# Table of Contents

Purpose and Mission of Program 3

Admission Requirements 3

Fields of Study 3

Degree Options 3

- Plan I: Thesis
- Plan II: Special Project
- Plan III: General Coursework

Coursework Overview 6

Thesis 8

Written and Oral Exams 9

- Written Exam/History 698 10
- Oral Exam/History 699 11

Assessing Exams 11

Transfer Courses 11

Language Requirement 12

Full-Time Status 12

Grading Policies 12

Teaching Support Assistantships 12

Scholarships, Awards and Research Funding 13

Professional Activities 14

Phi Alpha Theta 14
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petitioning Procedures</td>
<td>15</td>
</tr>
<tr>
<td>School of Graduate Studies Policies</td>
<td>16</td>
</tr>
<tr>
<td>Graduate Program Policy Changes</td>
<td>16</td>
</tr>
<tr>
<td>Appendix A: Exam Evaluation Forms</td>
<td>17</td>
</tr>
<tr>
<td>Appendix B: Essay Prompts</td>
<td>22</td>
</tr>
<tr>
<td>Appendix C: Approval Form for Independent Study</td>
<td>23</td>
</tr>
<tr>
<td>Appendix D: Fields of Study Reading Lists</td>
<td>25</td>
</tr>
</tbody>
</table>
Purpose and Mission of Program

The Department of History at Western Illinois University offers a program of study leading to the Master of Arts degree (MA) in WIU’s School of Graduate Studies. The Department of History’s MA program is designed to train students in the methodological and theoretical components of academic history and in broad areas of historical study and analysis. The program prepares students for careers in teaching, academia, law, public and government service, publishing, and research, as well as other professions. The program also assists in the professional development of full-time teachers and other educators and provides a foundation for further graduate study.

Admission Requirements

Students selecting history as a graduate major should have completed a minimum of 18 semester hours of undergraduate work in history and must have a cumulative undergraduate GPA of at least 2.75 (based on all hours attempted) or a GPA of at least 3.0 for the last two years of undergraduate study.

Fields of Study

The two pre-approved major fields of study are United States and European history. A student’s major field may be in another area, but students must secure permission from the graduate director and the graduate committee. Based on instructor availability, the pre-approved minor fields are United States, Europe, Asia, Middle East, and World. The minor field may be a thematic area (e.g., gender, diplomatic, labor, religion, military etc.), but students must secure permission from the graduate director and the graduate committee. Moreover, the minor thematic area must be in a different geographical area from the major area of study. Prospective students should familiarize themselves with the faculty in the Department of History when considering major and minor fields. For faculty information, go to http://www.wiu.edu/cas/history/faculty.php.

In order to assist students in their coursework and in establishing foundational understanding of the major and minor fields, please see Appendix D for the reading lists for US, Europe, Asia, Middle East, and World. Also, available upon request from the graduate director are reading lists for faculty who specialize in the following historical areas: US legal, American environment, American West, Illinois, American women, US 1914 to 1945, US since 1945, American Revolution, Colonial British America, US Early Republic/Antebellum/Civil War, France, and Modern Europe, Military.

Degree Options

The graduate director is the adviser for all graduate students in the history program. Any questions students have about the program should be directed to the graduate director.
consultation with the director, students will develop a plan of study and choose a degree option. Students need to obtain a copy of the Graduate Studies degree plan and begin to map out their course of study with the graduate director during their second semester. Students may change their degree plan, but it is crucial that they have a clear understanding of the options available to them. Before graduation, the student’s degree plan must be endorsed by the graduate director, the department’s graduate committee, the chair of the Department of History, and the School of Graduate Studies. The degree plan has to match actual courses taken.

The MA degree in history may be earned by one of three plans of study. Plan I requires exit option A (thesis defense), and Plans II and III require exit option B (comprehensive written and oral exams). Students must complete all coursework and exams within six (6) years of initial enrollment.

**Plan I. Thesis**

Students choosing the Thesis Option must first secure approval from the graduate director and the consent of a professor who is willing to direct the thesis before pursuing this option. The Thesis Option requires **31 credit hours** of course work, including the completion of a masters-level history thesis. The student writes the thesis in his/her major field, which is customarily in US or European history. The student can request to write a thesis in another field, but only after securing the approval of the thesis adviser, the graduate director, and the graduate committee. Students must balance their 400G and 500/600-level coursework so that they take more credit hours in 500/600-level courses. This is a School of Graduate Studies requirement; it can only be changed or waived through a special petition. Two 500-level research seminars are required in this plan. Students should commit to the thesis option no later than the second semester in the MA program. Because the student will need to do background reading, research, and writing, and work with a committee of at least three readers/advisers, students should allow three semesters (and summer break) for the process. To earn the MA degree the student must defend the thesis (Exit Option A) upon its completion.

