

Academic Program Review

Self Study Report
Historical Studies Programme

Sir Wilfred Grenfell College
Memorial University

December 2004

TABLE OF CONTENTS

A.	OVERVIEW	6
B.	MAIN CONTENTS	
1.0	Background	
1.1	Date program started.....	11
1.2	Subsequent modifications to program	11
1.3	Strategic Plan	17
1.4	Self-assessment, relative to other departments, provincially and nationally.....	22
1.5	Previous unit reviews: main findings, conclusions and recommendations, actions taken	32
1.6	Process used to prepare the Self Study Report, including role of students	32
2.0	Student Information	
2.1	Number of full- and part-time students, 2003-04	33
2.2	Academic quality (academic averages) students when accepted into programs	34
2.3	Scholarships and other awards earned by students after entering program.....	35
2.4	Attrition from and retention in programs.....	36
2.5	Average time to graduation and grades	38
2.6	Student involvement in departmental governance.....	38
2.7	Post-graduation activities by students.....	39
3.0	Teaching Activity	
3.1	Undergraduate.....	40

3.1.1	Programs offered (general, honors, joint, certificates, diplomas, options and majors and minors)	40
3.1.2	Relationship of curriculum to departmental goals, preparation of students in discipline area, and preparation of students for post-university activity	40
3.1.3	Innovations and enrichments in program (e.g., internationalization, student exchanges, or sponsored lecture series)	42
3.1.4	Collaboration with other departments, schools, faculties, universities, colleges	43
3.1.5	Service teaching	44
3.1.6	Involvement with interdisciplinary programs	44
3.1.7	Student demand and enrolment in courses.....	45
3.1.8	Student advising.....	45
3.1.9	Distance Education	46
3.2	Undergraduate Programme	
3.2.1	Program offered	46
3.2.2	Program applications, enrolment and graduation patterns, over past seven years.....	46
3.2.3	Relationship of curriculum to college and program goals, preparation of students in discipline area, and preparation of students for a career in the discipline	47
3.2.4	Innovations and enrichments in program.....	49
3.2.5	Collaboration with other departments, schools, faculties, universities and colleges.....	50
3.2.6	Collaboration with external partners.....	50
3.2.7	Student demand and enrolment in courses.....	52
3.2.8	Indicators of teaching and program quality, including	

	input from students and recent graduates, and employers	52
	3.2.9. Distance Education teaching	57
4.0	Research and Creative Activity	
4.1	Areas of specialization and strength	57
4.2	Research groups and associated research units.....	57
4.3	Awards, honors, and recognition for faculty, staff, students (graduate and undergraduate)	58
4.4	Research revenue	58
4.5	Connection between research and teaching	61
4.6	Other indicators of research and creative activity.....	61
5.0	Professional and Community Service, relation to discipline or professional activities	
5.1	Service as journal editors, associated editors, members of editorial boards.....	62
5.2	Service as invited reviewers or committee members for national and international research competitions, and other roles as reviewers.....	62
5.3	Collaborations with government and industry	63
5.4	Connections between service and teaching.....	64
5.5	Other aspects of service	65
6.0	Program Organization and Human Resources	
6.1	Administrative organization.....	66
	6.1.1 Administrative positions, including those with no stipend attached, and the cycles involved	66
	6.1.2 Reporting structures, including support staff, and associated units, including centers and institutes.....	67

6.2	Faculty Information	
6.2.1	Number and type of full-time, part-time, and adjunct appointments.....	67
6.2.2	Listing of current faculty members and credentials	67
6.2.3	Visiting faculty. This refers to visitors to the unit or visits made to units elsewhere	67
6.2.4	Major complement changes in the past seven years	67
6.2.5	Faculty age and retirement profiles.....	67
6.2.6	Workloads (2003-04)	68
6.3	Support Staff Information	
6.3.1	Number and Type of Staff	70
6.3.2	Major changes in staff complement over the last seven years	71
6.3.3	Profile of positions.....	71
6.3.4	Age and retirement profiles of staff.....	71
7.0	Financial Support	
7.1	Change in operating funds over time	71
7.2	External sources	71
7.3	Scholarships, teaching and research assistantships provided by the unit to students	72
8.0	Physical Resources	
8.1	Equipment: laboratories, computers, vehicles, other	72
8.2	Library resources (provided by the Library).....	73

8.3	Space: faculty and staff offices, TA and RA offices, project space and social space.....	74
8.4	Shared facilities and equipment with other departments, schools, faculties, universities.....	75
9.0	Future Plans	
9.1	Initiatives and activities for next seven years, with reference to departmental or school goals, strengths, weaknesses and opportunities	75
9.2	Collaboration with other departments, schools, programs, faculties, universities and colleges.....	77
10.0	Additional Issues	
10.1	Issues for which the unit desires advice.....	79
11.0	Appendix. Table of Contents	80
C.	SUMMARY	82
D.	APPENDICES	

HISTORICAL STUDIES (1975-2004) AT SIR WILFRED GRENFELL COLLEGE

AN OVERVIEW

We offer this brief overview of the Historical Studies Programme at Sir Wilfred Grenfell College (Grenfell) in the hope that it might aid programme reviewers before they consider the details of our Self Study. We also provide this background in the firm belief that the nature of our current degree programme cannot be understood without reference to the institutional context out of which it grew, the conditions that governed its launching, and its subsequent evolution.

To begin, when Grenfell opened its doors in 1975 as a two-year “feeder campus” of Memorial, History enjoyed a prominent place in the University’s first-year curriculum. Students were required to take English, and two of the following: History, Mathematics, or a second language. In consequence, three tenure-stream historians were hired to serve the needs of this student population: one was intended to focus on North Atlantic history, another, Canadian history, and a third served as a generalist whose primary responsibility was for history outside North America. All curricular offerings had to be drawn from the calendar listings of the main department in St. John’s. During these early years, college history faculty members were not permitted to offer courses beyond second year, except by Distance Education, or as night courses offered through Continuing Education. Student enrolment was strong in History, thanks to the core regulations and faculty members on leave were always replaced. Additional breadth was provided by the fact that certain Classics courses and Anthropology courses were already cross-listed with History courses; not only was this arrangement continued, it was enhanced by cross-listing certain Art History courses with History courses when the Fine Arts programme was introduced to this campus.

In the mid-1980’s, History became the first discipline at the College to offer third-year courses on a regular basis. In this, we received the full support of our always co-operative colleagues of the Department of History in St. John’s (to whom our names were attached in the MUN calendar though designated as Grenfell faculty). The support remained when in the early 1990s History at Grenfell became the first Arts or Science department to schedule regular fourth-year classes. Subscription to our history courses remained strong, especially at the first-year level, in part, because Theatre Arts required its students to complete History 1000/1001. Several of these Fine Arts candidates then took numerous History electives, thus adding to our enrolments.

Unfortunately, much changed in the late-1990’s, especially when Theatre dropped its mainstream history requirement in favour of an in-house theatre history course. Also in

1996-97 History lost its “semi-required” status for the general student body when the College developed a new core curriculum as part of its degree planning strategy (see details in Self-Study Report). Although the idea of launching a history or history-related programme had been raised as early as 1992, the changing structure of the college’s first-year offerings also prompted the final initiative to design and offer a degree in history (historical studies). Fortunately, at this time the college was seeking additional and distinctive programming and we received the support of Dr. Katy Bindon, the Principal, as well as our colleagues’s support in St. John’s. So we set about designing a Historical Studies programme within parameters acceptable both to the college and the university. An additional impetus for creating a separate programme came from a number of students who had completed the bulk of their history degree requirements at Grenfell yet found it necessary to finish their degrees on the St. John’s campus rather than at Corner Brook. Although a Historical Studies programme received approval in 1996-97, the numbers of students taking history courses dropped drastically after 1996, but they began to climb after 2000-01 and now roughly equal the numbers of pre-programme days. Significantly, the number of Historical Studies majors has grown substantially from less than a handful in 1997-98 to roughly forty students today.

The programme was drafted with a number of goals and imperatives in mind. In the first instance, it was necessary to take into account some fundamental conditions governing degree planning at this College. Foremost, the University demanded that any programmes at Grenfell be different from their counterparts at the main campus. Accordingly, we could not simply offer the M.U.N. history degree in miniature. Furthermore, Memorial had then emphasized its desire to develop a “North Atlantic” focus as part of its broader strategic planning. Within the general framework of the University, the college’s special mandate was defined as that of offering a liberal arts approach to higher education in Newfoundland. Finally, all planners at the College were told to develop programmes with the human and budgetary resources they had on hand. Indeed, we, in History, were specifically informed that we could expect no significant commitment of new resources in the foreseeable future. Such were the most basic facts of life when we set out to formulate our new degree programme: no outright duplication of existing programmes, a liberal arts format, and no additional funding.

In response, we designed a degree that was different from Memorial’s and most history programmes then in Canada. The difference between a Historical Studies degree and others lay not so much in the content, as in the structure and spirit of the programme. Our goal was and is to offer a carefully structured and pointedly liberal historical education so as to produce exceptionally well-rounded graduates.

To meet this objective, we sought to concentrate and maximize resources on this campus without blurring the focus of the degree. To that end, and given both our small faculty complement as well as the University’s “North Atlantic” strategy, we elected, in terms of content, to specialize in the Western historical experience. This suited our desire to give the degree all the breadth and depth we could reasonably muster. This orientation also fit well with the research interests and training of the faculty and it allowed for the smooth

integration of existing cross-listed Anthropology, Classics and Art History courses” and the cross-appointments of Classics and Art History instructors.

While tightly structured, the programme was designed to be decidedly “liberal” in keeping with the mandate of this College. In other words, the programme placed its emphasis on the student’s development of a general knowledge of history and the fostering of a critical intellectual understanding of the discipline rather than on the acquisition of specifically applied skills for purposes of direct vocational training. In this regard, it was assumed that most of our graduates would likely go on to more specialized training in graduate and professional schools or would find work in the private sector. The study of history, as part of the liberal arts, was also seen as a way to “liberate” the mind through critical thinking in order to sunder the student from prejudice, poorly grounded preconceptions, and unjustified assumptions about individuals, society and the past. In this regard, the discipline promotes the study of the human condition by looking at its historical context and by employing qualitative and broad-based methods. However, we also recognize that history encompasses the methodology and findings of the social sciences (e.g., ethnohistory; gender history). Our programme therefore has welcomed the contributions of theory (e.g., feminist and post-modernist critiques), scientific method, and quantification in conjunction with qualitative theories and methods in the study of history.

In this vein, we also structured the programme so as to ensure that our graduates did not leave with a smorgasbord of knowledge, but with a solid grounding in the Western experience as a whole. Accordingly, students, while offered considerable choice, are required to take certain core courses along with a balanced number of “Early” and “Later” offerings. The datum point between early and late is set roughly around the year 1789. This structure also requires that students take a balanced number of 2000- and 3000-level courses. In the same spirit, their two fourth-year seminars must be taken in different fields of history. In short, the whole point of the structure is to avoid both narrow specialization and unguided “window shopping.”

The “liberal” nature of the Historical Studies Programme is also ensured by other requirements. Conceptual and methodological awareness are key priorities in History 3840, a cornerstone of the programme, required by both Historical Studies majors and minors. It is joined by History 4950 which allows students, almost always Historical Studies majors, to choose an independent research project in a specialized area of interest and to work under the supervision of the faculty member most knowledgeable about their topic. Furthermore, since 1997 we have created new courses and redeveloped old ones to extend the diversity of our offerings.

As instructors, the faculty members of our programme offer diverse backgrounds and broad expertise. Our instructor whose main area of expertise is British imperial history also has a highly developed academic background in medieval/Reformation history, early modern European history, and Irish history. Our instructor in Newfoundland history is also an expert on North Atlantic history, maritime history, Canadian-American relations, and military history. Our instructor in Canadian history also has prepared fields in

modern European history and modern social and political thought, as well as ethnohistory, and gender history. The programme is also very fortunate to have two cross-listed faculty: one, a classicist with a specialized knowledge of Greek and Roman history; and another, an art historian with expertise in 19th and 20th century visual culture, among other areas. Apart from teaching, our faculty members have also been active as researchers, editors, and writers. Collectively, our expertise and programme offerings provide students with a considerable depth and breadth of historical knowledge as well as some practical training.

To us, the study of history goes far beyond learning dates and memorizing. Rather, we seek to provide students with a wide perspective on how the past influences the present. We also teach critical learning and interpretative skills – mental tools, qualities of mind -- that are increasingly sought after in the workplace: the ability to collect information accurately and thoroughly, to evaluate and analyze that information, to write well and meaningfully, to think critically, and to justify one's position based on sound evidence.

How we teach history and what we expect from our students provides them with transferable skills. In Antony Carnevale and Stephen Rose, *Education for What? The New Office Economy* (1998), the authors note that employers are increasingly seeking university-educated graduates with communication skills, reasoning abilities, and “social ease.” (*New York Review of Books*, 26/3/98). Likewise, the Office of Social Development of the Government of Canada (2000) has noted that “employment in occupations requiring high levels of cognitive and communication skills has increased faster than in other key occupations” based on a study by Gingras and Roy (1998). Not surprisingly, a New Zealand study found that history graduates had among the lowest levels of unemployment (though no comparable study has been done in Canada). The Historical Studies programme and how it is taught fits well within these general criteria for what potential employers are seeking because our lecture and seminar environments help students to foster these specific qualities.

In our experience to date, Historical Studies graduates leave us well prepared to continue their study of history, both formally or informally. Numerous universities have recognized the quality of our faculty, programme, and graduates. While ours is not a formal honours programme, all our students seeking entry into graduate school who have met appropriate grade standards have been treated as holding an “honours equivalent” degree. Such institutions include McMaster University, Dalhousie University, the University of New Brunswick, Carleton University and the graduate programme at Memorial University. Furthermore, most of them have done as well or better in graduate school or at professional schools as they did with us. Clearly, our programme has contributed in no small way to the development of successful historical scholars and teachers. These impressions are confirmed by the many positive statements from our graduates regarding our role in developing their academic background.

Our programme has also tried to promote student activity outside of the classroom and within the wider community. The Palliser Historical Society was the first student society on campus at Sir Wilfred Grenfell College. The Campus Student Union initially provided

significant funding to bring in an array of guest scholars; this lasted only until other student groups proliferated and our grants dissipated almost entirely. Yet the society still manages to stage events and activities with extremely limited resources. Our faculty members have also engaged in many activities, as outlined in the Self Study, which have linked the community to the college. These include an international conference, a symposium, and many other participatory forms. Finally, several faculty members have used internal grants to hire mostly history students to assist them in historical research; this has provided some of our better students with some work-related experience. Others have been hired, on occasion, as Supplemental Instructors in the first-year courses.

Historical Studies was not primarily intended, however, to provide students with a career (though we hope each and every one of them will find a decently paid career and job satisfaction). Ideally, the study of history is for them the beginning of a life-long learning experience. As the Roman writer Marcus Cicero once stated, “History is the witness that testifies to the passing of time; it illuminates reality, vitalizes memory, provides guidance in daily life, and brings us tidings of antiquity.” We have tried to open doors for students who are seeking a broader and more enlightened understanding of the world which all of us inhabit.

In conclusion, while we remain hampered by limited resources and faculty, we have managed nevertheless to sustain and further develop this programme while remaining true to the college’s and university’s respective mission statements. Within the external limits imposed upon this programme and the short duration during which it has existed, we are proud of what we, as Historical Studies faculty, as well as what our students have accomplished.

Sincerely,

Dr. Rainer Baehre,
Chair, Historical Studies Programme,
and Associate Professor

Dr. James Greenlee,
Professor, Historical Studies Programme

Dr. Olaf Janzen,
Professor, Historical Studies Programme

Dr. Michael Parker,
Professor, Historical Studies Programme (cross-listed)

Dr. Gerard Curtis,
Associate Professor, Historical Studies Programme (cross-listed)

Academic Program Reviews/
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Historical Studies Programme,
Sir Wilfred Grenfell College, Memorial University

MAIN CONTENT

1.0 Background: See also the preceding “Overview”.

1.1 Date program started:

The Historical Studies Degree Programme was ratified by Senate in 1996 and commenced operations on 1 September 1997.

Note: For a full calendar description of the programme, faculty curriculum vitae, statistical information relating to teaching, and programme brochures, see Appendix.

1.2 Subsequent modifications to program:

In order to understand changes to the programme, it is important to look at a number of factors that came into play in the early stages of its development.

- Changes to the old B.A. regulations (MUN Calendar, 1996-97) adversely affected the number of students taking first-year history courses at Sir Wilfred Grenfell College (SWGK). Under the old regulations, all candidates for a general degree had to complete at least two courses in English but also “not fewer than six credit hours in each of any two of: a second language, Mathematics, History.”
- When SWGC implemented its new degree programmes (including Historical Studies) and CORE Programme Requirements in the following year, the old regulations were abandoned. Students at the college now had to take a literacy requirement (English – two courses), a numeracy requirement (Math or Statistics), two courses in “Science Concepts and Issues,” and 18 credit hours from five groups. Placed into Group B, history was further subsumed as one of five disciplines from which students were to choose their courses: folklore, history, languages, philosophy and religious studies.
- This change quickly affected the numbers of first-year students taking history courses. To illustrate, both the Fall and Winter semesters of 1996-97 had three first-year sections with 91 students. In the following year, the number of first-year sections had been reduced to two with a drop of roughly fifty percent in enrollments. By 1998-99 there had been a further drop from two-years earlier, now of roughly two-thirds. Thereafter, there was steady increase and by 2002-03

- the enrollment figures had returned to their 1996-97 levels. In all likelihood, this increase can be attributed to the inclusion of history courses as required and elective courses in other programmes (e.g., Social/Cultural Studies). However, while the number of first-year sections reached three in Fall 2002, they stayed at two sections in the Winter semester, or one less than in 1996-97.
- New programmes initiated at SWGC in 1995-96 were expected to be “distinctive” from those offered at the MUN main campus (or they would not receive approval). To this end, though earlier approved programmes at SWGC such as English remained “English” and Psychology remained “Psychology,” History now became known as Historical Studies to distinguish itself from the History department (main campus) and to reflect the call for a more interdisciplinary orientation at SWGC’s in order for new programmes to find acceptance. Some other programmes also began to embody a “historical” component in some of their offerings.
 - Historical Studies also had to distinguish itself from the Department of History at the main campus. In this vein, instead of offering “majors” and “minors” in history as the practice had been, now SWGC programmes offered a “specialization” and a “cognate.” A Specialization was defined as “a prescribed interdisciplinary selection of courses having a strong thematic relationship” or “a coherent selection of at least thirty-six credit hours in a single discipline and twenty-four credit hours in one or two cognate disciplines.” Students taking specializations were required to take a certain number of third- and fourth-year courses, as well as a fourth-year “individual project.”
 - These regulations also proved unwieldy. The nature of a “specialization” caused some confusion and ambiguity when students applied to other institutions, and the regulations did not ensure coherence or rigour. So, there was a college-wide decision made in 2002 to return to a system of “majors” and “minors.”
 - To rationalize our course offerings and ensure that existing courses would be regularly taught, an effort was made to reduce the number of courses listed in the SWGC calendar by eliminating those that were rarely if ever taught or lacked student interest. They included the following:
 - Hist 2110 (North Atlantic Since 1820)
 - This course was dropped when Hist 2120 was introduced.
 - Hist 3100 (History of the Maritimes)
 - Taught only once. Little interest among students.
 - Hist 3250 (Migration History of North America - reintroduced Fall 2004)
 - Never previously taught.
 - Hist 3760 (Women in Western Society and Culture I).
 - Never taught.
 - New courses were developed or redeveloped to strengthen the programme by giving it greater coherence and range.
 - A major shift occurred in the restructuring of History 1000/1001, two introductory courses which had been more-or-less consistent with those taught at the main campus. As the Department of History (MUN) began to consider opening up its first-year courses to include a variety of themes and content, the Department of History (SWGC) decided to follow suit

and redefine these two courses, making them explicitly “Western Civilization” courses. These courses were also standardized to some extent in terms of how they would be taught and regardless of by whom though some flexibility exists. They were then launched as distinct introductory courses, History 1100/1101 and received approval of Academic Council (SWGC) and then by Senate (MUN) in 1997-98.

