

Florida Gulf Coast University
Graduate Student Handbook
Masters of Arts in History
Department of Social and Behavioral Sciences
2010-11

Introduction

Welcome to the Graduate Program in History

The Master of Arts Program in history cultivates our students' skills in historical research and helps them develop a sophisticated and complex understanding of a range of historical events, issues, and debates within a global context. The curriculum is designed to prepare students for further academic study (e.g., Ph.D. programs in history or related subjects) and to equip them with the necessary skills to think critically, communicate effectively, and to practice history in various capacities in the public and private sectors.

Our small program allows for genuine mentorship and collaborative work between faculty and students. Students can expect small classes, a supportive and well-published faculty, and opportunities to present research at local and regional conferences.

This handbook is designed to give current and prospective students an overview of the Masters in History degree program requirements, curriculum, and policies and give you a first place to look for answers to any questions. Students should know, and must abide by, the University and Department Graduate Studies policies as stated in the Florida Gulf Coast University General Catalogue for their year of matriculation.

Learning Outcomes

FGCU and CAS Learning Outcomes for Graduate Students

Graduates of advanced degree programs at Florida Gulf Coast University will:

- Demonstrate excellence in critical thinking, problem solving, analysis, and strategic planning: *Critical Thinking*
- Demonstrate effective use of a variety of communication skills and modalities: *Effective Communication*
- Exhibit professional and technical expertise consistent with discipline and/or content area accrediting or licensing bodies: *Professional & Technical Expertise*
- Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work: *Leadership Skills*
- Demonstrate the capacity for continuing learning, growth, and scholarly activity in their respective disciplines and fields of study: *Continuing Learning*

M.A. in History Program Learning Outcomes for Graduate Students

Students who complete the Masters in Arts in History Program will demonstrate significant progress towards the following learning outcomes:

- I. Professional Learning: *Professional and Technical Expertise* and *Continuing Learning*
 - To express a scholarship-based understanding of key historiographical theories and philosophies, and their application to a variety of historical subject matters.
 - To evaluate and deconstruct a range of historical texts.
 - To conduct advanced historical research and scholarship, using relevant resources and databases that will foster continuing enquiry.
 - To employ their knowledge of the conventions and methods of history to offer other students in their seminars useful advice about their research projects.
 - To engage in historical research and apply that research in writing.

- II. Critical and Creative Thinking Skills: *Critical Thinking*
 - To think systemically about society, politics, and culture.
 - To analyze and evaluate historical texts, including primary and secondary sources, in a complex manner.
 - To demonstrate knowledge of historical theories and philosophies through their own writing and research.
 - To perform advanced historical research that engages with interdisciplinary perspectives, adds to scholarly understanding, or provides challenging perspectives.

- III. Effective Communication: *Effective Communication*
 - To create sophisticated and professionally informed written works and to employ prose that is clear and effective.
 - To advance research ideas and findings in an oral fashion.

- IV. Ethical Responsibility: *Leadership Skills*
 - To analyze various ethical and professional issues that emanate from historical scholarship.

- To synthesize diverse perspectives and values that inform historical works and their reception and audiences.
- To use the intellectual tools necessary for leadership and participation in global civic culture.

Admission Requirements and Application

Admission to the M.A. Program in History is competitive and selective, and applicants who meet the minimum requirements for consideration may not necessarily be admitted into the program. Minimum requirements for consideration include:

- A baccalaureate degree from a regionally accredited institution.
- At least 15 credits in History from a regionally accredited institution with a 3.0 GPA in all History courses.
- An undergraduate GPA of at least 3.0 overall and a combined score of at least 1000 (quantitative and verbal sections) on the GRE with a minimum of 500 on the verbal section.
- Minimum TOEFL score of 550 (paper-based) or 213 (computer-based) for international students who speak English as a second language.
- Two letters of recommendation from past professors or mentors.
- Personal statement of interest in pursuing graduate work in history (2-3 pages). The statement should be written in clear, formal academic prose and should explain your motivation in pursuing a Masters degree; your career goals; and the intended focus or specialization of your graduate studies. The letter will be strengthened by specific references to relevant experience or training. Please indicate whether you wish to be considered for an assistantship.

