society, Phi Alpha Theta, our faculty mentor students toward local, regional and national presentations at the regional and National Phi Alpha Theta conferences. Daniel Waqar (Valedictorian for UNLV Class of 2016, Liberal Arts/History) reached the status of a Rhodes Scholar finalist for his history honors thesis, entitled "Assessing understandings of the Israeli-Palestinian Conflict: A Peace and

Conflict History of Hebron, The Occupied West Bank," under the direction of Associate Professor of History John Curry. He was also the UNLV Class of Spring 2016 Valedictorian, and won a number of prestigious grants, including the multi-year Truman Fellowship, which is awarded to less than 100 candidates in the United States. After participating in a number of prominent internships in Washington, D.C., he subsequently joined the South Asian Studies Program at Oxford University in England as an M.A. candidate with an eye toward continuing toward the Ph.D.

4. Additional comments:

## **IX. Productivity**

1. Please provide an indication of faculty productivity appropriate for your unit (lists of publications by type, grants by type, performances by type, installations by type, etc.):

### **Select Department of History Bibliography:**

#### **Books:**

Dr. William Bauer

*California Through Native Eyes: Reclaiming History*. Seattle, WA: University of Washington Press, 2016.

*Major Problems in American Indian History* (3rd ed.). Stamford, CT: Cengage Publishing, 2014.

Dr. Marcia Gallo:

*"No One Helped": Kitty Genovese, New York City, and the Myth of Urban Apathy*. Ithaca NY: Cornell University Press, 2015. ~ Winner, 2015  
Lambda Literary Foundation Award for Nonfiction ~ Winner, 2015  
Publishing Triangle Judy Grahn Award for Lesbian Nonfiction ~ Finalist,  
2015 USA Book News Award for LGBT Nonfiction

Dr. Joanne Goodwin:

*Changing the Game: Women at Work in Las Vegas, 1940-1990*  
(University of Nevada Press, 2014).

Dr. Michael Green:

*Nevada: A History of the Silver State* (University of Nevada Press, 2015).

*Lincoln and the Election of 1860* (Southern Illinois University Press, 2011)

Dr. Andy Kirk:

*Doom Towns: The People & Landscapes of Atomic Testing* (Oxford University Press, 2011)  
*American Horizons: The United States in Global Perspective*, with Michael Schaller, et al.  
(New York: Oxford University Press, 2013, 3<sup>rd</sup> Edition, Vols. 1-2, 2017)  
*Counterculture Green: The Whole Earth Catalog and American Environmentalism*  
(Lawrence: University Press of Kansas, *Culture/America* Series, 2007. Revised 2<sup>nd</sup>  
Edition, 2011).

Dr. David Tanenhaus:

*Ages of Anxiety: Historical and Transnational Perspectives on Juvenile Justice*, ed. by William S. Bush and David S. Tanenhaus (NYU Press, 2018).

*Juvenile Justice in Global Perspective*, ed. by Franklin E. Zimring, Máximo Langer, and David S. Tanenhaus (NYU Press, 2015).

*Choosing the Future for American Juvenile Justice*, ed. by Franklin E. Zimring and David S. Tanenhaus (NYU Press, 2014).

*The Constitutional Rights of Children: In re Gault and Juvenile Justice*  
(University Press of Kansas, 2011, 2017).

*Encyclopedia of the Supreme Court of the United States*, 5 volumes  
(Macmillan Reference USA, 2008) [Editor-in-Chief].

Dr. Cian McMahon:

*The Global Dimensions of Irish Identity: Race, Nation, and the Popular Press, 1840-1880* (Chapel Hill: University of North Carolina Press, 2015)

Dr. Jeff Schauer:

*Imperial Ark: Wildlife between Empire and Nation in Twentieth Century Africa*. Forthcoming from Palgrave Macmillan, 2019.

Dr. Michelle Tusan:

*The British Empire and the Armenian Genocide*, London: IB Tauris, 2017.

*Smyrna's Ashes: Humanitarianism, Genocide and the Birth of the Middle East*, Berkeley: University of California Press, 2012. *PCCBS Book Prize Honorable Mention*

Dr. Paul Werth:

*Православие, инославие, иноверие: Очерки по истории религиозного разнообразия Российской Империи* [Orthodoxy, Non-Orthodoxy, Heterodoxy: Sketches on the History of Religious Diversity in the Russian Empire] (Moscow: New Literary Observer, 2012).