- Several block courses described in the Department of History’s section of the calendar were also integrated into the SWGC calendar.
 - Hist 4410-4430. Historical Problems. Specialized studies.
 - Hist 4560-4570. Special Topics in Social and Intellectual History
 - More block courses (Special Topics) are now being considered at the third- and fourth-year level.
 - Besides the standard offerings, other courses were developed or, if previously taught, revised by individual faculty. These courses include the following.

- **James Greenlee**
 - Hist 2320 (Early Medieval)
 - Hist 3490 (Modern Irish)
 - Hist 3840 (Historical Methods)
 - Hist 4428 (Special Topics: The Great War 1914-1918)
 - Hist 4832 (Directed Readings – Fall 2004)
 - Hist 4950 (Independent Research Project)
 - K. Peddle, “*Charlemagne and the Imperial Title*”
 - C. Finn, “*The Making of T. E. Lawrence*”
 - I. Michaud, “*The Quebec Conscription Crisis 1917-1918*” (with O. Janzen)
 - M. Osmond, “Newton and The Historians.”

- **Olaf Janzen**
 - Hist 2120 (Canadian-American Relations)
 - Hist 4230/4231 (Special Topics in Newfoundland History I and II)
 - Hist 4412 (Selected Aspects of World War II: The Atlantic Campaign)
 - Hist 4950 (Independent Research Projects)
 - Jeff Hutchings, “*The Siege of Charleston, 1780*”
 - Jennifer Payne, “*Settlement on the French Shore of Newfoundland in the Eighteenth and Nineteenth Centuries*”
 - Johnathan Pope, “*American Prisoners of War During the American Revolution*”
 - Ed Stewart, “*Operation Bagration: The Soviet Offensive in Bolorussia, 1944*”
 - Neil White, “*A Pearl On The West Coast? : The Planning of Townsite, Corner Brook, 1924-1925*”
 - I. Michaud, “*The Quebec Conscription Crisis 1917-1918*”

(with J. Greenlee)

- **Rainer Baehre***
 - Hist 2500 (Twentieth Century Issues)
 - Hist 3100 (History of the Maritime Provinces)
 - Hist 3250 (Migration History in North America – Fall 2004)
 - Hist 3770 (Women in Western Society and Culture II)
 - Hist 3840 (Historical Methods)
 - Hist 4130 (Special Topics in Canadian History: European Expansion and Native Peoples)
 - Hist 4254 (Special Topics: History of Social Welfare)
 - Hist 4280 (Directed Readings in the History of Upper Canada)
 - Hist 4283 (Directed Readings in Canadian Legal History)
 - Hist 4830 (Directed Readings in Canadian History)
 - Hist 4568 (Special Topics: Europe and The Holocaust)
 - Hist 4950 (Independent Research Project)
 - Sandra Payne, *"Keeping Up Appearances: The Influence of the Concepts of Domesticity and Eugenics on the Birth Control Movement In North American from the Mid-Nineteenth to the Early-Twentieth Centuries."*
 - George Noble, *"Cultural Change Among the Inuit during the Eighteenth Century: An Example of Cultural Synthesis."*
 - Jason Warren, *"The Politics of Psychiatry: Psychiatrists and the Eugenics Movements in the United States, Canada and Germany, 1890-1941."*
 - Shelly Hobbs, *"Dirty Peasants, Coarse Yankees, and a British Lady: Putting the Class and Gender of Susanna Moodie into Context."*
 - Jennifer Donovan, *"'For Love and Liberty': Irish Daughters in the Post-Famine Exodus."*
 - Roxanne Abbott, *"Witchcraft and the Victimization of Women During the Reformation: An Evaluation."*
 - Perry Payne, *"Pontiac's Uprising of 1763: A Causal Analysis."*

*apart from the preparation of new Hist courses, R. Baehre has also prepared Soc 2000 (Introductory Sociology); Soc 2100 (Social Inequality); Soc 3395 (Criminal Justice); Social/Cultural Studies 4950. Independent Research Project (supervised: C. Abbott, *"Rhetoric, Reality, and Role Strain: Are Baby Boomer Grandmothers Adhering to Traditional Behavioural Norms in Providing Child Care to Grandchildren?"* – winner of the University Gold Medal in Social/Cultural Studies, completed M.A. (Queen's) and now going on to do doctoral studies); Environmental Studies 4950. Independent Research Project (supervised: B. Pardy. *"Traditional Ecological Knowledge and Sustainable Development"* – M.A. student in Environmental Studies

(York); Humanities 4000 (“Journeys: Studies in Memory, Narrative and History”) to be taught Winter 2005.

- **Michael Parker**

- History 4950 (Independent Research Project)
 - Justin Hulan, “*The Continuing Domination of The Greek People Over The Egyptians In Ptolemaic Egypt.*”

- **Cross-listed courses:**

- Hist 2035 (History of Classical Greece) - same as Classics 2035
 - Hist 2040 (History of Rome) - same as Classics 2040
 - Hist 2700 (Art History Survey I) - same as Visual Arts 2700
 - Hist 2701 (Art History Survey II) - same as Visual Arts 2701
 - Hist 3520 (The Early Ethnohistory of North America's Native People) - same as Anthro 3520
 - Hist 3525 (The Later Ethnohistory of North America's Native People) - same as Anthro 3525
 - Hist 3700 (Art History: The Italian Renaissance) - same as Visual Arts 3700
 - Hist 3701 (Art History: The Renaissance Outside Italy) - same as Visual Arts 3700
 - Hist 4730 (Art History: Modern Art I) - same as Visual Arts 4730
 - Hist 4731 (Art History: Modern Art II) - same as Visual Arts 4731
 - CLAS 2020 (Hellenistic Civilization) – offered on a per case basis as a History course only once (Fall 1999)
- To maximize the variety of courses that could be offered by a small number of faculty, standard course offerings are rotated on an annual, bi-annual, and even occasional basis. Each regular faculty member and the art historian teach a fourth-year seminar once every three years, so that a 4000-level seminar is offered at least once each year, while “early” and “late” courses are rotated to allow availability to students, and so on. Hist 3840 (Historical Methods) is offered every eighteen months to ensure its availability to all majors and minors.
 - In total, our faculty members have taught over 50 different courses since 1996-97; they range from survey courses to individually tailored readings course (pro bono until 2003). See Appendix.
 - The continuity of the Historical Studies programme and its course offerings has been affected by individual administrative commitments to the college; these have occasioned annual course remissions.
 - The number of courses offered in any given year has also been affected when a member on leave has not been replaced. No faculty have received leave replacement since before 1997, except for G. Curtis; his replacement, however, did not teach the cross-listed courses with Historical Studies.

- **James Greenlee**

- Head of Fine Arts, 1996-97 (3 course remission)
- (Acting) Head, Division of Arts, 2001 (1 course remission and supervised Cal Andrews, an M.A. student)
- Chair, Historical Studies Programme, 1997-2000
- Compassionate leave: Fall 1998; taught one course
- Half-sabbatical, Fall 2003
- **Olaf Janzen**
 - Head, Division of Arts, May 2001 to present (3 course remission)
 - Half –sabbatical, Winter 1999
- **Rainer Baehre**
 - Chair, Historical Studies Programme, 2000 to present (1 course remission)
 - Half-sabbatical, Fall 1999
 - Half-sabbatical, Winter 2003
- **Michael Parker**
 - Chair, Humanities Programme, 1999 -2003
 - Half-sabbatical, Winter 1996
 - Half-sabbatical Winter 2001
 - Half-sabbatical, Winter 2004
- **Gerard Curtis**
 - Full-sabbatical, 1998-99

Cross-appointments:

- M. Parker (Classics/Historical Studies)
- G. Curtis (Art History/Historical Studies)
- R. Baehre (Historical Studies/Social-Cultural Studies).

Dropping of prerequisites to encourage enrollments and recruitment:

Under the old B.A. (History) regulations (pre-1997-98), students were expected to complete Hist. 1000/1001 or Hist 1100/1101 in sequence as “prerequisites for all other courses.” In Fall 2001, these prerequisites were dropped in order to encourage elective enrollment in second- and third-year courses. Lately, the need to reinstate some kind of prerequisite to 4th-year courses is being reconsidered by the programme.

Development of a carefully-structured minor in Historical Studies:

This minor includes the following requirements.

- a) History 1100 and 1101
- b) History 3840
- c) Three credit hours at 3000 level in History
- d) Three credit hours at 4000 level in History*
- e) Additional nine credit hours in History

*most minors take a fourth-year seminar course and, in one exception, a student taking a minor has also successfully taken Hist 4950 (Independent Research Project).

Block-course listings:

The Department of History, St. John's has agreed to giving us a range of exclusive Historical Studies block-course listings at both the 3000 and 4000 levels. Such separate listings, soon under consideration by the Academic Studies Committee, will enable us to respond more rapidly and precisely to the needs and interests of local students.

Addition of new courses to the "Historical Studies" list from allied disciplines:

See cross-listed courses in No. 3 above.

1.3 Strategic plan: goals of the department and their relationship to Faculty and University goals; defining characteristics; priority activities.

Strategic Plan:

College's goals Relevant to Historical Studies:

- "High quality education" based on providing students with a challenging curriculum and "a personalized learning environment";
- Maintenance of "high academic standards";
- Fostering teaching excellence, encouraging scholarship and research, and engaging students in these activities.

University's Goals and Principles Relevant to Historical Studies:

- "Undergraduate teaching of the highest possible quality . . ."
- "Equitable resource allocation . . .";
- "[T]o strengthen Grenfell College as an institution with distinctive degree programmes (as a liberal arts institution offering degree programmes tailored to provide opportunities complementary to those available at the St. John's campus . . .";
- "Sir Wilfred Grenfell College must establish the same conditions for research as other primarily undergraduate universities. These include 4-year honours programmes to develop and support honours theses and undergraduate summer students, dedicated research space, undergraduate teaching assistantships an well-defined research expectations with start-up support for new faculty." [Source: *University Forum on Priorities and Planning: the formation of a Subcommittee on Research Opportunities* (1999)]

Programme goals:

- to ensure the viability of the programme by maintaining at least the present level of staffing and, as opportunity arises, to expand it.
- to continue to promote a high quality of teaching which allows our students to be recognized as comparable in quality to history majors, even honours students, at other universities when they apply to graduate school or professional schools. Thus far, all of our students who have applied to graduate schools with high enough averages have been accepted as holding “honours equivalent” degrees;
- to continue to balance teaching with other scholarly pursuits, especially research, which we strongly believe enhances the overall quality of the programme and the expertise of our faculty members;
- to continue to provide students with a range of ideas and approaches through our course offerings and pedagogy in order to give our students exposure to both traditional and current theories and methods in the discipline;
- to foster mutually beneficial links between our programme, the college, and the community;
- to seek the appointment of additional faculty, perhaps through cross-listings, to increase our Historical Studies offerings and thereby to bring further needed expertise both into the programme and to the college;
- to attract additional students, especially at the first-year level;
- to approach other programmes or institutions (e.g., community colleges – journalism) for cooperation in ways of mutually combining and developing our offerings to the advantage of our students and our common programmes;
- to diversify our student population in Historical Studies to include a broader Newfoundland, Canadian, and an international contingent;
- to continue to evolve as a distinctive programme within a liberal arts college setting by maintaining high standards with small classes and tailored programming;
- to foster research appropriate to the undergraduate level, for example, by means of MUCEP and other grants

The Historical Studies Programme thus continues to meet college goals as defined in the *Statement of Purpose of the Memorial University Calendar, 2004-05*:

- In concert with the college’s aim, our programme’s goals remain: "high quality education." by maintaining "a personalized learning environment," promoting "high academic standards," seeking to provide "excellence in teaching," and pursuing excellence in our individual scholarship and research.
- Foremost, history and history-related courses remain a central component of a liberal arts education at most post-secondary institutions throughout the continent and must remain so at the SWGC campus.
- Our programme is especially appropriate for those who seek a smaller liberal

arts environment.

- Our programme provides a degree for students who are either unwilling or unable to attend the main campus.
- It serves the regional needs of students in western Newfoundland but also those from other parts of the province.
- In continuing to teach courses that are listed in the Department of History's section of the MUN calendar in ensuring that these courses match external criteria for equivalency, this programme continues "to accommodate students who wish to complete their degrees at Memorial University of Newfoundland in St. John's or at universities elsewhere."

Other links between college and programme goals:

- We, as Historical Studies faculty, have always promoted "a critical and open-minded pursuit of knowledge providing students with the intellectual tools to enable them to respond to a rapidly changing world."
- These tools include teaching students how to research historical literature, compile difficult and complex information, interpret and analyze that information, synthesize and make sense of that information, and finally, express their findings and conclusions through oral and written means. All our Historical Studies courses are intended to be "writing courses," as defined under the "Core Curriculum."
- While our programme may not directly represent "the start of preparation for a career" for our students, it has led many of our students to pursue their careers, for some (including our pre-programme history students) have gone on to professional schools (e.g., Faculty of Education; Faculty of Law; Faculty of Library Science) or, in the case of half of those who have completed the programme, to pursue graduate work in history.
- Though not always immediately obvious to outsiders who are unacquainted with the discipline, the study of history does "build a foundation for social, cultural and recreational interests that will help students move toward a meaningful personal and professional life." Our courses provide the necessary critical understanding of historical context which, in turn, allows informed citizens to better interpret current social, cultural, political, and economic events and developments.
- Whether it is intended for the workplace or in the personal pursuit of knowledge, we firmly believe that the study of history remains essential "in understanding our social and cultural context as individuals and as a society."
- The life-long study of history appears to serve an important recreational purpose, especially for some older persons who understand and respect the importance of life-long reflection. This is evidenced anecdotely and by the degree of community support that has been given to history-related events, as evidenced by public attendance at talks given at the West Newfoundland Historical Society, the Woodland Echoes symposium, and other venues.
- Consistent with the college's aim, our programme's objectives are "to enable students to be open to new ways of thinking and to gain a lasting intellectual

self-confidence so that they may have both the ability and the desire to be life-long learners." We attempt to further this objective by acquainting students in various upper-level courses with historiographical issues and different methodologies that range from traditional to the post-modernist perspectives, especially in Hist 3840 (Historical Methods). This approach, we believe, allows students not only to appreciate the complexities of the writing and interpretation of history but also introduces them to traditional approaches and new insights into the study of the past and the present..

- We seek to accomplish our programme's objectives by means of our personalized teaching approach, the challenging content of our courses, and in our insistence that students take their research, writing and oral presentations seriously.
- We offer our constant support and advice to our majors and minors. A gauge by which to judge our programme's success is suggested by the overall quality of our Hist 4950 papers and in feedback which graduates have given us wherein they have praised this process. In fact, several graduate students have pointed out that especially their fourth-year experience in Historical Studies has given them an advantage over many fellow students entering graduate school.

On our defining characteristics:

- The relative "smallness" of our programme allows for a more personalized and tailored approach for undergraduates to learn history.
- Our programme strives to provide students with variety and choice despite the constraints of small faculty size and limited resources.
- We concentrate on the history of Western civilization through offerings that range over the Ancient, Medieval, Early Modern and Modern periods. Our offerings include courses in the history of classical Greece and Rome, Newfoundland, Canada, Ireland and Great Britain, in addition to military, native, gender and art history. There are also special topics courses on Empire, the Holocaust, the Great War and other areas. Though our curriculum is obviously and deliberately focused on the historical experiences of western civilization, we also attempt to link this past to a more global and inclusive experience by looking at European expansion since 1500 and by including some courses on the histories of 'marginal' and 'anonymous' peoples.
- We require majors to select from a list of non-history courses yet which further strengthen their background in history. These courses, a unique and integral feature of our programme, were included in the Historical Studies degree requirements because of they contain considerable historical content methodologically useful to modern historians. This allows students to acquire a sense of how other disciplines apply an historical perspective.

- Generally, we want our students to develop their own perspectives on the subject matter as well as to hone a critical sense guided by our individual expertise and perspectives.

On our priority activities:

- **Teaching:** The Historical Studies Programme embodies Memorial University's statement of principles and goals in its ongoing attempt to provide "the highest possible quality" of undergraduate teaching. [www.mun.ca/ciap/planning/p_and_g.html]. After all, SWGC is a four-year liberal arts college whose assigned role is to teach undergraduates and, therefore, effective teaching is our highest priority. Our set purpose is to refine and further promote the distinctive character of our programme offerings while remaining "student-centered."
- **Research:** The faculty of the Historical Studies Programme has been and continues to remain actively involved in research. Again, to cite MUN's Statement of University Principles and Goals, we "recognize that a strong commitment to good teaching at whatever level may exemplify the curiosity and love of learning that inspires the best research, and that a love of scholarship informs and nourishes good teaching." Such research on our part has resulted in monographs, edited books and collections, articles, review articles, book reviews, radio documentaries, and conference papers presented at local, regional, provincial, national, and international venues. Our cross-listed faculty members have also disseminated their work through music and art. We are proud of our cumulative record of scholarly endeavour.
- **Administration and college service:** Our faculty recognizes the ongoing need to provide administrative and college service, especially in light of the small number of faculty and the broad needs at SWGC, though we also believe that teaching and research should remain our foremost emphases. Our faculty members have served as divisional heads and programme chairs, as well as on numerous committees and other college forums. In short, we have a very strong record of such service.
- **Community service:** In accepting MUN's "mission: to encompass and to contribute to "an enduring intellectual and cultural dimension which transcends immediate market forces or political imperatives," Historical Studies faculty on an individual level have often been willing "to provide leadership in the province by helping to define the economic, social and cultural needs of our community and by identifying how we can best help to satisfy them," especially when it comes to regional heritage-related matters. See sections 3.1.5; 5.0; 5.4; and 5.5 below.

1.4 Self-assessment, relative to other departments, provincially and nationally.

Comparisons with other programmes:

Questionnaires were sent to the departmental heads at the following institutions. See Appendix.

- Mount Allison University (N.B.),
- Bishop's University (Que.)
- Malaspina (B.C.)
- University of Prince Edward Island (P.E.I.)

These institutions were chosen because of their comparable size yet high national rankings (according to the most recent Maclean's poll) as well as on the basis of the solid reputations of their history departments. They offer similar undergraduate history degrees in different parts of the country upon which we can compare our own offerings. The following information is based on material acquired during 2003-04. In some cases, these figures are approximations.