Students in the thesis plan must enroll in the following:

- History 500 4 hrs.
- Major field of study (five courses) 15 hrs.
- Minor field of study (two courses) 6 hrs.
- History 600 (thesis research) 3 hrs.
- History 601 (thesis writing) 3 hrs.

**Plan II. Special Project**

Students choosing the Special Project option must first secure the approval of the graduate director and the consent of a professor who is willing to direct the Special Project. The Special Project option requires **35 credit hours** on topics spread across a variety of geographic areas. Students are required to choose their major and minor areas of study. In addition to the courses that cover the major/minor areas, students must also complete History 500, two 500-level research seminars, one 500-level reading seminar in the major field, and History 698 and 699. Students must balance their 400G and 500-level coursework, so that they are taking more 500-level courses than 400G courses. This is a School of Graduate Studies requirement; it can only
be changed or waived through a special petition. The project must be approved by the graduate adviser and graduate committee. Possible projects include, but are not limited to, the following: presenting a professional conference paper, editing a series of primary documents, writing a paper for publication, conducting and transcribing oral history interviews, and curating museum displays. Students must enroll in History 599 for at least 4 credit hours to complete the Special Project. Students are required to take exit option B, the comprehensive written and oral exams, in their last semester of course work. These exams include questions on methodology and the significance of the Special Project. The professor supervising the Special Project must be on the examination committee.

Students in the Special Project plan must enroll in the following:

- History 500: 4 hrs.
- Major field of study (five courses): 15 hrs.
- Minor field of study (three courses): 9 hrs.
- Elective (one course): 3 hrs.
- History 599 (Special Project): 4 hrs.
- History 698 (written exam)
- History 699 (oral exam)

**Plan III. General Coursework**

Students taking the General Coursework option must first secure the approval of the graduate director. In this plan, students are required to take 37 credit hours of courses on topics spread across a variety of geographic areas. Students must choose a major and a minor area of study. In addition to covering the major and minor areas, students must also complete History 500, two 500-level research seminars, one 500-level reading seminar in the major field, and History 698 and 699. Students must balance their 400G and 500-level coursework, so that they are taking more 500-level courses than 400G courses. This is a School of Graduate Studies requirement; it can only be changed or waived through a special petition. Students are required to take exit option B, the comprehensive written and oral exams, in their last semester of course work.

Students in the General Coursework plan must enroll in the following:

- History 500: 4 hrs.
- Major field of study (six courses): 18 hrs.
- Minor field of study (three courses): 9 hrs.
- Elective (two courses): 6 hrs.
- History 698 (written exam)
- History 699 (oral exam)
Coursework Overview

400G-Level Courses

Both undergraduate and graduate students can enroll in these courses. These courses can count toward the fulfillment of students’ course requirements in their major and minor fields. Students may also take these courses as electives. Students must balance their 400G and 500-level coursework, so that they are taking more 500-level courses than 400G courses. This is a School of Graduate Studies requirement. Professors teaching these courses will determine the requirements for graduate students. Each professor decides what constitutes graduate-level work, but some common expectations exist in terms of work load, level of analysis, and participation in the course. Students may do all the work assigned to undergraduates, plus extra work at the graduate level, or the professor may have the graduate students read different literature and fulfill different assignments than those expected of undergraduates. Students are encouraged to speak with a professor before enrolling to find out what he or she expects from graduate students.

History 500

This course is required for all history graduate students. This four-credit course is only offered in the fall. The graduate director teaches the class. The course introduces students to historical theory and the practice of history. Students will further develop their use of the research tools, methodologies, Chicago Manual of Style citation, format and other analytical techniques used by historians. In addition, the course offers professional and career development activities and workshops for graduate students.

500-Level Seminars

Graduate students are required to take a number of 500-level seminars. There are two types of seminars: reading and research. The topics and assignments change according to the professor, but all seminars share some common expectations. Students are required to actively participate in the seminars by critically discussing information and ideas, asking analytical questions, and leading class discussions. The graduate director posts the seminar schedule 8-10 weeks before registration begins. Often, professors make available additional information, such as the topic of the seminar or specific course requirements.

