

UNLV

UNIVERSITY OF NEVADA, LAS VEGAS

Program Review Self-Study

Program Reviewed: History

Degrees: M.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, 702-895-5833.
 - Nora Carroll, Academic Programs Analyst, eleonora.carroll@unlv.edu, 702-895-1888.
3. **Self-study submission:**
 - Send completed self-study electronically to rainier.spencer@unlv.edu and eleonora.carroll@unlv.edu.

I. Program Description

A. College/Department/Program

1. College or School: Liberal Arts
2. Unit: Web Address: history@unlv.edu
3. Program being reviewed: M.A.
 - a) Degrees and their abbreviations:
 - Master of Arts—Thesis, Master of Arts—Non-Thesis
 - Subplan 1: United States History Track
 - Subplan 2: European History Track
 - Subplan 3: Asian History Track
 - Subplan 4: Teaching History Track

B. Primary individual completing this worksheet

1. Name: Andrew Kirk
2. Title: Professor and Chair
3. Date of self-study: 8/25/2018
4. Campus phone number: 702 895-3544
5. Mail stop: 5020
6. E-mail: andy.kirk@unlv.edu
7. Fax number: 702 895-1782

C. Other faculty involved in writing this report: William Bauer, Greg Brown, Cian McMahan, 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 Department of History offers a Master of Arts degree with concentrations in the following areas: United States, Europe, Modern Asia, Latin America (minor), and Public History (minor), or a comparative topical field (minor). The program is designed to broaden and deepen the student's understanding of the heritage of human

experience. It also sharpens scholarly skills and provides for some specialization in specific fields or periods of history.

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

The description is correct.

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/top-tier/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>):

Student Achievement: Our M.A. program promotes graduate student achievement across the curriculum. History is generally considered one of UNLV's top graduate teaching departments with faculty winning every teaching and advising award offered by the institution and NSHE. Our M.A. program has an excellent track record of placing students in top Ph.D. programs, enhancing K-12 career paths, and placing graduates in public history positions. Our innovative public history program has been on the leading edge of graduate training in our discipline for almost twenty years. Service learning and community engagement are woven into our graduate programs regardless of major/minor concentrations. By incorporating public history theory and method into most of our graduate courses we are achieving the goals of programs only recently introduced to many history departments as best practices for the future. Thus, our M.A. program is a leader in shaping the evolving standards for best practices in graduate education in our discipline as outlined by the American Historical Association, Organization of American Historians, and National Council on Public History. The History Department also spearheaded the effort for UNLV to join the Newberry Consortium in American Indian Studies, which enables faculty and students to conduct research in issues related to American Indian Studies with 17 other member institutions (including Harvard, Yale, and the University of Oklahoma). M.A. and PhD students have the opportunity to work at archives in the United States (Newberry Library, Peabody Museum, and National Museum of the American Indian) and Canada (Hudson's Bay Company) and faculty hosted a research workshop on methods in American Indian Gaming at Special Collections in Lied Library.

Research, Scholarship, and Creative Activity: 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. 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 significant scholarly and media 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 most history departments nationally. Placement of graduate students in top Ph.D. programs and public history employment.

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 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. We have a strong record of supporting CCSD teachers seeking M.A. degrees for career advancement in the school district and a new scholarship. The CCSD Teacher Advanced Degree Scholarship funding one teacher/student annually.

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, Cooperative Ecosystems Studies Units (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 (PN) is unique in the American historic preservation system as the only statewide housed in an academic department and run by a graduate 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. SOA supports one graduate assistantship annually.

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. The PCB-AHA funds one twelve-month graduate assistantship annually.

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. (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 Nevada's 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 and Clark County 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 M.A. students have gone on to complete Ph.D. degrees in our program and at other Top-ranked institutions.

2. What are specific stakeholder needs for graduates?

Stakeholders in the areas of public lands and cultural resource management value our student's content expertise and skills as contextualizers but have specifically asked for even 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. These needs could be met by offering a public history major with content area minors.

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 (AHA) and the National Council on Public History (NCPH) curricular guidelines for history graduate students offer insights into program graduate needs over the next 3-5 years.

(<https://www.historians.org/jobs-and-professional-development/career-diversity-for-historians>). Our department embraces the AHA and NCPH guidelines and goals in our strategic planning and assessment of graduate programs as we look to the next 3-5 years.

The stakeholder needs mentioned above will require some expansions of existing graduate programs to enhance skills toward a wide range of employment options for history graduates who have both traditional academic and applied skill sets.

Bureau of Labor Statistics indicate a projected 6% growth rate (As fast as average) job outlook for historians 2016-2026. <https://www.bls.gov/ooh/life-physical-and-social-science/historians.htm>

2. What changes to the program will those require?

We seek to expand the extent to which our faculty, as individuals and as a unit, engage with the profession and the public, on campus, regionally, nationally and internationally.

