

**Department of History**  
**Western Illinois University**  
**Master of Arts in History**  
**Graduate Handbook**



World Map, c. 1799

Department of History: <http://www.wiu.edu/cas/history/>

School of Graduate Studies <http://www.wiu.edu/grad/>

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## **Welcome**

Welcome to the WIU M.A. History program. We are delighted you have chosen to pursue advanced study in history with us. The History Department faculty are committed to offering you excellent teaching, research supervision, and close mentoring in developing skills of the historian's craft. This handbook is a useful resource that explains the program's requirements, a timeline of steps towards the degree, and information on funding professional development opportunities. You should familiarize yourself with the handbook; while you will receive graduate advising, you are responsible for ensuring your timely success in the program. Please do not hesitate to contact the History Department office with any questions you may have.

## **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 program prepares students for professional careers in teaching, academia, law, public and government service, publishing, and research, as well as other professions, and provides interested students a foundation for further graduate study. The program focuses on training students in World, American, and Illinois history, to meet needs for teachers of high schools and community colleges. It also focuses on developing individuals to work in public history organizations. All students will develop excellent research and writing skills, and demonstrate knowledge of the methodological and theoretical components of academic history and in broad areas of historical study and analysis. Students will demonstrate an understanding of significant trends, events, and other essential historical knowledge in their major and secondary or minor fields of study.

## **Academic Integrity Expectation**

Academic honesty is expected of all students enrolled in any graduate course in the Department of History, including traditional face-to-face classes, online classes, and comprehensive/exit exams. Students violating academic integrity policy will be penalized. For examples of academic dishonesty and procedures for their investigation, please see WIU's academic integrity policy at this URL: <http://www.wiu.edu/policies/acintegrity.php>.

## **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.

## **The Integrated Baccalaureate and Master's Degree in History**

In addition to the program by which graduates can earn a Master of Arts Degree, the WIU Department of History offers an accelerated program in which advanced undergraduates can earn a Bachelor of Arts Degree and a Master of Arts Degree in History within the span of five (5) years—as opposed to the six (6) normally required for both degrees. The Integrated BA/MA Degree maintains the integrity of both degrees by allowing students to take nine semester hours, normally comprised of three bridge (“B”) courses, at the 400G level, by which they earn both undergraduate and graduate credit. Students in the Integrated Degree Program in History must meet the extra requirements normally assigned only to graduates in a given 400G course in order to have the course qualify as both undergraduate and graduate semester hours.

Undergraduate students majoring in history may apply for admission to the Integrated Degree Program in History after completing 60 semester hours of undergraduate coursework, of which a

minimum of 30 semester hours should be earned at WIU. Applicants should have a cumulative GPA of 3.25, as well as a GPA of 3.25 in history courses required by the major. Both GPAs are indicative of the academic excellence required to earn the Integrated Degree in History.

Students in the Integrated Degree Program fulfill current requirements for the Bachelor of Arts Degree in History for either the History option, the Pre-Law option, or the History-Teacher Education option, as well as current graduate requirements for the Master of Arts Degree in History (see below). Given the additional semester hours required for History-Teacher Education, the program cannot guarantee that students pursuing this option will be able to attain the Integrated Degree in five years.

### **Fields of Study**

Students complete coursework in major and minor fields of study. The pre-approved major fields of study are United States and World History. For further details concerning World History please see Appendix F. The pre-approved minor fields of study are United States, European, and Asian history. A student's major or minor fields may be in another area, but the student should secure permission from the graduate committee. Prospective students should familiarize themselves with the faculty in the Department of History when considering major and minor fields. For faculty information, go to this URL: <http://www.wiu.edu/cas/history/faculty.php>.

### **Degree Plans**

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. In consultation with the director, students will develop a plan of study and choose a degree plan. The graduate director and student will make use of the "Student Advising Worksheet" to initiate the process (see Appendix D). Eventually, students will need to obtain a copy of the Graduate Studies **degree plan** and complete it in consultation with the graduate director, normally by the end of the semester prior to when the student plans to defend a thesis or submit a portfolio. Before graduation, the student's degree plan must be endorsed by the graduate director, the department's graduate committee, and the School of Graduate Studies. The degree plan must match all courses taken or to be taken. For students intending to graduate in spring, the degree plan should be submitted to the graduate director by **December 1**. For students intending to graduate in fall, the degree plan should be filed by **May 1**.

The MA degree in history may be earned through one of three plans of study. Plan I requires the writing and oral defense of a thesis, and Plans II and III require the creation of a portfolio and a review of its contents in an oral exam setting.

