

Wayne State University
Academic Program Review
Self-Study

Department of History

2014

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<http://clasweb.wayne.edu/history>

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Executive Summary

This self-study reveals an outstanding History Department—deeply committed to excellence in research and teaching and composed of a faculty of committed academic citizens. The University and College have given teaching awards to more than two-thirds of the Department faculty; and a similar number have earned major research awards. As scholars, the faculty has excelled nationally. In the research category of the National Research Council’s 2010 rankings of doctoral programs, the Department was ranked in the second tier (one of only three departments in the University to receive that high a ranking).

Since the last review in 2007, the Department of History has enjoyed both great success and suffered significant setbacks. The faculty revisited, revised and updated the strategic plan of 2001 that had guided the department for a decade. It added a crucial appointment in U.S. urban history that seemed to meet the department’s most important need. It also democratized governance by establishing an Executive Committee and by further diffusing authority to the graduate and undergraduate committees. Moreover, the department has been responsive to the demands for greater accountability in higher education. It has been a leader in the College of Liberal Arts and Sciences in establishing learning outcomes and assessment. It also has established a strong record of undergraduate retention and developed effective progress reports for doctoral students (annual M.A. reports have been developed). The department also has benefited from the presence of a full-time adviser and active participation in undergraduate student recruitment, through its leadership of AP Day (for high school students enrolled in Advance Placement courses). Finally, it has established a longer-term planning of course offerings so that both undergraduate and graduate students are better able to chart their Plans of Work. All of these developments have helped the department achieve its mission and strengthened its reputation as a leading unit within the university.

Nevertheless, just at the time when the appointment of an urban historian seemed to complete the crucial core needs of the department, it suffered several important losses from faculty departures and the inability to gain permission to hire replacements in those fields owing to significant reductions in the University’s and College’s budgets. This has been most acutely felt in the loss of historians of U.S. foreign relations, modern China, and the modern Middle East. Shrinking enrollments have exacerbated budgetary cuts; both undergraduate and graduate enrollments dropped significantly—the former a reflection of declines throughout the College and the latter a reflection of national trends in graduate history education.

The Department is responding to these challenges. The work of the new academic adviser is beginning to have an effect. The department anticipates that in the near future we will see an increase in History majors and improvement upon its already strong retention and graduation rates. Further, at the graduate level, the introduction of the master’s degree in public history and the annual reviews of doctoral and master’s students should accelerate student completion rates. Moreover, the department has successfully intensified its fund raising efforts, especially to support both undergraduate and graduate students. Finally, the faculty continues to flourish as scholars and as teachers.

Section 1: Departmental Overview and Mission

- 1. State the department's mission, goals and objectives. How does the mission guide the unit's academic activities, strategic planning and budgeting? How does the mission align with the University's mission and strategic plan?**

Department of History Mission Statement

The mission of the Department of History is:

- To maintain and develop a national and international reputation for excellence in labor and urban history and in the history of governance and citizenship.
- To train graduate students as professional historians, equipped with the skills to produce original, publishable research in their field of specialization.
- To provide training or continuing education to graduate students pursuing professions in education, public history, public policy, law, journalism or archival administration.
- To teach our undergraduate students the fundamental research, analytical, and writing skills necessary not only in the study of history, but in virtually any profession.
- To engage in service that enables the department to fulfill its research and teaching missions and contributes to the intellectual life of the academic and metropolitan communities.

The Department revised its mission statement in March 2012 after an extended deliberative process initiated by a departmental retreat in Fall 2010. As part of this process, the Executive Committee spearheaded the drafting of a new Strategic Plan, also finalized in 2012. The Strategic Plan was updated in Fall 2014 to reflect departmental changes in the interim (see Appendix D).

a. How does the mission guide the unit's academic activities, strategic planning and budgeting?

The mission statement anchors the department's academic programs and activities, strategic planning, and budgeting in a number of ways.

Curriculum: Both the Undergraduate Committee and the Graduate Committee have been guided by the department's mission.

In 2013-2014 the Undergraduate Committee developed curricular learning goals and objectives based on the department's mission statement. The Graduate Committee revised its mission statement and developed its program learning outcomes in March 2012 and is currently collecting course learning outcomes in Fall 2014. The mission statement also

assists the department in planning for curricular changes, including new offerings, and establishing activities that promote student learning of historical methodology.

With respect to the graduate program, the mission statement has led the department to pursue a career diversity initiative, expanding our curriculum through the development of a master's program in public history. We anticipate that, with another career pathway we shall thus be able to enhance graduate recruitment and placement.

Academic Activities: The mission statement has been the backbone of several of the department's academic activities. For example, the department is remarkable for the number of awards it offers students that aim to promote their intellectual development and research skills. Our mission of promoting an actively engaged citizenry is well demonstrated by our close collaboration with other units on campus, particularly the Center for the Study of Citizenship. The department also supports teaching through the establishment of the world history learning community, which not only provides the opportunity for undergraduate students to engage in study groups but also increases student engagement on campus.

Strategic Planning: As mentioned, the department has been directly guided in its future planning by the goals reflected in the mission statement. For example, we have planned new faculty hires in order to fill gaps in our ability to offer undergraduate majors a broad exposure to critical geographical areas and chronological periods and to augment areas of strength in our graduate program. The Graduate Committee has similarly relied on the department's mission in evaluating applicants for the graduate program to assure that their areas of study well match the department's particular curricular strengths.

Budgeting: The department has budgeted its resources in accordance with its mission statement. We have been able to supplement our general funds by giving up office phones, largely to support research activities. To promote the department's national and international reputation for excellence (not simply in our core areas but also more broadly), we have increased faculty funding for travel to professional conferences and archival research.

To bolster our goal of teaching our students fundamental research, analytical, and writing skills we have established funding streams to support undergraduate and graduate student research and professional development. This we carry out in two major ways. First, faculty reach out to history majors to provide them with opportunities to pursue undergraduate research under the direction of a mentor. Second, we encourage our most outstanding students by providing monetary awards that enable them to travel to archives in the U.S. and abroad. This has resulted in first-rate historical scholarship by undergraduates. We also facilitate undergraduate learning in the classroom by providing funding for peer mentors.

For graduate students we provide department funding to attend conferences and to supplement any external research support they receive from the university or outside sources. We also subsidize the activities of the History Graduate Student Association.

b. How does the mission align with the University's mission and strategic plan?

The University is currently in the process of revising its 2012-2017 Strategic Plan and has presented to the university community a draft of the *Strategic Plan 2014-2019*. Here we draw on the new strategic plan, whose areas of focus are somewhat revised compared with those in the current document.

Wayne State's mission is "to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities." Its vision is to become "recognized nationally and globally as a preeminent, public, urban research university known for academic and research excellence, success across a diverse student body, and successful engagement in its urban community." The plan lays out a number of ways to achieve its mission of becoming a model public research university engaged in the urban community.

To achieve its mission and its vision, the University has identified six strategic focus areas:

- Student Success
- Teaching Excellence
- Research
- Entrepreneurship
- Community Engagement
- Financial Sustainability

The History Department's mission aligns well with both the University's mission and its strategic plan. Below we document the ways in which the department is working to support the university's successful achievement of the key goals.

1. Improving Student Success

- a. Retention: The department has supported undergraduate student retention by offering a World History Learning Community for the past two academic years. The learning community provides students taking one of our large General Education survey courses with access to organized study groups and review sessions, as well as to social events related to the course content, all intended to help students create a community of peers and to succeed academically. The Undergraduate Committee conducts regular curriculum reviews and plans future course offerings to enable students to complete their degrees within four

years. The department also routinely contacts students and reminds instructors when students with an incomplete in a history course are nearing the year time limit in order to encourage the completion of all courses. The Academic Advisor and the Director of Undergraduate Studies also provide majors with regular degree audits to enable students to more effectively choose courses. Students who are on academic probation are required to file academic plans to chart their way back to a satisfactory grade-point average.

The Graduate Committee conducts regular curriculum reviews and plans future course offerings that will enable students to complete their degrees in a timely manner. Both M.A. and Ph.D. students are required to file annual reviews in consultation with their advisor, which are reviewed by the Graduate Committee. Graduate student enrollment is tracked term-to-term, and students who are not enrolled are contacted by the Director of Graduate Studies.

Retention of faculty has been encouraged by providing a strong mentorship program for junior faculty; nominating newly tenured faculty for programs such as the university Faculty Development Chair that provide them with research funding and leave from teaching.

- b. Recruitment: The department reinforces the university's and college's mission of recruiting new students in a number of substantive ways.

First, the History Department is the founder and continues to lead WSU's Advanced Placement Day each spring, which brings more than 1,000 high-achieving high school students in the Detroit metropolitan area to campus. These students are given the opportunity to attend innovative lectures offered by faculty and hence to get a sense of the kind of intellectual experience they will have at the university. This activity is one of the university's leading means of recruiting top students.

The Director of Undergraduate Studies and the Academic Advisor participate in the various undergraduate recruitment fairs and research events sponsored by the Office of Admissions and the College of Liberal Arts and Sciences. Additionally, the Academic Advisor contacts newly admitted students to establish early student engagement with the department. Faculty also volunteer their time to represent the department at various recruitment events, including Scholar Days.

The Director of Graduate Studies, along with members of the Graduate Committee, engage in recruiting top-quality students to the master's and

doctoral programs. They also participate in the graduate open houses and recruitment fairs sponsored by the Graduate School.

Finally, the department contributes to student recruitment through attracting faculty to the department who show particular promise in being outstanding teachers as well as scholars

2. Teaching Excellence

The History Department continues to value and recognize the teaching skills of its faculty. The department boasts a high number of faculty who have been recognized formally for the excellence of their teaching, both at the college and university level. Our strategic plan emphasizes the hiring of faculty who show great promise as teachers as well as scholars.

