

Florida Gulf Coast University
Graduate Student Handbook
Master of Arts in History
Department of Social Sciences
2018-2019

Introduction

The Master of Arts (M.A.) in History furthers students' research skills and content knowledge in the areas of U.S. History, World History, and Public History. The broad-based curriculum is designed to equip students with the skills to think critically and communicate effectively, as well as to instill in them a sophisticated understanding of historical events, issues, and debates. The M.A. program will prepare students for careers in libraries, museums, and archives; K-12 and post-secondary education; and a variety of jobs in the private and public sectors. It also serves as excellent preparation for doctoral study.

Our programs allows for genuine mentorship and collaborative work between faculty and students by offering small class sizes. We provide a flexible class schedule—offering evening, daytime, hybrid, and virtual courses—in order to accommodate today's busy schedules. Students can expect opportunities to present research at local and regional conferences, as well as the opportunity to publish in the FGCU electronic student journal *Aquila* and other publications.

This handbook is designed to give current and prospective students an overview of the M.A. in History, including the program requirements, curriculum, and policies. Students must also know and follow the Office Graduate Studies policies as stated in the Florida Gulf Coast University General Catalogue for their year of matriculation, and of course respect and adhere to FGCU's Academic Integrity and Student Conduct policies.

Learning Outcomes

Graduates of the program will be able to:

1. Express a scholarship-based understanding of key historiographical theories and philosophies, and their application to a variety of historical subject matters.
2. Evaluate and deconstruct a range of historical texts.
3. Conduct advanced historical research and scholarship, using relevant resources and databases that will foster continuing enquiry.
4. Engage in historical research and apply that research in writing.
5. Think systemically about society, politics, and culture.
6. Analyze and evaluate historical texts, including primary and secondary sources, in a complex manner.
7. Demonstrate knowledge of historical theories and philosophies through their own writing and research.
8. Perform advanced historical research that engages with interdisciplinary perspectives, adds to scholarly understanding, or provides challenging perspectives.
9. Create sophisticated and professionally informed written works and employ prose that is clear and effective.
10. Advance research ideas and findings in an oral fashion.
11. Analyze various ethical and professional issues that emanate from historical scholarship.
12. Synthesize diverse perspectives and values that inform historical works, and their reception and audiences.
13. Use the intellectual tools necessary for leadership and participation in global civic culture.

Admission Requirements and Application

To be considered for admission to the M.A. degree, students must meet the minimum requirements:

1. A baccalaureate degree from a regionally accredited institution.
2. At least 15 credits in History or in a related field from a regionally accredited institution.
3. For students with a GPA of 3.0 for the last 60 hours of the baccalaureate degree, the GRE is not required. For applicants with less than 3.0 GPA for the last 60 hours of the baccalaureate degree, a minimum verbal GRE score of 500 (old) or 153 (revised) and a minimum analytical score of 3.5 is required.
4. Minimum TOEFL score of 550 (paper-based) or 213 (computer-based) for international students who speak English as a second language.
5. Two letters of recommendation from past professors, mentors, or employers.
6. A writing sample of 3,000–5,000 words (e.g., an undergraduate research paper).
7. 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 Master's degree, your career goals, and the intended focus or specialization of your studies. Specific references to relevant experience or training will strengthen your letter.

DEADLINES FOR SUBMISSION OF APPLICATION:

- The History M.A. Program at FGCU has a continuous, or "rolling" admissions consideration process. However, priority consideration for merit-based financial aid, such as Graduate Assistantships and full or partial tuition waivers, will be given to those applicants whose materials have been received in full by February 15 for admission the following Fall semester, and by October 15 for admission the following Spring semester.
- In addition, applications submitted past the preferred deadline will be considered only provided that space is available.

M.A. Degree Requirements (36 credit hours)

Each semester the GPL will schedule a meeting with the student to discuss the current state of their program of study and the timeline for completion.

I. PROFESSIONAL PRACTICE COURSES (3-9 credit hours)

All students must complete one of the three Professional Practice courses. Students who aspire to doctoral study are strongly recommended to take all three.