The success of our Public History M.A. program, measured in student enrollment and career placement, externally funded research activity, and renown, warrant expansion of the program into other tracks within the M.A. (including World History) and into the undergraduate BA and further exploration of long-standing goals of a Public History certificate and an Applied History institute. The potential move of the UNLV Public Lands Institute into the College of Liberal Arts and Department of History will likely achieve this long-standing goal. Specifically, we will need to Create a Public History major, build on existing collaborations with governmental and private entities, including the Walking Box Ranch / BLM collaboration and our participations with such state entities as the Nevada State Museum, Nevada Humanities, and the Nevada Online Encyclopedia, and civic entities such as the World Affairs Council.

- 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.
- Continue to seek and attract private gifts to support community and professional activities of our faculty, such as the endowment gifts for the Harry Reid Chair.
- Expand 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 our M.A. program toward previous high points in enrollment. Specifically, we will need to attract more CCSD teachers and students drawn to our program by unique opportunities like Preserve Nevada, The AHA-PCB, SOHA and our range of applied history opportunities throughout the West.)

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.)?

Our graduate students are encouraged participate in a wide range of conferences, career fairs. Internships for credit completed in HIST 795: Public History Internship are required for all graduate students with a public history concentration. We have an extensive set of MOU’s and agreements with a range of local, regional and national intern partners. (Internship partners and examples of student internships <https://www.unlvpublichistory.com/in-the-field/>). Recent graduate student conference presentations include: 58th Annual Conference of the Western History Association, October 17-20, 2018: Jenni Tiff-Ochoa, “From Bison to Cattle: The Ecology of the Southern Plains, 1500-1750.”; 111th Annual Meeting of the Pacific Coast Branch of the American Historical Association, August 2-4, 2018 and, “Emerging Issues in Latin American Environmental Research II, Barcelona Latin American Studies Association, May 2018: Shae Cox, “Manufactured Identity: The Recreation of Memory, Identity and Southern Sectionalism through Civil War Uniforms, 1865-1913.”; Stephen

Bohigian, “Policing the Condemnation of Blackness: LAPD Surveillance and the Geography of Race in Post-WWII Los Angeles.” Lee Hanover, “Paiute Politics and the Land Exchange Act of 1937: Protecting Homeland, Community and Identity in Owens Valley, California.”; Annual Meeting of the Organization of American Historians, April 12-14, 2018: Shae Cox, William Marino, Lee Hanover and Alan Mattay, “Levels of Collaboration: Presenting University Research through Public and Private Institutions.” 2017 Whitsett Graduate Seminar, Northridge, California, April 11, 2017: Lee Hanover, “Owens Valley Paiutes and Survivance through the Seasonal Round: Ancient History, Settler Colonialism, and Late-19th Century Wage Work.” We currently have nine faculty working in public history, three full-time, six affiliated, working on graduate student success. All of our faculty teach and advise graduate students and actively participate in student success.

2. Discuss the placements of recent graduates:

Over the past five years our M.A. graduates have received full-funding to join top-ranked Ph.D. programs in their fields of study. Alan Mattay (2018): University of Texas, Austin, Lee Hanover (2018): University of California, Riverside, Tracy Neblina (2016): University of Nevada, Las Vegas, Bridget Baumgarte (2014): Arizona State University. These recently placements add to a long track record of our MA’s moving to Johns Hopkins, University of Washington, and moving into our own Ph.D. track. Recent M.A. graduates have also found public history employment including, Sara Black (2016): Zion National Park, Hannah Robinson (2015), works in the archives at Special Collections, Allan Linnebarry (2018), works in administration at The Neon Museum, Evan Casey (2017), is the collections manager at the Burlesque Hall of Fame.

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

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

Yes. Considering the extent of decline in public lands employment for historians after 2008, our record of placement exceeds trends reported in detail in the AHA *Perspectives*. (<https://www.historians.org/perspectives>). Our success indicates that we are meeting stakeholder needs.

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 as a central component of graduate training greatly increases the chances of graduates achieving employment and the range of employment options without further graduate study. Those same sources indicate that some stakeholders and employers of historians eventually require a Ph.D. but many employ M.A. graduates for long periods prior to that next step. 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	19	19	16	17	18	5
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	100	100	100	100	100	100
Percent of Classes Taught by Number of State-Supported GA lines	0	0	0	0	0	0
Percent of Classes Taught by Number of PTIs	0	0	0	0	0	0
Percent of Classes Taught by Number of FIRS & Visiting	0	0	0	0	0	0

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Faculty						
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	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Student Credit Hours Taught by Full Time Faculty	55	66	58	42	58	52
Student Credit Hours Taught by Number of State-Supported GA lines	0	0	0	0	0	0
Student Credit Hours Taught by Number of PTIs	0	0	0	0	0	0
Student Credit Hours Taught by Number of FIRS & Visiting Faculty	0	0	0	0	0	0

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

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)	\$424	\$515	\$559
Student Fees	\$0	\$0	\$0
Indirect Cost Recovery	\$0	\$0	\$0
Self-supporting	\$1,200	\$300	\$1,395
Total Allocations	\$1,624	\$815	\$1,954
Number of Graduate Assistantships (including GAs on grants)	5	10	9

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

Generally, however, if we expand our public history program to include a major option we may need to adopt a student fee structure to cover expanded fieldwork and supply costs. Our development efforts over the past five years have drastically increased graduate student funding during a period when opportunities to use the CESU program to generate grants resulting in indirect cost recovery remained diminished from the recession of 2008. It is highly likely future periods will include significant indirect recovery funds for graduate program support. More significantly, to continue to support very high demand for HIST 100 discussion sections and offer

this excellent opportunity to M.A. students we will require at least one additional GA line.