Reading seminars are reading- and writing-intensive. These seminars are designed to deepen students’ understanding of the historiography and scholarly debates on a particular topic. Students may be required to write book reviews, response papers, comparative papers, and/or historiographic papers.

Research seminars are research- and writing-intensive. These seminars are designed to train students in the methods of historical research. Students will research and write on a theme related to the seminar. This may include a 20 to 30-page research paper based on primary sources. Students may be required to collect, edit, and synthesize a collection of sources concerning a particular topic or generate a database for a topic using quantitative data. Students will learn how to identify historical sources, evaluate them, and use them in original historical writing.
History 598

Students who have completed six (6) semester hours of graduate history courses can enroll in an independent, specialized reading course supervised by a faculty member. Independent reading should not be taken in place of a regularly scheduled course on a similar topic during the same semester. After obtaining permission from the graduate director (see Appendix C), the student makes arrangements with a professor to work on an acceptable topic. The topic should reflect the student’s interest and the faculty member’s expertise. For one credit hour students should expect to read three scholarly monographs or the equivalent in other sources, discuss the readings with the professor, and complete a writing component. Although the chair of the department is listed as the instructor of record on STARS for this course, the student has to ask a faculty member to direct and supervise the independent readings. Once a professor has agreed to supervise the independent study, the student and the professor will determine the number of credit hours, readings, assignments, and timetable for completion. Students can have a maximum of three (3) credits of History 598 on their degree plan. They are responsible for communicating with the professor and completing their work in a timely manner, or they could receive a failing grade.

History 599

Students who have completed six (6) semester hours of graduate history courses can enroll in an independent, specialized research course with a faculty member. This course is designed for intensive research into areas of history not specifically covered in other courses. After obtaining permission from the graduate director (see Appendix C), the student makes arrangements with a professor to work on an acceptable topic. The topic should reflect the student’s interest and the faculty member’s expertise. The number of credit hours will depend on the historical problem to be examined and the length of time required to complete the project. Although the chair of the department is listed as the instructor of record on STARS for this course, the student has to ask a faculty member to direct and to supervise the independent study. Once the professor has agreed to supervise the independent study, the student and the professor will determine the number of credit hours, readings, assignments, and timetable for completion. Students can take up to three (3) credit hours. Students taking History 599 for four or more credit hours will have to complete the program through the Special Project Option. History 599 is the same as History 598 in regard to requirements, restrictions, etc.
Thesis

Plan I: Exit Option A

The purpose of a thesis is to train students to produce a work of original historical scholarship. Students are expected to sustain an argument over several chapters. The thesis can be conceptualized as the equivalent of three 20- to 30-page research papers, framed by an introduction and a conclusion that hold the study together. The thesis has attributes similar to a historical monograph, which is considered the most significant level of scholarship that professional historians undertake. Students are expected to have both a command of the primary and secondary sources of the topic and be able to place the thesis within the context of the historiography of the subject.

When planning a thesis, students must keep in mind that the research involved can be quite time-consuming. The student must remain in close contact with the thesis adviser. Students are strongly encouraged to consider funding opportunities to support their research, because funding for travel to research sites could be crucial to the success of the project. See below for competitive funding support offered by the School of Graduate Studies and the Department of History.

Students should be aware of several important aspects of this process:

- The student is responsible for finding a professor willing to chair the thesis committee. The chair of the committee will advise the student as to who would be appropriate members of the committee based on the nature of the topic and faculty expertise in the department.
- Three professors will be involved in the reading and revising process. Two of the professors must be in the major field of study. Time must be built in to accommodate feedback from these professors.
- Students must allow ample time for revision of the thesis chapters, for committee members may require multiple revisions, sometimes requiring additional research. Therefore, plan accordingly.
- History 600 and History 601 gives students the option to earn credit for thesis research and writing. Students should work closely with their advisers and expect to be held to a timetable during these processes.
- Students who choose this plan must keep in mind that the thesis has to be defended in an exam-like setting before the thesis adviser, the two other readers, and possibly other faculty members. The thesis will not be complete until it is successfully defended and all the committee members have signed the signature page of the thesis. The student has to coordinate the date and time of the defense with the members of the committee. The thesis adviser will secure a room for the defense.
The department suggests the following timetable:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/First Semester</td>
<td>Take classes, get to know professors, discuss thesis topic with the graduate director and possible thesis adviser. The department recommends securing a thesis adviser during this semester.</td>
</tr>
<tr>
<td>Spring/Second Semester</td>
<td>In consultation with the thesis adviser, begin secondary reading; define thesis question(s); identify sources; consider other committee members; work with the thesis adviser on a thesis prospectus. The prospectus must be approved by the major professor and the two other readers on the committee, at least one of whom is also in the major field. Students are encouraged to apply for research funding during this semester.</td>
</tr>
<tr>
<td>Summer</td>
<td>Research; travel if necessary.</td>
</tr>
<tr>
<td>Fall/Third Semester</td>
<td>Enroll in History 600. Write first draft; submit to thesis adviser and committee members for feedback. Expect revisions and more research.</td>
</tr>
<tr>
<td>Spring/Fourth Semester</td>
<td>Enroll in History 601. Apply for graduation through the Graduate School. Make final revisions. When each committee member is satisfied with the thesis, the student will defend it before the thesis committee at least two weeks before the School of Graduate Studies deadline for thesis submission.</td>
</tr>
</tbody>
</table>

**Written and Oral Exams**

**Plan II and III: Exit Option B**

Students choosing either Plan II (Special Project) or Plan III (General Coursework) option must select an exam committee at the beginning of their second year of coursework. This committee, consisting of three members – two representing the major field and one the minor field – will administer the student’s exit exams at the conclusion of the MA program. Students must request one of the faculty members representing the major field to act as chair of the committee. Two committee members will evaluate the major field component of the exam (written and oral exam components) and one committee member will evaluate the minor field (oral exam only).
The department suggests the following timetable:

<table>
<thead>
<tr>
<th>Fall/Third Semester</th>
<th>Secure examination committee. First, request a faculty member to serve as chair of the committee. Second, in consultation with the chair, request two other faculty members to serve on the committee. The committee will supply the student with reading lists and advise on how to prepare for the exams. Once the committee has been established, it cannot be altered without the approval of the history department graduate committee.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring/Fourth Semester</td>
<td>Register for History 698 and 699. Apply for graduation through the Graduate School. The graduate director will secure an examination room and set a common date for students taking the written exam. After the students pass the written exam, the exam committees will determine when the oral exam will take place.</td>
</tr>
</tbody>
</table>
Also, students are advised to review their graduate coursework for it can be the basis for questions on the exam. Students can request examples of questions used in past written exams.

Academic honesty is expected of all students taking the written exam. Cheating on the written exam will not be tolerated. Please see WIU’s academic integrity policy: http://www.wiu.edu/policies/acintegrity.php

**Oral Exam/History 699**

Students must secure the permission of the graduate director before registering for History 699. Passing the written exam in the General Coursework or Special Project option qualifies students to take the oral exam. The exam covers both major and minor fields. During the oral exam, professors may want to follow up on questions asked in the written exam or ask questions the student chose not to answer on the written exam. Students may request faculty members to provide possible oral exam questions. The student arranges a date and time convenient for the committee to meet and asks one committee member to act as chair. The chair secures a room for the exam. The exam proceeds as follows: The chair determines the order of questioning by the committee. Each committee member has 20 to 30 minutes to test the student on his/her knowledge of the major or minor fields of study and aspects of coursework taken from that particular professor. Given that the minor field is not covered in the written exam, the minor field representative may need to exceed the allotted time. At the conclusion of the exam, the student leaves the room while the committee evaluates the student’s performance (see Appendix A). The chair of the committee then invites the student back into the examination room and informs the student if he or she passed the exam. If the student fails the exam, the student may retake the oral exam once. Failure to pass on the second attempt will result in dismissal from the MA program.

**Assessing Exams**

Committee members evaluate exams based on the student’s performance in several categories (see Appendix A). The student’s performance is graded as follows: Demonstrates Excellence (pass with distinction), Demonstrates Competence (pass), Does Not Demonstrate Competence (fail). The graduate director writes a letter of commendation for students who pass with distinction (see Appendix A).

**Transfer Courses**

Up to nine (9) hours may be transferred from another graduate school with the approval of the departmental graduate committee.
Language Requirement
Currently, there is no foreign language requirement for the MA degree.

