

ITEM 119-1010-R0503 PROPOSAL

PROGRAM DESCRIPTION

- 1. Briefly describe the proposed new program. Please indicate if it is an expansion of an existing program; a new program; a cooperative effort with another institution, business, or industry; or an on-campus or off-campus program. Attach any formal agreements established for cooperative efforts.**

The History Department at the University of Montana proposes reviving its PhD program in History. The program fits within the Mission Statement of the University of Montana, in that it contributes to "an active learning environment for students" and offers a program "responsive to the needs of Montanans. [Letter from Kittredge]

The Department of History operated a highly successful PhD program from the late 1960s to the early 1980s. Its graduates produced professional dissertations based on intensive research and innovative thought. The Department has also participated in the UM Interdisciplinary PhD program.

In the mid-1980s History's PhD program stopped accepting students and was placed in moratorium. Reasons included a declining faculty base, reduced institutional support, and a lack of outside funding and support. These factors have been reversed. The UM History Department has stabilized at fifteen full-time members, plus seven outside specialists or visiting professors. Independent Foundation accounts support History. The department has the Hammond and Boone endowments. In addition, the Moser-McKinney Scholarship provides generous support for an outstanding graduate student. The department also has private support from the Cappadocia and Gene Tidball scholarships. The world wide web facilitates research. The University has committed itself to enhancing its graduate profile. The Department now boasts the staff, willingness, and wherewithal to re-establish its PhD program.

- 2. Summarize a needs assessment conducted to justify the proposal. Please include how the assessment plan was developed or executed and the data derived from this effort.**

Need for the Program

A PhD program in History at the University of Montana would:

- Meet the needs of students who are looking for a qualification for various kinds of employment;
- Provide qualified workers for a variety of employers within Montana and outside the state;
- Serve potential students who are place bound but for whom the opportunity to earn a PhD would advance their careers;
- Finally, the History Department has, on average half a dozen to a dozen inquiries each year from people who would like to earn a PhD in History at the University of Montana. Some of these are drawn by the individual reputations of members of the department.

The initial impetus for reviving the department's PhD program came from changes in the job market, which is squeezing our new MAs out of positions at junior colleges and community colleges. Jobs in such institutions are going to MAs with experience teaching in junior colleges and to PhDs. Contrary to some impressions, Harvard and Stanford PhDs are not taking these jobs in junior and community colleges. Even if PhDs from elite universities would take such jobs (and some undoubtedly would), the junior and community colleges are, at least for the most part, not interested in them. First of all, the junior and community colleges believe, quite correctly in most cases, that PhDs from elite institutions would not be happy teaching in a junior or community college and that these PhDs would leave at the first opportunity. Second, they believe that PhDs from major research institutions are not trained to teach in junior or community colleges. Teaching at junior and community colleges consists largely of teaching survey classes, and relatively few such institutions can afford even the luxury of instructors who are limited to teaching only the US or European survey. Moreover, over the last five years the listings for people to teach US/Europe or Europe/US have been about half the number of jobs advertised as US/World or World/US. Our MAs are losing jobs to PhDs from places like Utah, Wyoming, Arizona State, and Hawaii. The University of Hawaii, which offers a PhD in world history, has been particularly successful placing its graduates.

Our proposed program would offer a traditional research degree, but it would, in addition, provide a broader base of course work that would enable graduates to compete for the kind of jobs typically available in junior and community colleges as well as branch campuses of state universities. We are able to complement our offerings in American and European history with courses in Asia, Latin America, the Islamic world, and Africa. This would enable students to prepare themselves to teach courses in World Civilizations. Further, the degree makes provision for the development of an area of concentration in a second discipline, which would also make graduates more competitive for jobs in junior and community colleges. Graduates will also compete for jobs in liberal arts colleges in the mountain West.

Aside from teaching jobs, graduates of the doctoral program would be prepared to fill jobs in nontraditional areas. Jobs as government historians and public historians in the private sector are increasingly going to PhDs, and these are among the few areas employing increasing numbers of historians. Governmental agencies employ a substantial number of historians, and graduates of UM's program would be well situated to fill jobs as historians with the National Park Service, the U.S. Forest Service, the Bureau of Land Management, the armed services, and other branches of government. In addition, growing number of historians are finding employment in state, local, and private archives, historical societies, museums, firms that do historical work on contract (mostly litigation support), and cultural resource management.