In addition, the department has developed a curriculum that is well aligned not only with our own mission statement and strategic plan, but also with those of the College and University.

3. Research

The department has succeeded in strengthening the research enterprise. Over the past several years, the faculty has produced a remarkable range of high-quality scholarship. The list (provided later in this section) of faculty publications, presentations, invited lectures, and other forms of scholarly activities demonstrates this excellence. Several faculty members have won awards and otherwise been recognized for their scholarly achievements. The strength of faculty research is substantively reflected in the department's ranking by the National Research Council (see below).

The department, moreover, has been extremely successful in its hiring of new faculty with a proven excellence in research or whose research programs show great promise. Guided by the strategic plan, the department identified the recruitment of new faculty in areas that have served to reinforce its primary areas of strength—labor and urban history as well as governance and citizenship. This strategy has benefitted not only the department but also the university. In addition, by creating niche fields within the department that intersect with those of other academic units, we have contributed to developing several new scholarly foci within the university. For example, in addition to concentration in labor,

urban, and citizenship studies, we have concomitantly developed strengths in the studies of:

- a. Women and gender
- b. Violence
- c. Peasants
- d. Ethnicity, race, and nationalism
- e. Law and the constitution
- f. Science and technology studies

As a result, the breadth of publication by the faculty has significantly expanded (see Section 2, Part 2: Faculty Data), and the department also has developed vibrant interactions with other academic units and programs on campus (as highlighted in Section 2.5). Faculty have been strongly encouraged to apply for external funding and assisted in developing new grant and fellowship proposals – especially through peer review of applications –with some marked success.

Finally, the department strengthens the university’s research enterprise by hosting two major conferences each year. Each Fall it hosts the North American Labor History Conference, which not only enhances our reputation as one of the nation’s leading labor history programs, but also raises the University’s national and international standing and provides faculty with opportunities to engage with other scholars in this field. In the Spring, the Center for the Study of Citizenship organizes the leading conference in citizenship studies, in which the department is a core participant.

4. Entrepreneurship

The History Department supports the University’s mission to become a hub of innovation, not by contributing to new entrepreneurial activities directly but rather by doing so indirectly through its curricular offerings. Historical analysis of the past is an important component in being able to frame the social, political, and economic dynamics of the present. Many of the department’s course offerings are able to provide budding entrepreneurs the kind of intellectual scaffolding that will help them develop the kind of innovative mode of thinking that will help them flourish in their business enterprises. The Center for the Study of Citizenship is developing a program in corporate citizenship for entrepreneurs and for larger privately held businesses.

5. Community Engagement:

The department assists the university in providing community leadership and support in a number of ways. First, faculty play key roles in a number of organizations. Two faculty members, for example, are leaders in the Latino/a community of southwest and metropolitan Detroit. Others play significant roles in the Jewish community. Second, faculty support a number of metropolitan organizations through providing academic expertise, presenting lectures or informal talks, and performing other support roles. Faculty have spoken at and collaborated with numerous public organizations, including the Charles H. Wright Museum of African American History, the Detroit Historical Museum, Detroit Public Library, Dearborn Public Library, French Canadian Heritage Society of Michigan, Holocaust Memorial Center, Michigan Council of Social Studies, and The Henry Ford Museum.

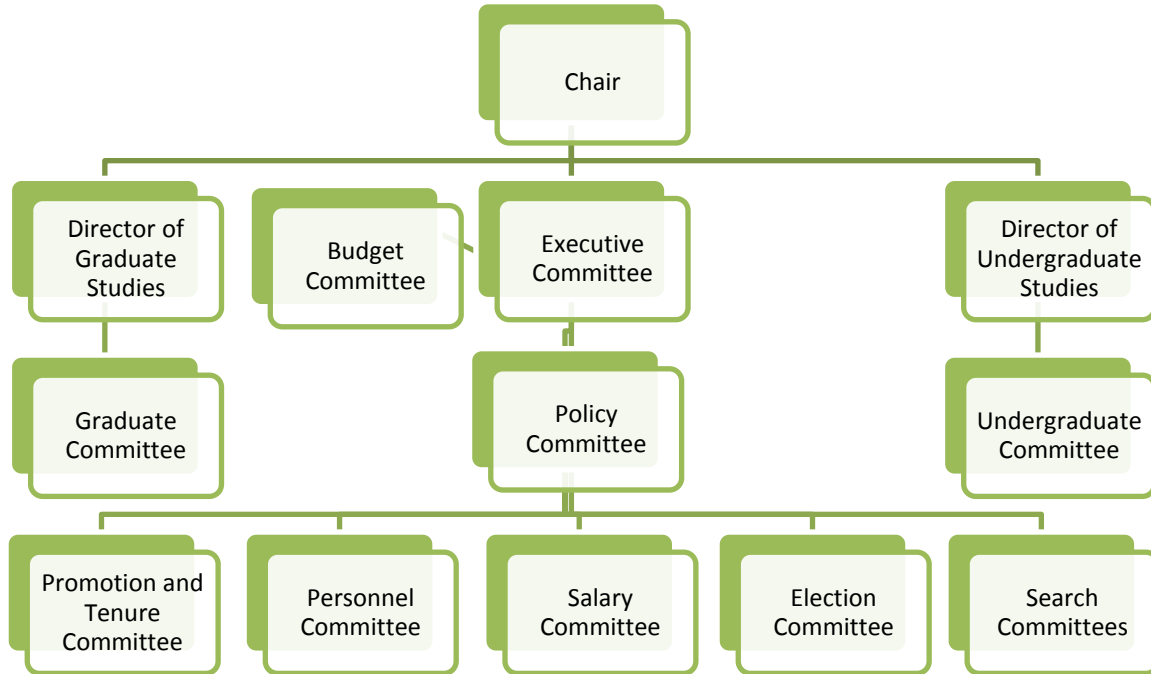
Other examples of the ways in which History faculty engage with metropolitan communities include:

- Faculty members are interviewed regularly on WDET (Detroit Public Radio); some have been interviewed on WUOM (Michigan Radio) and others by Voice of America.
- Faculty serve, or have served, on the boards of American Civil Liberties Union, Michigan Coalition for Human Rights, and the Rosa Parks Scholarship Foundation.
- One faculty member served on the state committee to establish standards for the state's social studies requirements.
- Four faculty members played a major role, in collaboration with Oakland Schools (serving the 28 local school districts in Oakland County), in the development of high school history curriculum.
- Faculty members participate regularly in professional development for Oakland County social studies teachers.

6. Financial Sustainability

The department strongly supports the University's focus on financial sustainability. It has actively solicited funding from alumni and other donors with the aim of providing the department increased funding to support undergraduate as well as graduate student research and professional development activities. Since the last review, the department has raised over \$1.5 million in endowments and estate gifts. It has established four endowed graduate research fellowships and one endowed undergraduate research fellowship. The department strongly encourages faculty and graduate students to apply for extramural research funding. Finally, the department husbands its general fund monies by appropriately allocating them to align with its mission statement and strategic plan goals.

2. Describe the governance, structure and organization of your unit. Explain how it allows your unit to achieve its mission.



The governance of the department is directed by the Chairperson with the assistance of the Executive Committee and other standing committees.

The department's organizational structure was revised following our last Academic Program Review in 2007. Following the suggestion in the report of the external evaluators, the department revised its bylaws to include, among other provisions, the creation of an Executive Committee. As was intended, the Executive Committee has served to redistribute the leadership responsibilities in the department away from the previous predominant reliance on the Chair. It has also provided the Chair with a committee with whom he could share information and request feedback on a variety of issues confronting the department. It has also given faculty members a sense of shared responsibility of departmental governance and has served to develop leadership skills that have benefited the department as a whole. We are generally pleased that this reorganization has improved the ability of the department to achieve its mission.

This system of governance is described below by outlining the duties of the various governing positions and departmental standing committees.

Chairperson

The chairperson is the chief administrative officer of the department and, as such, is the primary person responsible for overseeing all the myriad activities of the department. The duties of the chairperson include, but are not limited to, the following activities:

- Chairs faculty meetings
- Appoints chairs of all committees except for the Personnel and Executive Committees; sits ex officio on all committees; and is an active member of the Salary (chair), Personnel, Undergraduate, and Graduate Committees
- Appoints, in consultation with the Executive Committee, the Directors of Graduate and Undergraduate Studies, who serve at the Chair's pleasure
- Serves as chief fund-raiser
- Manages department supply budget
- Prepares course schedule
- Supervises academic and non-academic staff
- Represents the department to the university and college administration and to the public
- Addresses and decides student grievances, according to university policy
- Guides strategic planning
- Plays a leadership role in the appointment of new faculty, in mentoring all faculty members, especially junior faculty, and in the promotion and tenure process
- Oversees the expenditure of the department's general fund and endowment and is a key member of the Budget Committee

Director of Undergraduate Studies

The Director of Undergraduate Studies (DUS) supervises the administration of the Department's undergraduate degree program and other matters pertaining to undergraduate majors. The DUS presides over the Undergraduate Committee and serves ex officio on the Graduate Committee and Executive Committee.

Director of Graduate Studies

The Director of Graduate Studies (DGS) supervises the administration of the Department's graduate degree programs and other matters pertaining to graduate majors. The DGS presides over the Graduate Committee and serves ex officio on the Undergraduate Committee and the Executive Committee.

Executive Committee

The Executive Committee assists and advises the departmental Chairperson on all matters relating to the present or future teaching, curricular, research, and service missions of the department. It responds to the Chairperson's requests for advice and assistance, and it brings matters to the attention of the Chairperson for deliberation, action, or referral to other University entities. The Committee is particularly concerned with carrying out the following duties:

- departmental procedure
- mentoring of untenured faculty
- curriculum and programming
- fund-raising and finances
- grievances and/or problems related to contract interpretation or department-administration relations
- course scheduling
- drafting of reports or rewriting of policy for consideration by other departmental committees.