The Department of History encourages all graduate students to study a foreign language. Proficiency in a foreign language broadens a historian’s skills and expertise, particularly in the reading and analysis of primary and secondary sources not written in English. Students planning to pursue a Ph.D. in history will be expected by doctoral programs to demonstrate competency in at least one foreign language. Students may take foreign language courses at WIU for a letter grade or on a pass/fail basis. However, such courses do not count toward any of the degree plans.

For information on WIU’s foreign language offerings, go to [http://www.wiu.edu/languages](http://www.wiu.edu/languages).

Full-Time Status
To be considered full-time, a graduate student must be enrolled in at least nine (9) credit hours of graduate-level course work during a semester.

Grading Policies
Students must maintain a 3.0 GPA in order to earn an MA in History at WIU. Graduate students who earn a grade of “C” or lower in more than six credit hours of coursework will be dropped from the program. Students may request a temporary incomplete (“I”) if they are unable to finish coursework due to circumstances beyond their control. Approval of incomplete grades is at the discretion of the professor. Failure to complete coursework within one year of receiving an “I” will result in the grade being changed to an “F.”

Teaching Support Assistantships
The Department of History has five positions available during the academic year. Four of the positions require work exclusively in the Department of History and the fifth position is shared with the Office of Academic Services. In the latter position, two-thirds of the TSA’s time will be spent in the Department of History and the other third with Academic Services. All TSAs receive a tuition waiver and a monthly stipend. They are all subject to the same expectations in terms of professionalism and other requirements as WIU employees. For more information about WIU’s employment requirements for Teaching Support Assistants, go to [http://www.wiu.edu/graduate_studies/news_and_events/teaching_support_assistant.php](http://www.wiu.edu/graduate_studies/news_and_events/teaching_support_assistant.php)

TSAs are appointed for a one-year term that is renewable for a second year. These are competitive positions. Students applying for a TSA position need to have a GPA of 3.0 or higher.
and submit three letters of recommendation, a statement of purpose written for the School of Graduate Studies, and an essay for the Department of History’s graduate committee (see Appendix B). TSAs will receive a performance review every semester and meet with the graduate director to review evaluations of their work by the faculty to whom they were assigned. In order to be retained for a second year, TSAs need to maintain a GPA of 3.5, have positive evaluations, and submit to the committee a short essay requesting retention for a second year (see Appendix B). The graduate director writes an evaluation statement of the TSA’s performance that the student will review and sign.

TSAs work up to twenty (20) hours per week. They have two primary tasks: First, they provide support services for assigned faculty, and second, they assist students in the History Academic Achievement Center. The graduate director assigns TSAs to several faculty members each semester. TSAs can expect to do a variety of activities that may include, but are not limited to, technical assistance, classroom support, and research. TSAs will assist professors with grading, lead study sessions for General Education courses, and perform selective research based on instructor need. TSAs who assist students in the Academic Achievement Center will work shifts that the graduate director assigns based on their availability. The Academic Achievement Center is open from 9 am to 4 pm Monday through Friday. TSAs have to be prepared to assist undergraduate students studying for exams and writing papers for History 105, 106, 125, 126, 144, 145 and other undergraduate courses. At the beginning of each semester, TSAs will offer two workshops for undergraduates in history courses.

Scholarships, Awards, and Research Funding

The Department of History offers several competitive awards and research funding opportunities. The **Darrell and Virginia Dykstra Memorial Scholarship** is a competitive award open to a new or returning graduate student. All applicants must have a BA in history, a minimum of 3.25 GPA in history courses previous to application, be attending full-time in the history graduate program, submit a letter of application, and submit at least one letter of recommendation. The deadline is March of each year. Applicants should contact the graduate director for the exact application due date. This award will be for a minimum of $1500 annually and will be applied to the recipient’s account — divided between the fall and spring semesters (if applicable). The scholarship is renewable for a second year provided the student meets the criteria.

The **David P. Pasquini Award** is a competitive award for graduate students who are full-time history or social studies teachers. The Pasquini is a $750 one-time award. The application deadline is March 15 and applications should be submitted to the graduate director. In addition to being a full-time teacher in junior or senior high school, applicants must have taken a minimum of nine semester hours of graduate history course work and completed at least one course in the graduate program in history at WIU during the calendar year preceding the award. Full-time teachers may also apply for **Pasquini Research Grants** to help defray travel expenses when presenting their own historical research papers at academic conferences. The maximum amount of each individual Pasquini Research Grant is $500.