A. HIS 6004 College-Level Teaching (3)

This course covers the methodologies and pedagogies appropriate to the teaching of history. Students will explore syllabus creation; textbook selection; historical teaching methods; and appropriate performance expectations and assignments.

B. HIS 6159 Historiography (3)

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

C. HIS 6937 Academic Writing and Editing (3)

Students produce examples of most of the kinds of academic writing necessary for successful academic work: conference papers, article-length research papers, book reviews, and funding proposals, among others. Furthermore, a central focus of this course is the surprisingly complex process of academic editing. One class project will be assisting with the publication of *Aquila*, the FGCU electronic student research journal. The class will edit submitted papers for content, clarity, grammar, style, spelling, punctuation, and consistency of format.

II. FIELDS OF STUDY (33 credit hours maximum)

Students will select appropriate courses from the following fields of study. The specific courses selected will depend on student interests and career goals. Students will choose major in one field (18 credit hours maximum) and minor in the other (12 credit hours maximum). A maximum of nine (9) hours in a cognate field can be taken outside the History Program with approval.

A. U.S. History: Students can expect to take a balance of courses in various topics and approaches that range from the colonial period to the present.

- AMH 6116 American Colonial History (3)
- AMH 6139 Revolutionary America (3)
- AMH 6155 US 1800-1860 (3)
- AMH 6176 Civil War and Reconstruction (3)
- AMH 6207 US History since 1929 (3)
- AMH 6229 Gilded Age/Progressive Era (3)
- AMH 6278 US in the Cold War (3)
- AMH 6516 American Diplomatic History (3)
- AMH 6535 American Immigration History (3)
- AMH 6567 Women in American History (3)
- AMH 6424 Modern Florida (3)
- AMH 6654 American Military History (3)
- AMH 6576 African-American History to 1865 (3)
- AMH 6577 African-American History since 1865 (3)
- AMH 6939 Seminar in American History (3)
- HIS 5930 Special Topics (3)*
- HIS 6966 Comprehensive Exam (3)
- HIS 6905 Directed Readings (1-3)
- HIS 6971 Master's Thesis (1-3)

B. State, Local, and Public History: Students can expect to take a balance of courses in various topics and methodologies appropriate to professional training in state, local, and public history.

- AMH 6424 Modern Florida (3)
- HIS 5930 Special Topics (3)*
- HIS 5941 Internship in History (3)

- HIS 6077 Oral History (3)
- HIS 6093 How Societies Remember (3)
- HIS 6156 Material Culture (3)
- HIS 6905 Directed Readings (1-3)*
- HIS 6936 Readings in Public History (3)
- HIS 6966 Comprehensive Exam (3)
- HIS 6971 Master's Thesis (1-3)

C. World History: Students can expect to take a balance of courses in various topics and approaches in four geographic regions (Europe, Latin America and the Caribbean, Africa, and South Asia)

- AFH 656 Africa in World History (3)
- ASH 6559 Post-Colonial India (3)
- EUH 6126 Readings in Medieval History (3)
- EUH 6184 Medieval Ecclesiology & Law (3)
- EUH 6249 Themes in Holocaust History (3)
- EUH 6517 Tudor and Stuart Britain (3)
- HIS 5930 Special Topics (3)*
- HIS 6905 Directed Readings (1-3)*
- HIS 6966 Comprehensive Exam (3)
- HIS 6971 Master's Thesis (1-3)
- LAH 6137 Colonial Latin America (3)
- LAH 6306 Modern Latin America (3)
- LAH 6475 Caribbean History (3)
- LAH 6939 Seminar Latin Am History (3)
- WOH 6201 Environmental History (3)
- WOH 6207 Age of Discovery (3)
- WOH 6247 Century of Global Conflict (3)
- WOH 6248 U.S. & Vietnam, 1945-present (3)
- WOH 6265 Making of the Global Order (3)
- WOH 6939 Seminar in World History (3)

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

** Students may cross-list upper-division undergraduate courses when the topic is relevant to their area of interest. In such cases students will attend the course (if practical) along with additional readings and research.

III. COMPREHENSIVE EXAM OR THESIS OPTION

While the option is available either to take the comprehensive exam or to write a thesis, it should be noted that the Program is very selective regarding the thesis option.