All three plans require that at least half of students' semester hours are in 500/600-level courses, at least one of which is a 500-level reading seminar, and two of which are 500-level research seminars. All students must complete History 500, Historical Theory and Methods, and all complete comprehensive written exams (History 698) that cover the student's major and minor fields. These exams are evaluated by committees of three faculty members, who examine the student's body of

work. Two of the committee members should specialize in the student's major field, and one in the student's minor field. The committee chair should specialize in the student's major field.

Students generally should complete all requirements within six (6) years of matriculation. Beyond that time period, a student must petition the School of Graduate Studies for permission to continue.

### **Plan I. Thesis**

Students choosing the Thesis plan should secure approval from the graduate director and the consent of a professor who is willing to direct the thesis before pursuing this plan. The Thesis plan requires **30 semester hours** of course work. Students write the thesis in their major field of study.

Generally, by the end of their second semester, students choosing the thesis plan should commit to the thesis, secure their faculty committee, and submit a thesis prospectus to the committee. Thesis-writing students then take their comprehensive written exam in the semester before the semester in which they intend to graduate. In the academic year in which they research and write the thesis, students enroll in History 600 and History 601.

Students choosing the thesis plan must enroll in the following:

History 500 3 hrs.

Major field of study (four courses) 12 hrs.

Minor field of study (three courses) 9 hrs.

History 698 (Written Exam) 0 hrs.

History 600 (Thesis Research and Writing) 3 hrs.

History 601 (Thesis Completion and Defense) 3 hrs.

### **Plan II. Applied Project**

Students choosing the Applied Project plan must first secure the approval of the graduate director and the consent of a professor who is willing to direct the Applied Project. The Applied Project plan requires **31 semester hours**. Students in this plan must complete an internship, History 494G; and public history, History 492G. In the academic year in which they complete the project, students enroll in special projects in history, History 599.

The History 494G internship should entail approximately 120 hours of work, be performed at a museum or other public history site, and be coordinated by the student, the graduate director, and the site director or manager. Students interested in Plan II should begin to organize an internship as soon as possible, in which they may enroll during a fall, spring, or summer semester. See Appendix G for possible internship hosts, although students are encouraged to seek internships with institutions across the United States.

The History 599 project must be approved by the graduate director and the graduate committee, and is taken during the student's last academic year. As a four (4) credit class, it should entail approximately 120 hours of work in research, reading, writing, and/or presenting historical materials. Possible projects include, but are not limited to, the following: editing a series of primary documents for posting to an open-access website; writing a paper and submitting it for publication to an academic journal in conformity with its manuscript submission guidelines; conducting and

transcribing oral history interviews to be archived in a museum or research facility; or curating a museum historical exhibit display.

Generally, by the end of their second semester, students choosing the Applied Project plan should commit to the project, secure their faculty committee, and submit a project prospectus to the committee. Students then take their comprehensive written exam in the semester before the semester in which they intend to graduate, and submit their project and other parts of their portfolio to the committee during the semester in which they intend to graduate. See Appendix A for evaluation criteria for the portfolio.

Students choosing the Applied Project Plan must enroll in the following:

History 500 3 hrs.

Major field of study (four courses) 12 hrs.

Minor field of study (three courses) 9 hrs.

History 494G Internship (may fulfill requirement for major or minor course) 3 hrs.

History 492G Public History (may fulfill requirement for major or minor course) 3 hrs.

Elective (one course) 3 hrs.

History 599 (Applied Project) 4 hrs.

History 698 (Written Exam) 0 hrs.

History 699 (Portfolio Review) 0 hrs.

### **Plan III. Coursework**

Students taking the Coursework plan must first secure the approval of the graduate director and the consent of a professor who is willing to serve as the student's committee chair. In this plan, students are required to take **33 semester hours** of courses. Generally, by the end of their second semester, students choosing this plan should secure their faculty committee. Students then take their comprehensive written exam and submit their portfolio during the semester in which they intend to graduate.

Students choosing the Coursework plan must enroll in the following:

History 500 3 hrs.

Major field of study (five courses) 15 hrs.

Minor field of study (three courses) 9 hrs.

Electives (two courses) 6 hrs.

History 698 (Written Exam) 0 hrs.

History 699 (Portfolio Review) 0 hrs.

## **Coursework Overview**

### **400G-Level Courses**

Both undergraduate and graduate students may enroll in these courses, which count toward the fulfillment of students' course requirements in their major and minor fields. Students may also take

these courses as electives. Professors teaching these courses determine the requirements for graduate students. 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, taught by the graduate director, 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. Students should take this course in their first or second semester in the program.

## **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. Students may learn details of upcoming courses by consulting the University STARS system (online at [http://www.wiu.edu/university\\_technology/stars/#](http://www.wiu.edu/university_technology/stars/#)) and consulting the graduate director.

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 historiographical 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 2,500- to 7,500-word (of text) research paper based on primary and secondary 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. For students choosing Plans II or III, they should bear in mind that their research seminar papers may be included in their portfolio.