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

Cost per student for proposed fees would be in the range of \$50-150. Indirect cost recovery of \$3,000-5,000 annually would greatly increase our capacity for regional fieldwork and work in more remote areas of central Nevada greatly in need of the kind of projects and expertise our public history program and students can provide with adequate funding.

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:

N/A

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:

N/A

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.

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?

As stated above, our department has an exceptional record of external funding and was an early leader in using the Cooperative Ecosystems Studies Unit system to secure significant long-term grants for student based research and fieldwork in the National Parks and public lands. Resumption of public lands efforts after the move of the UNLV Public Lands Institute to history could reasonably augment our extensive recent development efforts and enhance program outcomes. State support for expanded GA lines would also directly contribute to student success.

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 endowed senior position to bring in a leading scholar to enhance our undergraduate and graduate programs and our cultivation of donor networks in support of our programs. \$253,000 of our development funds this year 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. 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 with most of these benefiting student achievement.

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 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 collaboratively 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. Our graduate students have an adequate shared space but that too is at absolute capacity. Moving

some public history graduate student into new public history space would help alleviate current graduate student crowding.

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:

Generally yes, but public history projects require additional unique supplies especially in the area of museums and material culture studies. Grant funds resulting in indirect cost recover have bridged the gap in previous years by augmenting tiny soft-money budgets in the department. Potential recovery of some indirect from development may help in this area.

8. Is the quality and quantity of available technology resources, such as computers adequate and if not, explain why not:

Generally yes, but again, public history requires significantly more specific technology. Meeting these needs has burdened department budgets at times and will require more project and soft-money in the future to address.

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

Like those in geosciences, anthropology and other disciplines with field requirements, history would benefit from use of one of the fleet of UNLV off-road vehicles. In the past when UNLV maintained a dedicated on-campus motor pool we were able to more easily access specialty vehicles at minimal cost.

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. Our department and our students helped acquire and create many of the most important collections other students and faculty now use in their research and teaching. Strong university support of library resources and continued close collaboration between our department and the library will be essential to the success of current and future graduate students in our programs.

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

<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	

Support.

Headcount:

Headcount declared majors in History MA

Plan code 'HISMA'

Term	Graduate	Ph.D.
Fall 2010	41	0
Spring 2011	42	0
Fall 2011	48	0
Spring 2012	42	0

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Plan code 'HISMA'

Term	Graduate	Ph.D.
Fall 2012	39	0
Spring 2013	37	0
Fall 2013	37	0
Spring 2014	32	0
Fall 2014	29	0
Spring 2015	29	0
Fall 2015	26	1
Spring 2016	26	0
Fall 2016	27	0
Spring 2017	22	0
Fall 2017	21	0
Spring 2018	21	0

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

Term	Level - 600	Level - 700
Fall 2010	23	135
Spring 2011	41	118
Fall 2011	48	137
Spring 2012	38	100
Fall 2012	26	95
Spring 2013	15	95
Fall 2013	18	103
Spring 2014	16	80
Fall 2014	23	97
Spring 2015	11	86
Fall 2015	13	95

Program Review Self-Study
Academic Year 2018—19

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

Term	Level - 600	Level - 700
Spring 2016	24	68
Fall 2016	11	88
Spring 2017	5	61
Fall 2017	11	81
Spring 2018	1	76

Source: PeopleSoft Table PS_LV_CNR_ENRL
Office of Decision Support, July 2018

Degrees Conferred:
Degrees Conferred by Academic Year (July to June)
History MA

Plan code 'HISMA'

Academic Year	Degree Count
2008-09	12
2009-10	13
2010-11	12
2011-12	16
2012-13	9
2013-14	12
2014-15	7
2015-16	8

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?

During the past decade the Department of History awarded 90 M.A. degrees. The pattern of enrolment and completion was variable throughout that time. The headcounts from the last five years reflect national trends and patterns of declining

numbers in humanities graduate education. 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 M.A. students specifically and noted that we envisioned limited growth in coming years and proposed actions to work toward a correction.

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?

Yes. Our program has done a good job of balancing heavy undergraduate teaching responsibilities with adequate graduate offerings over the past decade.

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

1 Added 0 Eliminated

3. Why were the actions taken?

History 741, Colloquium in Transnational History was added to enable world history faculty to teach graduate courses needed by all students regardless of geographic or thematic areas of study.

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

Update M.A. program curriculum and degree sub-plans to reflect the evolution of our faculty and our student interests, by revising the current unenrolled "Asian" sub-plan into a World/Global/Comparative sub-plan. (We intend to accompany this revision with outreach to CCSD secondary school teachers in History and Social Studies who teach AP World History.) Create public history M.A. Major field.

Expand M.A. advising practices to improve the achievement of M.A. students. Revisions may include an e-portfolio for first-year M.A. students to support an

assessment of each M.A. student at the end of the first year to help students determine if the thesis or non-thesis track best suits their course of study.