Intellectual Basis for the Curriculum

The strongest argument for a PhD program is the strength of the faculty in the History Department at the University of Montana. The department is made up of talented and well-published historians who could provide excellent training and guidance to advanced graduate students. Moreover, the department has particular strengths of interest to prospective students and the people of Montana. The department is particularly strong in Western, Environmental, and Native American History. Other areas of strength include Modern Europe, International Relations, and Modern America.

Aside from the intellectual resources available to the department, these areas of concentration coincide with rapidly developing fields of historical research. Western, Environmental, and Native American History are areas of historical enquiry that have commanded growing attention and substantial original work in recent years.

3. Explain how the program relates to the Role and Scope of the institution as established by the Board of Regents.

Institutional mission: The University of Montana-Missoula provides a unique educational experience through the integration of the liberal arts and professional training with an interdisciplinary, interactive, and international focus, thereby preparing students to become ethical persons of character and values, competent and humane professionals, and informed and engaged citizens of local and global communities; and serves the state, region, and world through basic and applied research, technology transfer, and cultural outreach.

The Mission of The University of Montana–Missoula is to pursue academic excellence and to provide “unique educational experiences through the integration of the liberal arts, graduate study and professional training with international and interdisciplinary emphases.” The Department of History embodies these values and goals. Building on its highly successful undergraduate and Masters degree programs, the Department has the strength and resources to offer the discipline's highest degree, the Doctor of Philosophy in History, to a select group of qualified students.

The proposed PhD in History fits well with the above stated missions of The University of Montana. As recipients of this degree may be linked to the community and professionals throughout the state and nation, the service and outreach components of The University are also enhanced.

4. Please state what effect, if any, the proposed program will have on the administrative structure of the institution. Also indicate the potential involvement of other departments, divisions, colleges, or schools.

The Proposed PhD in History will make use of current administrative structures within the institution both in the graduate school as well as the College of Arts and Sciences and the History Department.

The doctoral program in History at The University of Montana–Missoula will utilize the resources of numerous local, regional, and national entities. Among these are the faculty of the Department of History, a strong and productive group with national and international reputations; associated UM faculty in the departments of English, Native American Studies, and Environmental Studies; the UM School of Forestry; the Maureen and Mike Mansfield Library at The University, with its physical holdings and worldwide internet collections; the O'Connor Center for the Rocky Mountain West; Historical Research Associates, a private research firm in Missoula; the Historical Museum at Fort Missoula; and the Montana Historical Society in Helena.

5. Describe the extent to which similar programs are offered in Montana, the Pacific Northwest, and states bordering Montana. How similar are these programs to the one herein proposed?

There are three history PhD programs at universities located in states near to Montana: the University of Idaho, a joint program at the University of North Dakota and North Dakota State University, and Washington State University. The University of Wyoming and the University of South Dakota offer M.A. degrees in history.

The PhD program at the University of Idaho is narrowly focused. Students are limited to dissertation topics in either the American West or Europe since 1760. The department's web site indicates that its program is "primarily oriented to research and writing to prepare the candidate for entry in a career in higher education." PhD students must pass comprehensive exams covering "two general and two specialized fields of history and a non-history related field." The department offers two graduate assistantships, both of which include a \$12,000/year stipend. The department has seven full-time faculty members.

The joint PhD program at the University of North Dakota and North Dakota State University begins in the fall of 2003. Students will be able to study in four major fields—Great Plains history, rural history, North American history, and Western European history—and two minor fields—public history and world history. The strengths of the combined nineteen full-time faculty members are in North Dakota history, agricultural history, history of the Great Plains, and public history. Both libraries combined contain over two million volumes.

Washington State University offers the broadest PhD program in a state close to Montana. Specialized areas of study include the United States, early and modern Europe, modern East Asia, Latin America, environmental history, women's history, public history, world history, and American studies. In addition to its "traditional" PhD program, the department also offers two "tracks": a public history track and a world history track. The public history track prepares graduates for jobs in archives, business and corporate history, cultural resource management, historic preservation, litigation support, museums, and public policy. The world history track is designed to train and mentor students "in the teaching of World history at the college level." The department has twenty-five full-time faculty members. Its strengths seem to be in Native American history, history of the West, and women's history.

6. Prepare an outline of the proposed curriculum showing course titles and credits. Please include any plans for expansion of the program during its first three years.