Deadlines for Submission of Application:

- **Fall Entry: February 15**
- **Spring Entry: October 1**

Admissions notifications will be sent out by April 15 for the fall cycle, and Dec 1 for the spring cycle.

Degree Requirements

Select one of the following groupings (thesis or non-thesis). All courses selected in consultation with the faculty advisor.

A. Thesis Option (36 hrs)

1. HIS 6159 Historiography (3 hrs)
2. Field #1 (thesis) (12 hrs)
3. Field #2 (non-thesis) (6 hrs)
4. HIS 6971 Thesis (6 hrs)

5. Electives (9 hrs) at 5000 or above. +
6. Thesis: Complete and defend the thesis and provide one bound copy of the completed thesis to the History Program and one bound copy to the FGCU Library. The production and style of these will follow established university guidelines.

+Electives may include up to 9 credit hours of courses from outside the History program.

B. Non-Thesis Option (36 hrs)

1. HIS 6159 Historiography (3 hrs)
2. Thirty-three (33) credit hours at the graduate level (5000 and above). A maximum of 18 credit hours can be selected from any one field. A maximum of 9 hours can be taken outside the History Program with approval of the faculty advisor.
3. Comprehensive exam.

Fields of Study

In consultation with a faculty advisor, students will select appropriate courses from the following fields of study. The specific courses selected will depend on student interests, career goals, and selection of thesis or non-thesis option. Courses selected for the thesis field will serve as the foundation for development of the thesis.

A. US History

- AMH 6116 American Colonial History (3)
- AMH 6139 Revolutionary America (3)
- AMH 6155 US 1800-1860 (3)
- AMH 6576 African-American History to 1865 (3)
- AMH 6577 African-American History since 1865 (3)
- AMH 6207 US History since 1929 (3)
- AMH 6278 US in the Cold War (3)
- AMH 6915 Research in American History (3)*
- AMH 6939 Seminar in American History (3)*
- HIS 5930 Special Topics (3)*
- HIS 6905 Directed Readings (1-3)*

B. Public/State and Local History

- AMH 6424 Modern Florida (3)
- HIS 5930 Special Topics (3)*
- HIS 6067 Public History (3)

- HIS 6905 Directed Readings (1-3)*
- HIS 6915 Research in Public History (3) *
- HIS 6939 Seminar in Public History (3) *

C. World History

- ASH 6915 Research in Asian History (3) *
- ASH 6939 Seminar in Asian History (3) *
- EUH 6915 Research in European History (3) *
- EUH 6939 Seminar in European History (3) *
- HIS 5930 Special Topics (3)*
- HIS 6445 Postcolonial Theories (3)
- HIS 6905 Directed Readings (1-3)*
- LAH 6137 Colonial Latin America (3)
- LAH 6306 Modern Latin America (3)
- LAH 6439 History of Mexico (3)
- LAH 6475 Caribbean History (3)
- LAH 6915 Research in Latin American History (3) *
- LAH 6939 Seminar in Latin American History (3) *
- WOH 6915 Research in World History (3) *
- WOH 6939 Seminar in World History (3) *
- Graduate courses with the prefixes ASH, EUH, LAH, and WOH

* Courses may be repeated for credit, provided that the course content is different.

TOTAL SEMESTER HOURS REQUIRED: 36 HRS

Additional Graduation Requirements

1. Students must earn a grade of "B" or better in all graduate-level classes.
2. All course work for the degree must be completed within five years of admission to the program. Extensions may be approved by the History faculty for extenuating circumstances.
3. No more than 6 credits of HIS 6900 Directed Readings will be permitted.
4. A maximum of 9 hours of cross-listed (undergraduate and graduate combined) courses will be permitted.
5. Graduate students may not take undergraduate courses for graduate credit.
6. Graduate students who also serve as graduate assistants in the program must complete, in addition to all other requirements, a three-credit-hour course on teaching history at the college level. Credit for this course does not count towards the degree.
7. Students will have a reading knowledge of one foreign language before graduating. Students may substitute a research methods class from outside the

program, with the approval of the History faculty. Courses taken to fulfill the foreign language requirement do not count towards the degree.