Animating national research activity: Our Department colleagues are active in multiple regional and national research collaborations which provide not only visibility for our Department and UNLV but also important opportunities for grants and foundation support; professional development opportunities for our faculty and advanced graduate students, and provide important venues for graduate student recruitment. To support this activity, while balancing our growing student enrollments, we have a need to increase the Graduate Research Opportunities. While we have obtained external support for some graduate research support and several of our colleagues applied for University GRAs in the last round of funding, we see as our greatest research priority the enhancement of the number of graduate assistantships we can devote to research support.

Leveraging Las Vegas location to attract regional and national academic visitors for meetings and events, to enhance both the current visibility of our programs and faculty and to expand the opportunities afforded our students, our campus and our community to benefit from the presence of prestigious national and international colleagues.

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. We work consistently to ensure this does not happen.
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? Course availability is not currently an impediment to graduation.

B. Curriculum

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

As discussed in Section III-C, our curriculum is very closely aligned with current developments in the field and well ahead of many peer and aspirational institutions in this regard.

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

New Graduate Student Cohorts declaring History MA and graduating within 5 years
Plan code 'HISMA'

Fall	Size	Yr 2 rate (%)	Yr 3 rate (%)	Yr 4 rate (%)	Yr 5 rate (%)
2010	11	18.2	36.4	45.5	45.5
2011	14	14.3	42.9	50.0	50.0
2012	7	0.0	14.3	14.3	14.3
2013	9	11.1	55.6	66.7	66.7
2014	3	33.3	33.3	33.3	NA
2015	9	33.3	33.3	NA	NA
2016	4	0.0	NA	NA	NA
2017	4	NA	NA	NA	NA

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%)? Yes.
2. If not, what is being done to reach the goal?
3. Discuss how and why the graduation rate is changing.

There are two predominant reasons a percentage of our MA's take more than two years to graduate. First, a substantial percentage of them work as teachers or professionals and move through the program slower on purpose. Second, thesis-track students often underestimate the time required to complete a Masters thesis in history. We now have a thesis and non-thesis track that has helped students move through the program quickly, but must consider allowing public history students working on applied projects to use that work as an alternative to the traditional thesis. Based on extensive analysis of the discipline over the past decade it is increasingly clear that alternatives to the traditional history thesis should be available to all graduate students regardless of field or concentration. Thus, attention to changing graduate rates is linked to the wider range of disciplinary issues discussed in this report.

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 coordination of graduate student seminars to encourage exchange of students, to aid partners in other departments and toward collaboration on public history projects. Our graduate 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 at the graduate level function seamlessly for students enrolled in our courses and our programs. Our graduate curriculum accommodate articulation and transfers. 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. Our faculty serve on graduate committees across the campus and work with a wide range of graduate students seeking to include historical context in their research.

2. What the 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 the 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 and graduate students participating in their events and programing. 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 graduate students with the Lied Library Special Collections on grants from the U.S. Department of Education 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.

3. Additional comments:

VIII. Impact

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

a) University

Our students, consistently win major university and national awards. Most recently; Ian Baldwin: John D’Emilio LGBTQ History Dissertation Award, Organization of American Historians, 2017. Bridget Baumgarte: Eva Tulene Watt Scholarship for Native American Scholars, Southwest Oral History Association, 2015. Sara Black: Outstanding M.A. Thesis (Non-STEM), Graduate College, University of Nevada, Las Vegas, 2017-2018. Neil Dodge, Eva Tulene Watt Scholarship for Native American Scholars, Southwest Oral History Association, 2018. Margaret Huettl: University Fellow in Ethnic Studies, University of Wisconsin, Platteville, 2012-2016; Sara Jackson Graduate Student Award, Western History Association, 2013; Indian Student Conference Scholarship, Western History Association, 2013; Outstanding Dissertation (Non-STEM), Graduate College, University of Nevada, Las Vegas, 2016-2017; W. Turrentine Jackson Award for Outstanding Dissertation, Pacific Coast Branch of the American Historical Association, 2017. Catherine Wisnosky: Outstanding M.A. Thesis (Non-STEM), Graduate College, University of Nevada, Las Vegas, 2015-2016.

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*, & 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 in on critical university committees and across the campus in a variety of significant ways.

b) Community

Through fieldwork and internships our graduate students are a visible presence in the community with clear impact on a variety of fronts. (<https://www.unlvpublichistory.com/in-the-field/>) Graduate students have completed 57 community internships with 40 different community partners including; the Mob Museum, the Office of Historic Preservation at the City of Las Vegas, The Liberace Foundation, The New Bureau at

the Las Vegas Convention and Visitors Authority (LVCVA), the Clark County Museum, Special Collections at UNLV's Lied Library, and The Hard Rock Hotel and Casino, the Culinary Union, National Atomic Testing Museum, National Park Service, BLM, Reclamation, Forest Service, State Office of Historic Preservation, and many others. Students working with Preserve Nevada provide valuable cultural resource management research, expertise and advice to the Las Vegas and statewide community. Graduate students studying a wide range of topics, time periods, and geographic areas are active participants in local conferences and events and our Teacher/students take their insights directly in to the K-12 environment.