- A. HIS 6966 Comprehensive Exam (3)

The comprehensive exam consists of four (4) essay questions which the students must answer in a four (4) hour period. The essays encompass the main historiographical themes and issues in their major and/or minor fields. Exams will be graded by the relevant faculty 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.

B. HIS 6971 Master's Thesis (1-6)

The thesis option is recommended only for students who have the thesis proposal approved early in their graduate coursework (by the end of the first year, for full-time students). See Appendix A for a full outline of process and procedures regarding the thesis.

Advising and Mentorship

Students will work closely with both the GPL as well as with at least one other faculty mentor in their area of interest. The GPL serves as the academic advisor to every student in the program. You will meet with the GPL at least once a semester to discuss your course schedule and overall progress in the program. The GPL and your mentor(s) will advise your professional development by helping you to identify internship, conference, and publication opportunities. With the assistance of the GPL, students will be paired with mentors early in their first semester.

Graduation Requirements

1. Pursuant to university guidelines, all course work for the degree must be completed within five (5) years of admission to the program. Extensions may be approved by the History Graduate Program Leader for extenuating circumstances.
2. Students must earn a grade of "B" or better in all graduate-level classes.
3. Graduate students may not take undergraduate courses for graduate credit.
4. No more than 6 credits of HIS 6905 Directed Readings will be permitted. Additional hours may be permitted under exceptional circumstances with the approval of the GPL.
5. Students who have taken HIS 6971 Master's Thesis while pursuing the Thesis Option, and then change to the Non-Thesis Option may apply up to 6 hours of HIS 6971 to the appropriate Field of Study requirements with the approval of the GPL.
6. Students may take a maximum of 9 hours of cross-listed (undergraduate and graduate combined) courses.
7. Graduate students who also serve as Graduate Assistants in the program must complete HIS 6004 Historical Pedagogies before they can serve as Teaching Assistants.

8. Students completing the thesis option will have a reading knowledge of one modern foreign language (such as French, German, Italian, or Spanish) before graduating, either by translating passages of academic prose to be assessed by the relevant faculty member outside of the program, or by taking a graduate course for reading comprehension, or otherwise demonstrating fluency. Thesis-track students should work with the GPL to ensure that this requirement is fulfilled prior to enrolling for thesis credits, so that the language skill can also serve as a research tool. Students may substitute a research methods class from outside the program for the language requirement, with the approval of the History Graduate Program Leader. Courses taken to fulfill the foreign language requirement do not count towards the degree.

Transferring Credits

A maximum of nine (9) graduate semester credit hours of course work may be transferred from regionally accredited institutions, subject to approval of the GPL. You will need to provide an unofficial version of your transcript and arrange an appointment with the GPL to discuss the credits you would like to transfer.

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 (9) 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. A grade lower than B (including B-) does not count towards the degree. The overall time limit for the degree for both full- and part- time students is five years from matriculation in the program.

Full-time and Part-Time Course Loads

A full-time course load is nine (9) credit hours in each of the Fall and Spring semesters. Full-time for summer is also nine (9) hours, however, the hours may be spread over Sessions A, B and/or C.

Part-time students have up to five (5) full years to complete the requirements for the degree. However, if a student takes one class per semester, including summers, s/he can complete the M.A. degree within four (4) years.

Assistantships

A handful of assistantships are available on a competitive basis. Assistantships include a stipend for the academic year (the amount of which will vary), and typically include at least a partial tuition waiver for two semesters. Awards are based on the student's initial admission package or performance in the Master's program. The GPL, in consultation with history faculty, tenders the offers for assistantships. Preference is given to full-time students in making assistantship awards.

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

GRADUATE ASSISTANTSHIPS

Graduate Assistantships require about ten to fifteen (10–15) hours of work per week for a semester (15 weeks total). Students typically serve as graders for survey courses—such as AMH 2010, AMH 2020, EUH 2021, EUH 2031, WOH 1023, and WOH 1030—and will learn about how to create and administer a course.

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 GPL and on maintaining a B+ grade average.