Transferring Credits

A maximum of 9 graduate semester credit hours of course work may be transferred from regionally accredited institutions, subject to approval of the faculty advisor. You will need to provide the Graduate Program Director with an unofficial version of your transcript, and arrange an appointment to discuss with them in person the credits you would like to transfer. Please note that credits from post-graduate certificates such as the Florida Teacher Certification program cannot be applied to the MA in history.

Academic Continuation

To continue in the graduate program, students must maintain a minimum cumulative grade point average of 3.0. A student whose cumulative graduate GPA falls below 3.0 after nine credit hours is placed on academic probation. If the GPA remains below 3.0 after 18 credit hours, the student will be dropped from the program. The overall time limit for the degree for both full- and part- time students is five years from matriculation in the program.

Course Descriptions

AMH 6116 - American Colonial Hist - 3 credit(s)

Examines the evolution of American society from the earliest European-Native American contact through the eve of the American Revolution. Emphasis is on the transformation of colonial structures, expansion, ethnocultural issues, the rise of slavery, and the development of representative theories of government.

AMH 6139 - Revolutionary America - 3 credit(s)

Examines the political, social and economic history of British America, 1760-1788 from the end of the Seven Years' War to the administration of John Adams.

AMH 6155 - U.S. 1800-1860 - 3 credit(s)

Examines the political and cultural history of the United States from the election of Thomas Jefferson to the secession of South Carolina from the union.

AMH 6207 - U.S. History since 1929 - 3 credit(s)

Examines American history from the Great Depression through the present, emphasizing intellectual, political, economic, and social trends. Discussion of the interrelatedness of

these movements and of the diverse character of America.

AMH 6278 - U.S. in the Cold War - 3 credit(s)

This course focuses on the political and cultural issues faced by the United States during the period of the Cold War. Special attention is given to the movement from isolationism to interventionism; McCarthyism; and the rise of postwar conservatism.

AMH 6424 - Modern Florida - 3 credit(s)

Examines Florida history from the Civil War through contemporary time, emphasizing the dramatically changing social, cultural, political, and economic milieu of the state. Geographical and environmental awareness will underscore all aspects of the course.

AMH 6576 - African-Amer Hist to 1865 - 3 credit(s)

An examination of the black American experience from its roots in Africa through the Civil War. Emphasis is given to developing a critical understanding of the distinct nature of the black American experience and the importance of African-American contributions to U.S. history.

AMH 6577 - African-Amer Hist since 1865 - 3 credit(s)

An examination of the black American experience since the Reconstruction Era. Emphasis is given to developing a critical understanding of the unique nature of the black American experience, the importance of African-American contributions to American history, and the significance of contemporary civil rights.

AMH 6915 - Research American History - 3 credit(s)

Research in primary and secondary sources on aspects of important subjects in American history.

AMH 6939 - Seminar in American History - 3 credit(s)

Readings seminar in selected topics and problems in American history.

ASH 6915 - Research Asian History - 3 credit(s)

Research in primary and secondary sources on aspects of important subjects in Asian history.

ASH 6939 - Seminar in Asian History - 3 credit(s)

Readings seminar in selected topics and problems in Asian history.

EUH 6915 - Research European History - 3 credit(s)

Research in primary and secondary sources on aspects of important subjects in European history.

EUH 6939 - Seminar in European History - 3 credit(s)

Readings seminar in selected topics and problems in European history.

HIS 5930 - Special Topics - 1 to 4 credit(s)

An examination of specific themes or topics in history. The theme will vary from semester to semester, and with a change of content, the course may be repeated.