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 & 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 graduate 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. We serve and collaborate with the K-12 teaching community and thus, all of the children of our state. 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 outlined in Section 3-C, our graduate programs integrate teaching, research, and service in accordance with best practices in our discipline. All of the graduate student honors and accomplishments were possible because of our department tradition of active faculty mentoring. Though individual research is the norm in our field collaborations, joint publication, shared authorship and shared public history field work are part of our department culture and our collective desire to apply disciplinary best practices across our programs. Our student awards for research and participation in the most selective conferences in our discipline offer strong evidence for the impact of our department culture on graduate student success and achievement. Most recently, our M.A. students presenting at the highly selective Organization of American Historians annual conference in 2018 and Sara Black winning the Outstanding M.A. Thesis for the University in 2017 built on a long track record of graduate student excellence in our department. Another M.A. student, Catherine Wisnowsky, was selected as the recipient of award for Best Thesis in the History Department and in the College of Liberal Arts. Ms. Wisnowsky is currently enrolled in the doctoral program

in History at the University of Illinois, Urbana/Champaign. She received a generous fellowship for her doctoral studies from the University of Illinois. Another M.A. student, Renee Langlois, presented a paper, at the Royal Studies Network Conference, an international professional conference, in Lisbon in June 2015 and published her research as a chapter in, Caroline Dunn & Elizabeth Carney, *Royal Women and Dynastic Loyalty* (New York: Springer, 2018).

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, 2017)

American Horizons: The United States in Global Perspective, with Michael Schaller, et al.

(New York: Oxford University Press, 2013, 3rd Edition, Vols. 1-2, 2017)

Counterculture Green: The Whole Earth Catalog and American Environmentalism (Lawrence: University Press of Kansas, *Culture/America* Series, 2007. Revised 2nd

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. Miriam Melton-Villanueva:

The Aztecs at Independence: Nahua Culture Makers in Central Mexico, 1799-1832. Tucson: University of Arizona Press, 2016.

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:

“Sexual Minorities and Sexual Rights” in *The Oxford Handbook on American Women and Gender History*,” Ellen Hartigan-O’Connor and Lisa G. Materson, ed. New York, NY: Oxford University Press. November 2018.

“Organizations” in *Routledge History of Queer America*, Don Romesburg, ed. New York, NY: 2 Taylor and Francis/Routledge, 2018.

“The Parable of Kitty Genovese, the New York Times, and the Erasure of Lesbianism,” *Journal of the History of Sexuality*, Vol. 23, No. 2 (May 2014): 273-294.

“Queer Left Histories: Achebe Powell and Martin Duberman on Politics and Culture” in *A New Queer Agenda*. Joseph DiFilippis, Lisa Duggan, Kenyon Farrow, and Richard Kim, eds. Special issue of *The Scholar & Feminist Online*, New York: Barnard Center for Research on Women (Fall 2011/Spring 2012) –

“The Ladder: A Lesbian Review, 1956-1972: An Interpretation and Document Archive,” *Women and Social Movements*, Kathryn Kish Sklar and Thomas Dublin, eds. Volume 14 (Fall 2010)

“‘Outing History’: Blanche Wiesen Cook,” *Meridians: feminism, race, transnationalism* Vol. 10, No. 2 (2010): 81–85.

“Eight Kinds of Strength: A Tribute to Valerie Taylor, Lesbian Writer and Revolutionary.” *New Politics*, Volume XII, No. 2 (Winter 2009): 136-139.

Dr. Michael Green:

“Garry Moore: A Great Communicator,” *Popular Culture Review*, XXVII:1 (Spring 2017), 137- 48.

“Las Vegas as a Symbol: Goffman and Competing Narratives of Sin City,” *UNLV Gaming Research & Review Journal*, 20:1 (2016), 55-60.
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“The Nevada Political Tradition at 150,” *Nevada Historical Society Quarterly*, 57:3-4 (Fall/Winter 2014), 216-244.

“How the Mob (Museum) Was Won: Building a History of Organized Crime in the U.S.,” *UNLV Gaming Research and Review Journal*, <http://digitalscholarship.unlv.edu/grrj/vol17/iss2/7/>.

“Abraham Lincoln, Nevada, and the Law of Unintended Consequences,” *Nevada Historical Society Quarterly*, LII:2 (Fall 2009), 85-108.

Dr. Andy Kirk:

“Alloyed: Countercultural Bricoleurs and the Design Science Revival,” in David Kaiser and W. Patrick McCray, eds., *Groovy Science: The Countercultural Embrace of Science and Technology over the Long 1970s* (Chicago: University of Chicago Press, 2016) *Reviews in Nature & Science*

“Prototyping Nature: Technology, Art and Environment on Global Atomic Frontiers,” in Peggy Shaffer & Phoebe Young, eds., *Rendering Nature: Animals, Bodies, Places, Politics* (University of Pennsylvania Press, 2015)

“What Happens in Vegas: Merging Theory with Practice in Public History,” with Deirdre Clemente & Summer Burke, *The Public Historian* 36:3 (August, 2014)

“Rereading the Nature of Atomic Doom Towns,” *Environmental History* 17:3 (July, 2012).