TEACHING ASSISTANTSHIPS

Typically Graduate Assistants transition into Teaching Assistants in their second year, provided the student has successfully completed eighteen (18) graduate hours in history before the semester of teaching begins. The GPL, in consultation with history faculty, tenders the offers for teaching assistantships. Students who have worked as Graduate Assistants receive priority for Teaching Assistant positions. A Teaching Assistant's class will be paired with that of a full-time history program faculty member, who will serve as mentor. At the end of the semester, students will be evaluated by the faculty member.

Class Observation: Seated Courses	Proficient	Acceptable	Needs Improvement
Instructor preparation			
Careful and precise in answering questions			
Communication of ideas and information			

Respect and concern for student learning			
Stimulation of interest in course material			
Management of time, flow of class			
Overall rating			

LMS Observation: Virtual Courses	Proficient	Acceptable	Needs Improvement
Course well designed for distance format			
Course design promotes learner engagement			
Communication of course content			
Stimulation of interest in course material			
Format includes interaction/communication w/ students			
Overall rating			

THE GRADUATE FACULTY IN HISTORY

Paul Bartrop (Ph.D., Monash University)

Holocaust and Genocide Studies; 20th Century Europe; Modern Russia

Courses offered include: EUH 6249 Themes in Holocaust History; WOH 6247 Century of Global Conflict

Elizabeth Bouldin (Ph.D., Emory University)

Modern and Pre-modern European History; Atlantic World; Women and Gender

Courses offered include: EUH 6517 Tudor and Stuart Britain; WOH 6207 Age of Discovery

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

U.S. History: Military History, Business/Economic, 20th Century, WWII Pacific, Aviation

Public History: Archival Management, Oral History, State and Local History

Courses offered include: AMH 6546 American Military History; HIS 6067 Public History

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

Courses offered include: LAH 6137 Colonial Latin America; WOH 6939 Seminar in World History

Frances Davey (Ph.D. University of Delaware)

U.S. Social and Cultural History: Women and Gender, Sexuality and Medicine, Material Culture Clothing and Fashion, Witchcraft in England and America, Pathologization of the Female Body

Courses offered include: AMH 6567 Women in American History; HIS 6456 Material Culture

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

Courses offered include: AMH 6116 American Colonial History; AMH 6278 U.S. in the Cold War

Melodie H. Eichbauer (Ph.D., Catholic University of America)

Medieval Europe: legal history; ecclesiastical history; religious culture; political culture

Courses offered include: EUH 6126 Readings in Medieval History; HIS 6937 Academic Writing and Editing

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

Courses offered include: HIS 6004 College-Level Teaching; LAH 6475 Caribbean History

Jeffrey Fortney (Ph.D., University of Oklahoma)

United States antebellum South; Native Americans, African Americans, and borderlands; American Civil War; slavery, race, and racial theory; colonialism and decolonization; interactive and game-based learning

Courses offered include: AMH 6176 Civil War and Reconstruction; AMH 6577 African-American History since 1865

Scott Rohrer (Ph.D., Northwestern University)

U.S. History; U.S. in the World; Modern East Asia; Military Occupations

Courses offered include: AMH 6535 American Immigration History; WOH 6248 U.S. & Vietnam, 1945-present

Eric Strahorn (Ph.D., University of Iowa)

Colonial and Post-Colonial South Asia; Modern and Imperial Britain; Environmental History

Courses offered include: HIS 6159 Historiography; WOH 6201 Environmental History

John Straussberger (Ph.D., Columbia University)

Africa, imperialism, decolonization

Courses offered include: AFH 6256 Africa in World History; WOH 6265 Making of the Global Order

COURSE DESCRIPTIONS

AFH 6256 Africa in World History

3 credits

Covers Africa's maritime exchanges, economic development, African diaspora, imperialism and decolonization from 1400 to the present. The course concentrates on analyzing large-scale historical changes and themes and processes that linked Africa to the world.

AMH 6116 American Colonial History

3 credits

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, ethno-cultural issues, the rise of slavery, and the development of representative theories of government.

AMH 6139 Revolutionary America

3 credits

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 credits

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 6178 Civil War and Reconstruction

3 credits

This course focuses on the battlefields and generals, politicians, enlisted men and their families, and from the causes of the war from Fort Sumter to Lincoln's assassination.