No. of full- and part-time students:

- Mount Allison: 2217/317
- Bishop's: 2400/800
- Malaspina: 5000 -6000
- UPEI: 3294/599
- SWGC: 1,352 (includes 201 full-time and 6 part-time students at Western Memorial Regional Hospital – Nursing Collaborative Program)

No of full-time faculty in History:

- Mount Allison: 7
- Bishop's: 4
- Malaspina: 8
- UPEI: 8
- SWGC: 3

Cross-listed faculty:

- Mount Allison: 3
- Bishop's: none
- Malaspina: none
- UPEI: 3
- SWGC: 2

Part-time faculty:

- Mount Allison: 1
- Bishop's: none permanent
- Malaspina: 2
- UPEI: 7
- SWGC: none

Other teaching staff (including students):

- Mount Allison: 0
- Bishop's: 0
- Malaspina: n.a.
- UPEI: 0
- SWGC: 0

Student/professor ratio (1st year classes):

- Mount Allison: 80/1
- Bishop's: 80/1
- Malaspina: max. 34/section
- UPEI: 50/1
- SWGC: 24/1

Student/professor ratio (2nd and 3rd year):

- Mount Allison: 45/1
- Bishop's: 30/1
- Malaspina: 34/1
- UPEI: 30/1
- SWGC: 20/1

Student/professor ratio (4th year):

- Mount Allison: 9/1
- Bishop's: 10/1
- Malaspina: 34/1 (maximum -- to be reduced)
- UPEI: 12/1
- SWGC: 9/1

No. of all students taking history:

- Mount Allison: 1477
- Bishop's: 449 (Winter 2004)
- Malaspina: 1809 (+130 summer school)
- UPEI: 735
- SWGC: 263

No. of history majors:

- Mount Allison: 111
- Bishop's: 89 (includes honours)
- Malaspina: n.a.; 20/yr.(est.)
- UPEI: 145
- SWGC: 41 (12 inactive)

No. of history minors:

- Mount Allison: 78
- Bishop's: 28
- UPEI: 44
- Malaspina: n.a.; 40/year graduate (est.)
- SWGC: 11

Average teaching load of full-time faculty per academic year:

- Mount Allison: n.a.
- Bishop's: 6 courses
- Malaspina: 7 sections
- UPEI: 6 courses
- SWGC: 6 courses (but O. Janzen has 3 course remissions per year and R. Baehre has 1 course remission)

Areas of specialization:

- Mount Allison: American; British; Canadian; Asian; European; Ancient
- Bishop's: Canada; Quebec; Britain; United States; Europe; cultural history; environmental history; social history; labor history; native-settler relations; family and gender
- Malaspina: North America (US and Canada); Europe (Germany); Modern China (1); 20th-century World; gender; childhood; culture and popular culture; sports; health/medicine.
- UPEI: Atlantic Canada; European; Prince Edward Island; Quebec; women's history
- SWGC: Greek and Roman history; medieval and early modern European; British, Irish and Imperial history; Newfoundland and North Atlantic history;

Canadian history; art history, North American native history; Germany and the Holocaust, military; modern historiography; and gender history.

Average age of faculty:

- Mount Allison: 47
- Bishop's: 47
- Malaspina: mid-40s (est.)
- UPEI: 40
- SWGC: 56 (full-time history faculty)

Replacement of sabbaticants (yes; often; sometimes; or no):

- Mount Allison: yes
- Bishop's: yes; full-replacement for one-year sabbaticals; two-course replacement for 6 month sabbaticals
- Malaspina: yes
- UPEI: sometimes
- SWGC: no (last replacement: 1995-96)

An active student history society (yes or no):

- Mount Allison: yes
- Bishop's: yes
- Malaspina: yes
- UPEI: yes
- SWGC: yes

Student involvement in departmental governance (yes or no):

- Mount Allison: no
- Bishop's: yes; two student representatives at departmental meetings and on hiring committees
- Malaspina: yes (except involving personnel issues)
- UPEI: yes
- SWGC: no

Source: E-mail questionnaire sent to chairs of departments at these institutions. See Appendix.

Comparison of History, Department of History (MUN) to Historical Studies (SWGC):

- **Concentration:**
 - **Department of History:**
 - Newfoundland and Canadian history (primary concentration)

- North America and North Atlantic history (main)
- United States, Britain, and Europe (select areas)
- Newfoundland and Canadian history (emphasis)
- **Historical Studies:**
 - the Historical Studies Programme at SWGC encompasses all of the above areas, though it is weak in European history, and does not directly offer a modern U.S. history or Third World component.
 - It however offers courses in areas not taught at the moment on the main campus because of faculty attrition: art history; Greece and Rome; Europe and the Holocaust (including the rise of authoritarianism and the Nazi state).
 - Also the emphasis at SWGC is a more widely structured than concentrated as our students are required to balance “early” with “later” histories.
- **Type of programmes:**
 - **Department of History:**
 - B.A., B.A.(honours), M.A., and Ph.D.
 - **Historical Studies:**
 - SWGC offers a B.A. in Historical Studies
 - Some universities have treated our degree as an honours equivalent
- **Total undergraduate course enrolment:**
 - **Department of History:** 2,645
 - 7.5% of total Arts Faculty enrolments
 - **Historical Studies:** 148 (Fall 2003)
 - 11.4% of total Arts enrolments (SWGC)
- **First-year courses:**
 - **Department of History:**
 - 7 different courses
 - 6 writing/research designated [under review]
 - 1 service course

Note: These offerings are subject to change as the Department responds to its own programme revisions.

 - **Historical Studies:** SWGC offers 2 first-year designated “writing courses” and, in the past, “general knowledge” courses.
- **No. of Faculty:**
 - **Department of History:** 19
 - **Historical Studies:** Historical Studies: 3 (plus 2 cross-listed)

- **Nature of Programme:**
 - **Department of History:**
 - B.A. (major)
 - B.A. (honours)
 - The honours degree in History is distinguished from the B.A. on the following basis.
 - Grade average:
 - Honours students must achieve a mark of B70 in 18 history courses (or an average of B75)
 - **Historical Studies:**
 - B.A. (major)
 - A number of our students at SWGC have met the grade levels required of honours students.
- **Required courses**
 - **Department of History:**
 - Hist 3840 (Historical Methods)
 - Required of honours students.
 - **Historical Studies:**
 - This course is also required of all majors and minors at SWGC
 - **Department of History:**
 - Hist 4800 (Historiography)
 - Required of honours students.
 - **Historical Studies:**
 - We do not offer a separate course in historiography although Hist 3840 does include historiography.
 - Historiography could be more obviously integrated into senior courses.
 - **Department of History:**
 - Hist 4821 (Directed Readings)
 - Required of honours students.
 - **Historical Studies:**
 - This course has been offered occasionally at SWGC (pro bono until 2003).
 - The oral examination component of Hist 4821 is contained in Hist 4950.
 - **Department of History:**
 - Hist 4822 (Directed Readings)
 - Required of honours students.
 - **Historical Studies:**
 - This course is offered informally at SWGC. The Hist 4950 supervisor prepares the student(s) for the research presentation

component.

- **Department of History:**
 - Hist 4999 (Major Paper)
 - Required of honours students
- **Historical Studies:** Offered as Hist 4950 at SWGC
- **Graduate degrees:**
 - **Department of History:** M.A. and Ph.D. degrees offered.
 - **Historical Studies:** While SWGC will likely never be in the position to offer graduate degrees in Historical Studies, its faculty have been invited to act as supervisors and internal examiners. Moreover, Dr. Greenlee has given 5 M.A. courses in British Imperial History and Modern Historiography for the main department while teaching at Grenfell. Such co-operation and sharing of resources is welcomed by our faculty.
- **Pre-requisites:**
 - **Department of History:** yes
 - **Historical Studies:** A return to prerequisites for Hist 3840 and fourth year courses has been agreed upon.
- **Class sizes (maximum):**
 - **Department of History:**
 - 1st year: 35
 - higher at SWGC
 - 2nd year: 60
 - lower at SWGC
 - 3rd year: 40
 - lower at SWGC
 - 4th year: 15
 - Same
- **Distance Education and Web-based courses:**
 - **Department of History:** two to three courses per semester
 - **Historical Studies:** None offered at Grenfell since 1997 but several courses were taught beforehand.
- **Issues in Department of History:**
 - Declining enrollments since 1998
 - **Historical Studies:** Similar reasons to those at SWGC (see 1.1)
 - A reduction in faculty through attrition
 - **Historical Studies:** Our complement of Historical Studies faculty at SWGC has remained steady since the programme's inception, but there have been no

- sabbatical replacements. (see 1.)
- A reduction in 2nd and 3rd year courses due to cancellations by the Dean of Arts when enrollment targets are not met.
 - **Historical Studies:** There have been a number of course cancellations at SWGC, but none in recent years.
 - Variety of courses reduced with a declining number of specialists
 - **Historical Studies:** SWGC faculty members have responded by offering old courses, developing new courses and delivering them on a rotating basis (see Appendix). In all, our we have taught 50 different courses plus supervising an array of Hist 4950 projects since 1996-97 which require extra preparation.
 - Reluctance of faculty to develop and deliver Distance Education courses as part of their teaching load.
 - **Historical Studies:** This point is irrelevant at the moment at SWGC.
 - Advancing collaboration with interdisciplinary programmes
 - **Historical Studies:** SWGC faculty and courses are cross-listed, though with fewer programmes than the Department of History
 - The Department of History “rejects the notion that other departments have a right to offer courses which are in essence history courses. This is not pettiness on our part but an assertion that history should be taught by those trained in the discipline.”
 - **Historical Studies:** While Historical Studies faculty agree in principle with this statement, its programme, as “Historical Studies,” is also intended to be more flexible and interdisciplinary. Students are required to take electives from other disciplines which have historical content. In part, this approach stems from a lack of resources but it also reflects a recognition that some historical methods and content can be taught effectively by non-historians and that interdisciplinary perspectives help to develop a wider understanding of issues and methodologies.

Source: *Self Study Report. Department of History. December 2001; Action Plan Committee Report, March 2004.*

Comparison to Other Disciplines/Programmes offering majors(within SWGC):

Note: The Theatre and Visual Arts programmes (Fine Arts) and the Nursing programme are excluded from the following list because they are considered “professional” schools. Also, in the following lists, English, Psychology and Historical Studies are considered single disciplines. The others are multi-

disciplinary degrees (e.g., Humanities has no faculty exclusive to the programme but consists of Philosophy, English, History, Religious Studies, Classics, French, as well as Art History and Theatre History).

- **No. of Faculty (full-time):**
 - English: 8
 - Humanities: 15 (made-up of cross-listed faculty including all members of the Historical Studies programme)
 - Environmental Studies: 8 (made up of cross-listed faculty)
 - General Science: 19
 - Environmental Science: 12 (1 vacancy)
 - Social/Cultural Studies: 5 1/2
 - Psychology: 6
 - Historical Studies: 3
- **No of Cross-listed Faculty (from other programmes):**
 - English: 0
 - Humanities: see above
 - Environmental Studies: see above
 - General Science: 0
 - Environmental Science: n.a.
 - Social/Cultural Studies: 1
 - Psychology: 0
 - Historical Studies: 2
- **No. of Faculty (part-time):**
 - English: 1
 - Humanities: 0
 - Environmental Studies: 0
 - General Science: 0
 - Environmental Science: 0
 - Psychology: 0
 - Social/Cultural Studies: 2
 - Historical Studies: 0
- **No. of Instructional Staff (full-time):**
 - English: 0
 - Humanities: 1
 - Environmental Studies: 1 (8 ½ months)
 - General Science: 14
 - Environmental Science: 11
 - Social/Cultural Studies: 0
 - Psychology: 1
 - Historical Studies: 0
- **No. of Instructional Staff (part-time):**
 - English: 0
 - Humanities: 0
 - Environmental Studies: 2
 - General Science: 2

- Environmental Science: 0
- Social/Cultural Studies: 0
- Psychology: 0
- Historical Studies: 0
- **No. of Majors (2003/04):**
 - English: 80
 - Humanities: 6
 - Environmental Studies: 43
 - General Science: no information
 - Environmental Science: 100
 - Social/Cultural Studies: 33
 - Psychology: 125
 - Historical Studies: 39
- **No. of Cognates/Minors (2003/04):**
 - Classics: 6
 - English: 15
 - Humanities: 1
 - Environmental Studies: 1 or 2
 - General Science: n.a.
 - Environmental Science: n.a.
 - Social/Cultural Studies: 20.
 - Psychology: n.a.
 - Historical Studies: 11
- **No. of Graduates (avg. per year from 2000/03):**
 - English: 12
 - Humanities: 1
 - Environmental Studies: 0
 - General Science: n.a.
 - Environmental Science: 23
 - Social/Cultural Studies: 3
 - Psychology: 22
 - Historical Studies: 2
- **Sabbatical replacements (yes, sometimes, or no):**
 - English: yes
 - Humanities: sometimes
 - Environmental Studies: yes
 - General Science: most times
 - Environmental Science: most times
 - Social/Cultural Studies: yes
 - Psychology: sometimes
 - Historical Studies: no
- **Average Age of Faculty (2003/04):**
 - English: 50
 - Humanities: 52
 - Environmental Studies: 54
 - General Science: n.a.

- Environmental Science: 52.5
- Social/Cultural Studies: 53.6
- Psychology: n.a.
- Historical Studies: 56
- **An active student society (yes or no):**
 - English: yes
 - Humanities: yes
 - Environmental Studies: yes
 - General Science: n.a.
 - Environmental Science: yes
 - Social/Cultural Studies: no
 - Psychology: yes
 - Historical Studies: yes
- **Student involvement in departmental governance (yes or no):**
 - English: no (but two students were involved in the programme review)
 - Humanities: no
 - Environmental Studies: yes (2003-04)
 - General Science: a student representative attends Division of Science meetings
 - Environmental Science: see above
 - Social/Cultural Studies: no
 - Psychology: no
 - Historical Studies: no

Source: Based on information provided by programme Chairs, divisional Heads and the Registrar's Office at SWGC. *For further comparative information including class sizes, see Appendix.*

1.5 Previous unit reviews: main findings, conclusions and recommendations, actions taken.

- A sub-report on the Department of History, Sir Wilfred Grenfell College, was prepared in the early 1980s by Dr. Philip Buckner, Department of History, University of New Brunswick. It observed the limited role of the faculty in teaching first- and second-year courses, as part of the junior college curriculum, and noted positively its success in doing so given the existing constraints under which they operated. This sub-report was part of a review of the Department of History at St. John's.
- This is the first review of the Historical Studies Programme.

1.6 Process used to prepare the Self Study Report, including role of students.

- Meeting with Vice-President (academic)
- Historical Studies Programme meeting
- Input from current students and graduates
- Compilation of information for Report
- Preliminary draft
- Discussion of findings and modifications

- Consultation with Department of History (main campus)
- Draft writing of the Report
- Further discussion and revisions
- Final Writing of Self Study Report.

This Self Study was originally slated for completion by November 2003. In order to complete it properly, especially in compiling necessary information and allowing for full discussion of the issues affecting the unit, more time was needed. Also this study proceeded during the same period when the university and the college began to review their own respective goals (e.g., the White Paper submissions). Their perspectives also needed to be considered in preparing this report.

2.0 Student Information

2.1 Number of full- and part-time students, 2003/04.

- **Majors (active)**
 1. Buckle, Cassandra (full-time)
 2. Burton, Sean (full-time)
 3. Clarke, Christopher (full-time)
 4. Clowater, Jeremy (full-time)
 5. Donovan, Jennifer (full-time)
 6. Fitzpatrick, Daphne D. (full-time)
 7. Flavelle, Susan (full-time)
 8. Hayward, Shawn M. (full-time)
 9. Hodder, Sherry (full-time)
 10. Humber, Karen (full-time)
 11. Hurley, Matthew S. (full-time)
 12. King, Lenora J. (full-time)
 13. Lainey, Lindsey (full-time)
 14. McHugh, Brian (part-time)
 15. McMaster, Marian (full-time)
 16. Mercer, Rebecca (full-time)
 17. Michaud, Isabelle (full-time)
 18. Neville, Barbara M. (full-time)
 19. Osmond, Mark (full-time)
 20. Payne, Perry (full-time)
 21. Perry, Heather (full-time)
 22. Rideout, Matthew C. (full-time)
 23. Rogers, Andrew (full-time)
 24. Russell-Mercier, Jake L. (full-time)
 25. Smart, Drew (full-time)
 26. Styles, Kristian (full-time)
 27. Talpur, Ali (full-time)
 28. Warren, Amanda R. (full-time)

TOTAL: 28

- **Majors (inactive):**
 1. Anderson, Sam
 2. Chin, Kristene (attended Fall 2004)
 3. Drover, Tracey (post-graduate)
 4. FitzGerald, Jason (attended Fall 2004/required to withdraw)
 5. Gagnon, Robert
 6. Hickey, Melissa
 7. Hillier, Myles
 8. Hynes, Kara
 9. Jeans, Wendy
 10. Moss, Matthew
 11. Torkkeli, Rena

TOTAL: 11

- **Minors (active 2003-04):**
 1. Abbott, Roxanne (completed B.A. - Fall 2003)
 2. Beales, Tracy Lynn
 3. Canning, Amanda
 4. Dwyer, Cecilia
 5. Earle, Laura Lee
 6. Hardy, Jerrilynn
 7. Hartley, Chrystal
 8. Hunt, Robyn
 9. Janes, Nicole
 10. Meadus, Lisa-Marie
 11. Pinsent, Daniel
 12. Simmons, Sharleen
 13. Walbourne, Tracy

TOTAL: 11

2.2 Academic quality (academic averages) of students when accepted into programs.

(See Appendix)

- 1997-98
 - Average (highschool): 72.3 (n=3)
 - Overall average (when signing up as major): 71 (n=4)
 - Average (in major) upon graduation: 69.6 (n=3)
- 1998-99
 - Average (highschool): 77.5 (n=4)
 - Average (when signing up as major): 69.2 (n=5)
 - Average (in major) upon graduation: 76.9 (n=4)
- 1999-2000
 - Average (highschool): 78 (n=3)

- Average (when signing up as major): 66 (n=3)*
- Average (in major) upon graduation: 72.8 (n=2)
- 2000-01
 - Average (highschool): 81 (n=3)
 - Average (when signing up as major): 67 (n=4)
 - Average (in major) upon graduation: no graduates
- 2001-02
 - Average (highschool): 75.5 (n=6)
 - Average (when signing up as major): 69.5 (n=6)*
 - Average (in major) upon graduation: 73.0 (n=2)
- 2002-03
 - Average (highschool): 74.0 (n=6)
 - Average (when signing up as major): 64.6 (n=8)
 - Average (in major) upon graduation: 73.2 (n=1)

2.3 Scholarships and other awards earned by students after entering program.

The following recipients are listed in order of their graduation.