HIS 6067 - Public History - 3 credit(s)

The theory, methods and practice of history in non-academic settings including museums, national parks, governmental agencies, corporations and community organizations.

HIS 6159 - Historiography - 3 credit(s)

Development of schools, theories, and philosophies of history since the Enlightenment.

HIS 6445 - Postcolonial Theories - 3 credit(s)

Readings in the history and theory of aftermaths of European imperialism, with emphasis on passage from colonial to postcolonial regimes and on critiques of colonialism and nationalist decolonization in the nineteenth and twentieth centuries.

HIS 6905 - Directed Readings - 1 to 3 credit(s)

Independent study under the supervision of a faculty mentor.

HIS 6915 - Research Public History - 3 credit(s)

Research in primary and secondary sources on aspects of important subjects in public history.

HIS 6939 - Seminar in Public History - 3 credit(s)

Readings seminar in selected topics and problems in Public history.

HIS 6971 - Master's Thesis - 1 to 3 credit(s)

Work towards completion of a Master's Thesis.

LAH 6137 - Colonial Latin America - 3 credit(s)

The history of Latin America from the rise of the Inca and Aztec Empires in the 15th century to independence. Deals with the cultural, demographic and material impact of conquest, and the economic, social and political dynamics of colonial society.

LAH 6306 - Modern Latin America - 3 credit(s)

The history of Latin America from independence to the present. Deals in depth with post-colonial political, social, economic, racial and religious tensions and struggles in Mexico, Central America, the Andes and the Southern Cone.

LAH 6439 - History of Mexico - 3 credit(s)

The history of Mexico from the 14th century to the present. Deals in depth with the development of pre-Columbian civilizations, the Spanish conquest, the establishment and maturation of colonial society, independence and the Mexican Revolution.

LAH 6475 - Caribbean History - 3 credit(s)

The history of the Caribbean from the 16th century to the present. Deals in depth with European colonialism, slavery and abolition, struggles for independence and sovereignty, globalization and Diaspora, and popular culture.

LAH 6915 - Research Lat Am Hist - 3 credit(s)

Research in primary and secondary sources on aspects of important subjects in Latin

American history.

LAH 6939 - Seminar Lat Am Hist - 3 credit(s)

Readings seminar in selected topics and problems in Latin American history.

WOH 6915 - Research in World History - 3 credit(s)

Research in primary and secondary sources on aspects of important subjects in World history.

WOH 6939 - Seminar in World History - 3 credit(s)

Readings seminar in selected topics and problems in World history.

The Thesis Option

The Master's thesis option is recommended for students who have a specific and well-planned project, and who intend to go on to further graduate study. Ph.D. programs in history typically require students to have completed an MA thesis, and therefore if you have any aspirations to go on to doctoral work in history, you should choose this option.

However, it must be noted that the thesis option requires significantly more reading, more research, more writing, and more revision than the coursework it replaces. The preparation, research, drafting, revising, and defending of the thesis generally demand a one-year commitment by the student. You may also find it necessary to travel to libraries and archives outside of the Fort Myers area to find research materials at your own expense. Students who take this route must therefore prepare themselves for this additional investment of both time and financial resources. Those who are successful are those who start out on the thesis with a clear, well thought-out project in mind and who apply themselves to their project with intensive effort.

Thesis Requirements

The Master's thesis is a professional scholarly product, typically of 80-100 pages. The thesis will be a substantial piece of research carried out under the close supervision of a faculty advisor and with the guidance of at least two additional committee members. A successful thesis undertakes a highly specific and self-contained inquiry that requires both significant engagement with existing scholarly literature and substantive original research. The thesis should be push forward the boundaries of historical knowledge and present an original contribution to the field. A thesis works best when it is centered on a narrow, bounded question. So rather than a thesis on "The American Civil War" you might write on "The contribution of cattle farmers in Fort Myers to the Confederate cause."