At UM, History can offer a broad-based PhD in a variety of fields. Most of the degrees in our earlier incarnation were, expectedly, in Montana and the West, but one was in intellectual history and one in Soviet foreign/military policy. Given the interests and areas of our current faculty, combined with outside centers of study and support, the History PhD might be taken in European social, intellectual, urban or diplomatic history; in American social, cultural, women's, legal, or military history; or in Asian, African, Islamic, or Latin American history. It seems reasonable to expect, however, that most pursuits will fall in three areas: 1) Montana and western history, 2) environmental and natural resource history, and 3) Native American history. For many of these students, preparation to teach world history will supplement their training.

Course of Study

Candidates for the PhD, before they advance for formal candidacy, must:

1. Complete 15 credits past the MA (total of 45 credits). Students may transfer up to thirty (30) credits at the discretion of the graduate committee.
2. Demonstrate competence in foreign languages. Students in US history will be required to demonstrate competence in one foreign language. Students in other areas will be required to demonstrate competence in two foreign languages. Passage of 102 at UM or equivalent elsewhere will demonstrate competence. Students may also satisfy the requirement by taking the ETS exam and scoring above the 45th percentile. These requirements are a minimum. At their discretion, advisors may require a higher degree of competence or additional languages.
3. Write an MA thesis. If accepted directly into the PhD program, students may instead submit two research papers which must be approved by a committee.
4. Pass written exams in four fields. In order to qualify to take the exams, students must meet any language requirement, maintain a 3.5 average in course work, and complete the research requirement (in #3). Exams will be offered in December and May. No two fields may be taken with the same advisor. Students who fail to pass their exams may take them a second time. Failure on the second attempt will mean termination from the program.

One field may be taken outside the department. This field would be chosen in consultation with the student's advisor and must be approved by the advisor. For fields taken outside the department, the supervising professor will administer the written exam and will be part of the oral exam committee (see below). Students may opt out of exams in the field outside the History department if they take two or more courses in preparation (chosen in consultation with the student's advisor, at least one of which must be at the 500 level) and if they maintain, a 3.5 average in the courses offered for the field.

A student may take up to nine credits outside the history department and have them count towards his or her degree. Students entering with a MA may take no more than six (6) credits outside the History department.

Students will select written examinations from the following fields.

Fields will be defined as follows.

- I. American History
 - A. To 1789
 - B. 1789-1896
 - C. 1896-present
 - D. Topical
- II. European History
 - A. Medieval
 - B. Early Modern
 - C. Modern
 - D. Topical
- III. World History
 - A. Modern East Asia
 - B. Middle East and Islam
 - C. Latin America
 - D. Africa
 - E. Topical

Students may take no more than two fields in any of the designated groups. Students may offer no more than one topical field. Topical fields will be determined by the student in consultation with the professor

administering the examination. Examples of topical fields are: U.S. Social History, Early Modern and Modern European Diplomacy, American Legal History, etc.

5. Pass a comprehensive oral exam. The committee will be made up of professors who prepared and examined the student in the various fields. The oral exam will be given the week following the written exams. All professors on the committee must agree that the student has passed.

6. Submit a proposal for a dissertation topic, which must be approved by the student's dissertation committee. The committee will be appointed by the Chair of the Graduate Committee on the advice of the student's advisor (and in consultation with the student).

7. Upon completion of these requirements, write a dissertation. The dissertation must be an original contribution to scholarship. It must be presented in acceptable literary form. It must be of a quality that all or a substantial part of it would merit eventual publication. One member of the committee must come from outside the History Department. The final stage will be an oral defense of the dissertation. The Graduate Committee proposes the following as the basis for a department's discussion of a PhD program.

Financial Aid

Financial support for PhD students would be limited to four years. MA students would continue to receive a maximum of two years of financial support. Renewal of all financial aid will be dependent on the student making satisfactory progress towards the appropriate degree.

The Program

EXISTING GRADUATE COURSES:

Course	Topic	Credits
500	Teaching Discussion Sections in History	1
511	Early Modern Europe	3
512	Age of Absolutism and Revolution, 1648-1789	3
514	Modern France	3
516	Modern Europe	3
531	International Relations	3
541	Early Modern Britain	3
544	Modern Russia	3
550	Early America	3
551	Early National America	3
552	Industrial America, 1863-1932	3
553	Modern America	3
564	U.S. Environmental History	3
566	The American West	3
567	Native Americans	3
585	Latin America	3
586	Modern Islamic Politics	3
594	Seminar	Variable R-12
595	Special Topics. Experimental offerings of Visiting Professors, new courses, or one-time offerings on current topics.	3 R-9
596	Independent Study	Variable R-12
597	Research in History	Variable R-9
598	Cooperative Education Experience	Variable R-8

599	Professional Paper	Variable R-6
699	Thesis/Dissertation	Variable R-6

These courses are taught in different formats, but all emphasize intensive reading and writing.