AMH 6207 U.S. History since 1929

3 credits

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 6229 Gilded Age/Progressive Era

3 credits

This research seminar focuses on the period between 1877 and 1929. Topics include the development of social class, changes in domestic and international politics, and the evolution of reform.

AMH 6278 U.S. in the Cold War

3 credits

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 credits

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 6516 American Diplomatic History

3 credits

This course explores American Diplomatic History from the American Revolution to the present with emphasis on America's changing role in the world and how American social developments influenced diplomacy.

AMH 6546 American Military History 3 credits

A research seminar in American military history based upon archival sources on various topics from Colonial times to the 20th century.

AMH 6567 Women in American History 3 credits

This course reviews the history and historiography of women in America. We will explore how women of varying backgrounds and sexual identities helped form American society and culture through analyses of current and canonical literature.

AMH 6576 African-American History to 1865 3 credits

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-American History since 1865 3 credits

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 6939 Seminar in American History 3 credits

Readings seminar in selected topics and problems in American history.

ASH 6559 Post-Colonial India 3 credits

History of India after 1947. Major themes will be economic development, cultural and social change, and India's place in the contemporary world.

ASH 6939 Seminar in Asian History 3 credits

Readings seminar in selected topics and problems in Asian history.

EUH 6126 Readings in Medieval History 3 credits

Examines some of the major historiographical themes and problems of the medieval period. The course focuses on theses, methodology, use of sources, and contributions to the field and areas left to explore.

EUH 6184 Medieval Legal/Ecclesiastical History 3 credits

This course explores the intersections of ecclesiastical and legal developments throughout the Middle Ages. It explores the development of the papal bureaucracy and the *ius commune*, both of which gave rise of the papal monarchy.

EUH 6249 Themes in Holocaust History 3 credits

An assessment of how the Holocaust has been studied by historians over the past half-century, with a focus on debates and how differing conclusions have been drawn over time.

- EUH 6517 Tudor and Stuart Britain 3 credits**
Examines key developments in the history of the British Isles from 1485 to 1714. Focuses on the societal crises resulting from state formation, the emerging structures of capitalism, transatlantic expansion, and the English Reformation.
- EUH 6939 Seminar in European History 3 credits**
Readings seminar in selected topics and problems in European history.
- HIS 5930 Special Topics 3 credits**
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 5941 Internship in History 1 to 3 credit(s)**
Provides a supervised work experience in an area historical or cultural organization.
- HIS 6004 College-Level Teaching 3 credits**
This course covers the methodologies and pedagogies appropriate to the teaching of history. Students will explore syllabus creation; textbook selection; historical teaching methods; and appropriate performance expectations and assignments.
- HIS 6067 Public History 3 credits**
The theory, methods and practice of history in non-academic settings including museums, national parks, governmental agencies, corporations and community organizations.
- HIS 6077 Oral History 3 credits**
This course exposes students to the theories and methods in the use of oral history as a research technique, and provides experience in conducting professionally acceptable oral history interviews.
- HIS 6093 How Societies Remember 3 credits**
Readings and research into commemoration and remembrance as historical subjects in and of themselves, exploring the politics of public memory, as well as how economic, social, and other cultural forces interact with it.
- HIS 6156 Material Culture 3 credits**
Material culture is the study of objects as primary sources. When coupled with archival sources, objects inform history. Students analyze material culture theory as well as objects through readings, artifact studies, and field trips.
- HIS 6159 Historiography 3 credits**
Development of schools, theories, and philosophies of history since the Enlightenment.
- HIS 6905 Directed Readings 1 to 3 credit(s)**
Independent study under the supervision of a faculty mentor.
- HIS 6937 Academic Writing and Editing 3 credits**

Examines the foundations to and strategies for the different kinds of academic writing: including conference papers, article-length research papers, book reviews, and funding proposals, among others; focuses on the editorial process, paying special attention to content, clarity, grammar, and style.

HIS 6939 Seminar in Public History 3 credits

Readings seminar in selected topics and problems in public history.

HIS 6966 Comprehensive Exam 3 credits

Preparatory reading for the capstone essays written by non-thesis students, encompassing the main historiographical themes and issues in the student's major and/or minor fields.