## **History 598**

While students generally should enroll in regular courses, they may occasionally 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. The topic should reflect the student's interest and the faculty member's expertise. For one semester hour students should expect generally to read three scholarly monographs or the equivalent in other sources, discuss the readings with the professor, and complete a writing component, focused on pertinent historiography.

Although the chair of the department is listed as the instructor of record on STARS for this course, the student should 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 semester hours, readings, assignments, and timetable for completion. After developing a plan of study with the professor offering the course, the student must receive permission from the graduate director (see Appendix C). While students are normally allowed to have a maximum of six (6) semester hours of either History 598 or History 599 count toward their degree, under exceptional circumstances they may petition the department's graduate committee to take additional such semester hours. Students are responsible for communicating with the professor and completing their work in a timely manner. The deadlines for approval of History 598 are **December 1** for the upcoming spring semester and **May 1** for the upcoming fall semester.

### **History 599**

While students generally should enroll in regular courses, they may occasionally enroll in an independent, specialized research course supervised by a faculty member. This course is designed for intensive research into areas of history not specifically covered in other courses. The topic should reflect the student's interest and the faculty member's expertise. The number of semester 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 should ask a faculty member to direct and supervise the independent study. Once the professor has agreed to supervise the independent study, the student and the professor will determine the number of semester hours, readings, assignments, and timetable for completion. After having a plan of study from the professor offering the course, the student should receive permission from the graduate director (see Appendix C).

Note that students taking History 599 for four (4) or more semester hours should complete the program through the Applied Project plan (see Appendix E).

## **The Written Exam / History 698**

All graduate students seeking the MA degree in history are required to take a written exam based on their major and minor fields, administered by their committee. Students must request one of the faculty members representing the major field to be the chair of the committee. The exam committee will also serve as the thesis committee for students choosing Plan I, or the portfolio committee for students choosing Plans II or III.

In order to prepare the student for the exam, by May 1 of each year for students intending to graduate the following spring, and December 1 for students intending to graduate in the following fall, committee members will make available reading lists of works (normally books or journal articles), pertaining to the major and minor fields. Each list will have titles of at least ten works of significant historical literature. The reading lists reflect what faculty in the department consider the most significant historical literature for general knowledge and methodologies in the respective major and minor fields. Students should read the books and/or articles on the list in preparation for the written exam. Students should also review their graduate coursework since it also can be the

basis for questions on the exam. Students are encouraged to consult faculty members on their committee for examples of questions used in past written exams and to discuss reading lists.

Written exams take place in a monitored session, and require students to write essays in response to question prompts. These exams take place on two days, typically within the same week. On the first exam day, students write two essays, each on a question related to their major field. On the second exam day, students one essay on a question related to their minor field. Students have an hour to complete each essay. For both fields, students will have a choice of questions on which to write.

Committee members will evaluate student essays based on criteria in Appendix A. All three committee members must agree that the student has passed the written exam. If the student fails the exam, s/he is allowed to retake it once. Failure to pass the exam on the second attempt will result in dismissal from the MA program. Upon passing the written exam, the student goes on to either write a thesis (Plan I) or prepares a portfolio (Plans II and III).

### **The Exit for Plan I: Thesis / History 600 and 601**

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 should be conceptualized as the equivalent of three 5,000- to 7,500-word research papers, framed by an introduction and a conclusion that hold the study together. Students are expected to have a command of both the primary and secondary sources of the topic, develop and use an historical methodology to organize the thesis, and be able to place the thesis within the context of the historiography of the subject.

When planning a thesis, students should expect to remain in close contact with the thesis adviser, although the thesis requires significant independent research and writing. Students are strongly encouraged to consider funding opportunities to support their research; funding for travel to research sites could be crucial to the success of the project. See page 16 for financial support opportunities offered by the university.

Students completing Plan I 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 not only advise the thesis but also organize the student's taking the written exam.
- The three professors on a student's exam committee may provide feedback in the thesis's reading and revising process. Time must be built in to accommodate feedback from these professors.
- Students should submit an approved thesis prospectus to the graduate director before they begin History 600 and 601. The guidelines for the prospectus, which must be approved by all committee members before it is submitted to the graduate director, are found in Appendix E.
- Students who choose this plan must keep in mind that the thesis will be evaluated by the committee in a setting in which other faculty members may be present. 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 should coordinate the date and time of the defense with the members of the committee. The thesis adviser will secure a location for the defense.