*The Tsar's Foreign Faiths: Toleration and the Fate of Religious Freedom in Imperial Russia* (Oxford: Oxford University Press, 2014).

*Revolutions & Constitutions: The United States, the USSR, and the Islamic Republic of Iran* (Ronkonkoma, NY: Linus Learning, 2015)

**Articles:**

Dr. Michael Alarid

“They Came From the East: Importing Homicide, Violence, and Misperceptions of Soft Justice into Early Santa Fe, New Mexico, 1847-53.” In *All Trails Lead to Santa Fe: An Anthology*, Santa Fe: Sunstone Press.

Dr. William Bauer

“Sudsy Sovereignty: Work, Labor and Power on the Pacific Slope.” *Labor: Studies In Working-Class History Of The Americas*, 12: 1-2 (2015): 71-86.

“Stop Hunting Ishi.” *Boom!: The Journal of California*, 4:3 (2014): 46-50.

“The Giant and the Waterbaby: Paiute Oral Traditions and the Owens Valley Water Wars.” *Boom!: A Journal of California*, 2:4 (2012), 104-117.

“Family Matters: Round Valley Indian Families at the Sherman Indian Institute, 1902-1945.” *Southern California Quarterly*, 92 (Winter 2010-11).

“Journeys Into Indian Country.” *Journal of the West*, 49 (Fall 2010): 30-37.

Dr. Austin Dean:

“A Coin for China? The Monetary Standards Debate at the end of the Qing Dynasty, 1900-1911,” *Modern China* 44, no. 6 (2018) : 591-619.

“The Shanghai Mint and U.S.-China Monetary Interactions, 1920-1933,”  
*Journal of American East Asia Relations* 25, no. 1 (2018): 7-32.

Dr. Marcia Gallo:

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Dr. Michael Green:

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Dr. Elizabeth Nelson:

2009 “The Lost Cuisine: The Politics of Domestic Life in the Post-Civil War South” Society for the History of Authorship, Reading, and Publishing, Toronto, Canada 2009 “‘The Land of Pumpkin Pies’: The Political Culture of Nostalgia in New England, 1820-1860” Far Western Popular Culture Conference, Las Vegas NV

Dr. David Tanenhaus:

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Dr. Cian McMahon:

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Dr. Michelle Tusan:

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Dr. Paul Werth:

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*Mixed Marriages in Europe: The Politics and Practices of Religious Plurality between Fourteenth and Nineteenth Centuries* (Ashgate, forthcoming).

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Dr. Elspeth Whitney:

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### **Book Chapters:**

Dr. William Bauer:

“Oral History.” In Anderson, C., O'Brien, J. (Ed.), *Sources and Methods in Indigenous History*. Routledge, 2017.

California Indians. In Hoxie, F. E. (Ed.), *The Oxford Handbook of American Indian History*. New York: Oxford University Press, 2016.

“The Economy of Indian Education in California, 1902-1945.” In Child, B. J., Klopotek, B. (Ed.), *Indian Subjects: Hemispheric Perspectives on the History of Indigenous Education* (pp. 90-113). Santa Fe, NM: School of American Research, 2014.

“Everybody Worked Back Then: Oral History, Memory and Indian Economies in Northern California.” In Embry, J. L. (Ed.), *Oral History, Work and Community in the American West* (pp. 61-81). Tucson, AZ: University of Arizona Press, 2013.

Dr. Marcia Gallo:

“Dancing with Stella” in *Bodies of Evidence: The Practice of Queer Oral History*, Nan Alamilla Boyd and Horacio Roque Ramirez, eds. New York NY: Oxford University Press, 2012: 205-219.

“I’m Glad as Heck That You Exist:’ Feminist Lesbian Organizing in the 1950s” in, *Breaking the Wave: Women, Their Organizations, and Feminism, 1945-1985*, Kathleen A. Laughlin and Jacqueline Castledine, eds. New York NY: Routledge 2010: 47-62.

“Women at Work in Las Vegas, 1940-1980,” in. *Oral History, Community, and Work in the American West*. Ed. Jessie Embry (Tucson AZ: University of Arizona Press, 2013), 175-96.