Students are responsible for identifying and approaching a thesis advisor. Your thesis advisor should be a full-time faculty member in the history program whose research and teaching interests overlap with your planned project, and whom you feel comfortable working with in an intensive manner over a long period of time. Your thesis advisor will then help you identify the rest of your thesis committee, for a total of 3-5 members. A

typical committee will be made up of three members of the history program faculty. However, you may have a maximum of one committee member from outside the history program, and a maximum of one committee member from outside of FGCU. All committee members must be certified graduate faculty, and so if you hope to have a committee member from outside the university you must speak to the Graduate Program Director at least one full semester before your planned defense about getting that person approved.

M.A. Thesis Procedure

1. Student submits 750-word project proposal to the Graduate Program Coordinator and proposed thesis advisor. Approval of this proposal is required before the student can be enrolled in HIS 6971, History MA Thesis. The proposal should lay out your research goals and questions, the significance and originality of your planned research, the methods and sources you will use, and the theoretical frameworks (as applicable) that you will engage. If your proposal is not accepted, you will have only one opportunity to resubmit a thesis proposal. Any student who has two or more thesis proposals rejected will have to continue their studies in the non-thesis track.
2. If prospectus is approved, student enrolls in their first three-credit section of HIS 6971, History MA Thesis. For a full-time student, enrollment will typically occur in the fall of their second year in the program.
3. During this first thesis class students will comprehensively review the scholarly literature on their chosen topic, and will undertake original research using primary sources. This may entail undertaking a research trip to a library or archive outside of the Fort Myers area, and will almost certainly require extensive use of inter-library loan materials.
4. In order to gain approval for enrollment in their second semester of the HIS 6971 sequence students must submit an outline of their thesis to their advisor and the graduate program coordinator. A student who fails to submit an acceptable outline will not be permitted to enroll in a second set of thesis credits. Such students will be allowed a maximum of one semester to resubmit their outline; after this point they will automatically be transferred to the non-thesis track.
5. In their second semester of HIS 6971 the student drafts, revises, and finishes thesis in accordance with departmental expectations, and submits it for the approval of all members of their committee. *
6. Student defends thesis.
7. Student produces copies of thesis for the library in accord with the university guidelines.

* Please note that students who do not complete their thesis within the two semester cycle MUST register for at least one additional hour of thesis credit every fall and spring semester until their thesis is defended.

The MA Thesis Defense

A thesis defense is less adversarial than it sounds, and is really an oral discussion of the student's work. It is scheduled at a date determined by the student and his/her thesis committee, and is open to all members of the university and to the general public. All members of the thesis committee MUST attend the defense.

The defense begins with a 15-20 minute presentation by the student, outlining the main currents of his/her research findings, as well as the methodologies and techniques used to come to these conclusions. This is followed by a 45-90 minute question and answer session in which members of the committee and others in attendance at the defense ask detailed follow-up questions, stemming from both the presentation and the written version of the thesis.

After the oral discussion is complete, the committee may ask the candidate to leave the room while they discuss his/her performance. They will then let the student know the outcome of their defense, and whether they have met the requirements for the thesis.

Students should prepare for the defense by putting together a coherent and comprehensive verbal summary of their work, and by practicing their presentation prior to the defense. They should anticipate questions by going back over their thesis and thinking about points where readers may want elaboration or further clarification. Presenting work at professional historical conferences is a good way to gain experience of the kinds of skills necessary to ensure a successful defense.

Student Responsibilities:

- Students are expected to take the initiative in finding a thesis topic and in beginning to research it as soon as possible, even before submitting the initial proposal.
- It is the student's responsibility to identify a thesis advisor and to work with that advisor to assemble a thesis committee.
- Students should meet with their thesis advisor on a regular basis according to the needs of the thesis project. They should also look to their committee members for additional guidance where appropriate.
- Students should respond actively to feedback provided by the advisor and committee members and revise their thesis drafts accordingly.
- Students must meet the deadlines assigned to them by their advisor and committee members
- They must ensure their thesis conforms to the norms of the Chicago Manual of Style as well as to University specifications.