Standing Committees

The department's bylaws provide for a number of standing committees to carry out the normal business of the unit. These include:

- **Policy Committee** consists of all tenured and tenure-track faculty and considers reports in the first instance from Search Committees and/or the Personnel Committee about potential hires. All tenured and tenure-track faculty members may participate in discussions of assistant professors and lecturers, with vote. In all other cases, recommendations shall be taken by tenured faculty only. The recommendations of the Policy Committee then are sent to the Promotion and Tenure Committee for approval or disapproval.
- **Executive Committee** assists and advises the chairperson on all matters relating to the present or future teaching, curricular, research, and service missions of the department. It responds to the chairperson's requests for advice and assistance and has the authority to bring matters to the attention of the chairperson for deliberation, action, or referral to other university entities. The committee is particularly concerned with, but not limited to: departmental procedure, mentoring of untenured faculty, curriculum and programming, fund raising and finances, grievances and/or problems related to contract interpretation or department-administration relations, course scheduling, and the drafting or rewriting of policy for consideration by other departmental committees.
- **Undergraduate Committee** reviews the department's undergraduate degree program and events and makes recommendations to the Policy Committee. It also makes decisions

with respect to undergraduate courses, course alterations, and awards for undergraduate majors.

- **Graduate Committee** reviews the department's graduate degree programs and events and makes recommendations to the Policy Committee. It also makes decisions on admissions to the graduate certificate; Master's and Ph.D. programs; fellowships; assistantships; approval of new graduate course proposals and course alterations; and awards for graduate majors.
- **Promotion and Tenure Committee** acts on recommendations for promotions, tenure, and tenure-track appointments and reappointments.
- **Personnel Committee** reviews and updates the faculty Tenure and Promotion Factors statement subject to departmental and administrative approval; coordinates annual faculty review and all promotion and tenure considerations, and provides recommendations to the Promotion and Tenure Committee.
- **Salary Committee** deliberates on faculty merit salary increases and starting salaries for new faculty members and makes departmental recommendations to the college Merit Salary Review Committee.
- **Election Committee** conducts the election of members to department standing committees.
- **Budget Committee** gathers information about the financial affairs and situation of the department and advises the Executive Committee as appropriate. It is a sub-committee of the Executive Committee, which provides three elected members, and an additional member elected by the department. The department chairperson provides accounting reports or institutional records that the committee might require. The committee also works to expand the pool of monies available to the department and recommends expenditures to advance the department's teaching and research missions.
- **Ad Hoc Committees.** In addition to standing committees, from time-to-time issues arise that are best handled by appointing an ad hoc committee, with members either volunteers or appointed by the chair. Examples of such committees include Search Committees, which are appointed as necessary to conduct faculty searches when the department is so authorized by the College and which make hiring recommendations to the Personnel Committee. Another example is the Bylaws Committee, which is convened as organizational changes arise.

3. Describe how your unit interacts with other university units or similar units in other universities.

Members of the History Department interact with colleagues in other departments at Wayne State, and with those at other universities and national and international academic and non-academic communities in a host of ways. Within the university, faculty regularly participate in joint degree programs, act as directors of other programs, serve in cross-disciplinary university positions, and take part in a variety of administrative and academic activities, collaborative efforts, and cooperative arrangements. In interacting with other universities, faculty serve in such capacities as committee members and officers of national professional societies and organizations and as editors of professional journals and book series. They also contribute to the world of scholarship through reviewing tenure and promotion cases, book manuscripts for academic presses and article manuscripts for journals, and a variety of other forms of collaborative efforts.

We have itemized these interactions in schematic ways that highlight the wide variety and array of exchanges faculty have with different units inside and outside the University.

1. Wayne State University Academic Programs:
 - a. The Department of History participates in joint degree programs:
 1. Joint M.A./J.D. program with the Law School
 2. Joint M.A./M.L.I.S with the Library and Information Science Program
 3. Joint M.A./M.Ed. with the College of Education
 4. Graduate Certificate in Archival Administration with Library and Information Science
 - b. Directors of Programs:
 1. Current:
 - a. Jorge Chinaa serves as Director of the Center for Latino/a and Latin American Studies Program
 - b. Marc Kruman serves as Director of the Center for the Study of Citizenship
 - c. Janine Lanza, serves as Director of the Gender, Sexuality and Women's Studies Program
 - d. Howard Lupovitch serves as Director of the Cohn-Haddow Center for Judaic Studies
 2. Past:
 - a. John Bukowczyk served as Director of the Canadian Studies Program (until 2010)
 - b. Elizabeth Faue served as Interim Associate Dean of the Graduate School, 2007-2009

c. History Department faculty serve in important and cross-disciplinary university posts:

Academic Senate
Accessibility Committee
Asian Studies Curriculum Subcommittee
Center for the Study of Citizenship Advisory Board
Cohn-Haddow Center for Judaic Studies Board
Faculty Council, College of Liberal Arts and Sciences
Gender, Sexuality and Women's Historical Studies Curriculum Subcommittee
Gender, Sexuality and Women's Studies Advisory Board
General Education Oversight Committee
Graduate Council
Graduate Council Executive Committee
Graduate School Master's Advisory Committee Chair
Honors Program
Humanities Center Advisory Board
Promotion and Tenure Committee, College of Liberal Arts and Sciences
Sustainability Committee
University Research Grant Committee
University Curriculum Committee
Wayne State University Press Editorial Board

d. Other university collaborative/cooperative arrangements

1. Humanities Center:

- a. Faculty serve as coordinators, co-founders, and members of working groups, including the Group for Early Modern Studies; Politics, Culture and the City; and Working Group on Science and Society
- b. Faculty are regular contributors to Humanities Center colloquia, Brown Bag lectures, and conferences

2. Forum on Contemporary Issues in Society: The African Democracy Project

3. Advanced Placement Day: Faculty provide instruction to area high school students for the annual AP Day at WSU

2. Interaction with other Universities/Institutions

Faculty serve as officers or on committees of national and international professional societies and organizations, and as editor or on the editorial boards of journals.

1. Professional Societies:

Abraham Lincoln Brigade Archive, board
AP European Exam, table leader and reader
Association of Black Women Historians, publicity director
Central European History Society, executive board

German Studies Association, program committee
 Ghana Studies Association, organizing committee
 History of Science Society, secretary, executive committee, and council
 Immigration and Ethnic History Society, board member
 International Medieval Congress
 International Society for the History, Philosophy and Social Studies of Biology, executive committee and program committee
 Labor and Working Class History Association, Herbert Gutman Dissertation Prize Committee
 “Lay Literacy Group”—US, Canadian and British scholars working to document that others besides the clergy had access to the written word in medieval Europe
 Midwest Conference of British Studies, local arrangements committee
 Midwest Japan Seminar Executive Committee, member and chair
 Network for the Study of Late Antique and Early Medieval Monasticism
 Polish American Historical Association, board member
 Social Science History Association, Labor Network representative, program committee, nominating committee, publications committee, ad hoc Graduate Student Travel Award Committee
 Society of Historians of the Gilded Age and Progressive Era, officer, council, and program committee
 Working Class Studies Association, book and article prize committees

2. Journals:

American Historian, editorial board
Central European History, editor
German Studies Review, book review editor and editorial board of the “German History in Context” book series
Immigrants and Minorities, advisory board member
International Labor and Working Class History, consulting editor
Journal of American Ethnic History, editor
Journal of Civil and Human Rights, editorial board
Journal of the History of Biology, editorial board
Labor: Studies in Working Class History of the Americas, contributing editor
Labour History, international advisory board
Polish Anglo-Saxon Studies, editorial board
Revolutionary Russia, co-editor
Social Epistemology
The Volunteer (Abraham Lincoln Brigade Archive magazine), associate editor
Workers of the World: International Journal of Strikes and Social Conflicts, editorial advisory board

3. Books and book series:

Ohio State University Press, Polish and Polish American Studies series, general editor
Russia's Great War and Revolution: A Centennial Reappraisal, managing editor
Wayne State University Press, Citizenship Studies, co-editor

4. Internet Forums and Social Media

H-Citizenship, co-founder and editor
H-France
H-German
H-Net
History Department webpage and Facebook page
HistoryEvents@lists.wayne.edu
History Graduate Student Association Facebook page
North American Labor History Conference webpage

5. Scholarly Reviews

a. Tenure and promotion cases:

John Bukowczyk, 2
Elizabeth Faue, 12
Elizabeth Lublin, 2
Aaron Retish, 1
Marsha Richmond, 3
Kidada Williams, 1

b. Program reviews:

Andrew Port, Rapporteur, Economic & Social Research Council (United Kingdom)
Elizabeth Faue, Dutch National Science Foundation

6. Manuscript and Article Reviews

a. Journals:

African American Review
African Studies Review
Africa Today
Central European History
Contemporary European History
Early Medieval Europe
German History
German Studies Review
International History Review

International Journal of African Historical Studies
International Labor and Working Class History
Isis, Journal of the History of Science Society
Journal of African American History
Journal of American History
Journal of Cold War History
Journal of the History of Biology
Journal of the Illinois State Historical Society
Journal of Medieval History
Journal of Social History
Journal of Southern History
Journal of Urban History
Journal of Women's History
Left Review
Reviews in American History
Signs: Journal of Women in Culture and Society
Social History
Southern Cultures
Studies in Ethnicity and Nationalism
Technology and Culture

b. Presses:

Berghahn Books
Blackwell's
Bloomsbury
Cambridge University Press
Camden House
Continuum
Columbia University Press
Cornell University Press
Kentucky University Press
Louisiana State University Press
Michigan State University Press
New York University Press
Oxford University Press
Palgrave-Macmillan
Pearson
Routledge
Rutgers University Press
Springer Publishers
University of Chicago Press