Graduate students with six hours of graduate course work completed and a GPA of 3.0 can apply for research and conference travel funds through the **School of Graduate Studies’**
Graduate Student Research and Professional Development Fund. Applicants will formulate their applications in consultation with a faculty mentor. The application must include the faculty mentor’s signature and a budget statement. The student then submits the applications to the department graduate committee. These awards are limited to $500 per student per project or conference presentation, but may be supplemented with up to $250 in matching funds from the College of Arts and Sciences if the project/presentation budget exceeds $500. Applications must be submitted to the graduate director by September 15 for the fall semester competition; the departmental deadline for the traditionally much more popular spring semester competition is February 15 of each year. These amounts are subject to availability of funds.

Graduate students with a 3.0 GPA may apply to the department graduate committee for awards from the history Professor Emeritus Fund to help defray the expenses incurred while conducting historical research for WIU courses, for their masters' theses or special projects, or to help defray conference travel expenses when presenting their own research papers. To be considered for an award, the student must first apply for funding from the Graduate School Student Research and Professional Development Fund. Students who are accepted to a conference or incur research-related expenses after the Graduate School’s application deadline may also apply for a Professor Emeritus Award. The maximum individual award amount per semester is $500; the maximum total funding amount per student is $1,000. These amounts are subject to availability of funds.

Professional Activities

Students have a number of professional activities available to them while pursuing their graduate degree at WIU. Working with a faculty mentor, students can present their original scholarly research at academic conferences, work as interns in museums, government facilities, national parks, and in historical societies, develop special projects, and publish their scholarship. For more information on these and other professional activities outside of the traditional classroom setting, contact the Department of History graduate director or other faculty members in the department. For publishing opportunities, see the "WIU History Resource Guide: Graduate Journal Listings" at [http://www.wiu.edu/cas/history/pdf/GradResources.pdf](http://www.wiu.edu/cas/history/pdf/GradResources.pdf)

Phi Alpha Theta

National History Honorary Society

The mission of Phi Alpha Theta is to promote the study of history through the encouragement of research, teaching excellence, publication, and the exchange of ideas among historians. In fulfillment of this mission, Phi Alpha Theta endeavors to bring together students, teachers, and writers through a broad range of activities that assist historical understanding and research. First established at the University of Arkansas in March 1921, Phi Alpha Theta is now the largest accredited honor society in the United States with more than 700 chapters located throughout the nation.
Activities and Programs

The national organization of Phi Alpha Theta sponsors a variety of programs for the benefit of its members. Among these are biennial conventions for undergraduate, graduate, and faculty members; annual awards in recognition of outstanding papers written by the society's members; and scholarships to support the study of history at the graduate level. In addition, Phi Alpha Theta publishes *The Historian*, a distinguished scholarly quarterly devoted to all fields of historical inquiry.

For further information concerning Phi Alpha Theta, its national programs, activities, and scholarships, e-mail the society at info@phialphatheta.org.

Phi Alpha Theta at WIU

Western Illinois University is home to the Omicron Omicron chapter of Phi Alpha Theta. Each year, our local chapter sponsors a number of activities for its members and the community at large, and is in contact with other Phi Alpha Theta chapters about regional conferences and other professional opportunities. For further information concerning Phi Alpha Theta, its local and national programs, activities, and scholarships, visit our Phi Alpha website at [http://www.wiu.edu/cas/history/PhAT.php](http://www.wiu.edu/cas/history/PhAT.php) or contact the History Department’s Phi Alpha Theta faculty adviser. WIU’s Phi Alpha Theta chapter sponsors an on-line journal of student research, the *Western Illinois Historical Review*. For further details, go to [http://www.wiu.edu/cas/history/wihr](http://www.wiu.edu/cas/history/wihr)

Membership Requirements

In order to qualify for membership in Phi Alpha Theta, graduate students must have completed at least 12 semester hours of coursework in history while maintaining a grade point average of 3.0 or better in all History courses.

Petitioning Procedures

Occasionally, graduate students need to change their degree plan or make modifications in their degree requirements. The School of Graduate Studies has a petition procedure in place for such situations. Before submitting a petition, the student has to secure approval from the Department of History graduate director, graduate committee, and chair of the department. Students must present legitimate arguments and documentation with their petition. The School of Graduate Studies then decides whether to approve or reject the petition.