“Revealing New Narratives of Women in Las Vegas.” In, *Finding Women in the Sources*. Eds. Nupur Chauduri, Sherry Katz, and Elizabeth Perry (Champaign, IL: University of Illinois Press, 2010), 177-191.

Dr. Michelle Tusan

“Empire and the Media,” in Andrew King, et.al. *Routledge Handbook to Nineteenth- Century British Periodicals and Newspapers*, Routledge, 2016: 153- 162. *Colby Prize*

“At Home in the Ottoman Empire: Humanitarianism and the Victorian Diplomat,” Barry Crosbie and Mark Hampton, eds., *The Cultural Construction of the British World*, Manchester University Press, 2015.

“Humanitarian Journalism: The Career of Lady Henry Somerset,” in Elizabeth Gray, ed., *Women in Journalism at the Fin de Siècle: Making A Name for Herself*, Palgrave, 2012: 91- 109.

“Armenians in Las Vegas” in Tom Wright and Jerry Simich, eds., The Peoples of Las Vegas, Volume 2, University of Nevada Press, 2010: 131- 148.

Dr. Paul Werth:

“The French Connection and the Holy Alliance: two Sources of Imperial Russia’s Multiconfessional Establishment,” in *Die Heilige Allianz*, ed. Anselm Schubert and Wolfram Pyta (Stuttgart: Kohlhammer Verlag, 2018), 127-41.

“Northern Eurasia, 1300-1800: Russian Imperial Practice from Tsardom to Empire,” in Brian Farrell and Jack Fairey, eds. *Empire in Asia: A New Global History, vol. 1: The Early Modern Period* (London: Bloomsbury, 2018), 171-94.

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“Religion,” in *The Oxford Handbook of Modern Russian History*, ed. Simon Dixon (Oxford University Press, 2015).

"The Kazakh Steppe and Islamic Administrative Exceptionalism: A Comparison with Buddhism among Buriats," in Niccolò Pianciola and Paolo Sartori, eds., *Islam, State and Society Across the Qazaq Steppe, 18th-early 20th Centuries* (Vienna: Verlag der Österreichischen Akademie der Wissenschaften, 2013), 119-142.

"Христианское просвещение и движения крещеных татар за возвращение в ислам" and (with Radik Iskhakov) "Движение крещеных татар за возвращение в ислам," in *История татар с древнейших времен, том 6: Татары в XIX — начале XX вв.* [A History of the Tatars from Ancient Times, vol. 6] Kazan, 2013, 538-550.

"Национализация религии в Российской Империи в XIX–ом веке [The Nationalization of Religion in the Russian Empire in the Nineteenth Century]," in Indrek Jääts and Erki Tammiksaar, eds., *Проникновение и применение национального дискурса в России и Советском Союзе, XIX - первая половина XX века* (Tartu: Estonian National Museum, 2010), 17-27.

"The Institutionalization of Confessional Difference: 'Foreign Confessions' in Imperial Russia, 1810-1857," in Michael Branch, ed., *Defining Self: Essays on Emergent Identities in Russia, Seventeenth to Nineteenth Centuries* (Helsinki: Finnish Literature Society, 2009), 152-172.

**Public History Community & Agency Partnerships:**

Examples include: The Mob Museum, Las Vegas Convention and Visitors Authority, The Liberace Foundation, State Historic Preservation Office, The Museum@FIT in New York, Los Angeles County Museum of Art, Nevada State Museum, The Neon Museum, Clark County School District, The Huntridge Foundation, Special Collections at Lied Library at UNLV, The Culinary Union, The Cosmopolitan, Clark County Museum, The Barrick Museum, National Atomic Testing Museum, The Autry Museum, The Getty Museum, The Mob Museum, The Nevada Nuclear Security Site, The Department of Energy, The National Park Service, the Bureau of Land Management, the U.S. Forest Service, The Nevada Governor’s Office, the Nevada 150 Foundation, City of Las Vegas Historic Preservation Office, Nevada Humanities, U.S. State Department, U.S. Department of Education, Newberry Consortium in American Indian Studies.