The department suggests the following timetable:

First Semester	Take classes in major and minor fields. Get to know the program, the faculty, and what fields in the discipline are covered by each faculty member. Discuss a thesis topic with the graduate director and possible thesis advisers. Secure a thesis adviser by the end of the semester.
Second Semester	Take classes both in major and minor fields. In consultation with the thesis adviser, begin secondary reading; define thesis question(s); identify sources; consider other committee members, who will supply the student with reading lists and advise on how to prepare for the Written Exam. Complete a thesis prospectus. Students are encouraged to apply for research funding during this semester. File a degree plan and have it approved by the history department's graduate committee, then by the School of Graduate Studies.
Third Semester	Enroll in History 698. Take the Written Exam, which the graduate director will arrange. Enroll in History 600. Complete a degree plan and have it approved by the department's graduate committee (the graduate director and two other faculty members), then by the School of Graduate Studies. Write first draft; submit to thesis adviser and committee members for feedback. Revise and research.
Fourth Semester	Enroll in History 601. Apply for graduation through the Graduate School. Make final revisions. Defend the thesis before the thesis committee at least two weeks before the School of Graduate Studies deadline for thesis submission.

Note: Students should expect to use summers during their enrollment in the program to conduct thesis research, including travel, if necessary, and to and prepare for the comprehensive written exam.

### **The Exit for Plans II and III: The Oral Exam / History 699**

Students choosing Plan II or Plan III must secure the permission of the graduate director before registering for History 699. Passing the written exam qualifies students to create a portfolio, which will then be reviewed by their committee. The portfolio consists of the following: 1) a 1,500-word, self-evaluation in which the student explains how he or she has met the assessment criteria stated in Appendix A; 2) two papers written in courses taught by two different faculty members, each at least 2,500 words of text in length, based on both primary and secondary sources, at least one of which is written in the student's major field; 3) the written exam; and 4) in the case of Plan II, a 1,500-word, paper explaining how the Applied Project helps the student meet assessment criteria stated in Appendix A. This latter paper may also have appendices that further document the work in the Project (e.g., a copy of a paper submitted to an academic journal, a sample of edited documents or transcribed oral histories, documentation of museum curatorial experience, etc.).

The student will submit a full copy of the portfolio to each of the committee members at least two weeks prior to its committee review. For the Oral Exam, the student will arrange a date and time convenient for the committee to meet and the chair will secure a location. At the start of the Exam, the chair will determine the order of questioning by the committee. Professors will raise questions about the student's answers provided in the written exam and about the other portfolio contents. Each committee member has 30 minutes to determine to what degree the student meets the criteria for assessment found in Appendix A. At the conclusion of the portfolio review, the committee evaluates the student's responses to questions about the portfolio confidentially, then the chair informs the student as to whether s/he passes the exam. At least two of the three committee members must agree the student has passed the exam. Students who fail the initial exam will be asked to revise their portfolio and resubmit it for a second review. Failure to pass the second exam will result in dismissal from the MA program.

Students completing Plan II should be aware of several important aspects of this process:

- The student is responsible for finding a professor willing to chair the project committee. The chair of the committee will not only advise the project but also organize the student's taking the written exam.
- The three professors on a student's exam committee may provide feedback in the project's development process. Time must be built in to accommodate feedback from these professors.
- Students should submit an approved project prospectus to the graduate director before they begin History 599. The guidelines for the prospectus, which must be approved by all committee members before it is submitted to the graduate director, are found in Appendix E.
- Students who choose this plan must keep in mind that the project will be evaluated by the committee in a setting in which other faculty members may be present. 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 should coordinate the date and time of the defense with the members of the committee. The thesis adviser will secure a location for the defense.

The department suggests the following timetable for Plans II and III:

First Semester	Take classes in major and minor fields. Get to know the program, the faculty, and what fields in the discipline are covered by each faculty member. If interested in an applied project, discuss a project topic with the graduate director and possible project advisers.
Second Semester	Secure an examination and portfolio committee and request a faculty member in your major field to serve as chair of the committee (if Plan II, this person will also supervise the applied project). The committee will supply the student with reading lists and advise on how to prepare for the Written Exam. Begin secondary reading. If interested in an applied project, define project question(s); identify sources; complete a project prospectus. Students are encouraged to apply for research funding during this semester.

Third Semester	Complete a degree plan and have it approved by the department's graduate committee (the graduate director and two other faculty members), then by the School of Graduate Studies. Prepare for Written Exam.
Fourth Semester	Enroll in History 698 and 699. Apply for graduation through the Graduate School. Take the Written Exam, which the graduate director will arrange. Upon passing the exam, prepare a portfolio and submit it to the committee two weeks prior to the Review, which the student will arrange in consultation with committee members.

Note: Students should expect to use summers during their enrollment in the program to conduct project research, including travel, if necessary, if they are completing the Applied Project plan, and to prepare for the comprehensive written exam.

### **Transfer Courses**

As per the WIU School of Graduate Studies, up to nine (9) hours may be transferred from another graduate school with the approval of the departmental graduate committee.