University of Illinois Press
University of Nevada Press
University of North Carolina Press
University of Pennsylvania Press
University of Toronto Press
University of Virginia Press
University Press of Florida
University Press of Kentucky
Wayne State University Press

7. Academic Collaboration and Cooperative Arrangements

Dissertation committees for students from other institutions
Midwest Conference on British Studies, organizing committee (hosted by WSU in 2015)
National Endowment for the Humanities Created Equal Grant, scholar advisors
National Endowment for the Humanities Summer Seminars, review panelist
University of Michigan, Center for Russian, East European and Eurasian Studies, research associates
University of Michigan, Eisenberg Institute for Historical Studies, fellowship program
University of Michigan, Institute for Research on Women and Gender
University of Michigan, Metropolitan History Group
University of Pittsburgh, History Roundtable
University of Toronto international conference on East Germany, co-organizer
Urban Studies Research and Teaching Collective (involving professors/scholars from area universities and colleges)

8. Interactions with Local/Regional Organizations and Institutions

- a. Faculty have been featured speakers at:
- 50th District Court, Pontiac, Michigan
 - Baldwin Public Library, Birmingham
 - Center for Japanese Studies, University of Michigan
 - Charles H. Wright Museum of African American History
 - Christ Church Grosse Pointe
 - Detroit History Museum
 - Detroit Public Library
 - Dearborn Public Library
 - Eastern Michigan University
 - French Canadian Heritage Society of Michigan
 - Grand Valley State University
 - Holocaust Memorial Center, Farmington Hills, Michigan
 - Huntington Woods Public Library

Michigan Council of Social Studies
Michigan State University
Newberry Library, Chicago, IL
Royal Oak Public Library
The Henry Ford Museum
Troy Public Library
University of Michigan
University of Michigan-Dearborn
Wayne Public Library
WDET (public radio station in Detroit)
WUOM (Michigan Radio)

- b. Faculty have been officers or members of local/regional organizations:
American Civil Liberties Union
Academic Freedom Lecture Fund
International Institute of Metropolitan Detroit
Michigan Coalition for Human Rights
Rosa Parks Scholarship Foundation (Statewide scholarship board for high school seniors)

9. Interactions with International Universities

Faculty have been invited speakers for featured events at universities around the world:

American Academy, Berlin, Germany
Christ's College, Cambridge University, Lady Margaret Beaufort Lecture,
Cambridge, England
École des Hautes Études en Sciences Sociales, Paris, France
German Historical Institute, Moscow, Russia
Humboldt University, Berlin, Germany
Kyoto University, Kyoto, Japan
Ludwig-Maximilians-Universität, Munich, Germany, Center for Advanced Studies
School for Oriental and African Studies, London, England
University of Aberdeen
University of Erfurt, Germany
University of Kitakyushu, Kitakyushu, Japan
University of São Paulo, Ribeirão Preto, Plenary Lecture of the Brazilian
Association of the Philosophy and History of Biology, Brazil
University of Waterloo, Canada, Centre for German Studies
Van Leer Institute, Jerusalem, Israel
Wolfson College, Oxford University
Yamaguchi University, Yamaguchi-shi, Japan

Zentrum für Zeithistorische Forschung, Potsdam, Germany

4. Department ranking

a. Was your department nationally ranked at the time of the last review?

Yes

b. Is your department currently ranked?

Yes

c. Through what organization was the department ranked?

The National Research Council

d. What was the ranking (provide rank/number)?

2nd Quartile

The department is particularly proud of having achieved a ranking in the second quartile, given that only two other WSU departments were so ranked (Chemistry and Physics).

Table 1. Pre Publication Quartile Rankings of Research Activity/Faculty Member in Selected Michigan Research Extensive Universities, 2006. (Q1=top Quartile, to Q4=bottom Quartile. Numbers in parentheses refer to number of reported faculty in each department). *Source:* Research Activity (mean rank) in Ostriker, J.P., et al. Committee to Assess Research Doctorate Programs, National Research Council. (2010) *A Data-Based Assessment of Research Doctorate Programs in the United States*. Washington: National Academies Press. Prepublication Excel data files and documentation are available to the public online at <http://www.nap.edu/rdp>.

Field	Michigan State U	University of Michigan	Wayne State University
Anthropology	3Q (76 faculty)	1Q (133 faculty)	3Q (15 faculty)
Biochemistry	2Q (90)	2Q (105)	4Q (20)
Biomedical Engineering	4Q (39)	1Q (83)	4Q (16)
Cell Biology	2Q (82)	1Q (168)	4Q (25)
Chemical Engineering	3Q (63)	1Q (88)	3Q (16)
Chemistry	1Q (46)	2Q (174)	2Q (29)
Civil Engineering	3Q (72)	3Q (42)	4Q (9)
Communication	1Q (44)	1Q (30)	4Q (19)
Computer Science	2Q (89)	1Q (65)	3Q (21)
Economics	2Q (83)	1Q (88)	4Q (10)
Electrical Engineering	2Q (109)	1Q (107)	3Q (23)
English	4Q (74)	1Q (110)	3Q (34)
Genetics	3Q (98)	1Q (59)	3Q (14)
History	4Q (77)	2Q (107)	2Q (24)
Immunology	4Q (41)	1Q (61)	4Q (19)
Industrial Engineering	NA	2Q (58)	3Q (12)
Mathematics	1Q (64)	1Q (72)	3Q (33)
Mechanical Engineering	3Q (70)	1Q (160)	4Q (19)
Nursing	NA	1Q (107)	3Q (32)
Philosophy	4Q (31)	1Q (45)	4Q (10)
Physics	1Q (96)	1Q (116)	2Q (30)
Political Science	2Q (50)	1Q (69)	4Q (24)
Pharmacology	3Q (21)	2Q (75)	3Q (26)

Physiology	4Q (40)	1Q (69)	4Q (24)
Psychology	2Q (73)	1Q (130)	3Q (40)
Sociology	2Q (61)	1Q (53)	4Q (14)
Totals			
Top 1Q Depts	4	20	0
2Q Depts	8	5	3
3Q Depts	6	1	11
Bottom 4Q Depts	6	0	12
Not Ranked	2	0	0
	26	26	26

Section 2: Faculty

Part 1: Overview

1. Describe the practices, policies, goals and achievements with regard to faculty:

a. Recruitment

The History Department has recruited successfully in its two major areas of specialization: labor and urban history and the history of citizenship and governance. In both subfields it has attained national and international standing through its successful hiring efforts. In addition to these thematic areas the department also hires in geographical and temporal fields, which enables it to offer a broad and diverse curriculum for undergraduates and to recruit graduate students, and hence enhance the department's national reputation. In all areas of recruitment the department has been able to compete successfully against more prestigious institutions.

b. Retention

The department has lost four faculty members in the last ten years; one gave up tenure to accept an untenured position closer to family; a second transferred to Middle Eastern university whose salary offer was impossible to match; a third accepted an offer at a leading research university; and a fourth left academic employment altogether. With the exception of these cases, whose outcome was influenced by external circumstances, the department has been quite successful in retaining, tenuring, and promoting the many faculty hired since 1999.

In 2007, when the University closed the Department of Interdisciplinary Studies (IS), the History Department welcomed five of the IS faculty whose disciplinary home was history into its ranks with the understanding that their roster positions would disappear with retirement. With this addition, the department expanded to 26 members. In the past two years, three of the five IS faculty retired. In the interim, the department added five new faculty members (two of whom were replacements for the lost geographic coverage of the faculty who left the department). Still, the reduction in overall faculty numbers has nonetheless left the impression that the department has experienced a decrease in faculty. Today the total full-time faculty is indeed back to 22

c. Mentoring

The Personnel Committee oversees the mentoring program for junior faculty members. The junior faculty member, the chair, and members of the Personnel Committee collectively determine whether a junior person should be assigned one or two mentors and who the mentor(s) should be. Each year, the mentor is required to file a report about the work she or

he has carried out in mentoring the junior faculty member. This program has nurtured strong mentoring relationships.

The Office of the Vice President for Research supports the efforts of senior faculty who mentor junior faculty, and several history faculty have participated in this program. One faculty member has served as an external mentor for a junior faculty member in another department.

d. Evaluation of teaching

The department evaluates teaching performance based on a number of different criteria. These include classroom visits; post-visit discussions; review of teaching portfolios; and evaluation of teaching projects such as collaboration with a variety of public-history institutions. In addition, annual merit reviews include using the university's Student Evaluation of Teaching (SET) reports, which provide an indication of student perception of the quality of an instructor's teaching.

The department has engaged in a discussion in the past year about the process of peer review of teaching in tandem with the university as a whole. The Policy Committee has approved the proposal developed by the Executive Committee that outlines the procedures it plans to follow in evaluating teaching. Indeed, the university peer review of teaching committee recently cited the History Department's plan as helping to shape the new university plan.

e. Diversity

The Department is one of the most diverse units on campus. To provide a comparative measure, a faculty that had only four women in 1999 now has a majority of females (12 women and 10 men). Two faculty members are African Americans and three are Latinos/as, and they together comprise nearly 25 percent of the total faculty, though nearly 75 percent are white.

f. Tenure and promotion

The department has been very successful in the areas of tenure and promotion. All but one of the faculty members hired since 1999 received tenure and promotion. The person who did not would have been a strong candidate for tenure, but she chose to leave the academy for a different career. The department was unsuccessful in achieving the approval of one faculty member it put forward for promotion to full professor.

2. How many faculty does the department expect to recruit in the next 7 years (assume retirements, empty lines, etc.)?

The department expects that it will replace five retirees in the next seven years. In addition, it plans to seek permission to fill the three lines in critical geographic areas left vacant due to the departure of faculty. These areas include historians of China, the Middle East, and U.S. diplomatic relations (see the department's Strategic Plan, Appendix D).