For instructions on how to fill out a petition, go to: [http://www.wiu.edu/graduate_studies/catalog/academic_guidelines/index.php](http://www.wiu.edu/graduate_studies/catalog/academic_guidelines/index.php)

The petition form is available at: [http://www.wiu.edu/graduate_studies/current_students/forms/petition.pdf](http://www.wiu.edu/graduate_studies/current_students/forms/petition.pdf)
School of Graduate Studies Policies

Students must complete their degree in a timely manner. The MA degree must be completed in six consecutive calendar years or courses will begin to expire, forcing the student to retake them. Part-time students in particular, need to be aware that courses can expire. Some courses can be recertified. Others courses, however, especially those at the 500-level, are too topic-specific to be recertified. Students may petition for an extension of time for outdated courses, but that decision ultimately rests with WIU’s Graduate Council. The complete policy and other important policies regarding the filing of degree plans and graduation are available at the WIU School of Graduate Studies website: http://www.wiu.edu/graduate_studies/current_students/index.php#guidelines

Graduate Program Policy Changes

Although the Department of History has tried to anticipate a variety of issues that may arise in a graduate student’s career at Western, it is not always possible to foresee every contingency. Therefore, the Director of Graduate Studies will make policy changes, in consultation with the graduate committee, for issues that are not covered in the Handbook.

Welcome to the program!

We look forward to working with you.
Appendix A

Master’s Degree Written Comprehensive Exam

Evaluation Form

Candidate: __________________________________________________
Evaluator: __________________________________________________
Date: _______________________

<table>
<thead>
<tr>
<th></th>
<th>Demonstrates excellence</th>
<th>Demonstrates Competence</th>
<th>Does not demonstrate competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>General knowledge of major field</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of historical sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of historiography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of theory and methods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in written communication</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:
Master’s Degree Oral Exam
Evaluation Form

Candidate: __________________________________________________

Evaluator*: __________________________________________________

Date: ____________________

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<th>Demonstrates excellence</th>
<th>Demonstrates Competence</th>
<th>Does not demonstrate competence</th>
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<td>General knowledge of minor field</td>
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<td>Analysis of historical sources</td>
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<td>Application of theory and methods</td>
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<td>Skills in oral communication</td>
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Additional comments:

*Evaluator please only assess your field
Master’s Degree Thesis Defense
Evaluation Form

Candidate:________________________________________________
Evaluator:________________________________________________
Date:_____________________

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Additional Comments:
Assessment Definitions:

Analysis of historical sources

Excellence: Synthesizes historical materials in a sophisticated and creative manner, offering solid, critical, and innovative insight into the use of the materials.

Competence: Synthesizes historical materials in a satisfactory manner, but may have some inconsistencies in critical evaluation of the materials.

Lack of competence: Lacks basic comprehension of historical materials and fails to synthesize them in a meaningful way.

Analysis of historiography

Excellence: Provides a detailed assessment of the strengths and weaknesses of important works in the field, offers a clear explanation of their importance by placing them in a broad context, and demonstrates mastery of historical literature and concepts.

Competence: Demonstrates a satisfactory command of historical literature with some gaps in knowledge of their strengths and weaknesses.

Lack of competence: Fails to demonstrate a command of historical literature due to significant gaps in knowledge and errors of interpretation.

Application of theory and methods

Excellence: Thoroughly understands theories and utilizes historical methods in creative and innovative ways.

Competence: Shows basic understanding of theories and historical methods and their application, but with some difficulties in understanding and application.

Lack of competence: Does not adequately understand and cannot accurately apply theories or historical methods.

Skills in written communication

Excellence: Formulates strong arguments that are well-supported by a coherent balance of primary and secondary sources. Mechanics of writing as a historian show no weaknesses.

Competence: Formulates an argument with some minor weaknesses in logic or sources. Mechanics of writing as a historian are strong, but may contain some minor errors that may not impede understanding.
Lack of competence: Cannot formulate an argument or the argument is not adequately supported by historical sources. Mechanics of writing as a historian are weak, containing numerous and/or substantive errors.

**Skills in oral communication**

Excellence: Articulates strong arguments that are well-supported by primary and secondary sources and responds to questions and comments from examiners in a lucid and fluent manner.

Competence: Articulates a coherent argument with only minor weaknesses in logic or sources and responds adequately to questions and comments from examiners with some prompting.