### **Revalidation Policy**

As per the WIU School of Graduate Studies, courses that students have taken that are more than six (6) years old must be revalidated by the Department of History. Those courses must be from among our 400G and 500 level course offerings. The Department of History will consider revalidating such history courses in which the student earned a B or better. In order for a student to have courses revalidated, he or she must submit to an examination process conducted by the history faculty members whose expertise is relevant to the courses. The examination process and outcome is subject to the discretion of the participating faculty members.

### **Foreign Language Study**

There is no foreign language requirement for the MA degree. However, the Department of History encourages 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 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, please go to this URL: <http://www.wiu.edu/languages> .

## **Courseloads**

As per the WIU School of Graduate Studies, to be considered full-time, a graduate student must be enrolled in at least nine (9) semester hours of graduate-level course work during a fall or spring semester, or six (6) hours during a summer semester. However, Teaching Support Assistants (TSAs) may enroll in as few as six (6) semester hours their last semester of enrollment provided they have filed a degree plan that has been approved and their enrollment that semester corresponds to degree requirements.

## **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 (6) semester 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. Students are advised to contact their course instructors about any such circumstances before course grades are assigned. Approval of incomplete grades is at the discretion of the course 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 several TSA positions available during the academic year, for work in either the Department of History or in work shared between the Department of History and other campus offices. TSAs receive a tuition waiver and a monthly stipend. Per the WIU School of Graduate Studies, TSAs must be enrolled for at least nine (9) hours of classes each semester, except for the semester in which they intend to graduate, if they require fewer hours to do so. TSAs are 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 (TSAs), go to this URL:  
[http://wiu.edu/graduate\\_studies/prospective\\_students/gainfo.php](http://wiu.edu/graduate_studies/prospective_students/gainfo.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 normally need to present an undergraduate GPA of 3.0 or higher and to submit three letters of recommendation by professors familiar with them, 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 graduate 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 and/or the University Writing Center ([http://www.wiu.edu/university\\_writing\\_center/](http://www.wiu.edu/university_writing_center/)). The graduate director assigns TSAs to one or more faculty members each semester. TSAs may do a variety of activities that may include technical assistance, classroom presentations and support, student study sessions and writing workshops and one-on-one critique, grading, and research. TSAs will work shifts that the graduate director assigns based on their availability.

## Scholarships, Awards, and Research Funding

The Department of History and WIU School of Graduate Studies offer 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 and 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 31** of each year. Applications should be submitted to the graduate director. 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 continues to meet 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. Applications, consisting of a letter of application and at least one letter of recommendation, should be submitted to the graduate director. The application deadline is **March 31** of each year. In addition to being a full-time teacher in junior or senior high school, applicants must have 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 or equivalent scholarly activities. The maximum amount of each Pasquini Research Grant is \$500.

Graduate students with six (6) hours of graduate course work completed and a GPA of 3.0 may 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. More information is available at this URL: [http://www.wiu.edu/graduate\\_studies/current\\_students/studentfund.php](http://www.wiu.edu/graduate_studies/current_students/studentfund.php).

Graduate students with a 3.0 GPA may apply to the department graduate committee for awards from the Department of History **Professor Emeritus Fund** to help defray the expenses incurred while conducting historical research for WIU courses, for their masters' theses or applied 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.

Graduate students have numerous opportunities for financial assistance across the campus of Western Illinois University, including federal student loans and graduate assistantships with tuition waivers outside the History Department. There are a limited number of competitive academic scholarships available through the Foundation Scholarship Program. Information on these opportunities is available at this URL:

[http://www.wiu.edu/student\\_services/scholarship/graduateScholarships.php](http://www.wiu.edu/student_services/scholarship/graduateScholarships.php) .

The WIU Malpass Library offers 1-2 paid internships during the school year to graduate students in History and Political Science. The internships are funded by the Illinois Regional Archives Depository (**IRAD**) System of the Illinois State Archives. Information on this program is online at this URL: [https://www.cyberdriveillinois.com/departments/archives/irad\\_internships.html](https://www.cyberdriveillinois.com/departments/archives/irad_internships.html) . IRAD interns perform archival research and records administration and assist researchers. Contact the graduate director if you are interested in an IRAD internship. Internships may count as credit for History 494G.

## **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 historical societies; develop special projects; and publish their scholarship. For more information on these and other professional activities, contact the Department of History graduate director or other faculty members in the department. For publishing opportunities, identify journals in your field of interest and check their websites for whether they accept graduate student submissions. Also periodically check the History Department Graduate Program Facebook page at this URL:

[www.facebook.com/dr.timroberts](http://www.facebook.com/dr.timroberts) , and the Department Twitter account (URL: <https://twitter.com/WIUHistoryDept>), with Twitter handle: @WIUHistoryDept.