Sandra Payne:*

- Mr. Justice P. Lloyd and Elizabeth Soper Scholarship, 1996-97
- Madeline Fowler Prize in English, 1997-98

Linda Fitzgibbon (History minor): *

- University Medal for Academic Excellence (English), 1999

Neil White:

- Captain George Cartwright Scholarship in History, 1997-98
- May Parker Memorial Scholarship in Classics, 1997-98
- Memorial University of Newfoundland Faculty Association Scholarship, 1999-2000
- University Medal for Academic Excellence, 2000

Johnathan Pope:*

- Madeline Fowler Prize in English, 2000-01
- University Medal for Academic Excellence, 2001

Jennifer Donovan:

- University Medal for Academic Excellence, 2004

Cassandra Buckle

- May Parker Memorial Scholarship in Classics, 2003.
- The Joanne Swan Greenlee Prize in Historical Studies, 2004.
 - This prize was established Dr. James Greenlee in honour of his late wife Joanne Swan Greenlee. It is normally awarded to a full-time senior student, at Sir Wilfred Grenfell College, majoring in Historical Studies who displays outstanding cumulative merit in four History courses during the academic year.
 - ***Note:** Both Sandra Payne and Johnathan Pope were joint Historical Studies/English majors but went on to Master's programmes in

History. Pope then went on to complete an M.A. in English while Fitzgibbon, a History minor, completed an M.A. in History at Carleton University and has moved on to a Ph.D. programme in History at the University of Ottawa.

2.4 Attrition from and retention in programs.

List of all students at SWGC who registered for History or Historical Studies, 1996-97 to 2003-04 (status), according to when they first appear on Banner, as majors, or joint majors.* **Graduates are noted in bold print.**

1997-98

MacDonald, Cory A. (completed History degree at St. John's)

Bowers, Chris H. (completed sociology degree at St. John's)

Hulan, Justin C. (also completed a B.Ed. at St. John's)

Hutchings, Jeffrey

Keeping, Jeffrey M. (completed History degree at SWGC)

Muise, Melodie L. (unknown)

Payne, Sandra Y.

Drover, Tracey A. (inactive)

1998-99

Warren, Jason C.

White, Neil T.

Noble, George L.

Anderson, Samuel J. (switched to St. John's)

Pope, Johnathan H.

1999-2000

Alexander, Stacey (switched major to English)

Best, Marc W. (changed major to pre-Business)

Brown, James H. (inactive)

Caines, Dorothy (History – inactive)

Dewey, Richard L. (required to withdraw)

Payne, Jennifer

Peddle, Karen S.

FitzGerald, Jason D.

2000-01

Michaud, Isabelle

Rideout, Matthew C.

Donovan, Jennifer L.

Moss, Matthew R. (inactive)

2001-02

Musseau, Holly M. (switched to St. John's /changed major)

Stewart, Edward K.

Perry, Heather A.
 Preston, Colin D. (switched to MUN/completed History degree at St. John's)
 Osmond, Mark T.
Payne, Perry N.
Hobbs, Shelly V.

2002-03

Buckle, Cassandra M.
 Hickey, Melissa J. (inactive)
 Hynes, Kara M. (inactive)
 Fitzpatrick, Daphne D.
 Gagnon, Robert (switched major to engineering)
 King, Lenora J.
Finn, Cara M.
 Hayward, Shawn M.
 Neville, Barbara
 Talpur, Ali

2003-04

Chin, Kristene (inactive)
 Flavelle, Susan
 Warren, Amanda Rae
 Burton, Sean B.
 Hodder, Sherry
 Humber, Karen
 Russell-Mercier, Jake L.
 Smart, Drew
 Clowater, Jeremy M.
 Payne, Stephanie
 McHugh, Brian G.
 Hillier, Miles (inactive)
 Styles, Kristian
 Mercer, Rebecca

Total listed as Historical Studies/History majors: 56

Switched majors: 3

Switched to St. John's (History): 2

Inactive/Unknown: 9

Required to withdraw: 1

Graduated with Historical Studies degree: 12 [**bold = graduated**]

Overall Retention in Historical Studies: 41 of 56 students or 73.2 per cent

Graduated with History degree (St. John's /SWGC): 3 (not included in totals)

2.5 Average time to graduation.

- Sandra Payne (Historical Studies), Fall 1999
 - 4 years
- George Noble (Historical Studies), Fall 1999
 - 5 years
- Jeffrey Hutchings (Historical Studies), Fall 2000
 - 4 years
- Neil White (Historical Studies), Spring 2000
 - 5 years
- Justin Hulan (Historical Studies), Spring 2000
 - 5 years
- Johnathan Pope (Historical Studies), Spring 2001
 - 4 years
- Jason Warren (Historical Studies), Spring 2001
 - 4 years
- Karen Peddle (Historical Studies), Spring 2002
 - 7 years (previous degree)
- Shelly Hobbs (Historical Studies), Spring 2002
 - 5 years
- Cara Finn (Historical Studies), Spring 2003
 - 16 years (intermittent registrant)
- Jennifer Payne (Historical Studies), Spring 2003
 - 4 years
- Edward Stewart (Historical Studies), Spring 2003
 - 3 years (transfer credits)
- Jennifer Donovan (Historical Studies), Spring 2004
 - 4 years
- Perry Payne (Historical Studies), Spring 2004
 - 7 years (part- and full-time registrant)

Average time: 4-5 years

Average grades: Historical Studies graduates in their major: 72.9 (See Appendix).

Average grades: Historical Studies graduates in all subjects : 72.2 (See Appendix).

2.6 Student involvement in departmental governance.

While there is no formal student involvement in departmental governance, students are encouraged to address their concerns with individual instructors and with the programme chair. There is a non-voting student representative at Division of Arts meetings.

2.7 Post-graduation activities by students. (in order of graduation)*

- Sandra Payne (Historical Studies), Fall 1999
 - completed M.A. in History (MUN)
- George Noble (Historical Studies), Fall 1999
 - working in the private sector; plans to take a teaching degree
- Jeffrey Hutchings (Historical Studies), Fall 2000
 - working in the private sector
- Neil White (Historical Studies), Spring 2000
 - M.A. in History (MUN); completing Ph.D. in History (McMaster)
- Justin Hulan (Historical Studies), Spring 2000
 - completed B.Ed. following graduation
- Johnathan Pope (Historical Studies), Spring 2001
 - completed M.A. in History (UNB); completed M.A. in English (McMaster)
- Jason Warren (Historical Studies), Spring 2001
 - completed M.A. in History (UNB)
- Karen Peddle (Historical Studies), Spring 2002
 - completed M.A. in History (Dalhousie); now student in Faculty of Law, University of Leicester
- Shelly Hobbs (Historical Studies), Spring 2002
 - M.A. student in History (MUN)
- Cara Finn (Historical Studies), Spring 2003
 - undecided
- Jennifer Payne (Historical Studies), Spring 2003
 - plans to take a teaching degree
- Edward Stewart (Historical Studies), Spring 2003
 - teaching English as a second language in Taiwan
- Jennifer Donovan (Historical Studies), Spring 2004
 - Apply to graduate school in Museum Studies
- Perry Payne (Historical Studies), Spring 2004
 - Certificate in Business Administration (School of Continuing Studies – in progress)

*Jeff Keeping (History), Spring 1998. Graduated at SWGC under the old History regulations. As noted elsewhere, Linda Fitzgibbon, took a cognate in Historical Studies and completed her M.A. (History) at Carleton University where she is taking a Ph.D. in History (Ottawa). It also noteworthy that a number of former VA graduates have gone on into Masters programmes, utilizing their art history courses as a strong, or the dominant, component of their application to graduate school. They include: Rebecca Harris: MA Art History, York University (2003); Natalie Rogers: MA Interior Design; University of Manitoba (2004-); Richard Symonds: MA Architecture, University of Toronto (2002-2005); Lee Olford: MA Art Conservation (Queen's University) (1999-2003); and Chris Batten: MA Gallery and Museum Studies (University of

Sheffield) 1997-1999.

3.0 Teaching Activity

3.1 Undergraduate

3.1.1 Programs offered (general, honors, joint, certificates, diplomas, options, and majors and minors).

Between 1997 and 2001 Historical Studies was offered as a degree "specialization" and as a "cognate" (a loose composite of courses with a common general purpose but a minimal number of related courses with no specific single disciplinary requirement nor a requirement governing the level of difficulty). In 2002, "specializations" were changed to "majors" (a return to pre-1997 general standards) and the more rigorous concept of the "minor" replaced that of the "cognate".

In comparison to MUN's "history" degree, a Historical Studies degree requires slightly more credit hours than does a general degree in History at the St. John's campus but not quite as many hours as an "Honours" History degree. While we do not offer an Honours in Historical Studies, we do require Hist 4950 (Independent Research Project) which parallels an honours thesis requirement. In fact, our degree has been recognized as "honours equivalent" in history by Memorial University, Dalhousie University, McMaster University, University of New Brunswick, and Carleton University.

3.1.2 Relationship of curriculum to departmental goals, preparation of students in discipline area, and preparation of students for post-university activity.

- Curriculum and programme goals:
 - To provide a broad overview of the history of western civilization from c. 1500 to the present. The first-year courses encompass major periods: Renaissance, Reformation, Age of Discovery, Enlightenment, the Age of Revolution, the Industrial Revolution, the (long) Nineteenth Century, and the Twentieth Century and attempt to familiarize students with key figures and developments. These courses also serve as an introduction to history as a discipline. Taught exclusively as lecture courses, they are aimed at the general liberal arts student.
 - To provide national and thematic surveys to students who are generally familiar with the basic contours of the history of western civilization. Such courses are offered at the second- and third-year levels. Apart from providing an overview, these courses tend to offer more specialized topics, readings, and essay writing. Such courses can be either by the lecture or seminar method.
 - To familiarize students with the "theory" and "methods" of history, all majors and minors are required to take Hist 3840.
 - To provide the students with some specialized knowledge, a sense of historiography, and the promotion of critical thinking and writing skills, our fourth-year seminars are demanding and require focused

- reading, class discussion, and research essays. These courses may or may not require primary research.
- To promote independent and original work. The Independent Research Project (Hist 4950) is required of all majors. It allows for the development of a personal interest in history and allows for more originality in historical research and writing. This course requires both a graded public presentation of the research results and a final essay whose grade is judged and determined by at least two faculty. This project may or may not include primary research.
 - All courses in the Historical Studies programme are “writing courses,” though this is not yet so stated in the MUN calendar.
- Preparation of students in discipline area:
 - Apart from the programme goals and their implementation, as outlined above, students are given ongoing feedback and personal advice by all faculty members. In addition, special topics and directed reading courses are occasionally provided to individual students in the form of overload teaching by faculty members. In this fashion, students can build upon the admittedly limited formal course offerings of the programme.
 - Preparation of students for post-university activity:
 - The advancement of students tends to be a cumulative process. Our students appear to become better history students as they mature and as they build up a storehouse of knowledge. While there is no “formula” for such pedagogy, it is nevertheless the case (based on the feedback offered by students) that they find themselves generally well prepared when entering graduate school. The exception appears to be in a call for more historiographical essays at the undergraduate level.
 - Our programme is also intended loosely to benefit graduates who are intent on becoming public and high school teachers. We offer various histories which would allow them to be knowledgeable about the European, Newfoundland, and Canadian roots and general context which have shaped their world and (as we hope they will convey) that of their students. To this end, our students are not only taught “facts” and the theory and methods of history, but also how to find out more once they leave us (e.g., through library catalogues, periodical literature, and online resources).
 - All students learn research, writing and analytical skills including how to read systematically. They also learn how to read and analyze primary and secondary sources, as well as images and quantitative data. During their programme, they are likely to have prepared annotated bibliographies, abstracts, summaries of articles and books, as well as having written quizzes, exams, reports and essays. One faculty member also regularly teaches them how to

evaluate each other's work formally.

- The culmination of such intensive research and writing is Hist 4950 (Independent Research Project) which requires a public presentation of research and an essay ranging from between 5,000 and 7,500 words.

3.1.3 Innovations and enrichments in program (e.g., internationalization, student exchanges, or sponsored lecture series).

- The Programme does not have a sponsored lecture series of its own but, in conjunction with the Student Historical Society (since 1977) and the Humanities Association, it has over the years managed to bring to the campus a number of speakers (e.g., Ralph Pastore, Ged Martin, John Weaver, Richard Rempel, C.M. Johnston, Joey Smallwood, Christopher Moore, Donald Schurman, Ron Rompkey, Jim Hiller, Skip Fischer, Rosemary Shade, Anders Hendrickson, Linda Kealey, Naomi Griffiths, Rod Phillips, Gwynne Dyer, and others). In addition, other related disciplines such as Classics have hosted scholars who have offered given history-related public talks, usually on an annual basis.
- In recent years, the History Society has presented a film series with introductory talks by faculty who have provided historical context.
- R. Baehre and O. Janzen have also been active in promoting the West Coast Historical Society which has sponsored a series of community-based lectures, in association with the Corner Brook Museum and Archives.
- O. Janzen organized a major international conference (Merchants and Mariners in Northern Seas) sponsored jointly by the Association for the History of the Northern Seas and the Canadian Nautical Research Society which was held at SWGC.
- R. Baehre helped to organize a major symposium (Woodland Echoes) sponsored by the Newfoundland Historical Society to which SWGC students were invited.
- Our faculty participated in various interdisciplinary conferences hosted by SWGC including the Order and Chaos conference and the Time and Knowledge conference.
- Some Historical Studies students have taken advantage of the Harlow campus (England) experience. G. Curtis has taken students to this campus on a number of occasions and will do so again in 2004-05.
- There are no formal mechanisms to promote internationalization or student exchanges, except a dormant formal agreement with Ged Martin, former Director, Canadian Studies, University of Edinburgh, which has never been used.
- The Co-op programme. The Historical Studies programme participated in discussions which in the spring 2002 led to the drafting of "Sir Wilfred Grenfell College. Draft 1: Co-op/Internship Program Framework" developed and prepared by Sandra Enns. This document stated that SWGC "recognized the value of formally integrating academic study and work experience,

emphasizing the ‘application’ of academic theory as a priority.” (pg. 1) As part of the Arts Division, The Historical Studies Programme Chair met at different times with Ms. Enns and college officials to encourage such a co-op programme in which history students would not only benefit from such job experience but how regional employers, especially in tourism and heritage-related industries, would benefit from the knowledge and skills of our students. It is our view that Historical Studies, perhaps more so than any other arts and humanities discipline, was fitted for such an experience. Unfortunately, this co-op programme is not proceeding because of college-related funding issues.

- The Exhibition Centre. Several Historical Studies faculty met on several occasions with representatives of the Provincial Archives of Newfoundland and the Provincial Museum of Newfoundland to discuss how the centre might benefit Historical Studies students. Though the Centre was promoted primarily as a benefit to Fine Arts, the planners were willing to incorporate regional archival needs and some storage space into their plans. Once completed, this facility would have made it possible for students to gain access to manuscript and other material held by the Provincial Archives and the Provincial Museum, as well as perhaps, material from other archives which would ordinarily not be accessible at Corner Brook. Such an arrangement would have strongly benefited students and other local researchers who would otherwise have had to travel long distances to gain access to such materials. Part of this centre was also considered as a possible archival storage facility for donated documents from the region. Though the plans had been laid and the sod turned, the recently elected government cancelled the construction of this centre.
- There has been some discussion of creating a joint tourism degree (B.A.) at SWGC. Because such a field would have a heritage component, there are potential opportunities for including Historical Studies in these plans.

3.1.4 Collaboration with other departments, schools, faculties, universities, colleges.

- Likewise, programme members occasionally collaborate formally and informally with other members of other disciplines within the college.
- Some collaboration has existed with Classics; the Humanities Programme; Social/Cultural Studies; political science (Canadian Studies minor); Fine Arts (VA and Theatre); also, with several disciplines to develop a cognate (now, a minor) in Women’s Studies, an initiative which did not proceed.
- There is informal contact between the Historical Studies programme and the Department of History (St. John's campus), as the need arises.
- O. Janzen has been the editor of the Atlantic Association of Historians Newsletter which provided an information link for scholars within the discipline throughout the region until the association went defunct in 2003.

3.1.5 Service teaching.

- J. Greenlee:
 - A frequent guest lecturer in Theatre, Humanities 3000 and 4000 (5 or 6), and Science 3000 courses (at least 6).
- O. Janzen:
 - Provided summer courses on Newfoundland history for Elderhostel [non-credit programme no longer offered at SWGC].
- R. Baehre:
 - Gave several mini-university classes to visiting junior high school students, 2001-02 and 2002-03.
 - Taught a week of Elderhostel lectures.
- M. Parker
 - Offered guest lectures in various Science courses (roots of scientific terminology)
 - Taught courses for Elderhostel on the history of music
 - Gave mini-university course for visiting national high school students on the history of the Olympic games, 2002-03.
- G. Curtis:
 - Gave several mini-university classes to visiting junior high school students, 2001-02 and 2002-03.
 - Has guest lectured in Humanities 4120, the Western Regional Nursing School, the Eastern Edge Gallery, the Visual Arts Programme, and College of the North Atlantic (Stephenville).

3.1.6 Involvement with interdisciplinary programs.

- R. Baehre is cross-listed with the Social/Cultural Studies programme and has taught the occasional sociology and anthropology course;
- R. Baehre and O. Janzen are involved in the recently approved Canadian Studies minor;
- M. Parker, a classicist and chair of the Humanities Programme (1999-2003) is cross-listed with Historical Studies; there is now also a Classics minor which requires cross-listed courses between Classics and Historical Studies
- G. Curtis, an art historian in Visual Arts, is cross-listed with Historical Studies and has courses cross-listed with the Humanities Programme.
- J. Greenlee lectures regularly in Humanities 3000 and Humanities 4000.
- History is one of the disciplines from which a student majoring in the Humanities Programme may choose for his/her two-discipline concentration; even if a Humanities student does not choose History as one of the mandatory two areas of concentration, all Humanities students must take at least six credit hours in History.
- There is now an Art History (minor) which requires cross-listed courses between VA and Historical Studies.
- Historical Studies will also participate in a Global Studies programme, if and

when the proposed programme comes on stream.

3.1.7 Student demand and enrolment in courses.

Given changes to the Core Curriculum at the college, the number of students taking history courses dropped considerably between 1996-97 and 1998-99, but then began to recover in 2001-02 to reach a new high in 2002-03 and 2003-04. See graph/table in Appendix.

1996-97:	Fall	136
	Winter	89
	TOTAL:	225
1997-98:	Fall	129
	Winter	97
	TOTAL:	226
1998-99:	Fall	78
	Winter	51
	TOTAL:	129
1999-00	Fall	83
	Winter	52
	TOTAL:	135
2000-01:	Fall	102
	Winter	91
	TOTAL:	193
2001-02:	Fall	107
	Winter	115
	TOTAL:	222
2002-03	Fall	136
	Winter	105
	TOTAL:	241
2003-04	Fall	131
	Winter	132
	TOTAL:	263

3.1.8 Student advising.

- The programme chair advises historical studies majors.
- Each faculty member is given a list of advisees at the beginning of each semester, most of whom are taking at least one course in the discipline.
- There is a Senior College Advisor to provide advice to all college students.
- The Learning Centre provides various resources to students, including career counseling and writing workshops.
- There are two college counsellors on faculty.
- Occasionally, we have used Student Instructors (SIs). There is a SI allocated to one section of Hist 1100 in Fall 2005.