3. Describe the challenges the department faces in recruiting and retaining high quality faculty.

The department faces challenges due to cuts in recruiting new faculty caused by the relentless reductions in the university and college budgets since 2001. When engaged in searches, the presence of a very strong faculty has been a great lure for outstanding job candidates. The biggest challenge remains funding for positions so that the department can conduct searches, not whether it can hire high-quality faculty.

Retention of faculty is made more difficult by the department's inadequate staff support (see Section 7, below).

4. How do you expect these challenges to change in the next 7 years?

The constraints on both hiring and retention are shaped by fiscal policy at the state level, so the department is unable to predict the future. It does expect that Detroit, because of promising recent developments, will become an increasingly attractive place in which to work and live and this will impact our ability to attract and retain new faculty.

5. Describe the national and international impact of faculty on the discipline.

Eric Ash

Professor Ash's research in the history of expertise and state formation in early modern Europe has had an important impact on the emerging area of expertise studies, which connects aspects of the history of science and technology, political history, economic history, and environmental history. He has published one book and several peer-reviewed articles in this area, edited a volume of essays, been invited to give lectures and keynote addresses in the US, Britain and Germany over the past three years, and recently completed a prestigious long-term fellowship at the Huntington Library.

John Bukowczyk

As a leading figure in his sub-discipline, Professor Bukowczyk is the editor of the *Journal of American Ethnic History* (JAEH), the main scholarly journal in the U.S. Immigration & Ethnic History field and, and general editor of the Ohio University Press Polish and Polish-American Studies Series. He serves on the boards of both journals and historical societies, and as a member of the History Cooperative, he championed the successful efforts to develop electronic publishing programs for several journals. As a scholar, he has produced model studies in immigration and ethnic history, public history, and borderland studies, which have won two American Historical Association publication prizes.

Jorge L. Chinae

Professor Chinae is Director of the Center for Latino/a & Latin American Studies. His book *Race and Labor in the Hispanic Caribbean: The West Indian Immigrant Worker Experience in Puerto Rico, 1800-1850* appeared in 2005. He has won a number of awards, most recently the Excellence in Education Award of the Hispanic Business Alliance of Detroit; the Outstanding Alumni Achievement Award, and the Office of Opportunity Programs, The State University of New York, Albany.

José Cuello

Professor Cuello, an authority on colonial Mexican history and a recipient of an NEH fellowship, lectures widely on topics ranging from the history of colonial Mexico to community development and the Chicano rights movement.

Elizabeth Faue

Professor Faue has built a national and international reputation as a leading scholar in labor, working-class, and gender/women's history. The author of two highly regarded and frequently cited books on gender and labor and numerous articles on various aspects of women's, labor, and political history, she is currently working on two studies—*Rethinking the American Labor Movement* and *Murderous Work: Gender, Health, and Risk in the American Workplace, 1945-Present*. A longtime coordinator of the North American Labor History Conference, Faue has served in important positions in the Labor and Working Class History Association, the Social Science History Association, and on the boards of several journals.

Liette Gidlow

Professor Gidlow is the author of one highly regarded book and editor of another. She also has had a national and international impact on the discipline through her numerous conference papers and presentations; her receipt of over \$50,000 in research grants from internal and external sources, including one from the National Endowment for the Humanities; and the citation of her work in compendia of leading scholarship in the field. An award winning teacher, Professor Gidlow has been featured on C-Span's "Lectures in American History" series.

Jennifer Hart

Jennifer Hart, whose research explores the social and cultural history of automobility in Ghana, is the author of articles on the subject in important international journals and of a book manuscript that is now under consideration by a leading university press. She has presented this work at numerous national and international conferences.

Hans Hummer

Professor Hummer's first book received the Society for French Historical Studies' David Pinkney Prize for the best book in French history published by a North American scholar and was widely and favorably reviewed internationally. He was part of the so-called "Lay Literacy Group," a group of scholars from the US, Canada and Britain challenged the view that only the clergy had access to the

written word in early medieval Europe. He participates in the Network for the Study of Late Antique and Early Medieval Monasticism and organized conference panels for the Network in 2013 and 2014 at the International Medieval Congress.

Marc W. Kruman

Professor Kruman has authored two highly regarded books in 18th and 19th century American political and constitutional history and, as the founding director of the Center for the Study of Citizenship, played a major role in the development of the interdisciplinary field of citizenship studies. . He has been awarded an Andrew W. Mellon Faculty Fellowship in the Humanities at Harvard University and a National Endowment for the Humanities Research Fellowship and a Fulbright Senior lectureship at the University of Rome.

Osumaka Likaka

Professor Likaka is the author of two highly acclaimed books, one a social and economic history of rural Zaire, the other a methodological tour de force that uses nicknames to explore the ideas and actions of Congolese villagers during the colonial era.

Elizabeth Dorn Lublin

Professor Lublin's research and publications on the Japan Woman's Christian Temperance Union have helped to establish her reputation as a leading scholar of women, Christian activism, and reform in modern Japan and particularly the Meiji period (1868-1912). These works have resulted in invitations to present her research at conferences, to contribute entries to a comprehensive encyclopedia about Japan at war, to review books and book and journal article manuscripts for leading publishers about women and Japan, and to serve as an assistant editor for a large database of primary sources on women and empire.

Howard Lupovitch

Professor Lupovitch is a leading historian of Hungarian Jewry prior to the Holocaust. His work has focused on three related aspects of Hungarian Jewish History: Budapest, Neolog, and Theodore Herzl. His work on the Jews of Budapest has brought to bear the latest research in urban studies, modern Jewish History, and Habsburg History in unraveling the complexities of Budapest Jewry, the second largest Jewish community in Europe until 1944. His study of the Neolog Movement, Hungarian Jewry's progressive wing, rethinks the conventional distinctions between traditional and progressive Jews. His recent research on the young Theodore Herzl, who was born in Pest and lived there until he was 17, recasts his path to Zionism as more than a response to the Anti-Semitism he later encountered in Vienna and Paris.

William Lynch

Professor Lynch is a scholar in the History of Science, Science and Technology Studies, and Early Modern Europe. He is the author of a well-received book on early modern science, and his articles

have appeared in major interdisciplinary journals. A former fellow of the Max Planck Institute, Lynch serves on the editorial board of *Social Epistemology*.

Danielle McGuire

Danielle L. McGuire is a scholar of national and international import whose first book on sexual violence and the development of the civil rights movement won five major book awards. Her scholarship and research on sexual and racial violence has resulted in numerous invited lectures in the United States and Japan; appearances on local and national television stations and on radio stations nationally and internationally. She was elected to the prestigious Society of American Historians, is a Distinguished Lecturer for the Organization of American Historians, and sits on the editorial board of the *Journal of Human and Civil Rights*.

Karen Marrero

In her first year at WSU, Professor Marrero's transnational research in early North American Native and Euro-American history is influencing scholars of Native American/indigenous history in the U.S., Canada, and Australia. And her work on the methodology and theory of borderlands history is contributing to the development of comparative history.

Tracy Neumann

A junior faculty member Professor Neumann published her first article in the *Journal of Urban History*, the top journal in her field. Her first book, *Remaking the Rust Belt: Space, Citizenship, and the Postindustrial Transformation in North America*, will be published by the University of Pennsylvania Press.

Andrew Port

A foremost expert on the history of East Germany, Andrew Port's work has, in the words of one colleague, "significantly inspired GDR studies." This earned him the DAAD Prize for Distinguished Scholarship in German and European Studies, awarded by the American Institute for Contemporary German Studies at Johns Hopkins University. The recipient of major research awards, including ones from the Alexander von Humboldt Foundation, the Whiting Foundation, and the Krupp Foundation, Port has been a Visiting Scholar at the Center for Contemporary Studies in Potsdam, Germany, as well as at the Humboldt University in Berlin. He serves as the Editor of *Central European History*, the leading journal in the field.

Aaron Retish

Aaron Retish, a leading historian of Revolutionary Russia, is the author of a highly regarded study of how peasants' conceptions of themselves as citizens evolved in a time of total war, mass revolutionary politics, and civil breakdown. He is also the author of articles on violence and peasant identity in the Revolutionary era. He is currently working on a book project that examines how rural Soviet citizens engaged local legal organs, such as the people's courts, from the 1917 Communist

revolution until the eve of World War II. A recipient of a Harry Frank Guggenheim Fellowship, he co-edits the journal *Revolutionary Russia* and also serves as co-editor of H-Citizenship).

Marsha Richmond

Formerly an Editor on the *Correspondence of Charles Darwin* Project, Professor Richmond's scholarship in the history of biology has made an impact both nationally and internationally. Her publications have explored important questions in late 19th and early 20th century heredity, genetics, evolution, and cell theory,. Her current project seeks to integrate women into the history of academic biology after 1900, primarily by focusing on the new discipline of genetics. This work was recognized through her receipt of the Margaret W. Rossiter Women in Science Prize offered by the History of Science Society. Richmond also has served in leadership positions in professional societies in her subfield and on the editorial boards of journals in the history of biology.

Sylvia Taschka

Sylvia Taschka has written a widely acclaimed book about the man who served as the last German ambassador to the U.S. before World War II; it was described in the *American Historical Review* as "a must for anyone interested in the history of Germany and German-American relations." She is known in Germany for her work on the former Nazi Party Rally Grounds and for her contributions to the study of literary writers during the Third Reich, which led to an edited volume.