**Select Public History Projects:**

2013-2016 Tale of Two Cultures—U.S. State Department, National Atomic Testing Museum, Karaganda, Kazakhstan Ecomuseum. Final grant funded phase of Nevada Test Site Oral History Projects following grants from Department of Energy and Department of Education supports collaboration between team of UNLV department of history professors and graduate students, CCSD teachers and CCSD students for month-long research field work in Kazakhstan and research and oral history field work by Kazakh researchers and students in testing region of U.S.

2010-2018 The Nevada 150 Foundation Teaching with Historic Places Program—Faculty appointment to Governor’s Nevada 150 Commission leads to new partnership linking public history, k-12 education statewide and historic preservation in partnership with the National Park Service. Results in 16 new Teaching with Historic Places curriculum and \$115,000 endowment to fund future UNLV history student research in collaboration with CCSD teachers and k-12 students.

2015-2016 The Mob Museum—Supervised the curation of an exhibition that opened in November 2016 entitled “Ready To



Roar: Eveningwear from the 1920s.” Worked one-on-one with public history graduate student to research and curate show. Also included undergraduate history majors to help install the show. Public history interns oversaw programming, events, and promotion via social media.

2014-2015 The Culinary Union—Directed team of ten graduate students in cataloging and storing the Union’s material culture including picket signs, t-shirts, and buttons. Oversaw the students as they conceived, researched, and installed the exhibition, “Line in the Sand: The People, Power and Progress of the Culinary Union.” Worked with UNLV’s Special Collections to conduct oral histories of union members. This resulted in a donation of the Union's archives to the University's Special Collections and hugely successful public engagement event with 200 culinary union members, community members and UNLV faculty and administration.

2013-2014 The Cosmopolitan— Curated high-profile costume exhibition, “‘Too Much of a Good Thing is Wonderful’: Liberace and the Art of Costume.” Oversaw graduate and undergraduate students as they installed the exhibition, served as tour guides, and organized programming, promotion, and events. Developed ongoing relationship with The Liberace Foundation, whom I provide conservation/display advice and student interns.

2012-current Nevada State Museum Las Vegas—Oversaw team of graduate students as they researched, curated, installed, and promoted, “Vegas Style,” which opened in the museum in November 2012. Collaborated with museum on programming events and assessment and solicitation of new acquisitions. Place interns on a regular basis with their knowledgeable staff.

2011-2014 Walking Box Ranch (Searchlight, NV)— Served as a historical and preservation consultant for this 1930s ranch built by silent screen star, Clara Bow. Worked with geoscientists and the Bureau of Land Management to facilitate on-site education events for UNLV students and Searchlight residents. Directed students in research projects including a short film, object analysis, and

elementary school lesson plans about the ranch, its famous owners, and mining in Nevada.

**Awards:**

Dr. William Bauer:

2017, Morris Award for Research, UNLV College of Liberal Arts

2017, Diversity Faculty Award, UNLV College of Liberal Arts

2009, Diversity Faculty Award, UNLV College of Liberal Arts

Dr. Maria Casas:

2017 Donald Schmiedel Service Award (UNLV, College of Liberal Arts)

2009 Robert Morris Award for Excellence in Scholarship

Dr. Marcia Gallo:

2017-18 New York Public Library Martin Duberman Visiting Scholar  
New York, NY

2017 John Boswell Symposium Keynote Speaker, College of William and  
Mary Williamsburg, VA

2016 Phil Zwickler Memorial Research Grant, Rare Manuscripts and  
Collections, Cornell University Library, Ithaca NY

2016 College of Liberal Arts Diversity Faculty Award, UNLV

2014 University Teaching Fellow, Provost's Office, UNLV

2013 William Morris Award for Excellence in Teaching College of  
Liberal Arts, UNLV

2010-11 Lied Libraries Faculty Institute on Research-Based Learning in  
High Impact Courses, Inaugural Fellow; UNLV

2010-11 Faculty Summer Research Awards, College of Liberal Arts,  
UNLV

Dr. Michael Green:

2018 Project Co-Director, NEH Summer Institute for College and  
University Faculty, "Hoover Dam and the Shaping of the American  
West,"

2016 Project Co-Director, NEH Landmarks of American History and  
Culture workshop, "Hoover Dam and the American West,"

2013 Eugene Asher Distinguished Teaching Award, American Historical Association

Crystal Bookmark Award, Vegas Valley Book Festival, 2012

2008-09 Los Angeles Corral of Westerners Fellowship, The Henry E. Huntington Library