3.1.9 Distance Education.

Before the Historical Studies programme came on stream but not since, O. Janzen (Hist 3110) and R. Baehre (Hist 2210) have taught distance education courses.

3.2 Graduate

3.2.1 Programs offered

- SWGC does not offer a graduate programme in Historical Studies.
- J. Greenlee and O. Janzen have participated in the instruction of students engaged in graduate studies through the History Department in St. John's, either as supervisors, and co-supervisors. They are each currently supervising a doctoral student from MUN. Dr. Janzen has recently served as a field examiner for a doctoral candidate in Anthropology (St. John's). J. Greenlee, O. Janzen, R. Baehre, and Michael Parker have taken on roles as internal thesis examiners at the masters level.
- O. Janzen and R. Baehre have been internal examiners at the doctoral level.

3.2.2 Program applications, enrolment and graduation patterns, over past seven years.

No. of applications: To date, there has been no policy to restrict applications. The following statistics also reflect the number of applications.

Enrolments: See 3.1.7 and below. Also see Appendix.

No. of Majors (active):

1996-97: Fall	--
Winter	5
1997-98: Fall	5
Winter	5
1998-99: Fall	9
Winter	9
1999-00 Fall	12
Winter	12
2000-01: Fall	13
Winter	11
2001-02: Fall	14
Winter	15
2002-03 Fall	20
Winter	23
2003-04 Fall	28

Winter 27

Graduation patterns: See Appendix.

1996-97:	Fall	0
	Spring	0
1997-98:	Fall	0
	Spring	0
1998-99:	Fall	0
	Spring	2
1999-00:	Fall	0
	Spring	2
2000-01:	Fall	0
	Spring	2
2001-02:	Fall	1*
	Spring	1
2002-03:	Fall	0
	Spring	3
2003-04:	Fall	0
	Spring	2

*Ordinarily, all students graduate will graduate with a degree from SWGC at its only convocation which is held in the Spring.

3.2.3 Relationship of curriculum to college and programme goals, preparation of students in discipline area, and preparation of students for a career in the discipline.

Relationship of curriculum to college and programme goals [also see 3.1.2]:

- Hist 1100/1101 provides a general introduction to the discipline. As most students who take these lecture courses do not take other history courses, this course provides a basic level of historical literacy which, unfortunately, is sadly lacking among most students entering university. Most of our first-year students (on the basis of a show of hands) have never previously taken a history course in high school.
- These courses intentionally encompass a broad chronology in the history of western civilization from roughly the Renaissance to the late-20th century. As well, these courses address important themes which also provide students with an historical context for course content taken in courses of other disciplines (e.g., early modern European society, European expansion, the Enlightenment and the emergence of ideologies, the industrial revolution and its social change, changing gender relations in history, and so on). Apart from the historical content of Hist 1100/1101, students are taught basic research, interpretative and writing skills in history, which also include the analysis of primary documents. An underlying purpose in this approach is to develop some critical sense of the past rather than learning "facts" and to attune

students to the understanding that such facts are the subject of interpretation. While the actual content of these courses varies somewhat from instructor to instructor, there is a general agreement as to chronology and common subject matter.

- Our second-year lecture courses concentrate on "national" and "wider" histories (e.g., Greek/Roman, medieval, Newfoundland, Canadian, European, and western art history) from the classical to the modern period. These tend to be more narrowly focused "survey" courses which give students a firmer historical grounding in these areas as students begin to build upon a base of knowledge at least introduced at the first-year level. They constitute and reflect the more traditional approaches to historical enquiry.
- Our third-year courses, which consist of both lecture- and seminar-type, are more thematic in content and approach than those at the lower levels. They tend to appeal not only to Historical Studies students but also to students from other disciplines with a particular interest in mind (e.g., British, ethnohistory of North American native peoples, the maritime history of the North Atlantic and so on).
- Hist 3840 (Historical Methods) is a bit of a misnomer because this required course for majors and minors in Historical Studies provides a solid grounding in the theory as well as methods of history; it also introduces students to the role and importance of historiography and to the varieties of history.
- The fourth-year seminars, directed reading courses, and independent research project, with the occasional exception, are open primarily to senior Historical Studies majors and minors. These courses are more focused and thematic in nature, more comprehensive and rigorous in terms of content and analysis, and require that students write longer, more focused, and better researched papers. Often, apart from regular participation in seminar discussions, students are requested to present their research findings in class. As noted previously, the culmination of this education for majors, and the occasional Historical Studies minor, is Hist 4950 (Independent Research Project); it ends in a public presentation of research findings, with each student's grade determined in a post-presentation discussion among Historical Studies faculty, and in a final paper graded both by the supervisor and another member of the faculty. In Fall 2004, for example, Dr. Georg Gunther, Mathematics, collaborated in grading a student's paper. Other similar situations may arise.
- A course outline and guidelines for Hist 4950 and most of the papers can be found in the Appendix.

Preparation of students in discipline area:

- The programme is structured in such a way as to build up in our students a breadth and depth of knowledge over the course of four years of study. While courses in 1st and 2nd years are directed at "breadth", those in upper level years constitute the development of a greater "depth" of understanding. In particular, the 4th year offerings attempt to provide at least some variety of topics that allow students to build upon their earlier interests and then pursue,

in earnest, a topic of specific interest under the supervision of faculty member with appropriate expertise.

- In this way, we believe, our students come to understand the nature of the discipline, learn how to conduct historical research by using both primary and secondary sources, become acquainted with historiography, and apply such overall knowledge in investigating at some length a topic of their own choosing.
- All students are expected to take a balance of "early" and "modern" courses which provides them a wider and structured range of historical knowledge.
- In the fourth-year offerings, faculty members are given the opportunity to teach a course which reflects directly their individual specialization, research and publishing expertise.
- The Historical Studies list of required courses from which students must choose five also gives our students "structured interdisciplinary breadth." See Appendix.

Preparation of students for a career in the discipline:

- While graduating students don't embark on a "career" in history, our degree has provided a stepping stone to graduate work in history or a "teachable" subject under the aegis of the Ministry of Education. In this regard, a Historical Studies degree or minor continues to have an advantage over "non-teachable" or secondary "teachable" subjects such as folklore, sociology, or religious studies.
- Students in our programme who go on to teaching in the public school system also have the advantage of having had a wide range of courses within a coherent programme; presumably, this makes them better prepared to teach subjects like "social studies" or "history" than if their coursework had been too narrowly or randomly chosen.

3.2.4 Innovations and enrichments in program.

- As necessary, individual faculty members now and again provide reading courses to facilitate a student's needs and interests.
- A Historical Studies website was established in 1999 [<http://www.swgc.mun.ca/histstd/>]. It features Links to Historical Sites, a Guide to Essay Writing, and other pages. See Appendix.
- The hiring of students under the MUCEP and SWASP (1992 -present). This has enabled individual students to contribute to research as assistants (e.g., microfilm reading, bibliographical searches) and develop their resumes.
- History society and film series. Student-run (with introductions to films by individual faculty and guest speakers). See Appendix.

3.2.5 Collaboration with other departments, schools, faculties, universities and colleges.

- School of Graduate Studies (main campus):
 - **J. Greenlee:**
 - Instructor (5 M.A. courses)
 - Thesis supervisor (1 Ph.D.)
 - **O. Janzen:**
 - Internal Examiner (1 M.A. and 3 Ph.D.)
 - Thesis co-supervisor (1 M.A. and 1 Ph.D.)
 - **R. Baehre:**
 - Internal examiner (1 M.A. and 1 Ph.D.)
 - **M. Parker:**
 - Internal examiner (1 M.A - Classics.)
- Harlow Campus (England)
 - **G. Curtis:**
 - Development of Harlow Alumni field trip
 - Development of intersession program of Art History courses
 - Fund-raising for Harlow Art Fund
- SWGC Art Gallery:
 - **R. Baehre:**
 - Organizing committee member, Aboriginal Art Exhibit, Fall 1996
 - Contributor, “Conflict, Culture and Memory Symposium,” as part of the Memories and Testimonies Exhibit, 21 November 2003

3.2.6 Collaboration with external partners.

J. Greenlee:

- Member, Advisory Board to the President on the Anniversary History of MUN, 2001
- Contributor, University of Toronto History Project Team, 1998-99
- Editorial Advisor, University of Toronto History Project Team, 2000-02

O. Janzen:

- Association for the History of the Northern Seas (1992-)
 - Member, Board of Officers, 1994-1997
 - President, 1997-1999
 - Treasurer, 1999-
 - Editor, AHNS Northern Seas Yearbook, 1995-
- Atlantic Association of Historians (1984-2003)
 - Editor, AAH Newsletter, 1991-2003

- Canadian Historical Association (1981-)
 - Advisor, CHA Regional [Atlantic Provinces] History Prize Committee, 1989-90
 - Member, CHA Regional [Atlantic Provinces], History Prize Committee, 1995-98
- The Canadian Nautical Research Society (1984-)
 - Member, Keith Matthews Awards Committee, 1988-96
 - First Vice-President, 1992-96
 - Co-Editor, *Argonauta*, the Society newsletter, 1991-96
 - Reviews Editor, *The Northern Mariner*, 1991-99
- International Commission of Maritime History
 - Executive Council (1997-)
 - Programme Committee, ICMH Congress 2000, Oslo, Norway
- International Maritime Economic History Association (1989-)
 - Second Vice-President, 1992-95
 - Secretary, 1995-1999
 - Nominating Committee, 1996-2001
 - Reviews Editor, *International Journal of Maritime History*, 1999-
- Maritime Studies Research Unit (Memorial University of Newfoundland)
- Member, *Putting the Hum on the Humber* team to write a corporate history funded by Corner Brook Pulp and Paper, Ltd.
- Organizer, Merchant and Mariners in Northern Seas Conference, 1999
- Organizer, Session C10, “Merchant organization and maritime trade in the North Atlantic, 1660-1815,” 12th Congress of the International Economic History Association, Madrid, Spain, 1998.
- Contributor, *Newfoundland Heritage Website* (<http://www.heritage.nf.ca/>), The Canadian Museum of Civilization, and the Provincial Archives of Newfoundland and Labrador [see c.v. for details]
- Director, Corner Brook Museum and Archives, 2002 -2004

R. Baehre:

- Director, Corner Brook Museum and Archives, 2002 –present
- Board Member (non-voting) and Social Sciences Review Editor, *Newfoundland Studies*, 2004 -present
- Organizer, Woodland Echoes symposium (with Newfoundland Historical Society), 2000
- Chair, Corner Brook Soiree '99 committee, 1999-2000.
- Member, Acquisitions and Collections Committee, Corner Brook Museum and Archives, 1997
- Member, Organizing Committee, Canadian Historical Association, Annual Meeting, St. John's, 1997

M. Parker:

- Member, Classical Association of Canada
- Member, Atlantic Classical Association
- Member, Vergilian Society

G. Curtis:

- Work with the Advanced Student Evaluation Board, School District #3, Corner Brook, to provide information to advance placement students
- Member, Acquisitions and Collections Committee, Corner Brook Museum and Archives, 1997
- Consultant and course/program examiner for Klondike Institute of Arts preliminary course proposals for two year University level Fine Arts program (Jan.-March 2004; paid consultancy).

3.2.7 Student demand and enrolment in courses.

There is no method by which to determine student demand except to judge by the increase in enrolments and the number of majors over the past five years. See sections 3.1.7 and 3.2.2 above. Also see Appendix.

3.2.8 Indicators of teaching and program quality, including input from students and recent graduates, and employers

Teaching evaluations: MUN requires instructors to administer teaching evaluations in all their classes. These are on record.

J. Greenlee: Information available from faculty member.

O. Janzen: Information available from faculty member.

R. Baehre: Information available from faculty member.

M. Parker: Student teaching evaluations have normally ranged from “very good” to “excellent” in his history courses.

G. Curtis: Information available from faculty member.

Student input:

A questionnaire was sent out to our Historical Studies graduates, current Historical Studies majors, Historical Studies minors (and other students). See Appendix.

Graduates:

The following questions were sent out to our Historical Studies graduates (majors and minors/cognates). With responses. The full set of responses is in the Appendix.

1. What do you think are the present strengths of the Historical Studies Programme at Sir Wilfred Grenfell College?

- "The classes weren't too large which was great . . .
- "reasonable class sizes"
- "relatively small class sizes"
- "accessibility of the professors"
- "personable, accessible faculty members"
- "the Professors were really helpful"
- "a lot of one on one time"
- "classes were well organized but lenient enough to allow for different student interests"
- "Local history was worked into the program . . . invaluable."
- "the broad scope of the courses . . . avoids tunnel vision."
- "for a small department the Hist. Stud. programme provides a remarkably comprehensive understanding of Western European/North American History and historiography . . ."

2. In your opinion, what general changes, if any, would strengthen this programme?

- "[The Programme] needs to broaden its course offerings. For example a U.S. history course, a Cold War/Soviet history course, as well as more topical historiographical surveys concerned with gender, class, the environment, etc., would improve the programme's diversity."
- "To strength the program, additional professors would definitely be an asset. While the program aims to be broad, there is only so much that three professors can do."
- "I don't think anything really needs to be changed, but . . . although there is a course in Historical Methods, a course is needed in Historiography."

3. What specific additions to this programme would you recommend?

- "the Grenfell history dept. needs AT LEAST one more faculty member"
- "Additional courses in the history of other areas of the world would be very beneficial . . . would certainly be very interesting and would probably result in greater enrollment."
- "All undergrads should have to write at least one major historiography paper."

4. Please comment on the programme's course curriculum. What aspects/courses were most beneficial to you? Which ones were not? Please explain.

- "No real critical issues"
- "The fourth year seminars (British Imperial History and the Holocaust seminar) and the 3000-level Historiography/Hist Methods course with James Greenlee were particularly helpful in preparing me for graduate school."
- "Given my interest in Newfoundland and North Atlantic history, the courses in these areas were most beneficial to me. I only wish that there were more of them offered."
- The Historical methods course was very useful. More of the same would be helpful and then historical methods and theories wouldn't be all crammed together in one course. An understanding of methods and theories is important and there needs to be room for a lot of reading. The interdisciplinary nature of history and methods could then also be addressed . . .Very important!"
- "The independent project was very beneficial. It provided experience in writing a paper of a significant size which teaches important organizational skills. Possibly even more beneficial is the presentation experience. This is invaluable for anyone planning to pursue Grad school where presentations are common and often demand some tough skin."

5. How would you characterize the college's facilities as it affected your involvement within the programme? What additional equipment or space would improve these facilities?

- "I never noticed any lack . . ."
- "The college facilities were fairly adequate . . ."
- "[Rare CNS items] were not available to me . . . This was quite frustrating and a big problem at times . . . [Needed are] an area set aside for study and use of rare items within the library . . . a projects room, somewhat like the current student psych room would be helpful to students . . . [lacking a space which was] quiet or atmosphere conducive [sic] to work." [Note: a senior students project room is now in existence.]
- "There wasn't much of a history "department" feeling. I think it would be great if there was a history room for students. If we had had our own area we would have been better acquainted with each other."

6. Please comment on how your academic background in Historical Studies prepared you for graduate or professional school or workplace.

- "the fourth year seminars and historiography course [Hist 3840]"
- "The numerous presentations, lengthy research papers, and general immersion in historiography put me in what I feel was an elevated

position amongst the other Masters students I started graduate school with at MUN . . . I constantly compare my current situation with my extremely positive experience at Grenfell. I can't say enough good things about the Historical Studies programme and faculty."

- "my main teachable" [in application to Faculty of Education]
- "In terms of reading and essay writing I think I was well prepared."
- "There should also be more emphasis on pursuing Grad school and information on what it involves."

7. Would you recommend this programme to other undergraduates?

- "Yes, absolutely. And I do whenever I can."
- "Most definitely yes"
- "Yes, I really enjoyed my experience as an undergrad at Grenfell."

8. What, in particular, did you like about this programme?

- "Personable faculty, small classes, and broad but very useful courses."
- "The accessibility of the professors, and the camaraderie among the students and the professors . . . a friendly, family-like atmosphere that were very comfortable . . . I found it very easy to ask questions and initiate discussion among my peers."
- "Good professors and class size. There was always feedback on assignments and presentations."
- "Luckily, the professors are great . . . I picked up an extra course as a reading course in order to graduate when I wanted. Thanks!"

9. What, in particular, did you not like about this programme?

- "There should be AT LEAST one extra faculty member, and a true member of the Historical Studies faculty, not a cross-listed professor."
- "There is really not very much that I can say I didn't like. The greatest thing that I didn't like was that there really were not enough professors to offer a greater range of courses."
- The program is small, and while this is a strong point it is also a weakness. Some required courses are only available every second semester or so which can be very inconvenient to someone trying to graduate."

**10. What did you do in the immediate year(s) following your graduation?
Please specify.**

- See section above (2.7). List of graduates.

11. Please feel free to add any further comments.

- "I think the Historical Studies programme at Grenfell is top notch and, in my opinion, is comparable to most other undergraduate history degrees in Canada. It can, and should be improved by the introduction of another faculty member."
- "I absolutely loved my four years at Grenfell."
- Good to know that Grenfell is keeping up the good work and is making an effort to monitor the program! Cheers!"

Programme's Responses to Student Evaluations and Comments

- Each faculty member examines their individual student course evaluations and decides how to respond to specific criticisms and suggestions.
- In regard to comments solicited by the Programme Chair from graduates and current majors as to what they regard as the shortcomings of the programme, some of the student concerns that have been raised by them have been addressed.
 - A study room for Projects room for Arts students is now available to Historical Studies students.
 - Hist 3840 does require a historiographical essay. Other courses too integrate historiographical approaches in the study of history and its interpretation, though this may need to be made more apparent to some students.
 - Topics like American history and the Cold War are included in Hist 1101 and Hist 2500 (Twentieth Century Issues I).
 - Some CNS items are available for student's use through our library.
 - A rudimentary local archive involving the collection of materials relating to this region has now been established at the Corner Brook Museum and Archives; it allows public access to a variety of documents.
 - We would ideally like to provide a greater variety of expertise in Historical Studies through the hiring of additional faculty and by means of regular sabbatical replacements.
 - The proposed exhibition centre which would have allowed the transfer of documents and artifacts from the Provincial Archives and the Provincial Museum was slated to proceed until the election of 2004. The current government has cancelled the centre which is unfortunate not only for our senior students but to any local/regional researcher interested in the heritage/history of this region.

Other indicators of teaching and program quality:

- Six out of twelve graduates have gone on to complete M.A. degrees in History. Of these graduates, one is now going on to study law while another is completing a doctorate in history. Among other graduates, one former Historical Studies major completed his B.Ed. degree while another returned to teaching ESL in Taiwan.
- We have received positive responses from graduates who were Historical Studies minors/cognate and have completed graduate degrees in other disciplines. One student completed her M.A. in History and now intends to pursue a Ph.D. See Appendix.
- No Historical Studies student with an “A” average has ever been denied entry into a graduate programme.

3.2.9 Distance Education.

- O. Janzen and R. Baehre have taught history courses through Distance Education.
- R. Baehre prepared *Report on Web Teaching* for the Vice-Principal.
- The college administration closed down the college's Office of Distance Education (1994) and also rejected the idea of delivering web-based courses.