“From Wilderness Prophets to Tool Freaks: Post WW II Environmentalism” in, *The Blackwell Companion to American Environmental History* (Wiley-Blackwell, 2010).

“The Whole Earth Catalog, New Games and Urban Environmentalism,” in Char Miller, ed., *Cities and Nature in the American West* (University of Nevada Press, 2010).

“Penn Central Transportation Company v. City of New York 438 U.S. 104 (1978),” David Tanenhaus, ed. *Encyclopedia of the Supreme Court of the United States* (New York: Macmillan, 2009).

“Free Minds and Free Markets: Counterculture Libertarianism, ‘Natural Capitalism’ and an Alternative Vision of Western Political Authenticity.” Jeff Roach, ed., *The Political Culture of the New West*. (University Press of Kansas, 2008).

Dr. Miriam Melton-Villanueva:

(2011). On Her Deathbed: Beyond the Stereotype of the Powerless Indigenous Woman. In Erin E. O’Connor and Leo J. Garofalo, eds. *Documenting Latin America: Gender, Race, and Empire*, vol. 1 (168-173). Upper Saddle River, New Jersey: Prentice Hall.

Melton-Villanueva, Miriam and Caterina Pizzigoni (2008). Late Nahuatl Testaments from the Toluca Valley: Indigenous-Language Ethnohistory in the Mexican Independence Period. *Ethnohistory*, 55:3 (summer), 361-391.

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:

“Pursuing *Gault*,” with Eric C. Nystrom, *Nevada Law Journal* 17 (2017): 351-370.

“‘Let’s Change the Law’: Arkansas and the Puzzle of Juvenile Justice Reform in the 1990s,” with Eric C. Nystrom, *Law and History Review* 34 (2016): 957-997.

“Two Humanists Exploring Together: Or, a View from the Weeds,” with Eric C. Nystrom, *Rechtsgeschichte - Legal History: Journal of the Max Planck Institute for European Legal History* 24 (2016): 339-340.

“Juvenile Justice in Global Perspective: From Chicago to Shanghai and Back to First Principles,” *Insights on Law & Society* 16 (Winter 2016): 4-9.

“The Future of Digital Legal History: No Magic, No Silver Bullets,” with Eric C. Nystrom, *American Journal of Legal History* 56 (2016): 150-167.

“Pursuing Justice for the Child: The Forgotten Women of *In re Gault*,” *Whittier Journal of Child and Family Advocacy* 13 (Spring 2014): 36-50.

“*Brown v. Board of Education*: Teaching an Iconic Case,” in Robert M. Jarvis, ed., *Teaching Legal History: Comparative Perspectives* (Wildy, Simmonds & Hill Publishing, 2014), 193-197.

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“Families,” in Sally Hadden and Alfred Brophy, eds., *A Companion to American Legal History* (Wiley-Blackwell, 2013), 209-227.

“The Elusive Juvenile Court: Its Origins, Practices, and Re-Inventions,” in Barry C. Feld and Donna M. Bishop, eds., *The Oxford Handbook of Juvenile Delinquency and Juvenile Justice* (New York: Oxford University Press, 2011), 419-441

Dr. Aaron Wilkinson:

“Blurring the Lines of Race and Freedom: Mulattoes in the Colonial Chesapeake Bay.” *Southern Historian* 33 (Spring 2012): 23-36.

“Ellsberg warns of ‘surveillance state.’” *People’s World*, October 8, 2013. “Obama and the 2010 Census: Not So Black and White.” *Nichi Bei Weekly* (San Francisco), May 20, 2010.

Dr. John Curry:

“An Ottoman Geographer Engages the Early Modern World: Katip Çelebi’s Vision of East Asia and the Pacific in the Cihânnümâ.” *Journal of Ottoman Studies* 40 (2012): 221-257.

“Introduction.” *The Nexus of Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200-1800*. Edited by John J. Curry and Erik S. Ohlander. London: Routledge (Sufi Series), 2012.

“‘The Meeting of the Two Sultans’: Three Sufi Mystics Negotiate with the Court of Murad III.” *The Nexus of Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200-1800*. Edited by John J. Curry and Erik S. Ohlander. London: Routledge (Sufi Series), 2011.

“Bir Osmanlı Araştırmacısının Batı Yarım Kürenin Keşfi Üzerindeki Düşünceleri: Katip Çelebi’nin Cihannüma’da Amerika Kıtasına Bakışı” (An Ottoman Scholar Reflects on the Discovery of the Western Hemisphere: Katip Çelebi’s look at the Americas in the Cihannüma). In *Doğumunun 400. Yıldönümünde Katip Çelebi* (“Katip Çelebi on the 400th Anniversary of his Birth”). Edited by Bekir

Karlıyöda and Mustafa Kaçar, pp. 161-171. Ankara: T.C Kültür ve Turizm Bakanlıyöđ Anma ve Armađan Kitapları Dizisi 17, 2009.