Faculty Responsibilities:

- The thesis advisor should meet with the student based on the needs of the project, provide guidance, and respond to drafts in a timely fashion.
- After a complete draft is approved by the thesis advisor, the advisor will notify the additional committee members that the thesis is ready for review.
- The committee members will comment on the draft in written form and forward their comments to the student and the thesis advisor.
- Once the final draft is complete after these responses, the thesis advisor will convene with the other committee members and schedule a date for the thesis defense.
- All committee members are expected to attend and participate fully in the thesis defense.

University Guidelines for the M. A. Thesis

The finished manuscript is a scholarly work that is the product of extensive research and related preparation. The University shelves the approved thesis in the university library, thus making the work publicly available to other students, faculty, and outside researchers. The thesis will then become a visible and permanent measure of the quality of scholarship expected at Florida Gulf Coast University. As such, theses must adhere to a uniform standard of format and construction to preserve the work and to prepare it for binding. All history theses must meet both university and department guidelines before student graduation can be approved by the Graduate Program Coordinator.

In addition, students will provide an electronic copy of the finished, approved thesis to the Coordinator of the M.A. Program for the Program's own archive.

Please review the appendices for all university and department forms and guidelines.

The Comprehensive Examination

Students taking the non-thesis option are required to take 6 extra credits of coursework and sit a comprehensive exam.

The comprehensive exam consists of four essay questions which the students must answer in a four hour period. The essays encompass the main historiographical themes and issues that students have examined during their course of study.

The content of the exam varies depending on whether the student has specialized in US, world or public history within the program. However, for all students at least one of these questions will directly assess material covered in the required class HIS 6159 Historiography.

The student must select a faculty advisor who will provide them with a reading list and work with the Graduate Program Director to administer the exam. The advisor should be

the faculty member whose research and teaching interests best represent the areas you have focused on during the course of your studies. The reading list will comprise approximately 40 major historical works, most of which should already be familiar to the student from his/her coursework. Exams will be graded according to the level of familiarity with historiographical debate, as well as the depth of analysis and coherence of argumentation they display.

The Program will work with the Office of Adaptive Services in providing assistance to students who may require special accommodations in taking the examination.

Foreign Language Requirement

All students are required to demonstrate reading competency in a foreign language of their choice. Students must inform the Graduate Program Director of their choice of language before the start of their final semester. Students will be required to translate segments from a scholarly article into English. They must schedule this exam independently with the Graduate Program director.

As an alternative, a graduate level research methods class, such as statistics or oral history, can be substituted for the foreign language exam.

Full-time and Part-Time Course Loads

A full-course load is nine credit hours per semester, or a total of three courses per semester, during the fall and spring semesters, and six credit hours, or two courses, during the summer terms. It is not recommended for students to take more than 9 credits per semester.

Students admitted as full-time students are not obligated to take a full-course load. However, all graduate assistants must take full-course loads their first two semesters in order to qualify as teaching assistants in their second year.

Part-time students have up to five full years to complete the requirements for the degree. If a student takes one class per semester, including summers, he or she can complete the degree within four years.

Graduate Assistantships

A handful of Graduate Assistantships are available on competitive basis. Assistantships include a stipend of \$3750 per academic year, and typically include a 6 credit hour tuition waiver per semester. Awards are based on the student's initial admission package. The Graduate Program Coordinator, in consultation with history faculty, tenders the offers for graduate assistantships. Preference is given to full-time students in making assistantship awards. These assistantships require about 10 hours per work per week for a semester

(15 weeks total), and they are usually allocated for positions as a grading assistant on American and World history survey classes, or as administrative assistant to the Center for Judaic, Holocaust and Human Rights Studies. While it is expected that Assistantships will be on an Academic Year basis, continuation from fall to spring semesters is dependent on meeting all expectations and deadlines assigned by the Graduate Program Coordinator, and on maintaining a B+ grade average.