Sandra VanBurkleo

Sandra F. VanBurkleo, a historian of United States legal and constitutional history, is known nationally and internationally for her attempts to complicate and to some extent popularize the history of constitutionalism. VanBurkleo is the author of an influential history of women's experiences of rights and liberties, of prize-winning essays , and lead co-editor of a widely cited book that connects the history of constitutionalism to American culture. Most recently, she has completed a book that explores the state and territorial experiences of constitutional ideas and principles, and weaves gender analysis into the field's fabric. She also contributed to the commemoration of Bicentennial of the Constitution and participated in programs aimed at shaping secondary and collegiate education.

Kidada Williams

Professor Williams broke new ground in the study of lynching and racial violence by excavating the ways this violence shaped the inner worlds of African Americans with her book *They Left Great Marks on Me*. In response, she has been invite to contribute to a forum on lynching by the Journal of American History and to an edited volume on the impact of the Civil War. Williams's use of social media to share academically produced American history with public audiences led to an invitation for her to join the editorial board of *The American Historian*, the new magazine produced by the Organization of American Historians.

6. Describe faculty participation in issues relating to our urban location (research, scholarship, creative works, and community engagement).

A number of faculty conduct research in urban and labor history—among them Professors Bukowczyk, Faue, Hart, Kruman, Lanza, Marrero, McGuire, and Neumann. Faculty also collaborate with local public-history institutions, including the Detroit Historical Museum, the Wright Museum of African American History, and The Henry Ford. Faculty community engagement is most evident in the department’s North American Labor History Conference, whose roots lay in Detroit’s rich labor history and which attracts labor leaders and labor activists, as well as scholars from around the world. Faculty also lead and participate in the work of the Center for the Study of Citizenship, which engages issues related to business citizenship, community health and civic education.

Professors China and Cuello are deeply involved in work with the Hispanic community of metropolitan Detroit, and Professor Lupovitch is a leader in the Jewish community of Detroit.

7. Describe faculty involvement in alumni and development activities.

Faculty collaborate with the department chair in alumni and development activities in their areas of specialization. African Americanists work with the chair in the development of the Michael Patterson Research Award in African American history; the specialist in early American history collaborates on the development of the Gerald Dreslinski Research Awards in Early American history; and two of the specialists in 19th century history collaborate on the Joanne Nicolay Foundation Research Award in the Civil War era. The Director of Undergraduate Studies and the faculty generally work closely with the chair on the development of the Sterne-Lion Undergraduate Research Award.

8. Faculty pursue the following professional/teaching development opportunities:

- a. Workshops by the Office for Teaching and Learning X
- b. Workshops by the Division of Research X
- c. Department or college sponsored workshops X
- d. Pre-reviews of grant proposals X
- e. Workshops by national organizations (specify which ones) X
 American Historical Association
- f. Other (describe) _____

9. Provide the tenure and promotion factors the department uses, indicate the last time they were reviewed, and describe the outcome of this review.

The Promotion and Tenure Factors are included below and also in Appendix B. They were last revised in 2011. The Personnel Committee periodically reviews the factors, most recently in 2014, to determine whether they need to be revised as an appropriate response to new changes in academics, and especially new forms of publication.

Department of History
Factors for Tenure and Promotion

Revised by the Executive Committee, 25 February 2011

Approved by the Policy Committee, 4 March 2011

INTRODUCTION

This statement describes the factors that the Department of History will use as criteria for making recommendations on tenure and promotion. In making decisions about promotion and tenure, the Department of History operates in accordance with the current policies outlined in the College of Liberal Arts and Sciences Promotion and Tenure Factors and in the current AAUP-AFT Contract.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Scholarship

The Department of History considers the continued intellectual development of its faculty vital to its academic mission. The Department assumes and requires that candidates for tenure and promotion to associate professor demonstrate such intellectual development by active engagement in, and professional commitment to, scholarly research and publication.

The Department will recommend tenure and promotion only for a candidate who has successfully completed significant original research that is in press or published by peer-reviewed print or electronic professional presses or journals, and who shows promise of further publication in the future. The Department gives primacy to the publication of a peer-reviewed, single-authored book by a reputable academic or in some cases commercial press. In addition to a book, the Department will also consider articles, essays, monographs, and edited books and journals. In all cases, the quality of publications and their value as significant contributions to existing scholarship in the individual's field are the primary factors in evaluation. The Department will take into consideration external grants, fellowships, and awards as acknowledgements of professional achievement. The publication of book reviews and papers presented at meetings or conferences of professional organizations are recognized as forms of scholarship, but carry less weight in considerations for tenure. In determining the quality of a candidate's scholarship, the Department will seek evaluations from specialists outside the University.

Teaching

For classroom teaching, clearly demonstrated excellence, not adequacy, is considered absolutely essential for tenure recommendation. The Department will assess teaching performance by such regular measures as student course evaluations and peer review and recognition. It will also consider the teaching portfolio, which includes components such as a statement of teaching philosophy, contributions to the curriculum such as the development of new courses and fields or the improvement of existing courses and programs, as well as the publication of textbooks and the development of other significant teaching resources. Consideration is given to continual advising of undergraduate and graduate students.

Service

A record of good departmental citizenship is expected of a candidate for tenure and promotion to associate professor. All faculty are expected to serve the Department actively in various capacities,

especially committee work related to its regular functioning. Service at the College and University level, as well as special service in the community and in regional and national professional organizations, will be taken into consideration.

PROMOTION TO FULL PROFESSOR

The factors for promotion to full professor are similar to those for tenure and promotion to associate professor, although the emphasis placed on different components varies. In the case of recommendations for promotion to full professor, sustained engagement in scholarship, teaching, and service is required. The Department stresses the importance of the publication of a peer-reviewed book (not considered in the process for tenure and promotion to associate professor) with a highly regarded academic or, in some cases, commercial press. Teaching excellence, as measured by the same criteria as for tenure and promotion to associate professor, should be sustained. Continual advising of graduate and/or undergraduate students is considered in the recommendation for promotion. In terms of service, higher standards are demanded for those who are promoted to full professor than for associate professors. Particularly distinguished and significant service at the Department, College, and University level, as well as special service in the community and in regional and national professional organizations, will be taken into consideration.

Part 2: Individual Faculty Supporting Data

- 1. Provide curricula vitae for all full-time faculty as an appendix.**

Please see Appendix E.

- 2. Please provide the following information for all full-time faculty starting with the year of the last review through the most recent completed semester**

Faculty – General Summary Data								
	2007-8	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
New appointments	6*	1	0	0		0	0	1
Terminations	0	0	0	0	0	0	0	
Retirements	0	0	2	1	0	2	1	
Resignations	0	1			2	1	0	0
Percent of undergraduate courses taught by full-time faculty	51%	53%	72%	67%	76%	68%	60%	
Percent of undergraduate courses taught by all other instructional staff (part-time faculty, visiting, GTAs)	49%	47%	28%	33%	24%	32%	40%	

*Note: This includes the new faculty appointment of Alexander Day for Fall 2007 as well as the reappointment of 5 existing faculty to History from the former Interdisciplinary Studies Program in January 2008.

3. Please provide information for each tenure-track/tenured faculty member. Information should include from the year of the last review through the most recent completed semester. Copy and paste the table as many times as needed.

Faculty – Individual data	
Faculty name	Eric H. Ash
Classification	Tenured
Rank	Associate Professor
Tenure date	2006
Year achieved graduate faculty status	2002
Area of specialization	British history, history of science & technology
Date earned PhD	2000
University where PhD was awarded	Princeton University
Place of postdoc experience	Dibner Institute for the History of Science and Technology, 2001-02
National honors/awards (#)	
Publications in refereed journals (#)	2
Books published (#)	0
Chapters published (#)	1
Citations by other scholars (#)	86
Refereed abstracts (#)	0
Conference presentations (#)	7
Creative works (#)	0 (n/a)
Grant proposals submitted (#)	7
Grant proposals funded (#)	1
Total funded amount	\$50,000
Source(s) of funding received	The Huntington Library, San Marino, CA
Editorships (#)	1 (<i>Osiris</i> , vol. 25)
Officer of professional organizations	No
Service on review panels	
Other	Reviewed a book MS for University of Pennsylvania Press

Faculty – Individual data	
Faculty name	John J. Bukowczyk
Classification	Tenured
Rank	Professor
Tenure date	August 1986
Year achieved graduate faculty status	1986
Area of specialization	Immigration & Ethnic History (U.S. & Transnational)
Date earned PhD	1980
University where PhD was awarded	Harvard University
Place of postdoc experience	N/A
National honors/awards (#)	1
Publications in refereed journals (#)	4
Books published (#)	1
Chapters published (#)	2
Citations by other scholars (#)	67 (since 2009; source: Google Scholar)
Refereed abstracts (#)	N/A
Conference presentations (#)	4
Creative works (#)	N/A
Grant proposals submitted (#)	--
Grant proposals funded (#)	--
Total funded amount	--
Source(s) of funding received	--
Editorships (#)	As editor of the Journal of American Ethnic History,. 28 issues of the JAEH (7 volumes) As editor of the Ohio University Press Polish & Polish-American Studies Series, general editor of 5 titles
Officer of professional organizations	3
Chapters published (#)	--
Service on review panels	--
Other	3 obituaries

Faculty – Individual data	
Faculty name	Jorge L. Chinaea
Classification	Tenured
Rank	Associate Professor
Tenure date	2003
Year achieved graduate faculty status	
Area of specialization	Colonial Latin America; Latino and Boricua History; Immigration and Ethnic History; Labor
Date earned PhD	1994
University where PhD was awarded	University of Minnesota, Minneapolis
Place of postdoc experience	3
National honors/awards (#)	14
Publications in refereed journals (#)	12
Books published (#)	1 (and 1 forthcoming)
Chapters published (#)	17
Citations by other scholars (#)	
Refereed abstracts (#)	?
Conference presentations (#)	52
Creative works (#)	
Grant proposals submitted (#)	20
Grant proposals funded (#)	14
Total funded amount	67,700
Source(s) of funding received	WSU (9), national (3), and international (2)
Editorships (#)	5
Officer of professional organizations	2
Service on review panels	3
Other	