Dr. Cian McMahon:

“The Pages of Whiteness: Theory, Evidence, and the American Immigration Debate,” *Race & Class* 56, no. 4 (April 2015): 40-55

“International Celebrities and Irish Identity in the United States and Beyond, 1840-1860,” *American Nineteenth Century History* 15, no. 2 (2014): 147-168
“Ethnicity,” *Journal of American Ethnic History* 33, no. 4 (Summer 2014): 87-93

“Caricaturing Race and Nation in the Irish-American Press, 1870-1880: A Transnational Perspective,” *Journal of American Ethnic History* 33, no. 2 (Winter 2014): 33-56

“Transnational Dimensions of Irish Anti-Imperialism, 1842-1854” in *Irish and Scottish Encounters With Indigenous Peoples*, edited by Graeme Morton and David Wilson (Montreal/Kingston: McGill-Queen’s University Press, 2013), 92-107

“Ireland and the Birth of the Irish-American Press, 1842-61,” *American Periodicals: A Journal of History and Criticism* 19, no. 1 (2009): 5-20
“Irish Free State Newspapers and the Abyssinian Crisis, 1935-6,” *Irish Historical Studies* 36, no. 143 (May 2009): 368-388

Dr. Michelle Tusan:

“Genocide, Famine and Refugees on Film: Humanitarianism and the Great War” *Past and Present* 237:1 (November 2017): 197- 235.

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Dr. Paul Werth:

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Dr. Elspeth Whitney:

“The Lynn White Thesis: Reception and Legacy,” *Environmental Ethics* 35 (2013): 313- 331 “What’s Wrong with the Pardoner? Complexion Theory, the Phlegmatic Man, and Effeminacy,” *The Chaucer Review* 45 (2011): 357-89.

“Men, Women, and the Birthing of Modern Science.” Judith P. Zinsser; Lianne McTavish, *Childbirth and the Display of Authority in Early Modern France*

“Katherine Park, Secrets of Women: Gender, Generation, and the Origins of Human Dissection in, *Early Modern Women* 3 (2008): 319-325.

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.

“Human Mobility in Russia’s Asian Empire,” in Brian Farrell and Donna Brunero, eds., *Empire in Asia: A New Global History, vol. 2: The Long 4 Nineteenth Century* (London: Bloomsbury, 2018), 187-214.

“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.

Students must meet the following requirements for admission to graduate standing.

1. All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.
2. An overall undergraduate GPA of at least 3.0.
3. A GPA average of at least 3.3 in history courses.
4. Recommendations from two former instructors addressing the applicant's preparedness for graduate work in history.
5. A minimum of 18 credits in history.
6. Submission of a writing sample, preferably a research paper, representative of undergraduate work.
7. Submission of a statement of purpose in which the applicant describes historical areas and approaches of particular interest, background and training for advanced work in history, an academic and professional goals.

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?

All of our faculty have Graduate Advising approval and are available to advise graduate students. Our Department currently has Graduate Advisor, Professor William Bauer and an M.A. Advisor, Associate Professor Marcia Gallo. Our students also have advising through the Graduate College.

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 report in the Appendix.

See Appendix

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

M.A. program assessments consistently indicate issues with students on thesis track experiencing delays in progress and switching to non-thesis track under less than optimal circumstance. All advisors of M.A. students are encouraged to more carefully review the thesis options to aid students realistic degree planning. Similarly, the timing of M.A. comprehensive exams and thesis due dates toward graduation causes significant challenges even for the best M.A. students. Considering ways to change timing or proactively advise students in anticipation of tight timeframe are essential for future M.A. student RPC.

Over the past decade the department has considered accepting a wider range of creative research results as alternatives to a traditional thesis in keeping with developments in the field. Public history students especially need a wider range of culminating project forms and types to accommodate and acknowledge the equivalency of their alternative research results.

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?

Addition of HIST 710: The Professional Historian

Although our course numbers have remained the same the range of topics covered by existing catalog courses has expanded to include new eras, methods and approaches. This is especially true in the area of public history where we now have nine different faculty rotating into public history course offerings. Significantly this expansion of faculty formally affiliated with public history broadened the geographic range of offerings to include more European and World focused courses and provide more opportunities to those faculty working outside U.S. and Western history to actively participate in our graduate programs. As a secondary benefit of this effort more of our faculty have the opportunity to serve as graduate committee members regardless of geographic or chronological specializations.

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

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

All of our graduate faculty continuously revise pedagogy and update material to remain current with best practices in our field. As noted in 3.a, by encouraging an emphasis on theory, method and practice when considering graduate offerings a wider range of our faculty have participated in graduate course design and teaching. HIST 710 was designed to present graduate students with a complete introduction to

professional issues of our field and to ensure full knowledge of program requirements and strategies for success.

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

As discussed in 2.a, M.A. advising has evolved to include more consideration of issues related to thesis as an appropriate option, thesis range, type and timing, and encouraging M.A. students to look to all the faculty as potential committee members and instructors regardless of geographic or chronological consideration are the most significant changes.

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

As a result of HIST 710, issues with comprehensive exam preparation and success, thesis planning and RPC in all areas have improved. HIST 710 enhanced the exposure of students to all of our faculty and helped increase the sense of community among graduate students and across the department.

As a result of expansion of public history affiliated faculty a wider range of M.A. students adopted the public history minor option and participated in a range of public history course offerings, internships and fieldwork.