To receive the tuition fee waiver, a student must submit to the M.A. Coordinator a tuition waiver application form each semester the waiver is required; this form can be found on the Graduate Studies webpage. A graduate assistantship does not necessarily guarantee a tuition fee waiver.

Teaching Assistantships

A limited number of Teaching Assistantships are available per year. These Teaching Assistantships include a stipend of \$2500 per semester and 6 credit tuition fee waiver in exchange for teaching one history survey course per semester. To qualify, a student must have 18 total graduate credit hours in history before the semester of teaching begins and have taken HIS 5930: Teaching History at the College Level and passed with a grade of B or higher. Please note that these are qualifying conditions; meeting them does not guarantee a teaching assistantship. These teaching assistantships are competitively awarded, based on the student's record of academic achievement at the graduate level and their achievement in working as a tutor, graduate assistant, or similar activity. The Graduate Program Coordinator, in consultation with history faculty, tenders the offers for teaching assistantships. Students who have worked as Graduate Assistants receive priority for Teaching Assistant positions.

Teaching Assistants may take 3-9 credit hours of coursework per semester. All classes by Teaching Assistants will be paired with those of a full-time history program faculty member who will serve as their mentor. The faculty member will submit a written evaluation of the Teaching Assistant's performance to the Graduate Program Coordinator.

To receive the tuition fee waiver, a student must submit to the M.A. Coordinator a tuition waiver application form each semester the waiver is required; this form can be found on the Graduate Studies webpage.

Administration and Advising

Director, M.A. Program in History

Dr. Nicola Foote is the Director of the M.A. Program in History, 2007-2011. The Director of the MA Program is the academic advisor to every graduate student in the history program.

Undergraduate Program Leader in History

Dr. Erik Carlson is the Undergraduate Program leader in History, 2010-12. The Undergraduate Program Leader is responsible for scheduling classes for Teaching Assistants, in coordination with the Graduate Program Leader.

Chair, Department of Social and Behavioral Sciences

Dr. Joseph Y. Cudjoe is the Chair of the Department of Social and Behavioral Sciences, 2008-2011. The Department Chair is the administrative officer and supervisor for the department.

Administrative Assistant

Eliane Smith is the Administrative Assistant for the Department of Social and Behavioral Sciences. The Administrative Assistant is responsible for assisting the Department Chair in the necessary paperwork and navigating the university bureaucracy.

The Graduate Faculty in History

Patrick Bottiger, Ph.D. University of Oklahoma

Native American History, Colonial America, Early Republic

Erik D. Carlson, Ph.D. Texas Tech University

Public History, Archival Management, Oral History, State and Local History, U.S. Military, U.S. Business/Economic, U.S. 20th Century, WWII Pacific, Aviation

Michael S. Cole, Ph.D. University of Florida

Colonial Latin America; Mexico; Native Peoples of Latin America; Age of Exploration; The Atlantic World; Witchcraft in the Early Modern World

John M. Cox, Ph.D., University of North Carolina – Chapel Hill

Modern Europe and Germany, the Holocaust, anti-Nazi resistance, comparative genocide, imperialism, labor and working-class history

Michael Epple, Ph.D., University of Akron

Cold War; U.S. Diplomatic and Constitutional History; U.S. Foreign Relations; U.S. Religious History; Colonial America; Founding Fathers

Melodie Eichbauer, Ph.D., Catholic University

Medieval Europe; Legal History; Religious History; Early Modern Europe

Nicola Foote, Ph.D., University College London

Modern Latin America and the Caribbean; race, racism and racial theory; women and gender; nationalism and national identity; migration and Diaspora

Jeffrey Hass, Ph.D., University of Leeds

Medieval Europe; Anglo-Scottish Wars; Crusades; Chivalry and Honor

Paul Rivera, Ph.D., University of Maryland, College Park

American Catholic missions in China; late imperial and modern China; modern and contemporary Europe; modern France; film & history

Eric Strahorn, Ph. D., University of Iowa

Colonial and Post-Colonial South Asia, Modern and Imperial Britain, environmental history, wildlife conservation, the Himalayas

Irvin D.S. Winsboro, Ph.D., University of Akron

African American History, U.S. social and cultural, Florida and Southwest Florida

Appendices

Department of History
M.A. Thesis Proposal Application

Name

Date

Proposed Topic

Name of Proposed Thesis Advisor

Submit with this application a 750-word prospectus of your proposed project. Specifically detail the focus of your project, your research questions and goals, your source material, and your research methodology and theoretical framework. If applicable, explain the work you have already done related to this project (previous coursework and/or independent research), and include a timetable for research and preliminary drafting.