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

Work towards completion of a Master's Thesis.

LAH 6137 Colonial Latin America 3 credits

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 credits

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 6475 Caribbean History 3 credits

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 6939 Research in Latin American History 3 credits

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

WOH 6201 Environmental History 3 credits

Explores themes and trends in the scholarship of environmental history, and includes extensive primary source research.

WOH 6207 Age of Discovery 3 credits

Examines the literature of the European Age of Discovery from both earlier and newer historiographical perspectives, attempting to determine which ideas are still valid and which must be reconsidered.

WOH 6247 Century of Global Conflict 3 credits

A study of conflict during the twentieth century: how wars began, how they were waged, how they ended, and what their legacies were.

WOH 6248 U.S. & Vietnam, 1945-present

3 credits

This course explores the 'Vietnam War's' nebulous beginning and ending points, as well as how this conflict influenced, and was influenced by, international and domestic politics, economics, social relations, and culture.

WOH 6265 Making of the Global Order

3 credits

Covers capitalism and the emergence of the modern world system, empires and gender and postcolonial studies from 1500 to the present. The course concentrates on large-scale historical change and themes that transcend national boundaries.

WOH 6939 Seminar in World History

3 credits

Readings seminar in selected topics and problems in world history

Appendix A

Thesis

Thesis Requirements

The Master's thesis is a professional scholarly product, typically of 80-100 pages (without bibliography). The thesis will be a substantial piece of original, primary source-based 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 (secondary historical sources) and substantive original research. The thesis should be push forward the boundaries of historical knowledge and represent an original contribution to the knowledge in field.

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 with whom you feel comfortable working 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's faculty. All committee members must be certified as members of the FGCU graduate faculty so if you hope to have a committee member from outside the university, you must speak to the GPL at least one full semester before your planned defense about getting that person approved.

M.A. Thesis Proposal

In addition to the accompanying proposal application form (found below), the proposal should not exceed two (2) pages single-spaced, with at least one-half inch margins, and the typeface should be no smaller than a 12 point Times Roman Font or the equivalent. The first page should be headed by the full working title of the proposed research project, and the candidate's name. The proposal should be concise, organized in a coherent manner, and include the following information:

1. A ***Statement of the Problem and Background***, which should identify the current state of relevant secondary scholarship, and provide other important background information.
2. A clear statement of the ***Purpose*** of the sponsored study (e.g., the question you intend to answer), and the rationale or intellectual justification for the research (an answer to the “so what?” question). The research questions to be investigated should be clearly stated. If the study involves the testing of hypotheses, these should also be clearly stated, as well.
3. A description of the proposed ***Methodology***. In the sciences, the following should be clearly described when applicable: the population to be sampled and the proposed sampling procedures; significant variables and how each is to be measured; how the data will be obtained and analyzed; and any other information needed to understand the proposed methodology. For studies in the arts or humanities, the following should be clearly indicated: the nature of the data, information, or themes to be studied; the kinds of interpretive procedures to be employed; and the types of supporting evidence or arguments for the question being investigated. A plan of scholarship that outlines the possible

chapters of the dissertation may be included or attached. The bibliographic materials should inform the methods used.

4. The ***Contribution and Originality*** of the proposed study. The proposed research must be original and the proposal must indicate that identical research has not previously been conducted. The proposal must also clearly state the contribution that the researcher expects to make to the relevant field of knowledge.
5. If the relevant citations are not included within the body of the proposal, a brief ***Selected Bibliography*** containing the most important primary and secondary sources relevant to the study should be attached.
6. The proposal should end with section discussing logistics. Does the project require travel, or can all necessary primary and secondary sources be obtained locally? If the former, what funding sources are available? In any case, a statement detailing how the student plans to budget time over the two semesters should be included.
6. The information may be presented in a continuous paragraph format: however, the use of separate sections, clearly labeled as suggested above, is recommended, since this format facilitates evaluation of the proposal. Additional requirements concerning methodology, other details of procedure, bibliographic information, etc., may be made by individual departments, schools, or supervising faculty. First person language ("I," "me," "we" and "our") should be avoided.