Dr. Andy Kirk:

2018 National Council on Public History (NCPH), Best Book Prize

2014-2015 Black Mountain Institute Fellowship

2010 National Council on Public History (NCPH) Outstanding Public History Project Award

2011 City of Las Vegas Historic Preservation Award

2009 Oral History Association Project Award

2008 UNLV Barrick Scholar Award

Cian McMahon:

2016, Morris Award for Teaching, UNLV College of Liberal Arts

2016, Morris Award for Research, UNLV College of Liberal Arts

Dr. Miriam Melton-Villanueva:

2018 UNLV Distinguished Teaching Award

2014 Ford Foundation Postdoctoral Fellowship, National Research Council

Dr. Tessa Winkelmann:

2017 Ford Foundation Postdoctoral Fellowship, National Research Council

Dr. Michelle Tusan:

2015 Love Prize, Best Article, NACBS

2013- 2015 Dolores Zohrab Liebmann Fund

2010 Distinguished Teaching Award, UNLV

Dr. Aaron Wilkinson -

2017 Morris Award for Teaching, UNLV College of Liberal Arts

2014 Mellon Postdoctoral Fellowship, Williams College, Massachusetts  
(declined)

Dr. Paul Werth:

2015 Donald Schmiedel Service Award (UNLV, College of Liberal Arts)

2014 William Morris Award for Excellence in Scholarship (UNLV,  
College of Liberal Arts)

2010 Rita Deanin Abbey Teacher of the Year (UNLV, College of Liberal  
Arts)

Dr. Elspeth Whitney:

2010 Huntington Foundation Mayers Fellowship

2008 UNLV Distinguished Teaching Award

Dr. Austin Dean:

Summer 2015 - Stanford University, Hoover Institute Research Grant -U.  
S. Department of State, International Institute of Education, Fulbright  
Fellowship,

2. Additional comments:

## **X. Quality**

### **A. Admission and graduation requirements**

1. Please insert program admission requirements from the current UNLV catalog. Due to display complications, this description must be typed into this form and **not** pasted from the Catalog.

Undergraduate students seeking admission to the Department of History are required to meet all of the requirements for general admission to the university (<https://catalog.unlv.edu/content.php?catoid=23&navoid=4682>) and work with the Wilson Advising Center as outlined in the Student Resources section of our department website. (<https://www.unlv.edu/history/student-resources>). The Wilson Advising Center oversees admission and graduation for all College of Liberal Arts undergraduate programs. Our major requirements are up to date and in keeping with Wilson standards for RPC as set for our college.

2. Are there any updates that need to be made to the catalog and if so, what are they? No.

3. How many full-time advisors are available at the college level?

The Wilson Advising Center has a staff of nine serving the College of Liberal Arts. We work closely with Wilson on an annual welcome event for our cohorts and on RPC annually and to coordinate cohort RPC over time.

## B. Outcomes and Assessment

1. Student Learning Outcomes and Program Assessment Plans and Reports by program concentration are listed at <http://provost.unlv.edu/Assessment/plans.html>. Please attach the most recent Assessment Plan (2018-2020) and Assessment Report (2018) in the Appendix.

(See Below in Appendix & Full description of BA in History program description and Learning Objectives here: <https://www.unlv.edu/degree/ba-history>)

2. Describe specific program changes made based on the program's evaluation of its assessment reports:

Last year, the Department worked with Dr. Mary-Ann Winkelmes, Coordinator of Instructional Development and Research in the Office of the Provost as a pilot participant in the Implementing the Transparency in Teaching and Learning in Higher Education Project. (TILT). This highly detailed history student assessment enabled us to propose the following program changes in our most recent strategic plan.

**Pilot of a one-credit course for declared, intended or exploring History majors and minors** as a standalone “workshop” for students already enrolled in lower-division HIST courses (2019-2020 university year) **Pilot 300-level, one-credit, intermediate course** (e.g. HIST 351) or 400 level upper division (HIST 450) for majors **focused on research methods to enhance the capstone experience** (HIST 451) and more coherently link the milestone experience (HIST 251) to the capstone experience (HIST 451) (2019-2020 university year). **Expand the role for Undergraduate Coordinator**, to oversee further study of ideas for enhancing the coherence and applicability of the History BA.