## **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 conferences 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](mailto: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 this URL:

<http://www.wiu.edu/cas/history/PhAT.php> , or contact the History Department's Phi Alpha Theta faculty advisers. WIU's Phi Alpha Theta chapter sponsors an on-line journal of student research, the *Western Illinois Historical Review*. For further details, please go to this URL: <http://www.wiu.edu/cas/history/wihr> .

### *Membership Requirements*

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. Students who joined Phi Alpha Theta as undergraduates are automatically member of the Omicron Omicron chapter.

## **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 should secure approval from the Department of History's graduate director, graduate committee, and chair. 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, please go to this URL: [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 this URL: [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. Part-time students, in particular, need to be aware that courses can expire, although some courses can be recertified (see Revalidation Policy on page 14). Students may petition the WIU Graduate Council for an extension of time for outdated courses. 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 URL: [http://www.wiu.edu/graduate\\_studies/current\\_students/index.php#guidelines](http://www.wiu.edu/graduate_studies/current_students/index.php#guidelines) . Note specifically that graduation applications must be filed with the School of Graduate Studies by March 10 (for spring graduates) and October 10 (for fall graduates). The URL to complete a graduation application is <https://form.jotform.com/82904138647160>.

### **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. The Director of Graduate Studies may make policy changes, in consultation with the graduate committee, for issues that are not covered in the Handbook.

**Appendix A - Evaluation Forms and Assessment Definitions**  
**Master's Degree Written Exam**  
**Evaluation Form**

Candidate: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

	Demonstrates Excellence	Demonstrates Competence	Does not demonstrate competence
General knowledge of major field			
General knowledge of minor field			
Skills in written communication			

Additional comments:

## **Assessment Definitions:**

### **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.

### **Skills in written communication**

Excellence: Formulates strong arguments that are well-supported by evidence. 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.

**Appendix A: Evaluation Forms and Assessment Definitions**  
**Master's Degree Oral Exam (Portfolio Review)**

**Evaluation Form**

Candidate: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

	Demonstrates excellence	Demonstrates competence	Does not demonstrate competence
Analysis of historical sources			
Analysis of historiography			
Application of theory and methods			
Skills in written communication			
Skills in oral communication			

Additional comments:

**Appendix A: Evaluation Forms and Assessment Definitions**  
**Master's Degree Thesis Defense**

**Evaluation Form**

Candidate: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

	Demonstrates excellence	Demonstrates competence	Does not demonstrate competence
Analysis of historical sources			
Analysis of historiography			
Application of theory and methods			
Skills in written communication			
Skills in oral communication			

Additional comments:

## **Assessment Definitions:**

### **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.

### **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 evidence. 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 evidence 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.

## **Appendix B:**

### **Teaching Support Assistant Essay Prompts**

Applicant essay prompt: Teaching Support Assistants (TSAs) in the History Department are expected to assist undergraduate history students who seek their help, and to personify strong academic performance. To allow the History Department to consider your interest in a TSA position, please tell us in 500 words 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 as a Teaching Support Assistant (TSA) in the History Department, please tell us in 500 words how your position as a TSA has enhanced your graduate education, and explain how your coursework and training during the past year are indicative of your timely progress toward the completion of your degree requirements.

**Appendix C:  
Approval for Independent Study  
HIST 598 and HIST 599**

You must have the approval of the faculty member offering your study, the graduate director, and the departmental chair in order to register for Independent Readings in History or Special Problems in History (if you are completing an Applied Project, please instead review and complete Appendix E).

Student Name \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

WIU Student ID Number \_\_\_\_\_ Phone \_\_\_\_\_

Course Number and Title \_\_\_\_\_ Semester Hours \_\_\_\_\_

Statement of justification for independent study \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Once you and the faculty member offering your independent study agree on a plan, you must fill out the second part of this form. By signing below, the faculty member offering the independent study agrees to the stated plan of study.

\_\_\_\_\_  
Faculty/Date

Once the faculty member offering your independent study has signed above, submit this form to the graduate director, who must give you permission to enroll.

\_\_\_\_\_  
Graduate Director/Date

The graduate director will take the form to the chair of the history department for final approval.

\_\_\_\_\_  
Department Chair/Date

**Deadline Dates: 1 December for the Spring Semester and 1 May for the Fall Semester**

## **Plan for Independent Study**

Fill out the form below or submit a complete syllabus as a substitute.