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?

The faculty reviewed the draft reports over a period of two weeks providing comments and suggestions prior to a robust discussion on November 14, 2018. The faculty unanimously approved the reports and embraced the suggestions for improvement and future needs. There was a strong consensus that replacing colleagues was as critical to future success of our programs as adding new lines as indicated in the report.

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

- Applied History institute. The success of our Public History M.A. program, measured in student enrollment and career placement, externally funded research activity, and renown, warrant expansion of the program into other tracks within the M.A. (including World History) and working toward the long-standing goals of a public history institute.
- Public History M.A. Major field as part of larger recruitment efforts. World History Major Area to better link faculty research strengths and course offerings. Both of these M.A. priorities will require replacement hires or new faculty lines.
- CCSD AP teacher recruitment for our M.A. Programs.

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. We are nationally known for the strength of our graduate programs uniting western history—environmental history—public history—indigenous history. 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 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. Over the past decade we launched specific efforts to seek external funding and development for

graduate programs and public history initiatives to enhance recruiting of top graduate students.

5. What are the challenges facing the program?

As explained elsewhere in this report, we need to reconfigure existing M.A. concentrations to enable wider participation of our globally focused faculty in our graduate programs. Such reconfigurations will also better serve CCSD teachers seeking MAs to enhance or move into World History AP teaching positions.

Our department has some significant faculty expertise gaps and recent losses diminishing our ability to cover several geographic and thematic areas of critical importance to our graduate students we wish to recruit in larger numbers. 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. All of these retirements create significant challenges for our graduate teaching and training mission and our ability to assemble strong graduate committees.

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

As discussed above, because of the integration of public history throughout our graduate programs our department is meeting the most recent best practices for our field as outlined by, The American Historical Association and NCPH curricular guidelines for history graduate students offer insights into program graduate needs over the next 3-5 years. (<https://www.historians.org/jobs-and-professional-development/career-diversity-for-historians>). Our department embraces the AHA and NCPH guidelines and goals in our strategic planning and assessment of graduate programs as we look to the next 3-5 years.

B. Other comments

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

Appendix

3-Year Academic Assessment Plan Cover Sheet
Assessment plans are due February 16,
2015 Email to: assessment@unlv.edu

Program Information:

Program Assessed	History MA
Department	History
College	Liberal Arts
Department Chair	Paul Werth
Assessment Coordinator	Elspeth Whitney
Date Submitted	2/3/15
Contact Person for This Plan	
Name	Elspeth Whitney
Phone	(702) 895-3350
Email	elspeth@unlv.nevada.edu

Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
- **Plans must include a curriculum map showing which courses will address which learning outcomes.** Examples can be found here:
<http://provost.unlv.edu/Assessment/map.html>
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
 - student engagement in research, scholarship, creative expression and/or

Program Review Self-Study
Academic Year 2018—19

- appropriate high-level professional practice.
- activities requiring originality, critical analysis and expertise.
- the development of extensive knowledge in the field under study.
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

HISTORY DEPARTMENT ACADEMIC ASSESSMENT PLAN 2015-2018
M.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

Upon completion of the M.A. program in History, students should be able to:

1. Demonstrate an in-depth knowledge of the content and historiography of an extensive body of scholarly material in a major field defined by historical period, geographic region or regions, or theme, e.g. History and Memory.
2. Demonstrate knowledge of the content and historiography of an extensive body of scholarly material in a minor field defined by historical period, geographic region or regions, or theme, e.g. History and Memory.
3. Demonstrate an awareness of the role of historians in the construction of the past and the role of contemporary context in shaping the perspectives of historians; contextualize the past on its own terms: and recognize the value of conflicting narratives and evidence.
4. Demonstrate the ability to generate significant, open-ended questions about the past and devise research strategies to answer them through the crafting of a well-written and effective historical narrative and argument. This paper of substantial length will use and examine a variety of sources, recognize and build on the work of other scholars, and explore multiple historical and theoretical viewpoints that provide perspective on the past.

2. CURRICULUM ALIGNMENT OF STUDENT LEARNING OUTCOMES

MA Requirements	Student Learning			
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	Outcomes			
	SLO 1	SLO2	SLO3	SLO4
600-level courses	B	B	B	
HIST 710			B	
Colloquia	M	M	M	
HIST 740			M	M
Seminars				M
Comprehensive Exams	M	M	M	
Thesis				E

3. ASSESSMENT PLAN

2015 Assessment will focus on SLO 1 and 2 through review of performance on comprehensive exams. The Assessment Officer, in conjunction with the M.A. Program Coordinator and the Graduate Committee, will review comprehensive exams over the past two years using a series of rubrics.

2016 Assessment will focus on SLO 3 and 4 through review of seminar papers, theses, papers presented at conferences and other data.

2017 Assessment will focus on SLO 1 and 2 through review of performance on comprehensive exams.

Assessment will be done through the coordination of the Assessment Officer, Graduate Coordinator, and faculty serving on student Ph. D. Committee in reviewing student work and other accomplishments. Results will be disseminated to the Department through Department meetings and other venues and reviewed by the faculty as a whole.