BELOW TO BE FILLED OUT BY M.A. PROGRAM DIRECTOR, PROPOSED THESIS ADVISOR AND SECOND READER

Approved

Not Approved

Proposed Thesis Advisor (signature)

Date

M.A. Director in History (signature)

Date

FGCU Thesis Guidelines

1. Title Page

- The title page will include:
 - The author's full legal name.
 - The full title of the thesis/dissertation.
 - The name of the university and administrative unit.
 - The year in which the thesis was approved.
- The title page should be structured as shown in the attached sample.

2. Approval Page

- The approval or signature page should be structured as shown in the attached model and must include:
 - Name and signature of the student.
 - Name and signature of each committee member.

3. Paper

- All copies will be printed on acid free paper.
- Paper with punched holes is unacceptable.
- The two library copies should be composed of bonded, 24-lb. weight paper.

4. Margins

- Leave 1½" margin at left for binding. Margins on the top, right, and bottom will be, at least, 1".
- All material to be included in the bound copies (including appendices) must fit within the margins.

5. Text

- Text is to be on one side of each sheet only (binding should be on the left side of the printed pages).
- Text is to be double-spaced and in a standard, 12-point font.
- Page numbers must appear in the upper right, at least 0.5" from the top and right edge of the paper. The numbers should be of the same font size as the text.

6. Graphics (e.g., maps, photographs, spreadsheets, etc.), accompanying materials (e.g., a CD, diskette, microform, etc.), and over-/under-sized materials

- If such materials are integral to the thesis/dissertation, they must accompany each bound copy.
- Such materials will be submitted in a format that complies with all other thesis/dissertation binding requirements.
- Photographs and other illustrative materials will be printed directly on the page.
- Other items may be:
 - Placed in a pocket with the bound thesis/dissertation
 - Folded, if the oversized material cannot be reduced without impairing its legibility.
- Be sure to make the necessary allowances for binding on the left: folded materials should not come closer than ½" at the edge of the regular pages so that the folds

will not be cut when the binder trims the manuscript. Folded pages must be prepared on paper durable enough to withstand deterioration.

7. Copies of the Thesis / Dissertation

- Library Services must hold two bound copies of the thesis/dissertation along with applicable accompanying materials for each. One copy is for the general, circulating collection and the other for archival purposes.
- Additional bound copies must be provided to: the student's principal advisor and the administrative unit housing the graduate program.
- An uneditable electronic copy of the entire document must be submitted to the administrative unit housing the graduate program.

8. Multiple Volumes

- Each subsequent volume will include a title page that duplicates the title page of the first volume.
- Each volume will be identified as Volume I, II, etc.
- The page numbering follows consecutively from one volume to another.

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- Students must complete the "Thesis Binding Request Form" available at the Library at the time of submission of the thesis for binding.
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Sample Thesis Approval Page

APPROVAL SHEET

This thesis is submitted in partial fulfillment of
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Masters of Arts in History

William Q. Student

Approved: May 2005

Ira M. Smart, Ph.D.
Committee Chair / Advisor

Martin T. Intelligent, Ph.D.

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Sample title page: Florida Gulf Coast University Thesis

TITLE OF THESIS

A Thesis

Presented to

The Faculty of the College of Arts and Sciences

Florida Gulf Coast University

In Partial Fulfillment

Of the Requirement for the Degree of

Master of Arts in History

By

Anne E. Student

2005