**Rationalize course scheduling and academic advising to enhance student progression** in BA tracks (e.g. ensuring students complete HIST 251 before the attainment of 60 credit hours) Standardize learning outcomes by **designating specific competencies to be attained across all History courses at comparable levels** (e.g., common types of assignments for 1xx, 2xx, 3xx and 4xx courses) Enhance community **engagement with CCSD secondary schools to recruit undergraduate majors and potential MA students in collaboration with AP History and AP Government teachers** who are UNLV History alumni. Enhance assessment of undergraduate academic growth over the course of the History major to **better document how the major contributes to acquisition of key competencies** identified in the Undergraduate Learning Outcomes. **Apply the findings of the TILT survey conducted in Fall 2017 of HIST 100 students and conduct additional TILT surveys**, in coordination with Office of Undergraduate Education, to improve impact of this high-enrollment course on retention of UNLV first-

year students (over 400 students who are not HIST majors). Re-administer the survey in spring 2019 or fall 2019 to measure impact.

3. Has the program revised its curriculum such as changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s) in the last 5 years? Yes.

a) If yes, what changes were made and why?

As noted in Sec VI, 1-3 we moved several courses, and created six new based on program assessment. Two courses specifically to meet student need based on assessment, History 302, Topics in Public History, added: to enable us to offer public history courses for undergraduates only, and to build partnerships with the local public history community. History 304, Topics in the History of Medicine, added: to enable us to meet the needs of those studying in the health sciences and pre-med.

4. Has the program revised course content or instructional approaches (pedagogy, technology) in the last 5 years?

a) If yes, what changes were made and why?

All of our faculty incorporate technology in the classroom and thus revise course content regularly. Many of our faculty teach online or hybrid and those courses and sites are revised at least annually to maximize technological opportunities, utilize newly available digital archives and sources and improve teaching based on assessment. The same is true of revisions incorporating new pedagogical and disciplinary insights. Many of our faculty have incorporated public history and service learning into new and existing courses and this trend is likely to become widespread in our department in the coming years based on department embrace of evolving best practices standards promoted by the leading professional organizations of our discipline. As discussed in Sections B & C, our department curriculum was designed with best practices from our field in mind and has evolved over the past decade to align even more precisely with best practices in RPC for history students, national standards for student learning objectives aligned with course offerings, and public history integration into undergraduate curriculum. Across the curriculum, our student learning objectives are based on American Historical Association rubrics, Tuning Project insights, and NCPH curricular guidelines.

5. Describe any other changes made in the last 5 years (for example, advising) based on assessment reports:

Although we rely on the Wilson Advising Center as our primary source of advising for our students we now have a dedicated departmental Undergraduate Coordinator (UGC) with expanded events and workshops enhancing the advising of Wilson. By serving as a “point of contact” between undergraduate students and

the department, the UGC provides students with information and ideas, which the staff of the Wilson Advising Center are not necessarily equipped or trained to provide. Moreover, past assessment reports suggested that students struggled to complete the capstone course (HIST 451) in a timely fashion in part because they did not recognize the shared skills between it and the milestone course (HIST 251) and in part because the habit of time management was not emphasized in other history courses. By creating a coherent pathway from 151 to 251 to 351 to 451, the department aims to address these issues raised in past assessment reports.

6. List and describe two specific improvements in student learning outcomes and why they represent forward movement.

In collaboration with the Lied Library history faculty participated in a series of summer workshops designed to create new syllabi based on insights from the Transparency in Learning and Teaching in Higher Education (TILT) in collaboration with our affiliated faculty, Mary-Ann Winkelmes. (<https://www.unlv.edu/provost/teachingandlearning>). Eight faculty participated over three summers creating new assignments for a range of existing history courses to improve student learning outcomes. Specifically, assignments were designed to improve student's ability to "demonstrate training in the collection, analysis and evaluation of historical information," a skill consistently highlighted by employers of history majors as essential. All of these assignments also specifically enabled students to improve skills in "critical thinking and the ability to construct a cogent argument on the basis of historical information," and "demonstrate training in clarity of expression orally and in writing." Resulting student assignments based on this three-year project clearly demonstrated improvements in student learning outcomes and represent forward movement. All of these assignments require high-level engagement with primary archives and force students to confront and master the "changing nature of historical interpretation," and demonstrate, "the ability to make independent judgements about conflicting historical interpretations." These efforts linked to expanded public history and service learning demonstrate assessment based actions toward improvement in history student learning outcomes.