Faculty – Individual data	
Faculty name	José Cuello
Classification	Tenured
Rank	Associate Professor
Tenure date	1989
Year achieved graduate faculty status	1989
Area of specialization	Modern Latin America; Colonial Mexico
Date earned PhD	1981
University where PhD was awarded	University of California - Berkeley
Place of postdoc experience	University of California - Berkeley
National honors/awards (#)	NEH Fellowship, 1988-1989
Publications in refereed journals (#)	3
Books published (#)	2
Chapters published (#)	4
Citations by other scholars (#)	n/a
Refereed abstracts (#)	0
Conference presentations (#)	36
Creative works (#)	0
Grant proposals submitted (#)	0
Grant proposals funded (#)	0
Total funded amount	0
Source(s) of funding received	n/a
Editorships (#)	0
Officer of professional organizations	AHA Nominating Committee, 1993-1996
Service on review panels	n/a
Other	Book Reviews – 14; University Learning Handbook, AHA, Teach Div. - 1

Faculty – Individual data	
Faculty name	Elizabeth V Faue
Classification	Tenured
Rank	Professor of History
Tenure date	1993 rank of Associate Professor; promoted to Full Professor 2002
Year achieved graduate faculty status	1990
Area of specialization	Labor History; Women’s and Gender History
Date earned PhD	1987
University where PhD was awarded	University of Minnesota
Place of postdoc experience	University of Rochester
National honors/awards (#)	
Publications in refereed journals (#)	
Books published (#)	1
Chapters published (#)	10
Citations by other scholars (#)	52 (article citations only and since 2009; Google Scholar); cited in hundreds of books and conference reports (JStor).
Refereed abstracts (#)	
Conference presentations (#)	20
Creative works (#)	
Grant proposals submitted (#)	3
Grant proposals funded (#)	1
Total funded amount	Graduate Research Assistant, stipend and tuition; summer salary
Source(s) of funding received	Internal (WSU) – OVPR and Humanities Center
Editorships (#)	
Officer of professional organizations	
Chapters published (#)	
Service on review panels	National Endowment for the Humanities (2012); Dutch National Science Foundation (2012); internal funding committees
Other	Tenure and Promotion External Referee (10 cases since 2009); served on five editorial boards (see below); Nominating Committee, Publications Committee, and Program Committee (Labor Network Representative) for Social Science History Association; dissertation award committee Labor and Working Class History Association

Faculty – Individual data	
Faculty name	Liette Gidlow
Classification	History Dept.
Rank	Associate professor
Tenure date	2004
Year achieved graduate faculty status	1998 (at another university; at appointment in 2005 at Wayne State)
Area of specialization	US history
Date earned PhD	1997
University where PhD was awarded	Cornell University
Place of postdoc experience	NA
National honors/awards (#)	
Publications in refereed journals (#)	3
Books published (#)	2
Chapters published (#)	2
Citations by other scholars (#)	37 citations in books, 16 in articles
Refereed abstracts (#)	N/A
Conference presentations (#)	16
Creative works (#)	N/A
Grant proposals submitted (#)	6
Grant proposals funded (#)	5
Total funded amount	\$55,625
Source(s) of funding received	Wayne State Office of Vice President for Research, Undergraduate Research Opportunity Program, Humanities Center
Editorships (#)	Edited a volume of essays published by U. Illinois Press
Officer of professional organizations	
Chapters published (#)	2
Service on review panels	Mss reviewer for Wayne State U. Press and three journals
Other	<p>Editor of a 2012 volume of essays (<i>Obama, Clinton, Palin</i> published by the University of Illinois Press) designated as a "Recommended Title" by CHOICE, the publication of the American Library Association.</p> <p>Contributor to an award-winning book, <i>The History of Michigan Law</i>, eds. Paul Finkelman and Martin Hershock (Athens: Ohio University Press, 2006), which won the Michigan State History Award for 2007 and was selected as a 2007 Michigan Notable Book.</p>

Faculty – Individual data	
Faculty name	Jennifer Hart
Classification	Tenure-Track
Rank	Assistant Professor
Tenure date	N/A
Year achieved graduate faculty status	09/2011
Area of specialization	History (Africa)
Date earned PhD	07/2011
University where PhD was awarded	Indiana University-Bloomington
Place of postdoc experience	N/A
National honors/awards (#)	2
Publications in refereed journals (#)	2
Books published (#)	0
Chapters published (#)	0
Citations by other scholars (#)	
Refereed abstracts (#)	n/a
Conference presentations (#)	13
Creative works (#)	n/a
Grant proposals submitted (#)	5
Grant proposals funded (#)	2
Total funded amount	\$10,000
Source(s) of funding received	Eisenberg Institute for Historical Studies (UofM); WSU Humanities Center
Editorships (#)	0
Officer of professional organizations	n/a
Chapters published (#)	0
Service on review panels	Wayne State University Fulbright Review Committee
Other	

Faculty – Individual data	
Faculty name	Hans Hummer
Classification	Tenured
Rank	Associate Professor
Tenure date	2005
Year achieved graduate faculty status	1999
Area of specialization	Medieval Europe
Date earned PhD	1997
University where PhD was awarded	University of California at Los Angeles
Place of postdoc experience	
National honors/awards (#)	
Publications in refereed journals (#)	
Books published (#)	
Chapters published (#)	4
Citations by other scholars (#)	57 (Google)
Refereed abstracts (#)	
Conference presentations (#)	7
Creative works (#)	
Grant proposals submitted (#)	
Grant proposals funded (#)	
Total funded amount	
Source(s) of funding received	
Editorships (#)	
Officer of professional organizations	
Chapters published (#)	4
Service on review panels	Internal funding committees
Other	3 manuscript reviews

Faculty – Individual data	
Faculty name	Marc Kruman
Classification	Tenured
Rank	Professor
Tenure date	1982
Year achieved graduate faculty status	1982
Area of specialization	18 th and 19 th Century U.S. history
Date earned PhD	1978
University where PhD was awarded	Yale University
Place of postdoc experience	Harvard University
National honors/awards (#)	3
Publications in refereed journals (#)	0
Books published (#)	1
Chapters published (#)	1
Citations by other scholars (#)	216
Refereed abstracts (#)	
Conference presentations (#)	4
Creative works (#)	
Grant proposals submitted (#)	8
Grant proposals funded (#)	0
Total funded amount	
Source(s) of funding received	
Editorships (#)	1
Officer of professional organizations	
Chapters published (#)	1
Service on review panels	2 (National Endowment for the Humanities)
Other	

Faculty – Individual data	
Faculty name	Janine Lanza
Classification	Tenured
Rank	Associate Professor
Tenure date	2002
Year achieved graduate faculty status	2002
Area of specialization	Early Modern Europe, France, Labor, History of Women and Gender
Date earned PhD	1996
University where PhD was awarded	Cornell University
Place of postdoc experience	Newberry Library (Mellon Postdoctoral Fellow)
National honors/awards (#)	0
Publications in refereed journals (#)	3
Books published (#)	1
Chapters published (#)	2
Citations by other scholars (#)	43
Refereed abstracts (#)	0
Conference presentations (#)	19
Creative works (#)	0
Grant proposals submitted (#)	4
Grant proposals funded (#)	1
Total funded amount	\$6000
Source(s) of funding received	University of Michigan, Eisenberg Institute
Editorships (#)	0
Officer of professional organizations	2
Service on review panels	0
Other	Book reviews – 7

Faculty – Individual data	
Faculty name	Osumaka Likaka
Classification	Tenured
Rank	Associate Professor
Tenure date	1998
Year achieved graduate faculty status	1998
Area of specialization	Modern Africa, Social and Cultural History, Labor, Peasant Studies
Date earned PhD	1991
University where PhD was awarded	University of Minnesota, Minneapolis
Place of postdoc experience	University of Rochester
National honors/awards (#)	10
Publications in refereed journals (#)	5
Books published (#)	2
Chapters published (#)	1
Citations by other scholars (#)	
Refereed abstracts (#)	
Conference presentations (#)	14
Creative works (#)	0
Grant proposals submitted (#)	
Grant proposals funded (#)	
Total funded amount	
Source(s) of funding received	
Editorships (#)	
Officer of professional organizations	
Chapters published (#)	
Service on review panels	2
Other	

Faculty – Individual data	
Faculty name	Elizabeth Dorn Lublin
Classification	Tenured
Rank	Associate Professor
Tenure date	August 2010
Year achieved graduate faculty status	2003
Area of specialization	Modern East Asia, Japan, History of Women and Gender
Date earned PhD	May 2003
University where PhD was awarded	University of Hawaii at Manoa
Place of postdoc experience	
National honors/awards (#)	0
Publications in refereed journals (#)	0
Books published (#)	1
Chapters published (#)	5 (including 4 encyclopedia entries)
Citations by other scholars (#)	7 [note: Google citations may very well have missed publications in Japan and in Japanese]
Refereed abstracts (#)	0
Conference presentations (#)	12
Creative works (#)	0
Grant proposals submitted (#)	3
Grant proposals funded (#)	3
Total funded amount	\$21,250
Source(s) of funding received	Association for Asian Studies, Triangle Center for Asian Studies, Wayne State University
Editorships (#)	0
Officer of professional organizations	1
Chapters published (#)	5 (including 4 encyclopedia entries)
Service on review panels	0
Other	Manuscript reviewer for 2 presses and 6 journals; external reviewer for 1 P&T case, 1 senior research award, and 3 research grants