4.0 Research and Creative Activity

4.1 Areas of specialization and strength.

- **J. Greenlee:** British, Imperial and Irish history; history of post-secondary education in Canada.
- **O. Janzen:** Eighteenth-century North Atlantic and Newfoundland with particular attention to social, economic and military/naval history.
- **R. Baehre:** Canadian and comparative social/cultural history; legal and criminal justice history; medico-psychiatric history; ethnohistory of Canadian native peoples; gender history; Germany and the Holocaust; historical sociology.
- **M. Parker:** Greek and Roman history; Catullus; Greek drama; women in Greece and Rome; modern classical music composer.
- **G. Curtis:** Art history and theory; 19th and 20th century art and literary culture; the cult of the author in the 19th and early 20th century; the post-modern sublime; First Nations art; creative arts projects which conflate art history and visual arts practice; the impact of censorship on pornography and art; history of drawing; maritime art.

4.2 Research groups and associated research units.

- O. Janzen belongs to the Maritime Studies Research Unit and the

Newfoundland & Labrador Research Forum.

- J. Greenlee was advisor to the University of Toronto History Project, 1998-2001.

4.3 Awards, honors, and recognition for faculty, staff, students (graduate and undergraduate).

- **James Greenlee**
 - Nominee, Chalmers' Prize for *Robert Falconer*.
 - Listed in *Who's Who in Canada*
- **Olaf Janzen**
 - Elected as Fellow of the Royal Historical Society.
- **Rainer Baehre**
 - Recipient. C.B. Farrar Prize in the History of Psychiatry. The Clarke Institute (1980-81).
 - Contributor. *The Great-Great-Greats*. (Baehre). This radio documentary written and produced by Chris Brookes of Battery Radio, St. John's, received national and international play; it won the Atlantic Journalism Award for Best Radio Feature (2002).
 - Research Profile. "Victorian Misfits and Marginal Beings," *MUN Gazette* (1992) to highlight a Hannah Institute grant (R. Baehre)
- **Michael Parker**
 - Nominee, composer, contemporary concert music. CD entitled "Lyre: Chamber Music for Clarinet," October 1997 (part of the Cabot Celebrations Year of the Arts), East Coast Music Awards.
 - Composer. Opera *The Visitor* (with libretto by Grenfell College English professor John Steffler) commissioned for the Viking Millennium and presented on 22 September 2000 at the Arts and Culture Centre, Corner Brook, and 23 September in St. John's.
 - Shanadithit, Op. 29. Second Prize. Newfoundland and Labrador Arts and Letters Competition, 1984.
 - First prizes, second prizes, fourth prize, and honourable mention for his musical compositions at the Newfoundland and Labrador Arts and Letters Competition and the Canada Council/CBC National Competition for Young Canadian Composers, 1974-94.
 - He has been featured in various articles including:
 - Walter H. Kemp, "Three Masses by Maritime Composers," in John Beckwith and Frederick A. Hall, eds., *Musical Canada* (University of Toronto Press, 1988).
 - Colin Eatock, "Michael Parker and the Art of Composing on the Rock," *Canadian Composer*, 196 (December 1984).
 - Michael Schulman, "This Composer Comes to Terms with Newfoundland Life," *The Canadian Composer*, 135 (November 1978).

- **Students:**
See section 2.3 (above).

4.4 Research revenue.

- **J. Greenlee:**
 - Canada Council Doctoral Fellowships, 1971-1975
 - Numerous internal S.S.H.R.C. and Vice-President's Research grants, 1978-1997 (\$13,000).
 - S.S.F.C. Grant in aid of publication for Falconer biography of 1987. (\$13,000)
 - S.S.H.R.C. Major Research Grant for missionary book (with C.M. Johnston), 1990 (\$19,000)
 - S.S.F.C. Grant-in-aid of publication for missionary book (with C.M. Johnston), 1998 (\$10,000)
 - S.S.H.R.C. (internal grant), 1998 (\$3,800 – declined).
- **O. Janzen:**
 - Institute of Social and Economic Research (ISER) Research Grant, 1994 (\$4522; tenable 1995).
 - Social Sciences and Humanities Research Council Standard Grant, 1994 (\$2,900).
 - Social Sciences and Humanities Research Council Standard Research Grant, 1987-1988 (\$8,183.00).
 - Vice-President's Research Grant, Summer 1985 (\$1,501.00).
- **R. Baehre:**

Before SWGC

 - Canada Council Doctoral Fellowships, 1978-80
 - C.B. Farrar Prize in the History of Psychiatry, Clarke Institute of Psychiatry, Toronto, 1980. \$1,000
 - SSHRC-supported research grant (internal), Mount Saint Vincent University, 1980. \$1,900
 - Solicitor General Canada, Federal Corrections History Project, Atlantic Region, research contract, 1980-82. \$4,900
 - SSHRC-supported research grant (internal), University of Saskatchewan, 1982. \$1,582
 - College Research Fund (internal), University of Saskatchewan, 1987. \$798
 - SSHRC-supported general research grant (internal), Brock University, 1988. \$200

At SWGC

- Vice President's Research Fund, Memorial University of Newfoundland.
 - 1989. \$2,938;
 - 1993-94. \$1,050
- Hannah Institute for the History of Medicine, Toronto. 1991. \$7,248
- College Research Fund/Vice-Principal's Grants/Principal's Grants (12). 1992-2003. \$6,732.98
- Sabbatical grant (internal).
 - 1995-96. \$2,500;
 - Fall 1999. \$1,000;
 - Winter 2003. \$1,000.
- Publications Subvention Board grant, Memorial University. 1996. \$7,151
- MUN General Research Pool grant (salary-based).
 - 1995-96. \$3,113;
 - 2000-01. \$3,519;
 - 2002-03. \$3,800.
- SSHRC travel grant (international), 1996 (\$2,054)
- Student Hiring Grants
 - MUCEP grants, various awards, 1993-present (est. \$14,750)
 - SWASP grants (est. \$4,800)
 - Summer Challenge grant, 1994 (\$1,000)
 - Summer Career Placement grant, 1997; 1998; 1999; 2004 (\$6,300)

- **G. Curtis:**
 - MUN General Research Pool grant (salary-based), 1993.
 - SSHRC Travel Fund Award, 1993 (\$830.00)
 - Principal's Research Fund:
 - 1996-97 (\$560.00)
 - 1999-2000 (\$600.00)
 - 2003-04 (\$600.00)
 - MUN Artistic/Creative Grant, 1997 (\$2,000)
 - SSHRC (University of Calgary) Travel Support Grant, 2000 (\$300)
 - Course remission (research), Sept. –Dec, 2001 (\$9,000)
 - Canadian High Commission, Academic Relations, London, England, Travel Grant, 2003 (£ 250)
 - Kingston University/University of Plymouth, Travel Grant, 2003 (\$1,200)
 - Three month artists residency awarded for 2005 (August to

October 2005: Klondike Institute of Art and Culture, Dawson City, Yukon) (\$5,000)

- Social Sciences and Humanities Council Vice President's Research Award, April 2004, (\$5,000)

- **M. Parker:**

- MUN Artistic/Creative Grant, 1997 (\$2,000)
- MUN Research Pool Grant (salary-based), 1995-96 (\$10,000)
- Various travel and Commissioning of New Works grants, relating to scholarly activity (music), 1974-2001. \$68,300 [See M. Parker's c.v. for full details]

4.5 Connection between research and teaching.

- There is a clear link between research and teaching insofar as individual research creates a level of expertise that surpasses knowledge based solely on a reading of the secondary literature.
- Faculty engaged in active research can provide students not only with an introduction to current thinking on a variety of topics, including yet unpublished work, but also to the deeper questions which arise in the literature and to which archival research might provide some answers.
- The fact that faculty engage in active research serves to give greater credence to what we seek from our students in their fourth-year courses, especially Hist 4950.
- Research provides for recognition of faculty contributions to their discipline and to the overall legitimacy to the programme beyond the college. It affirms the level of competence and expertise of Historical Studies instructors, as scholars. Such recognition, in turn, can benefit our graduating students when applying to graduate or professional schools.
- It adds greater public awareness to SWGC as a university college, not simply as a teaching institution, which is reflected in how our graduates are viewed.

4.6 Other indicators of research and creative activity.

- **J. Greenlee:**

- Conducted oral interviews of Robert D. Falconer, Vincent W. Bladen and Barker D. Fairley for the *University of Toronto Oral History Project*, 1982-83. Tapes are on file at the Robarts Library, University of Toronto.
- Member, President's Advisory Board on the MUN Anniversary History Project.

- **M. Parker (cross-listed):**

- Musical, theatrical, and video productions. [See M. Parker's c.v. for full details]
- Gives talks on the history of Greek drama

G. Curtis (cross-listed):

- Various public talks on art at various venues, including the Eastern Edge Gallery (St. John's), the University of Calgary, the College of the North Atlantic (Stephenville), SWGC, the University of Wales, and Queen's University
- Group Art exhibitions [See G. Curtis's c.v. for full details]

5.0 Professional and Community Service, related to discipline or professional activities

Details should be covered in the CV's of faculty. This section is for summarizing and highlighting.

5.1 Service as journal editors, associated editors, members of editorial boards.

- **O. Janzen:**
 - Co-Editor, *The Northern Mariner/Le Marin du nord* (1990-99)
 - Reviews Editor, *International Journal of Maritime History* (2000-)
 - Co-editor (1995-1998) and Editor, *Northern Seas* (Yearbook of the Association for the History of the Northern Seas)
 - Editor, *Newsletter of the Atlantic Association of Historians* (1991-2003)
 - Member, Editorial Board, *The Northern Mariner/Le Marin du nord* (2003-)
- **R. Baehre:**
 - Book Review Editor (Social Sciences), *Newfoundland Studies* (2003-)

5.2 Service as invited reviewers or committee members for national and international research competitions, and other roles as reviewers**Manuscript Reviewer:**

- **J. Greenlee:**
 - McGill-Queen's University Press; *Canadian Journal of History*; *International Journal of Maritime History*
- **O. Janzen:**
 - *Newfoundland Studies*, *The Northern Mariner*; *Labour/Le Travail*; *International Journal of Maritime History*; *Acadiensis*; *CHA Historical Papers*; McGill-Queen's University Press
- **R. Baehre:**
 - McGill-Queen's University Press; Piperhill Publications; *Social History/Histoire Sociale*; *Canadian Historical Review*; *Canadian Bulletin of Medical History*; *Alberta Law Review*

- **G. Curtis:**
 - *Dickens Studies Annual; Newfoundland Studies*

Referee (granting agencies/associations):

- **O. Janzen:**
 - SSHRC; ISER; J.R. Smallwood Centre for Newfoundland Studies
- **R. Baehre:**
 - SSHRC; Canadian Historical Association, Annual meeting, conference programme papers, 1997

External Assessor:

- **R. Baehre:**
 - Application for promotion (to full-professor), Laurentian University.
- **M. Parker:**
 - Served on Canada Council national jury for the commission of Canadian composers, 2004
 - Served on jury for Project Grants for the Chalmers Foundation, Ontario, 2001

Invited book reviewer:

- **J. Greenlee:**
 - *The Northern Mariner; The Canadian Journal of History; The International Journal of Maritime History; and The Historical Journal.*
- **O. Janzen:**
 - *Canadian Historical Review; Urban History Review; Newfoundland Quarterly; Argonauta; The International Journal of Maritime History; The Northern Mariner/Le Marin du nord; Newfoundland Studies; The Canadian Book Review Annual; Journal of the Early Republic; The Mariner's Mirror; and Material History Review.*
- **R. Baehre:**
 - *Canadian Historical Review; Acadiensis; Labour-le Travail; Newfoundland Studies; International Journal of Maritime History; The Northern Mariner; Atlantis; and, Canadian Women's Studies.*
- **G. Curtis:**
 - *The Northern Mariner; International Journal of Maritime History.*

5.3 Collaborations with government and industry

O. Janzen:

- Consultant to and Expert Witness for the Department of Justice, Government

of Newfoundland and Labrador, on the history of European activity, presence, and settlement on the south and southwestern coasts of the island of Newfoundland (Civil Case 1996 011022 between Her Majesty the Queen in Right of Newfoundland *et al*, plaintiffs, and Ken Drew *et al*, defendants)

- Team member, *Putting the Hum on the Humber* (Corner Brook Pulp and Paper Ltd.)
- Consultant for “Vanished in the Mist,” a three-part television documentary on Newfoundland history, produced by Lynx Images (2004).
- Consultant for Groupe Beauchemin éditeur in preparing a French language teaching manual on the history of Francophones in Newfoundland and Labrador.
- Contributing writer, National Library of Canada web page, “Pathfinders and Passageways.”
- Contributing writer, Provincial Archives of Newfoundland and Labrador web page on “France in Newfoundland.”

R. Baehre:

- Organizer and contributor. ‘Doing Oral History’ Workshop. Designed for and funded by the Museum Association of Newfoundland and Labrador, 13 September 2003 as an educational workshop for employees and volunteers of this association from throughout the province.
- Consultant (unpaid) with North Shore Development Association in a joint CURA [SSHRC] grant application to promote archaeological research at Sammy's Beach, Cox's Cove, Western Newfoundland. [unsuccessful application].
- Consultant (unpaid), Humber YMCA project to document heritage history of Corner Brook and its surrounding region, HRDC grant, 2000.
- Consultant (unpaid), Provincial Archives of Ontario, to provide scholarly information on the A.B. Hawke papers (RG
- Chair, Corner Brook Soiree '99 Volunteer Committee, 1998-1999. Various projects initiated by the committee and carried out under the auspices of the Economic Development Board of the City of Corner Brook (director: Pat Pye), including the compilation of historical documents and the documenting of local heritage activities, HRDC grant.
- Researcher, Solicitor General Canada, Federal Corrections History Project, Atlantic Region, research contract, 1980-82.

5.4 Connections between service and teaching.

O. Janzen:

- Contributed his expertise to the Millenium and Viking celebrations.
- Speaker at Public Policy Forum

- Taught Elderhostel courses.

R. Baehre:

- Corner Brook Soiree '99 Committee hired a MUCEP student to collect information and document events in the city at the millenium with the intent of compiling information for purposes of creating a cyberarchive on heritage and cultural history of this area.
- His oral history workshop for the Museum Association of Newfoundland and Labrador resulted in the collection of materials and talks relating to oral history as a technique. He has also used and continues to use oral history, as an option for students when they prepare papers on community history.
- Occasional member of the organizing committee of the regional Heritage Fair and regular judge, he helped to bring this event to Sir Wilfred Grenfell College.
- Made a number of visits to high schools to give talks or to serve as a college representative.
- Offered several mini-university lectures to junior high school students.
- Taught Elderhostel course.

M. Parker:

- Organized special weekends where video productions of Greek tragedy were presented (i.e., *The Theban Plays*; *The Oresteia Trilogy*).
- Visited high schools in Corner Brook to give talks on the history of Green drama.
- Offered several mini-university lectures to junior high school students.
- Taught Elderhostel courses on the history of music.

G. Curtis:

- Summer Bridging Programme lectures, 2002 and 2003.
- Spring Fest open lecture, 2003.
- Mini-university lectures to junior high school students.
- Actor in several student-directed projects.
- Coordinator (with Charlotte Jones) of *Art in a Suitcase*, a traveling SWGC exhibit to Harlow Campus Trust.
- Art Space I, II, III: SWGC/community-based art exhibition/event.
- Promotion of an artist studio complex to City of Corner Brook.

5.5 Other aspects of service.

J. Greenlee:

- President, Humanities Association of Canada (Corner Brook branch), various years

- Current Events Commentator, CBC Radio (Corner Brook), 1980s.
- Judge, “Reach for the Top”, CBC (regional).

O. Janzen:

- Contributor, CBC “Ideas” – “Piracy” (Christopher Moore).

R. Baehre:

- Editorial writer: *The Western Star*, 1998 –present
- Contributor: “The-Great-Great-Greats.” See section 4.3 above.
- Organizer and curator, *The Folk Art of Bond Penney*, Arts and Culture Centre (Corner Brook), May 2000.
- Member, Grenfell College Public Policy Forum committee, 1998-99. Public forum on "Newfoundland Youth: Prepared For The 21st Century?"

G. Curtis:

- Member, Board of Directors, Woody Point Art Gallery, 2001-02.

6.0 Programme Organization and Human Resources

6.1 Administrative organization.

6.1.1 Administrative positions, including those with no stipend attached, and the cycles involved.

- Programme chair.
 - J. Greenlee, 1997-2000
 - R. Baehre, 2000-2003; 2003 –present
 - re-appointed at his request (normally, this position is rotated)
- Departmental co-ordinator: (discontinued in 1997)
 - J. Greenlee (two terms – six years)
 - O. Janzen (two terms – six years)
- Other college administrative positions (non-History/Historical Studies):
 - J. Greenlee
 - Head, Fine Arts (1996-97)
 - Head (Acting), Arts (2001)
 - O. Janzen:
 - Head, Arts (2001-04; 2004 – present)
 - M. Parker
 - Coordinator, Classics (1977 -98)
 - Chair, Humanities Programme (1999 -2003)

6.1.2 Reporting structures, including support staff, and associated units, including centers and institutes.

The programme chair is responsible to the Head, Arts Division, and, in turn, to the Vice-Principal and Principal. See Appendix.

6.2 Faculty Information

6.2.1 Number and type of full-time, part-time, and adjunct appointments.

- Three full-time appointments.
- Two cross-listed appointments (usually one course per semester).

6.2.2 Listing of current faculty members and credentials. *Include in the Appendices the curriculum vitae of each of the full-time faculty members.*

Full-time faculty:

James Greenlee, B.A., M.A., Ph.D.
 Olaf Janzen, B.A., M.A., Ph.D., FRHS
 Rainer Baehre, B.A., M.A., M.Phil., Ph.D.

Cross-listed faculty:

Michael Parker, B.A., M.A., Ph.D.
 Gerard Curtis, B.A., B.F.A., Ph.D.

6.2.3 Visiting faculty. This refers to visitors to the unit at Memorial or visits made by Memorial faculty to units elsewhere.

- On occasion, faculty from the main campus have visited the programme on other college business and have also given a talk to students. They include Jim Hiller, Linda Kealey, Ron Rompkey, Lewis “Skip” Fischer, and others.
- R. Baehre was invited to give a talk to a graduate history seminar at the main campus (1989).

6.2.4 Major complement changes in the past seven years.

None. Also sabbaticants have not been replaced during this time.