Lack of competence: Cannot articulate an argument or the argument is not adequately supported by historical sources. Student fails to respond in a coherent, organized manner to questions and comments from examiners.

**General knowledge of major field**

Excellence: Displays a comprehensive understanding of significant trends, events, and other essential historical knowledge, thereby demonstrating a mastery of major field.

Competence: Displays a satisfactory understanding of significant trends, events, and other essential historical knowledge with some evident gaps.

Lack of competence: Displays weak or distorted historical understanding of the field.

**General knowledge of minor field**

Excellence: Displays a comprehensive understanding of selective key trends, events, and other essential historical knowledge, thereby demonstrating a mastery of minor field.

Competence: Displays a satisfactory understanding of selective key trends, events, and other essential historical knowledge with some evident gaps.

Lack of competence: Displays weak or distorted historical understanding of the field.
Appendix B

Essay Prompts

Applicant essay prompt: “Teaching Support Assistants in the history department are asked to provide help to undergraduate history students who seek it, and maintain a strong academic performance. To allow the history department to consider your interest as a TSA, please tell us about one undergraduate exercise or experience that helped you improve as a historian, and what particular areas of history or historical questions interest you.”

Retention essay prompt: “In order to be retained for an additional year of funding, please respond to the following: Explain how your position as a Teaching Support Assistant has enhanced your graduate education, and explain how your coursework and training during the past year indicate timely progress toward the completion of your degree requirements.”
Appendix C

Approval for Independent Study

HIST 598

HIST 599

Before you consult with a faculty member about directing your independent study, you must have the permission of the graduate director in order to register for Independent Readings in History or Special Problems in History.

Student Name ___________________________   Semester ________   Year ____________

Email address ___________________________   Phone ____________________________

Course Number and Title ____________________________________ Credit Hours ______

Statement of Justification for independent study ____________________________________

__________________________________________________________________________

________________________________
Graduate Director/Date

Once you have the graduate director’s permission to register, take this form to the faculty member you wish to direct your independent study. If the faculty member agrees to supervise this independent study, you and the faculty member will need to fill out the back of this form. The faculty member will then need to sign below.

__________________________________________________________________________

Faculty/Date

After receiving the signatures of the graduate director and faculty member, you must return the form to the graduate director. He/she will take the form to the chair of the history department for his/her signature.

__________________________________________________________________________

Department Chair/Date

Due Dates: 1 December for Spring Semester; 1 May for Fall Semester
Plan for Independent Study

Topic:

Required Texts:

Major Assignments:

Scheduled Meetings and/or Other Activities:

Fill out above or attach syllabus to this form
Appendix D

Fields of Study Reading Lists

US Major Field
Graduate Student Reading List


Europe Major Field
Graduate Student Reading List

**Ancient**

_The Cambridge Ancient History._ 2\textsuperscript{nd} and 3\textsuperscript{rd} ed., all volumes (Cambridge, UK: Cambridge University Press, 1975-2008)

**Early Modern**

Hugh Kearney, _The British Isles: a History of Four Nations._ 2\textsuperscript{nd} ed. (Cambridge, UK: Cambridge University Press, 2006)


**Revolutionary Era**

John Merriman, _A History of Modern Europe,_ Volume 1: From the Renaissance to the Age of Napoleon, 3\textsuperscript{rd} ed. (New York: W.W. Norton, 2010); Chapters 6 through 11 only.

Jeremy Popkin, _A Short History of the French Revolution,_ 5\textsuperscript{th} ed. (Upper Saddle River, NJ: Pearson-Prentice Hall, 2009)

Geoffrey Ellis, _The Napoleonic Empire,_ 2\textsuperscript{nd} ed. (New York: Palgrave Macmillan, 2003)

**Modern**

Jonathan Sperber, _Europe 1850-1914: Progress, Participation and Apprehension_ (Harlow: Pearson, 2009)


Asia Minor Field
Graduate Student Reading List

**Empire and Colonialism**


**Gender and War in History and Memory**


East Asia


South and Southeast Asia


Middle East Minor Field
Graduate Student Reading List


Priya Satia, *Spies in Arabia: The Great War and the Cultural Foundation of Britain’s Covert Empire in the Middle East* (Oxford: Oxford University Press, 2008)


World Minor Field
Graduate Student Reading List


Ainslie Embree and Carol Gluck, eds., *Asia in Western and World History* (Armonk, NY: M.E. Sharpe, 1997)