7. Additional comments:

## **XI. Conclusions, Self-Assessment**

### **A. Faculty Review of self-study**

1. On what date did the program and/or department faculty review this self-study?

November 14, 2018

2. What were the results of the faculty review?

3. What are the top 3 priorities and/or needs for the future development of the program?

Leverage the leadership of our faculty in co-curricular organizations on our campus, such as the Nevada Women’s Research Institute, Preserve Nevada, the Pacific Coast Branch of the American Historical Association, the Southwest Oral History Association, the Desert Russian History Workshop, and many other such endeavors to enhance BA programs.

Continue to seek and attract private gifts and external funding to support community and professional activities of our faculty, such as the endowment gifts for the Harry Reid Chair; an Enlightenment Lecture in the Forum series, which provide our students, our colleague and our community with exposure to a wide range of academic and culturally important speakers and other learning opportunities.

Grow the major and expand the minor while continuing to focus on student success and RPC for all the students we serve.

#### 4. What are the strengths of the program?

The department of history is one of the most research active in the university and the state system of higher education. Our Department regularly produces a high level of single-authored books, edited or co-authored books, peer-reviewed articles and book chapters, and wins regional and national prizes, grants and fellowships. Our faculty have won every major research award offered by the university and the system. History is generally considered one of UNLV’s top teaching departments with faculty winning every teaching award offered by the institution and NSHE. By regularly serving more than 3,000 student per-semester, the department plays a vital role in the universities undergraduate educational programs. Our Department is an innovator and leader in the discipline nationally both in community and professional engagement of our faculty as individuals, in our research and instructional efforts, and in training our students in the methods and field of Public History. Our national award-winning Public History Program, established in 2000, has an extensive record of community partnerships extending throughout the state and across the region, nationally and internationally. Our department has diversity of faculty and diversity in general as a central component of faculty research areas and teaching. Over the past decade the department hired seven new diverse faculty, expanded course offerings, public history programing, student support and community building and research training in areas specifically aimed at meeting the needs of UNLV’s exceptionally diverse student body and to align our program efforts with university mission in this area. Our department has a record of extensive external funding and development far exceeding national norms for history departments in peer and aspirational institutions. Specific efforts to seek external funding and development for undergraduate programs and public history initiatives and integrate undergraduates into externally funded programs usually reserved for graduate students.

#### 5. What are the challenges facing the program?



Our department has significant gaps in our faculty, diminish our ability to cover several geographic and thematic areas of critical importance to our exceptionally diverse student body in an era of globalization. We must fill these gaps to ensure our curriculum continues to meet the needs of our study body and to work toward enhancements of our national rankings and reputation. The sudden death of our colleague Andrew Bell left the Department with a pressing need for a replacement in Ancient World. This area is particularly important for our collective research program because of the unique research skills – classical languages and classical archeology/material culture – which we would seek to fill in replacing this position. The announced phased-in retirement of Marcia Gallo for the current and next academic year is creating a high-priority need in our research program for a specialist in contemporary cultural history methods (including in particular methods for the study of gender and personal identity in post-World War II history and in public history methods). The retirement of our colleagues Eugene Moehring and Greg Hise greatly diminished our previously robust area of expertise in urban history and modern U.S. history and again, left a significant set of very popular courses without fulltime faculty to consistently high student demand. Our role in general education at UNLV is so large that we will need to pursue additional FIR positions to meet teaching needs without relying on PTIs in the coming years. We need to better explain our major to potential students, expand our minor program and continue to work toward cross-disciplinary collaborations that attract students to our program.

All of these challenges must be addressed to maintain and enhance our established reputation for high level of research quality and output even as we expand the types of research activities and breadth of cultures, geographic regions and types of research activities.

6. What recent additions, corrections, or other changes have been made to the program that reflect changes or developments in the field?