**Topic:**

**Required Texts:**

**Major Assignments:**

**Scheduled Meetings and/or Other Activities:**



# Graduate Degree Plan

Western Illinois University  
School of Graduate Studies

Name: \_\_\_\_\_ WIU ID No: \_\_\_\_\_  
Present mailing address: \_\_\_\_\_ Phone No: \_\_\_\_\_  
Degree sought: \_\_\_\_\_ Major: \_\_\_\_\_ Option/Emphasis: \_\_\_\_\_  
Semester/year first WIU graduate course listed on this plan was taken: \_\_\_\_\_ Catalog year: \_\_\_\_\_

## Degree Requirements

Department	No.	Title	Semester Hours	Grade	Instructor/Transfer College
<small>(List all coursework required for degree)</small>					

**Total semester hours:** \_\_\_\_\_

List deficiency courses (if any): \_\_\_\_\_

Thesis/Dissertation Supervisor (if required): \_\_\_\_\_

Student's signature/date: \_\_\_\_\_

**Students – Do not write below this line**

### **Candidacy and Degree Plan Approval:**

Adviser's signature/date: \_\_\_\_\_

Graduate committee chairperson's signature/date: \_\_\_\_\_

Committee member's signature/date: \_\_\_\_\_

Committee member's signature/date: \_\_\_\_\_

School of Graduate Studies/Date: \_\_\_\_\_

### Clearance Date

\_\_\_\_\_ Graduation application

\_\_\_\_\_ Thesis/Dissertation (if required)

\_\_\_\_\_ Graduate Studies

### **Form will not be processed without signatures**

Complete this form and submit to your adviser upon the completion of 21 semester hours of graduate course work.



**Western Illinois University**  
School of Graduate Studies  
1 University Circle  
Macomb, IL USA 61455-1390  
Phone (309)298-1806; Fax (309)298-2345  
[www.wiu.edu/grad](http://www.wiu.edu/grad); Email: [Grad-Office@wiu.edu](mailto:Grad-Office@wiu.edu)  
9-17-2014

## Appendix E:

### Master's Degree Thesis and Applied Project Prospectus Guidelines

The prospectus is a plan of action for your thesis or applied project. In it you will explain what you intend to research, why you think that it is meaningful to do so, and the structure you envision your thesis or project to take. When formulating your research project think in terms of purpose, scope, methodology, and major argument. The basic reason for writing a prospectus is to inform your adviser and the other members of your committee as to the value and feasibility of the subject of your research. In effect, you must convince them that you have a worthwhile topic for which adequate source materials, particularly primary sources, are available. Your thesis or project must be completed in your major field of study.

Your prospectus, which must be no fewer than 2,000 words, should be organized as follows:

**1) Provide a descriptive title and subtitle for your thesis or project.**

**2) State your research's purpose and objectives.**

Here you will explain what you are studying, why you are engaged in this study, and what you hope to achieve through your research. You may want to list the questions that you will address in your research topic. Also, you may make reference to what led to this particular course of study, gaps in your historical knowledge, direction that you want to pursue in your history education, etc.

**3) Explain the scope of your research.**

What is the timeframe? What countries, regions, towns, or cities will you investigate? Which people, social groups, classes, individuals or will you study? What themes, institutions, and events will be addressed in your work? What relationships will you examine? What is the framework of the historical developments that you plan to study?

**4) Briefly provide historical context or background for your topic.**

In this segment, you will introduce your topic of research and contextualize it for the committee. In providing a historical context, you are establishing a historical setting for your topic. You are giving the committee background information so that they can better understand the nature of the project that you plan to undertake.

**5) Historiography.**

Here you will provide an overview and commentary on the literature that exists on your topic. You will explain what has been written in recent decades on the subject of your research in monographs and in scholarly journal articles. Also, you should explain how your work fits into the historiography of the topic. What do you hope to contribute with your research? Why will the history of this topic benefit from your work? Particularly if your work is an applied project, who may benefit from or use your project?

## **6) Methodology.**

In the prospectus you will need to explain the historical methods that you will use. Is there a specific form of analysis necessary? What research tools will you use? What type of primary sources will you use, and why are these primary sources essential to your project? Are you using new and previously untapped sources? If you are undertaking an applied project, who are key individuals or institutions who may assist or host your work? Ultimately, you will be creating an analytical narrative. You will be telling a story but not simply a descriptive one. In this segment, you could frame the points of analysis that you would be emphasizing. Here is also where you can sketch out your argument regarding the topic.

## **7) Organization.**

You will need to outline the chapters of your thesis or the steps of your project. At this point, you only need to provide the committee with an outline of the introduction, thesis chapter topics or project components with some outline of what you plan to treat in each part, and how you plan to conclude with your study.

## **8) Problems in completing the research.**

In this segment, you will comment on any problems that you anticipate with your research and how you plan to overcome those problems. There can be gaps in the historical record, availability of sources, financial difficulties in getting to some of the source collections, technical knowledge needed if you will work with digital history platforms, or problems in securing permission to examine personal or family papers. Consider here the feasibility of applying for research travel funds from the School of Graduate Studies' Graduate Student Research and Professional Development Fund (see pages 15-16 for information on this).