6.2.5 Faculty age and retirement profiles.

James Greenlee - 59 years old/28 years of service
 Michael Parker - 56 years old /28 years of service
 Rainer Baehre - 55 years old/15 years of service
 Olaf Janzen - 55 years old/24 years of service
 Gerard Curtis – 45 years old/12 years of service

6.2.6 Workloads (2003-04). A complete list of workloads from 1997-98 is available in individual c.v.s. See Appendix.

Full-time faculty:

James Greenlee:

Teaching:

- Fall 2003:
 - On half-sabbatical.
- Winter 2004:
 - Hist 1101
 - Hist 2320
 - Hist 3490
 - Hist 4950 (co-supervisor – 1 student)
 - Hist 6180 (1 student)

Administrative and committee work:

- Chair, French Search Committee
- Member, Ad Hoc Committee to Recruit a Vice Principal

Advising:

- Faculty advisor to Student History Society; regular student advising

Olaf Janzen:

Teaching:

- Fall 2003:
 - Hist 1100 (2 sections)
 - Hist 4230 (reading course)
- Winter 2004:
 - Hist 3060
 - Hist 4950 (1 student)

Administrative and committee work:

- Head, Division of Arts (including, *ex officio*, participation on the following committees and bodies: Heads Committee; Academic Administrators; Senior Planning Group)
- University Planning & Budget Committee

- College Web Team
- Reviews Editor, *International Journal of Maritime History*
- Editor, *Northern Seas Yearbook*

Advising:

- Approximately 10-15 students per semester

Rainer Baehre:

Teaching:

- Fall 2003:
 - Hist 1100
 - Hist 2200
 - Hist/Anthro 3520
 - Hist 4950 (3 students)
- Winter 2004:
 - Hist 1101
 - Hist 4254
 - EnvSt 4950 (1 student)

Administrative and committee work:

- Chair, Historical Studies programme
- Member, P & T committee (Arts representative)
- Member, library committee
- Member, hiring committee, library staff position
- Member, review committee for Head, Arts Division
- Member, search committee, Social and Cultural Studies Programme, folklore position
- Drafted Self-Study Report. Historical Studies Programme.

Advising:

- Fall 2004: 6 incoming first-year students; 28 majors
- Winter 2004: 40 majors (including inactive students)

Other:

- Book review editor (social science), *Newfoundland Studies*

B. Cross-listed faculty:**Michael Parker:****Teaching:**

- Fall 2003:
 - Classics/History 2040
 - Classics 1100
 - Classics 2055
 - Classics 4020
- Winter 2004:
 - On sabbatical

Advising: regular student advising

Gerard Curtis:**Teaching:**

- Fall 2003:
 - VART 2700
 - 2 other courses
- Winter 2004:
 - VART 2701
 - 2 other courses

Administrative and committee work:

- Member, P & T committee (Fine Arts representative)
- Member, Visual Arts Search Committee

Advising: regular student advising

Note: For faculty activity prior to 2003-04, see Appendix.

6.3 Support Staff Information**6.3.1 Number and Type of Staff**

The Programme has no staff of its own but relies on college support staff, including the assigned secretary to the Arts Division for typing and other assistance.

6.3.2 Major changes in staff complement over last seven years

Not relevant.

6.3.3 Profile of positions

Typing; clerical and administrative assistance.

6.3.4 Age and retirement profiles of staff

Not relevant.

7.0 Financial Support

7.1 Change in operating funds over time

- **non-salaried expenses:** See Appendix.

	budgeted	(actual)
1996-97:	1,079	(891.38)
1997-98:	920	(1067.25)
1998-99:	1,025	(1077.32)
1999-00:	1,000	(1073.31)
2000-01:	1,000	(1500.79)
2001-02:	371	(500.57)
2002-03:	510	(953.00)
2003-04:	605	(1,443.00)

- **salaries:**

	budgeted	(actual)	(other)	(sabbatical research)
1996-97:	183,667	(156,319)		
1997-98:	160,209	(163,521)		
1998-99:	175,589	(179,320)	(3,731.00)	(961.00)
1999-00:	177,406	(175,206)	(318.00)	
2000-01:	185,570	(185,760)		
2001-02:	220,109	(216,608)		
2002-03:	225,699	(225,916)		
2003-04:	228,344	(248,548)		

7.2 External sources

None.

7.3 Scholarships, teaching and research assistantships provided by the unit to students.

- Scholarships:
 - The Joanne Swan Greenlee Prize in Historical Studies: This prize, valued at \$500, is awarded annually in memory of Joanne (Swan) Greenlee, who, for two decades, delighted in the hearty appetites and lively conversation of Grenfell students who gathered to discuss history at her home. It is normally awarded to a full-time senior student, at Sir Wilfred Grenfell College, majoring in Historical Studies who displays outstanding cumulative merit in four History courses during the academic year. This prize will be awarded by the Senate Committee on Undergraduate Studies on the recommendation of the Chair of Historical Studies.
 - The Captain George Cartwright Scholarship in History: This scholarship is in honour of Captain George Cartwright (1739-1819), trader, explorer and naturalist on the coast of Labrador. It is normally awarded to a student who has completed with merit the first year at Sir Wilfred Grenfell College and is proceeding to the second year at the College, intending to major in History, preferably with an interest in the history of Newfoundland and Labrador. The scholarship is valued at \$200.00 and is awarded on the recommendation of the Scholarship Committee and the Programme Chair of Historical Studies at the College. It is endowed by Dr. Olaf Janzen.
 - Student instructors:
 - In the past, the occasional second-year student has been hired as an SI instructor in first-year history classes. There was an SI for Hist 1100 (061) (Fall 2004).
 - Research assistants:
 - Historical Studies students have regularly been hired over the years as research assistants under the MUCEP and SWASP programmes (Janzen; Baehre).
 - Student researchers have assisted in the reading of microfilm, bibliographical searches, website preparation, transcribing primary source material, typing manuscripts, translation of documents, and statistical analysis.

8.0 Physical Resources

8.1 Equipment: laboratories, computers, vehicles, other

- Each faculty member has a computer provided by the college. This includes technical support. There are also college-shared computer resources.
- College-shared library resources, including antiquated microfilm/microfiche readers and a new state-of-the-art microfilm/microfiche photocopier.
- College vehicles are available to those who hold the appropriate driver's license.

8.2 Library resources (provided by the Library)

- The Ferriss Hodgett Library has a core undergraduate collection of books, periodicals and multimedia materials to support the Historical Studies programme at Sir Wilfred Grenfell College. The books are housed primarily in the D-DU, E, F, U and V areas, which now include a total of 18,664 titles. Within these classifications, three areas predominate: DA having 3,463 books on the history of Great Britain, British Empire/Commonwealth and Ireland, E with 2,740 titles on American history and North American native peoples and F where there are 6,176 monographs on the histories of Canada and Newfoundland. Additional holdings are available in the HC, HD, HQ and HV classifications, to further support courses on women in Western society and culture and on the history of social welfare. New books are acquired annually, with 1,253 titles purchased since 1999, to improve the breadth, depth and currency of the collection. Many of these recent acquisitions have been in the areas of military and naval history, with the collection now holding 693 titles in the U and 753 books in the V classifications respectively.
- To facilitate locating periodical literature, online access is provided to the following article indexes for Historical Studies: *America: History and Life*, 1964-, *Historical Abstracts*, 1955-, *International Medieval Bibliography*, 1967- and the *PAB: Newfoundland Periodical Article Bibliography*, as well as to these general indices: *British Humanities Index*, 1962-, *CBCA Fulltext Reference*, 1982-, *Web of Science Citation Databases*, 1998- and *Wilson Omnifile*, 1982 onwards.
- The College Library carries current subscriptions, with retrospective holdings as indicated, to the following 26 journals primarily for Historical Studies: *Albion*, 1997- , *American Historical Review*, 1950- , *Beaver*, 1959- , *Canadian Historical Review*, 1920- , *Canadian Journal of History*, 1966- , *Comparative Studies in Society and History*, 1970-, *Economic History Review*, 1973-, *English Historical Review*, 1961- , *Greece and Rome*, 1988-, *Histoire Sociale/Social History*, 1968-, *Historical Journal*, 1974- , *History*, 1966-, *History Today*, 1958-, *International History Review*, 1979-, *Journal of American History*, 1964/65-, *Journal of British Studies*, 1977/78-, *Journal of Economic History*, 1970- , *Journal of Imperial & Commonwealth History*, 1977/78-, *Journal of Military History*, 1999-, *Journal of Modern History*, 1960-, *Magazine of History*, 1991-, *Newfoundland Quarterly*, 1953-, *Newfoundland Studies*, 1985-, *Past & Present*, 1968-, *Them Days*, 1975/76-, *William and Mary Quarterly*, 1970-.
- In addition, historical newspaper coverage is provided on microfilm to the *Daily News*, 1860-61, 1894-1920; *Evening Telegram*, 1910-1919; *Globe and Mail*, 1868-70, 1880-1919, 1935-39, 1972- and to the *New York Times*, 1857 onwards. Full-text electronic access is also available to many other periodicals in e-journal format including: *Early Medieval Europe*, *Eighteenth-Century Life*, *French Colonial History*, *French Historical Studies*, *Historian: A Journal of History*, *Holocaust and Genocide Studies*, *Journal of Interdisciplinary History*, *Journal of Medieval and Early Modern Studies*, *Journal of Social History*, *Journal of Women's History*, *Labor History*, *Pacific History Review*, and *Victorian Studies*.
- Multimedia holdings consist of 81 videotapes and 3 CD-ROMs, as well as

- collections of slides for Canadian and Greco-Roman history.
- Ferriss Hodgett Library circulation statistics for the period September 1, 1997 – December 31, 2003 indicate high use of the Historical Studies monograph collection, with a total of 21,156 books borrowed from the D-DU, E, F, U and V areas, including 16,336 loans by undergraduate students. To augment its resources, as a branch of Memorial University libraries, the College Library is able to provide Grenfell faculty, staff and students with prompt access via Intercampus Loan, to the extensive research collections especially of the Queen Elizabeth II Library, as well as the Health Sciences and Marine Institute libraries. Free access is also provided to materials in other collections, particularly in Canada, by Interlibrary Loan/Document Delivery services.

(Ferriss Hodgett Library Report. Prepared by Elizabeth Behrens, Associate University Librarian, Sir Wilfred Grenfell College, February 10, 2004)

8.3 Space: faculty and staff offices, TA and RA offices, project space and social space

The Historical Studies faculty offices are scattered throughout the Arts and Science building while M. Parker's office can be found in the Forest Centre and G. Curtis's in the Fine Arts building.

- O. Janzen's office as Head, Arts Division, consists of two rooms, both insufficient for their purposes: one, for the administrative assistant; the other, for the Head.
- R. Baehre's office as Chair, Historical Studies programme, consists of one room. It is barely larger than a walk-in closet with insufficient space for his library, filing cabinets, maps, and boxes of documents. Recently, however, the problem has been alleviated slightly when temporary storage space was provided. The college administration had once intended to expand these older type of offices by half, but apparently such plans are now on hold. R. Baehre has had the option of applying for a larger office somewhere else in the building, but these offices are allocated on the basis of seniority. He also prefers his present location because it gives students readier access to him, because it is close to the library and adjacent to Historical Studies wall posters, an information board, and the programme's glass case.
- J. Greenlee has moved in the past year to a larger renovated office, similar to the one used by M. Parker. These offices are commodious.
- G. Curtis has office space in the Fine Arts building.
- There is currently no office or project space specifically for MUCEP or SWASP employees hired by Historical Studies faculty, nor is there any *separate* project space or social space exclusively allocated for Historical Studies students. This contrasts with space allocated over the years to Fine Arts students, psychology students, science students, and geography and environmental studies students: studio and other work space, designated lab and storage space and offices for lab instructors and other staff.

8.4 Shared facilities and equipment with other departments, schools, faculties, universities.

- There exists a Learning Centre at the college which provides students with literacy and numeracy tutoring, as well as career counseling and other services. Students with general writing difficulties are often referred to their staff.
 - After nearly a decade lobbying, the college finally acceded to providing space for Arts students during this past year. This consists of a windowless former classroom with few aesthetic qualities that has allocated been allocated as social and work space for Arts students (including Historical Studies). It is better than nothing, though only marginally.
 - In addition, the College Student Union provides general social space for all students, including a campus pub.
 - Historical Studies students also have access to computer labs and library computers, as well as microfilm/microfiche readers and photocopiers.
 - There is a language lab for all to use.
-

9.0 Future Plans

9.1 Initiatives and activities for next seven years, with reference to departmental or school goals, strengths, weaknesses and opportunities

Goals:

- To maintain our commitment and promote the central role of the study of history as a fundamental cornerstone of a liberal arts education;
- to replace retiring faculty;
- to broaden our offerings through new hirings and/or integration of offerings with other programmes;
- to further develop community links;
- to maintain research possibilities;
- to fund more scholarships for Historical Studies students.

Strengths:

- Considering its slender resources and small number of faculty, the Historical Studies programme has served its students well by providing breadth and depth in our course offerings, providing content from traditional political history to post-modernism;
- A majority of our graduates have been accepted into graduate and other professional programmes;
- We, as scholars, offer a range of expertise and specialized knowledge that extends beyond the ability needed to teach undergraduates;
- We have engaged in community service, particularly in promoting the region's

history in a number of significant public venues.

Weaknesses:

- Weak recruitment of Historical Studies students at first-year level;
- Aging faculty;
- Gender imbalance;
- No modern European or American specialist and other obvious gaps;
- Low profile of programme in college self-promotion and recruitment strategies;
- Negative perceptions of taking “history” by high school and college students;
- Negative though erroneous perceptions of the impracticality of a history degree;
- Limited pro-active support from the past administration in advancing the Historical Studies programme (e.g., no sabbatical replacements in the past nine years);
- Failure to ensure that FA students take Hist 1100/1101 when it was once required for Theatre;

Opportunities and possibilities:

- International recruitment;
- Heritage and tourism. The college is planning to introduce a B.A. (Tourism);
- A more rational collaboration with other existing and planned programmes (e.g., Social/Cultural Studies; Environmental Studies, Humanities; Nursing; Economics; Fine Arts; Tourism; Sustainable Resource Management).
- More effective collaboration with the St. John’s campus (e.g., opportunities to have graduate students teach single courses or semester loads).
- The possibility of instituting a co-op programme or internships to attract students and provide community service. Currently, there exist economic and contractual barriers that need to be addressed before this initiative will proceed.
- Introducing an adjunct public history component (see UPEI);
- Providing some formal community history component within the curriculum (see Malaspina).

WebArchive:

Several departments at other universities have established archival resources online. O. Janzen has begun such a project with his "Colonial Papers" but there is potential for additional digitized archival development. Also Louise McGillis, a librarian, has begun a project to digitize the Bowater Project, an oral history of this area, which was conducted in the late-1970s. It too will become available through the library website and the Historical Studies website.

Needs beyond present:

- **Unspecified number of additional faculty:** (possible areas) material culture/art history/cultural historian; archeologist; ethnohistorian; environmental historian; economic/business historian; U.S./Latin American historian; social history of medicine specialist; intellectual historian; 20th century historian. It might be possible to use graduate students from the main campus in a teaching capacity, perhaps as an internship, an idea which has been broached but never implemented.
- **Speakers/Visiting Scholars:** There are no separate provisions or resources within the college to bring in historians to address students or to instruct them, unlike those which exist in the FA Programme. Such contact, especially a restoration of intercampus contact, would be highly desirable.
- **Field Work in Local/Regional History:** For students and/or faculty, this could be done within an existing course, an internship, or a co-op program. If desirable, some formal mechanisms and external institutional links need to be established.
- **Student visits to Atlantic regional historical sites:** This region offers nationally and provincially recognized historical sites including Louisbourg, Port au Choix Museum, Mary March Museum, L'Anse aux Meadows, Red Bay and others. While a desirable complement to coursework, such regular trips, as part of the curriculum or the History Society's activities, would require financial resources now unavailable but which might be raised in some manner.
- **Historical Studies student visits to Harlow:** This existing opportunity has not as yet been developed within our programme needs, though it might be possible to do so; this Memorial University facility has worked well for Fine Arts.
- **Oral history component:** While some of our students have become acquainted with oral history techniques, much more might be done in community oral history projects.
- **Heritage component:** There are possible pedagogical and employment links between the Historical Studies Programme and regional museums and heritage agencies in terms of providing expert historical knowledge.
- **International and national student/faculty exchanges:** Our programme would benefit from formal student exchanges specifically geared towards Historical Studies.
- **Scholarships/Book prizes:** We need to establish more of them in order to properly recognize our students' achievements.

9.2 Collaboration with other departments, schools, programs, faculties, universities and colleges

The Historical Studies Programme has consulted or contributed to some of the following programmes. In other instances, there is been little collaboration despite potential common ground.

- Fine Arts Programme:

- There is now an Art History (minor).
- We have mutually agreed with Fine Arts (VA) to cross-list the art historian, G. Curtis, who is a member of their faculty, with Historical Studies. Likewise, several art history courses are cross-listed. However, as greater course and enrollment demands are being made upon G. Curtis to meet the demands of FA before Historical Studies students, there is now a question of whether this arrangement is sustainable.
- There is a history of theatre course required by first-year FA (Theatre) students which is not taught by a historian nor cross-listed; this course was used as a vehicle for disposing of their former compulsory requirement of Hist 1100/1101 (formerly Hist 1000/1001) requirements.
- Social/Cultural Studies Programme:
 - We mutually agreed to cross-list R. Baehre with Social/Cultural Studies because that programme requires its students to take Hist 1100/1101 and either Hist/Anthro 3520 or Hist/Anthro 3525 The Ethnohistory of North American Native Peoples; these are taught by R. Baehre. It is also a way of allowing for history to be identified also as a social science. He has also supervised a Social/Cultural Studies 4950 (Independent Research Project) student. We would like to pursue the possibility of developing other linkages.
- Humanities Programme:
 - M. Parker, Classics and former Chair of the Humanities Programme, is cross-listed with our programme, in addition with several of the Classics/History courses he teaches (e.g., history of Greece and Rome). He has also taught a course, CLA 2020 (Hellenistic Civilization), which we allow individual students to use as a history course by applying for a waiver. History is also a disciplinary focus of the Humanities Programme.
 - Individual faculty members have contributed lectures to Humanities courses and R. Baehre has agreed to teach Humanities 4000 (Winter 2005).
- English Programme:
 - The recent review of the English programme (1999) makes no mention of the development of any formal links between Historical Studies and English. There have been no formal efforts made to collaborate on or tie together courses of common interest (e.g., Shakespeare, as an English course, with a history course on the Reformation, and so on), although English courses often need to put literature into an historical context. This shortcoming needs to be examined fully, although such an interdisciplinary focus is often served by the Humanities Programme.
 - A number of students who have successfully taken a joint specialization/major in Historical Studies and English.
- Environmental Studies Programme: This programme has developed without making any provisions for including environmental history, or history courses that deal with social and cultural environments. There have been some recent discussions about developing a Canadian Environmental History course. Dr. R. Baehre has also supervised a Environmental Studies 4950 (Independent Research Project) student.