As discussed in Sections B & C, our department curriculum was designed with best practices from our field in mind and has evolved over the past decade to align even more precisely with best practices in RPC for history students, national standards for student learning objectives aligned with course offerings, and public history integration into undergraduate curriculum. Specifically the American Historical Association, Tuning Project insights, Career Diversity for Historians, and NCPH curricular guidelines. (<https://www.historians.org/jobs-and-professional-development/career-diversity-for-historians> ) (<https://www.historians.org/teaching-and-learning/tuning-the-history-discipline>). As discussed in several section, the further incorporation of public history pedagogy into our undergraduate curriculum places our department on the leading edge

of changes and developments in the field of history and will enable us to better prepare our students in the coming decade. Our most recent additions directly support enhancements linked to developments in the field including, our first full-time permanent FIR appointment, Caryll Dziedziack as Assistant Professor-in-Residence and Associate Director of the Women's Research Institute of Nevada, a full-time tenure-track appointment in Latin American history, Carlos Dimas as an Assistant Professor, and a full Professor and Endowed Chair in the history of the Inter-Mountain West, Susan Lee Johnson, as Harry Reid Chair of History.

### **B. Other comments**

1. Is there anything else you would like to discuss about the program?

### **Appendix**

HISTORY DEPARTMENT ACADEMIC ASSESSMENT PLAN 2015-2018 Undergraduate B.A.

#### DEPARTMENT MISSION STATEMENT

The UNLV History Department supplies a critical component of a liberal arts education by providing a historically informed perspective on the contemporary world and the challenges that it faces.

The Department's broader objectives include: (1) transmitting the accumulated knowledge of the human past through formal teaching by tenured and tenure-track faculty at all levels of the curriculum; (2) generating and disseminating new knowledge of the past through innovative research; (3) training students in the skills of research, critical analysis and effective communication; (4) contributing fundamentally to the university's efforts to promote understanding of global, multicultural, and international issues; (5) providing services to the local community as part of a robust relationship based on interdependence and reciprocity.

#### 1. STUDENT LEARNING OBJECTIVES

By the time students complete the program, they will be able to:

1. Demonstrate a broad knowledge of the development of world history from antiquity to the present.
2. Demonstrate knowledge of two of the four geographical areas including United states, Latin America, Europe and Asia.
3. Demonstrate training in the collection, analysis and evaluation of historical sources and information through the identification, analysis, and citation of the historical arguments of other scholars.

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4. Demonstrate an awareness of the changing nature of historical interpretation; the ability to make independent judgments about conflicting historical interpretations; and recognize where they are in history.
5. Demonstrate training in critical thinking and the ability to construct a reasoned and effective argument on the basis of historical evidence that has been selected, arranged, and analyzed.
6. Demonstrate training in clarity of expression orally and in writing.

2. CURRICULUM MAP

KEY

B = outcome introduced in beginning of development, such as in introductory course

M = outcome covered in middle stages of development

E = outcome fully developed at the end of career, such as in the capstone course

1=minor emphasis

2=moderate emphasis

3=significant emphasis

	Student Learning Outcomes (SLO)					
	SLO 1 Broad knowledge world history	SLO2 Knowledge of two of four geographical areas	SLO3	SLO4	SLO5	SLO6
COURSE						
Lower division required and elective courses	B 3	B 3	1	1	1	1
HIST 251	1	1	B 3	B 3	B 3	B 3
Upper	M	M	M	M	M	M

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division courses	3	3	2	2	2	2
HIST 451	2	2	E 3	E 3	E 3	E 3

3. Assessment over the next three years will be focused on SLO 3, 4, 5 and 6 and attention will be paid primarily to HIST 251 and 451.

2015 will focus on SLO 3 and 5. (UULO 2.1-6)

2016 will focus on SLO 4 and 5. (UULO 2.1-6)

2017 will focus on SLO 6. (UULO 3.1-2)

4. Learning outcomes will be assessed in the following ways.

Sample papers from HIST 251 and 451 will be reviewed by the Assessment Officer and faculty on the Teaching Committee according to a rubric developed by the Assessment Officer in conjunction with the Department and based on the SLOs.

A new system of rubrics rating student performance will be developed and applied.

A new student survey will be designed and put into practice.

5. University Undergraduate Learning Outcome 2 will be assessed in conjunction with assessment of SLO 3-5. These outcomes largely overlap.

6. Plan for sharing results and acting on them. The work of the Assessment Officer and the Teaching Committee will be shared with the Department in Department meetings and other venues. The Department will approve changes in assessment activities as appropriate.