## **9) General research schedule and plans.**

You should aim toward finishing the research and writing of the thesis or development of the project within two semesters plus one summer. Provide a timeline for completing research and writing chapter drafts or completing project steps. This timeline is subject to change, though it can inform the committee as to where you plan to be in your work over the succeeding months.

## **10) Bibliography of sources.**

List the primary and secondary sources, properly formatted as a bibliography according to the *Chicago Manual of Style*, which you will use in the researching and writing your thesis or researching and developing your project.

## Approval Form for Thesis or Applied Project Prospectus

In order for you to enroll in History 600 (Plan I) or History 599 (Plan II), in which you will begin your research, you must have your prospectus approved by all three members of your faculty committee, and then submitted to the graduate director for her/his approval. Please provide one clean, paper copy of your prospectus to the graduate director with this approval form.

Student Name \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Tentative Title of Thesis or Applied Project:

---

---

By signing below, the thesis or project adviser is verifying that the student's prospectus is acceptable and therefore the student is prepared to engage in research and writing or project completion.

\_\_\_\_\_  
Adviser/Date

By signing below, the committee member is verifying that the student's prospectus is acceptable and therefore the student is prepared to engage in research and writing or project completion.

\_\_\_\_\_  
Committee Member Two/Date

By signing below, the thesis committee member is verifying that the student's prospectus is acceptable and therefore the student is prepared to engage in research and writing or project completion.

\_\_\_\_\_  
Committee Member Three/Date

By signing below, the graduate director approves the student's prospectus.

\_\_\_\_\_  
Graduate Director/Date

## **Appendix F:**

### **World History Course Requirements**

To accomplish a World History major field, students should keep in mind the following requirements for course enrollments:

For the Thesis track option, students should take at least two non-United States, non-European courses.

For the Applied Project track option, students should take at least two non-United States, non-European courses.

For the Coursework track option, students should take at least three non-United States, non-European courses.

Students should consult with the graduate director before enrolling in a course if they are unsure if it will qualify as a World History course.

## Appendix G: Some possible internships to complete HIST 494G

Field Museum	<a href="https://www.fieldmuseum.org/about/careers/internships">https://www.fieldmuseum.org/about/careers/internships</a>
Illinois Regional Archives Depository (IRAD) System of the Illinois State Archives	<a href="https://www.cyberdriveillinois.com/departments/archives/irad_internships.html">https://www.cyberdriveillinois.com/departments/archives/irad_internships.html</a> Bill Cook, WIU IRAD liaison, wl-cook@wiu.edu
Knox College Library	<a href="https://www.knox.edu/library">https://www.knox.edu/library</a> Jeff Douglas, library director jdouglas@knox.edu
Macon County Conservation District	<a href="https://maconcountyconservation.org/get-involved/internshipopportunities/">https://maconcountyconservation.org/get-involved/internshipopportunities/</a> Brent Wielt, historic sites manager
Macon County History Museum	<a href="http://www.mchmdecatour.org/">http://www.mchmdecatour.org/</a> Nathan Pierce, director info@mchsdecatour.org
Missouri Historical Society	<a href="https://mohistoricalintern.aaimtrack.com/jobs/">https://mohistoricalintern.aaimtrack.com/jobs/</a> Vicki Kaffenberger, director of interns <a href="mailto:vak@mohistory.org">vak@mohistory.org</a>
Paul Findley Congressional Office Museum and the Khalaf Al Habtoor Archives at Illinois College	<a href="https://www.ic.edu/findleymuseum">https://www.ic.edu/findleymuseum</a> <a href="https://www.ic.edu/about/history/khalaf-al-habtoor">https://www.ic.edu/about/history/khalaf-al-habtoor</a> Samantha Sauer archivist <a href="mailto:Samantha.sauer@ic.edu">Samantha.sauer@ic.edu</a>
Pritzker Military Museum	<a href="http://www.pritzkermilitary.org/">http://www.pritzkermilitary.org/</a> Mary Dickey, customer service and sales coordinator <a href="mailto:Mary.Dickey@pritzkermilitary.org">Mary.Dickey@pritzkermilitary.org</a>
Quincy Museum	<a href="https://www.thequincymuseum.org/">https://www.thequincymuseum.org/</a> Nancy Benz, assistant curator <a href="mailto:quinmu2@adams.net">quinmu2@adams.net</a>
Smithsonian Institute	<a href="https://www.smithsonianofi.com/internship-opportunities/">https://www.smithsonianofi.com/internship-opportunities/</a>
Western Illinois Museum	<a href="http://www.wimuseum.org/">http://www.wimuseum.org/</a> Sue Scott, director info@wimuseum.org