- Psychology Programme: There is a fourth-year history of psychology course not taught by a historian which might offer the possibility of more co-operation between history and psychology.
 - Canadian Studies Programme (minor): Several Canadian and Newfoundland history courses are included in this programme.
 - Global Studies Programme: This programme was accepted, in principle, by Faculty Council though it now appears to be dormant. In the event that this proposal is revived, it is our view that Hist 1100/1101 provides a necessary context for understanding the expansion of the European world since 1500, thus it should be a required course for Global Studies majors. These courses are now only recommended as electives.
 - Department of History (St. John's campus): The department chair, Dr. Chris Youe has offered to include us in that department's deliberations regarding curriculum reform and restructuring. This recent initiative is one among many others over the years. This one comes at an opportune time and allows for better coordination as well as continuing the mutual and useful cooperation between the two campuses and the two programmes which has existed in the past.
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10.0 Additional Issues

10.1 Issues for which the unit desires advice

- How to address the likely retirement of two faculty members (one a full-time historian, the other cross-listed) within a few years and the retirement of two other full-time historians within ten years.
- Whether to both maintain the current complement of three full-time historians and possibly to increase the number of faculty, especially in light of gaps in specialization.
- How to find more research/travel funding.
- How to find more time for research.
- How to find funding for occasional visiting lecturers.
- How to increase first-year enrolments in Historical Studies, lower failure rates, and improve retention.
- Whether to divide up the advising role currently held by the programme Chair in light of the growing numbers of majors and minors. Chairs with remissions should not be assigned additional advisees; they have enough with majors.
- Whether to institute Student Instructors (SIs) regularly in first-year courses. How to recruit them. The success of an SI in Hist 1000 (061) in Fall 2004 has confirmed the usefulness of this resource.
- How to raise the profile of Historical Studies to encourage recruitment of students. This might include informing students that there is:
 - No need to have previously taken history in high school.
 - No prerequisite for 2nd and 3rd year courses, except Hist 3840.
 - No difference in difficulty between 2nd and 3rd year courses.
 - A senior student project room.

- How to find more monies for scholarships and book prizes.
- Whether to develop a volunteer internship program.
- Whether to develop portfolios for students.
- Whether to establish an annual newsletter to keep students/alumni/the public informed of our activities.
- Whether to have regular student/faculty socials.
- Whether to make the programme more distinctive, and how.
- Whether and how to develop better collaboration with other disciplines Whether to develop more cross-listed courses.
- Whether to restructure courses (e.g., Hist 3520/3525; Hist 3770; Hist 3840).
- Whether to reinstitute selective prerequisites for third- and fourth-year courses.
- Whether to restructure our list of required non-history courses.

11.0 Appendix:

- 11.1 Organizational Chart (SWGEC). March 2004
- 11.2 Calendar and Programme Descriptions (excerpts). Historical Studies Programme, 1996-2004
- 11.3 Faculty. Curriculum Vitae. Historical Studies Programme.
 - Dr. James Greenlee
 - Dr. Olaf Janzen
 - Dr. Rainer Baehre
 - Dr. Michael Parker (cross-listed)
 - Dr. Gerard Curtis (cross-listed)
- 11.4 Courses. Historical Studies Programme.
 - 11.4.1 Calendar Descriptions, 2003-04
 - 11.4.2 Course Outlines, 1997-2004
 - 11.4.2.1 First-year Courses
 - 11.4.2.2 Second-year Courses
 - 11.4.2.3 Third-year Courses
 - 11.4.2.4 Fourth-year Courses
 - 11.4.3 Hist 4950. Independent Research Project
 - Course Outline
 - Presentation Guidelines
 - 11.4.3.1 J. Greenlee
 - 11.4.3.2 O. Janzen
 - 11.4.3.3 R. Baehre
 - 11.4.3.4 M. Parker

- 11.5 Statistical Profile: Historical Studies Programme, 1996-2004
- 11.6 Historical Studies Website
- 11.7 Brochures (Historical Studies Programme and Student History Society)
- 11.8 Programme Evaluations
 - 11.8.1 Letter to graduates (majors) and responses
 - 11.8.2 Letter to graduates (minors and others) and responses
- 11.9 Select List of Reports, Reviews and Statements Consulted

HISTORICAL STUDIES PROGRAMME

A Summary

1. **General nature of the degree:** The B.A. degree programme in Historical Studies was established in 1996 with the view in mind of being distinctive from the History programme from the St. John's campus of Memorial.

2. **History and the liberal arts:** Historical Studies is an essential part of a liberal arts and sciences offerings at the college. History is listed (along with nine other disciplines) under Group A of the Core Program Requirements to satisfy the "Breadth of Knowledge Requirement." It is our view that an understanding of history and its methods, as a distinct discipline, together with the development of a capacity for independent and critical thinking, research, analysis, and communication skills is integral to a liberal arts tradition. In fostering these attributes in students who take Historical Studies courses, our faculty members, as a rule, have given considerable personal attention to the individual needs of students; this has been made possible by keeping class sizes manageable, especially in restricting the size of first-year class and seminar classes to provide ongoing feedback and direction to student research and writing assignments. This pedagogical emphasis and strategy are intended to provide "depth of knowledge." Further, the Historical Studies programme has embodied several "interdisciplinary" features in its teaching. These include the cross-listing of courses, the cross-listing of faculty (e.g., a classicist and art historian to Historical Studies and a historian to Social/Cultural Studies), occasional participation by our faculty in giving lectures and/or teaching courses in other programmes (e.g., Humanities, Social/Cultural Studies, Environmental Studies) needing historical expertise. We also demand that our majors take courses from a set of non-history courses; they sometimes incorporate material of a historical nature and/or offer content and methodologies which will enhance a student's knowledge of history.

3. **Teaching the discipline:** It is self-evident that an educated public needs to have a basic understanding of the history which has shaped this continent, this country, this province, and this region. In our programme, Hist 1100/1101 provide the basic framework for historical literacy – an overview of the main figures, events, and the overall key developments in the history of the west, and how the past is interpreted. In turn, courses in imperial history, North Atlantic history, Canadian history, and Newfoundland history are considered essential in developing a better understanding of the present. Greater cultural as well as historical literacy are provided through cross-listed courses in Classics and Art History. Histories of "minorities" and "marginal" peoples are specifically addressed in courses on twentieth century issues, the history of North American indigenous peoples, and gender history. To foster greater interpretative and practical intellectual skills, our majors and minors are all required to take a course in historiography and historical methods, at least one seminar at the fourth-year level, and, for majors, the completion of a supervised Independent Research Project.

Student results: Six out of fourteen graduates have gone on to complete M.A. degrees in History, one after teaching ESL in Korea. Of these former graduates, one has gone on to study law while another is completing a doctorate in history. Of the students who didn't go on to graduate school, one completed his B.Ed. degree, another returned to teaching ESL in Taiwan, one is in the private sector as a manager, one is in the workforce but is seeking to go into education, one is taking a certificate in business administration, while the intentions of a fourth student remains unknown. Another recently graduated student is now applying to graduate school in Museum Studies after working in the public history field. As a further indication of the success of our programme, we have received positive responses from all graduates who submitted answers to our questionnaire. They include not only majors but also several Historical Studies minors/cognate, or students who took a number of history courses, and then completed graduate degrees in other disciplines. One former Historical Studies minor completed her M.A. in History and now intends to pursue a Ph.D. Two students from disciplines other than Historical Studies who were taught by our faculty have gone on to an M.A. in Sociology and a Masters of Environmental Studies. A final indicator of the quality and success of our programme is that no Historical Studies student with an "A" average has ever been denied direct entry into a graduate programme.

5. Faculty as teachers: Our faculty are well qualified, flexible and adaptable when it has come to teaching duties and needs. All members of this programme have Ph.D.s. All are responsible for a wide range of courses, making them (perhaps, out of necessity though also to some extent by inclination) "generalists." Their overall teaching contributions within the college when it comes to offerings are unequalled at the college. Though comprising only three full-time members and two cross-listed members, this programme has offered over fifty different courses over the years. Several individuals teach more than a dozen different courses on a rotating basis, mostly (though not entirely) out of sense of duty and obligation to our students, our programme, other programmes' needs and our discipline. They have taught courses for Distance Education. They have also taught overload courses for a small stipend and for free (until this latter practice was ended under the MUNFA contract), and we will likely continue to do so if a pressing need arises. Moreover, they are making efforts to restructure existing courses and to create new courses to serve emerging programmes. This record of teaching indicates enormous flexibility and hard work over the long-term in trying to meet the needs both of SWGC and the Historical Studies programme and a willingness to continue to do the same. In addition to their college teaching duties, faculty have served MUN (St. John's) as internal and external examiners of graduate theses and as instructors of graduate students, and co-supervisors. Last but not least, a cross-listed faculty member has taken Historical Studies students to the Harlow campus (England) on several occasions, though as students taking Fine Arts courses. Some of our students have also gone to Harlow to take other courses taught by St. John's faculty.

6. Faculty expertise: Besides their teaching areas, the Historical Studies faculty have specialized expertise in a number of different areas. The faculty members acquired their expertise by virtue of their early graduate work, subsequent research and reading, and

ongoing involvement in professional societies and conferences. These areas include British, Imperial and Irish history, the history of post-secondary education in Canada, eighteenth-century North Atlantic and Newfoundland with particular attention to social, economic and military/naval history, Canadian and comparative social/cultural history, Canadian legal and criminal justice history, medico-psychiatric history in western societies, ethnohistory of Canadian native peoples including in Newfoundland and Labrador, gender history, Europe and the Holocaust, historical sociology, Greek and Roman history, Greek drama, women in Greece and Rome, art history and theory; 19th and 20th century art and literary culture, the cult of the author in the 19th and early 20th century, the post-modern sublime, First Nations art, creative arts projects which conflate art history and visual arts practice, the impact of censorship on pornography and art, the history of drawing and maritime art. There are only a handful of scholars in the province who have expertise in any of these specific areas. Certainly, when it comes to western and central Newfoundland, or Labrador, our Historical Studies faculty are the **only** “experts” to have this specific and broad-based knowledge, as evidenced in their academic background and research pursuits.

7. Faculty research and research-related publications: Collectively, the Historical Studies faculty have produced 3 monographs, 1 co-authored monograph, 1 refereed edited book, 6 edited collections, 1 co-authored corporate history, 8 chapters in refereed books, 35 refereed articles, 1 refereed co-authored article, 6 review articles, 143+ scholarly book reviews, 79 conferences papers, and other activities, including invited seminar presentations. Current research includes at least four books-in-progress, 2 articles-in-progress, and 2 conference papers-in-progress.

8. Faculty service to the discipline: The contributions of Historical Studies faculty to history as a discipline has been extensive. They have organized a major international conference (Merchants and Mariners in Northern Seas) sponsored jointly by the Association for the History of the Northern Seas and the Canadian Nautical Research Society, co-organized the annual meeting of the Canadian Historical Association at its meeting in St. John’s (1997), co-organized a major symposium (“Woodland Echoes: History of the Forestry Industries in Newfoundland) sponsored by the Newfoundland Historical Society, organized Oral History workshop for the Museums Association of Newfoundland and Labrador, and participated in various interdisciplinary conferences hosted by SWGC. Other activities have included roles as member, Advisory Board to the President on the Anniversary History of MUN; co-editor, *The Northern Mariner/Le Marin du nord*; review editor(s), *International Journal of Maritime History* and *Newfoundland Studies*; co-editor, yearbooks of the Association for the History of the Northern Seas; editor, *Newsletter of the Atlantic Association of Historians*; contributor, University of Toronto History Project Team, manuscript reviewer(s) for scholarly journals and academic presses; referee(s) for a variety of granting associations, including SSHRC and Canada Council; consultant to and expert witness for the Department of Justice, Government of Newfoundland and Labrador, on the history of European activity, presence, and settlement on the south and southwestern coasts of the island of Newfoundland; and consultant in a number of capacities involving Solicitor General

Canada, the Provincial Archives of Ontario, heritage websites, film, radio, television, and art exhibits, and others.

9. Faculty service to administration: In addition to teaching, research and writing, our faculty have served in various capacities: SWGC representatives on the Senate (main campus), Head of the Arts Division, Head of Fine Arts, Acting Head of the Arts Division, Chair of Historical Studies Programme, Chair of Humanities Programme, Co-ordinator(s) of History, Co-ordinator of Classics, as well as members of many Principal's, Faculty Council and other committees and in other capacities, as detailed in the Self Study Report.

10. Faculty service to the community: Historical Studies faculty on an individual level have helped to define some of the heritage needs of the community. These have taken the form of offering mini-university classes to visiting junior high school students, Elderhostel, guest lectures, invited and organized visiting speakers' lectures, president of the Humanities Association and its activities, co-organizer of various film series and "Sunday At The Opera," directorships (volunteer) at the Corner Brook Museum and Archives, member of the Collections Committee (same museum), co-organizer of speakers and speaker at meetings of the local West Coast Historical Society, commentator and judge of CBC's regional programme of "Reach for the Top", editorial writer for the local *Western Star*, director of Woody Point Art Gallery, and other capacities.

11. Faculty awards and distinctions: Collectively, the Historical Studies faculty have won one national award for a research-based study (C.B. Farrar Prize in the History of Psychiatry), a nomination for The Chalmers' Prize (*Sir Robert Falconer: A Biography*), an election as Fellow to the Royal Society, an entry in *Who's Who*, and a nomination for an East Coast Music Award (classical music category). In the case of our cross-listed classicist, Dr. Michael Parker, the 2002 Promotions and Tenure committee vetting his promotion to full professor noted the following qualities: "...the decisive point is the *sui generis* nature of Dr. Parker's fusion concept [Classics-Music Fusion which combine the knowledge of classics with compositional skills] coupled with his perseverance in overcoming significant obstacles to its realization. Few people can plausibly claim to have had a wholly original idea. As his prestigious external referees note, Dr. Parker is one of that few. Thus, one asserts that his 'musical adaptation of thematic material from the classical world is unparalleled in this country.' Another observes that 'in the very challenging goal of integrating - classics and music - his success is unique.'"

12. The pressing question of faculty renewal: This major issue affecting the future prospects of the Historical Studies programme is looming on the horizon. One full-time historian and one cross-listed member have indicated that they plan to retire within a few years. Two other full-time historians will have to retire within the next ten years. If this programme is to maintain its recent levels of success, faculty replacements through "bridging appointments" and new tenure track positions must take place if we are to contribute further in making Grenfell "a creative and attractive institution of higher learning that supports regional development." (SWGC Summit 2004 - key point)

Apart from maintaining our current strength in faculty numbers, our members when on sabbatical leave with the exception of the art historian have not been replaced once in the last decade. Where contractual faculty, especially younger ones, might have brought in new ideas and different areas of expertise, this has not been allowed to happen despite our programme's pleas to the contrary.

The administration must act to address these related problems of an aging faculty and faculty renewal as soon as possible. Also, with reference to our programme faculty, we are cognizant that they are at present exclusively male and Euro-Canadian by background (though in the past there have been some female faculty members). We remain committed to the principle that additional and subsequent hirings might well help to alleviate this imbalance.

13. **“Growing” the programme:** Historical Studies has seen steady growth in the number of students and majors, especially in the past three or so years. It has grown from a handful of students to the current 24+ active majors and 12+ minors in addition to a number of majors who are currently inactive. Fourteen students have now graduated with a degree from this programme with as many as six possible graduates in Spring 2004. History courses are included in the Humanities programme, Social/Cultural Studies programme, Canadian Studies (minor) programme and, likely, are slated for inclusion in several upcoming programmes, including Tourism.

14. **Needs:** In addition to the most pressing issue of faculty renewal (see above), a major obstacle in developing the programme and attracting more students continues to be the size of the first-year enrolment in history courses. The reasons for this comparatively low number are several, but one prime cause has been the monopoly of the English programme as the core literacy requirement in the literacy requirement. This matter should be discussed further with the possibility of allowing Hist 1101 to be an option for students as an alternative or supplement to English 1001 on the grounds that ours is a designated writing course which specifically teaches students how to research and write non-literary essays well.

For several faculty, the lack of designated research space and adequate office/storage space undermines the efficacy of the workplace. There are also limited funds for research-related and conference-related travel. The sheer volume of teaching and administrative duties also places constraints on the ability to conduct more research. If research-related activity is to play a more prominent role at the college, then some allowances need to be provided greater time for research. In order to sustain the programme, however, this would require additional sessional, contractual, or tenure track appointments.

There is no financial support for visiting scholars. While Fine Arts and English have internal and external means (usually supported by the Canada Council or SSHRC) to bring visitors to our campus, Historical Studies has had to rely entirely on very limited funding from the College Student Union through the Student History Society to do the

same, then only on rare occasions. In earlier years, the CSU provided funds to the Student History to bring in speakers with amounts ranging up to \$1,000 annually; these funds are now reduced to \$100 per semester owing to the proliferation of societies and overall reduced funding. In our view, it is as important to bring in visiting historians as it is to bring in visiting artists and visiting writers for the benefit of our students in order to bring them in contact with the wider academic community and its work, especially given the relative isolation of this campus, and we hope that the administration will advise and help the programme to find the means to do so.

There is a need to apply more successful recruiting methods, especially by giving Historical Studies a larger public profile in the college's plans, and to promote the liberal arts, in general, in order to make the public more aware of their pedagogical and practical benefits.

15. Opportunities:

There is a potential for growth by rationalizing our course offerings and creating more cross-listed courses useful to other disciplines. Other possibilities also present themselves. There is a potential for growth as history courses are required and/or offered as electives in other programmes, including the proposed programmes in Tourism, Sustainable Research Management/Environmental Studies where heritage and environmental history components would be desirable, and possibly in Global Studies if that programme should proceed. There has also been an informal meeting with Judith Mellor, Faculty of Education, to explore some of the ways in which Historical Studies might be used to benefit education students and local teachers who teach history. There is a potential for growth by increasing the number of faculty in Historical Studies who could provide areas of expertise for courses that have not been offered here with a few exceptions (e.g., modern American history, Latin American history, modern continental European history, historical geography), especially given the college's and the University's current emphasis on attracting international students. Also such students may well find courses on Newfoundland and Canadian history as ways of better understanding the place in which they have chosen to be educated.

Further, there is a potential for growth by hiring, say, a cultural historian who would serve not only Historical Studies students but students in Social/Cultural Studies and Fine Arts programmes. There is a potential for growth by offering a course in the social history of medicine for the Nursing programme. There is a potential for growth by hiring a public history or material history historian who would provide critical expertise regarding heritage and heritage institutions in the Tourism and Fine Arts programmes. Finally, there is a potential for growth if the college would adopt a Co-op programme encompassing public history. Historical Studies students would be useful to regional museums, interpretation centres, historical sites, interpreters of archival materials and artifacts, genealogists, and so on. An applied research component, such as a co-op work term or internship, would make eminent sense in attracting and retaining these students and providing them with some need work experience and contacts. College students and faculty need to be made better aware of the usefulness and benefits of historically

contextualizing their learning in non-history disciplines and to use the resources of the Historical Studies programme accordingly.

Finally, there is an opportunity for growth if Historical Studies pursues an honours programme. This would likely require only minor modifications to our existing course offerings, allow graduating students to apply directly to a wider range of graduate programmes, and in this way increase the attractiveness of our programme.

16. Concluding Remarks: There are many sound reasons for not only maintaining this programme as it now exists but expanding it in order to provide fresh avenues for meeting the mutual objectives of the university and the college. As modest expansion at the college and programme level appears to be in the offing, to maximize any potential opportunities and innovation for its benefit the Historical Studies programme welcomes both its continued presence in the Division of Arts but also possible expansion of its role in the Division of Social Sciences where anticipated growth in the college offerings is most apparent, especially as a more active and complementary component of the Social/Cultural, Environmental Studies, and the Tourism (proposed) programmes. Such an extension of its role would not only preserve the traditional place of Historical Studies in the liberal arts, but also it would expand its rightful role within in the social sciences. In this way, Historical Studies could provide heuristic and applied knowledge of direct benefit to the programme itself as well as to the college, the western and central regions of Newfoundland, and the province especially by offering social, cultural and heritage-related research and undergraduate learning opportunities.