It is best to discuss all of the above matters with your proposed thesis advisor prior to beginning the drafting of a thesis proposal. If your initial proposal is not accepted, you will have one opportunity to resubmit the thesis proposal. If the proposal is not accepted upon the second submission, the student will continue his or her studies in the non-thesis track.

M.A. Thesis Proposal Application

Name

Date

Proposed Topic

Name of Proposed Thesis Advisor

BELOW TO BE FILLED OUT BY THE PROPOSED THESIS ADVISOR AND THE HISTORY GRADUATE PROGRAM LEADER

Approved

Not Approved

Proposed Thesis Advisor (signature)

Date

History Graduate Program Leader (signature)

Date

ENROLLMENT IN HIS 6971 THESIS

If the prospectus is approved, the student enrolls in a three-credit section of HIS 6971 Thesis. In order to gain approval for enrollment in the second semester of the HIS 6971 sequence, the student must submit an outline of the thesis to the thesis advisor and then to the GPL. A student who fails to submit an acceptable outline will not be permitted to enroll in a second set of thesis credits. Ideally, a student will have already begun the process of writing a first draft by the end of the first semester. In the second semester of HIS 6971, the student finishes the initial draft, revises, and formats the thesis in accordance with departmental expectations, and submits it for the approval of all members of the thesis committee. Please note that students who do not complete the thesis within the two semester cycle **MUST** register for at least one additional hour of thesis credit every fall and spring semester until the thesis is defended. The most likely reason a student will not finish a thesis within two semesters is because they underestimated the amount of time it will take to revise their first draft into an acceptable final draft. Expect the revision process to consume at least half of the time necessary for completion.

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 un-editable 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.
- 9. Binding**
- Students must complete the “Thesis Binding Request Form” available at the Library at the time of submission of the thesis for binding.
 - The student is responsible for binding fees.
 - The Library will send the thesis/dissertation to the bindery.
 - It is recommended that copies be submitted in 8½” x 11” boxes to prevent damage while being shipped to the bindery.
- 10. Copyright**
- Information on copyright registration is available from the U.S. Copyright Office (<http://www.copyright.gov/>).
 - The student is responsible for any fees associated with securing a copyright.

- The student is also responsible for inserting the copyright notice on an un-numbered page immediately preceding the title page.
- Please note that the current copyright laws do protect your thesis even without securing copyright registration

THE M.A. 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 or her thesis committee, and may be open to all members of the university and to the general public at the discretion of the thesis advisor. The student and all members of the thesis committee **MUST** attend the defense, although attendance may be either virtual or in person at the discretion of the thesis advisor.

The defense begins with a 15-20 minute presentation by the student, outlining the main currents of his or 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 or her performance. They will then let the student know the outcome of the defense, and whether he or she has met the requirements for the thesis.

The student should prepare for the defense by putting together a coherent and comprehensive verbal summary of the work, and by practicing the presentation prior to the defense. The student should anticipate questions by going back over the 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 in the 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. The thesis advisor has the option to veto a prospective member of the thesis committee, with the approval of the GPL.
- Students should meet with the 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 the thesis drafts accordingly.
- Students must meet the deadlines assigned to them by the thesis advisor and committee members.
- Students must ensure the 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 as needed based on the nature 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 their review.

- The committee members will comment on the review draft in written form, and forward their comments to the student and the thesis advisor.
- Once the final draft is completed, incorporating the responses of the committee members, 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 and electronically, thus making the work publicly available to other students, faculty, and outside researchers. The thesis will then become a visible and permanent reflection of the quality of scholarship expected at Florida Gulf Coast University, as well as a permanent representation of the student-author's abilities as a scholar. As such, theses must adhere to a uniform standard of formatting and construction to preserve the work and to prepare it for binding. All history theses must meet both university and department guidelines before the student's graduation can be approved by the GPL.

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

Sample Thesis Approval Page

APPROVAL SHEET

This thesis is submitted in partial fulfillment of
the requirements for the degree of
Masters of Arts in History

William Q. Student

Approved: May 2015

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

Martha S. Intelligent, Ph.D.

Katharine X. Outside, Ph.D.
University of Florida
Gainesville, Florida

Sample Title Page

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

2015