FACULTY AND STAFF REQUIREMENTS

- Please indicate, by name and rank, current faculty who will be involved with the program proposed herein.**

Names of current faculty to be involved are:

ADELEKE, Tunde	PhD, Western Ontario, 1985	African American
DENNISON, George	PhD, University of Washington, Seattle 1967	American Constitutional
DRAKE, Richard R.	PhD, UCLA 1976	Modern Italy, modern European social and intellectual, historiography
EGLIN, John A.	PhD, Yale 1996	England and early modern Europe
EMMONS, David M.	PhD, Colorado, Boulder 1969	England and early modern Europe
FARR, William E.	PhD, Washington 1971	Medieval, Reformation, tribal cultures
FLORES, Dan L.	PhD, Texas A&M 1978	American West, American environmental, Native American
FREY, Linda S.	PhD, Ohio State 1971	France, Germany
FRITZ, Harry W.	PhD, Washington, St. Louis 1971	Early America, Montana, military
JABOUR, Anya	PhD, Rice 1995	U.S. Women, U.S. South
KIA, Mehrdad	PhD, Wisconsin, Madison 1986	Islamic civilization, Middle East , North Africa
LAUREN, Paul	PhD, Stanford 1973	International relations, diplomacy, human rights
LOCKRIDGE, Kenneth	PhD, Princeton 1965	Early Americans
MAYER, Michael S.	PhD, Princeton 1984	20 th -century U.S., civil rights, legal
SKINNER, Frederick W.	PhD, Princeton 1973	Russia, development of Western city, Russian Revolution
WILTSE, Jeffrey	PhD, Brandeis 2002	20 th -century U.S., Social and Urban History

Affiliated Faculty

AUSLAND, Hayden	PhD, UC Berkeley	Classics
BECK, David	PhD, University of Illinois, Chicago 1994	American Indian history, government and law
CLOW, Richmond	PhD, University of New Mexico	American Indian, US history

1977

DAVIES, Wade	PhD, Arizona State	Native American, US history
GODFREY, Matthew	PhD, Washington State 2001	Public history
KOCH, James	PhD, Northwestern 1968	World War II
NEWELL, Alan	MA, University of Montana 1979	Environmental and legal history
WEST, Philip	PhD, Harvard 1971	History and East Asian Languages
WHEELER, Scott J.	PhD, UC Berkeley 1980	European

The History Department at UM consists of outstanding teachers, researchers, scholars, publishers, and consultants. Each member of the faculty has established a field of expertise and built a reputation within it. At present, the Department consists of six European historians, six Americanists, and four specialists in Asian, African, Islamic, and Latin American history. (We are currently seeking a replacement for our Latin Americanist).

2. Please project the need for new faculty over the first five-year program. Include special qualifications or training. If present faculty are to conduct the new program, please explain how they will be relieved from present duties.

The Department needs no additional faculty, but it must retain or replace all current members, beginning with a national search in 2003-2004 for our Latin Americanist, Pamela Voekel.

Faculty members will maintain current teaching loads, incorporating PhD students into existing graduate classes. All graduate classes will be placed on a regular, predictable schedule.

The department anticipates admitting a small, highly selected number of students into the program. A maximum of three PhD students would be admitted in any one year. This would build on the strong MA program the department already has. At present, the department normally aims for an entering graduate class of fourteen or fifteen. We would reduce the number of MA students to accommodate the PhD students who would be admitted. The overall size of the graduate program would remain roughly the same (there would be a slight increase in the number of graduate students enrolled, because PhD students would be on campus longer than MA students).

As has occurred over the past years, the faculty have contributed hours to this discipline because of professional and personal interest. The resumption of the PhD degree in History is projected to be within the capacity of current faculty and departmental resources.

3. Please explain the need and cost for support personnel or other required personnel expenditures.

No additional resources are requested at this time. As the need for additional graduate student support is evident from recruitment efforts and student interest, such requests will be made to the Graduate School and other appropriate sources.