Faculty – Individual data	
Faculty name	Howard Lupovitch
Classification	Tenured
Rank	Associate Professor
Tenure date	8/1/13
Year achieved graduate faculty status	8/1/13
Area of specialization	Jewish History
Date earned PhD	October/1996
University where PhD was awarded	Columbia University
Place of postdoc experience	Hebrew University
National honors/awards (#)	2
Publications in refereed journals (#)	9
Books published (#)	2
Chapters published (#)	2
Citations by other scholars (#)	
Refereed abstracts (#)	
Conference presentations (#)	11
Creative works (#)	
Grant proposals submitted (#)	
Grant proposals funded (#)	
Total funded amount	
Source(s) of funding received	
Editorships (#)	1
Officer of professional organizations	
Chapters published (#)	
Service on review panels	
Other	

Faculty – Individual data	
Faculty name	William T. Lynch
Classification	Tenured
Rank	Associate Professor
Tenure date	2003
Year achieved graduate faculty status	1998
Area of specialization	History and Philosophy of Science
Date earned PhD	1996
University where PhD was awarded	Cornell University
Place of postdoc experience	Max Planck Institute for the History of Science
National honors/awards (#)	0
Publications in refereed journals (#)	0
Books published (#)	0
Chapters published (#)	0
Citations by other scholars (#)	104 (since 2009)
Refereed abstracts (#)	0
Conference presentations (#)	4
Creative works (#)	0
Grant proposals submitted (#)	0
Grant proposals funded (#)	0
Total funded amount	0
Source(s) of funding received	0
Editorships (#)	0
Officer of professional organizations	0
Chapters published (#)	0
Service on review panels	0
Other	0

Faculty – Individual data	
Faculty name	Karen Marrero
Classification	Tenure-Track
Rank	Assistant Professor
Tenure date	n/a
Year achieved graduate faculty status	2014
Area of specialization	Colonial North America
Date earned PhD	2011
University where PhD was awarded	Yale University
Place of postdoc experience	William L. Clements Library, University of Michigan
National honors/awards (#)	1
Publications in refereed journals (#)	2
Books published (#)	0
Chapters published (#)	3
Citations by other scholars (#)	8
Refereed abstracts (#)	0
Conference presentations (#)	12
Creative works (#)	n/a
Grant proposals submitted (#)	2
Grant proposals funded (#)	1
Total funded amount	\$13,300
Source(s) of funding received	National Endowment for the Humanities
Editorships (#)	2
Officer of professional organizations	President, Center for French Colonial Studies, 2012-2014
Service on review panels	0
Other	

Faculty – Individual data	
Faculty name	Danielle L. McGuire
Classification	Tenured
Rank	Associate Professor
Tenure date	2013
Year achieved graduate faculty status	2008
Area of specialization	American History; African American History 20 th Century, Women and Gender
Date earned PhD	2007
University where PhD was awarded	Rutgers University
Place of postdoc experience	University of North Carolina-Chapel Hill
National honors/awards (#)	24
Publications in refereed journals (#)	3
Books published (#)	2
Chapters published (#)	3
Citations by other scholars (#)	77
Refereed abstracts (#)	0
Conference presentations (#)	20
Creative works (#)	0
Grant proposals submitted (#)	2
Grant proposals funded (#)	2
Total funded amount	\$55,000
Source(s) of funding received	Fellowship; University of North Carolina; Organization of American History
Editorships (#)	0
Officer of professional organizations	0
Chapters published (#)	3
Service on review panels	11 (Manuscript review for presses and journals)
Other	

Faculty – Individual data	
Faculty name	Tracy Neumann
Classification	Tenure-Track
Rank	Assistant Professor
Tenure date	n/a
Year achieved graduate faculty status	2011
Area of specialization	Modern US history; urban history
Date earned PhD	May 2011
University where PhD was awarded	New York University
Place of postdoc experience	n/a
National honors/awards (#)	0
Publications in refereed journals (#)	1
Books published (#)	0
Chapters published (#)	0
Citations by other scholars (#)	0
Refereed abstracts (#)	0
Conference presentations (#)	12 (since arrival at WSU in Fall 2011)
Creative works (#)	n/a
Grant proposals submitted (#)	2 (since arrival at WSU in Fall 2011)
Grant proposals funded (#)	1 (since arrival at WSU in Fall 2011)
Total funded amount	\$5000
Source(s) of funding received	Eisenberg Institute for Historical Studies, University of Michigan
Editorships (#)	n/a
Officer of professional organizations	n/a
Chapters published (#)	0
Service on review panels	n/a
Other	

Faculty – Individual data	
Faculty name	Andrew I. Port
Classification	Tenured
Rank	Associate Professor of History
Tenure date	Spring 2007
Year achieved graduate faculty status	Fall 2003
Area of specialization	Modern German and European History
Date earned PhD	2000
University where PhD was awarded	Harvard University
Place of postdoc experience	n/a
National honors/awards (#)	1
Publications in refereed journals (#)	3
Books published (#)	2
Chapters published (#)	8
Citations by other scholars (#)	46
Refereed abstracts (#)	
Conference presentations (#)	21
Creative works (#)	n/a
Grant proposals submitted (#)	6
Grant proposals funded (#)	4
Total funded amount	\$50,000
Source(s) of funding received	Alexander von Humboldt Foundation (Germany), Zentrum für Zeithistorische Forschungen (Potsdam, Germany), WSU Humanities Center
Editorships (#)	2
Officer of professional organizations	1
Chapters published (#)	See above
Service on review panels	1
Other	n/a

Faculty – Individual data	
Faculty name	Aaron Retish
Classification	Tenured
Rank	Associate Professor
Tenure date	2009
Year achieved graduate faculty status	2009
Area of specialization	Russian and Eurasian history
Date earned PhD	2003
University where PhD was awarded	The Ohio State University
Place of postdoc experience	
National honors/awards (#)	
Publications in refereed journals (#)	3 articles, 12 book reviews
Books published (#)	1
Chapters published (#)	1
Citations by other scholars (#)	23
Refereed abstracts (#)	0
Conference presentations (#)	30
Creative works (#)	0
Grant proposals submitted (#)	14
Grant proposals funded (#)	8
Total funded amount	\$112,750
Source(s) of funding received	Harry Frank Guggenheim, Illinois University Russian Research Laboratory, National Council for Eurasian and East European Research (NCEEER), American Philosophical Society, Wayne State University Research Enhancement Award, Wayne State University 2011-2013 Career Development Chair, Wayne State University Kennan Institute of the Woodrow Wilson Center, Eisenberg Institute for Historical Studies.
Editorships (#)	2 journals and 1 book series
Officer of professional organizations	Board member of Abraham Lincoln Brigade Archive, Board member of Wayne State University Press.
Service on review panels	Evaluated applications of American Philosophy Society; have evaluated manuscripts for six journals and three presses
Other	Co-editor of h-citizenship

Faculty – Individual data	
Faculty name	Marsha L. Richmond
Classification	Tenured
Rank	Associate Professor
Tenure date	2000
Year achieved graduate faculty status	1996
Area of specialization	History of Science
Date earned PhD	1986
University where PhD was awarded	Indiana University, Bloomington
Place of postdoc experience	Darwin Correspondence Project, Cambridge, England
National honors/awards (#)	1
Publications in refereed journals (#)	2
Books published (#)	0
Chapters published (#)	6
Citations by other scholars (#)	125 (since 2009; Google Scholar Citations)
Refereed abstracts (#)	0
Conference presentations (#)	15
Creative works (#)	0
Grant proposals submitted (#)	2
Grant proposals funded (#)	2
Total funded amount	\$143,911
Source(s) of funding received	National Science Foundation; Sydney Brenner Research Scholarship, Cold Spring Harbor Laboratory, New York
Editorships (#)	0
Officer of professional organizations	2
Chapters published (#)	6
Service on review panels	2
Other	Service on tenure committees: 3

Faculty – Individual data	
Faculty name	Sandra VanBurkleo
Classification	Tenured
Rank	Associate Professor
Tenure date	1994
Year achieved graduate faculty status	1994
Area of specialization	United States, Constitutional and Legal History, History of Women and Gender
Date earned PhD	1989
University where PhD was awarded	University of Minnesota, Minneapolis
Place of postdoc experience	
National honors/awards (#)	10
Publications in refereed journals (#)	8
Books published (#)	2
Chapters published (#)	5
Citations by other scholars (#)	
Refereed abstracts (#)	
Conference presentations (#)	20
Creative works (#)	
Grant proposals submitted (#)	
Grant proposals funded (#)	
Total funded amount	
Source(s) of funding received	
Editorships (#)	3
Officer of professional organizations	3
Service on review panels	
Other	29 book reviews; 31 entries (Oxford Companion to American Law, American National Biography, etc.)

Faculty – Individual data	
Faculty name	Kidada E. Williams
Classification	Tenured
Rank	Associate Professor
Tenure date	2012
Year achieved graduate faculty status	2006
Area of specialization	African American History & American History
Date earned PhD	2005
University where PhD was awarded	University of Michigan
Place of postdoc experience	University of Oregon – Visiting Assistant Professor
National honors/awards (#)	Ford Foundation Postdoctoral Fellowship
Publications in refereed journals (#)	1
Books published (#)	1
Chapters published (#)	
Citations by other scholars (#)	12
Refereed abstracts (#)	
Conference presentations (#)	12
Creative works (#)	
Grant proposals submitted (#)	3
Grant proposals funded (#)	3
Total funded amount	\$48,000
Source(s) of funding received	Ford Foundation, CLAS (WSU), Eisenberg Institute for Historical Studies (U-M), Humanities Center (WSU)
Editorships (#)	
Officer of professional organizations	Council member Society for Historians of the Gilded Age & Progressive Era (2011-2014); Publicity Director for the Association of Black Women Historians (2014)
Chapters published (#)	
Service on review panels	2 manuscript reviews, 3 prize/award committees, 1 tenure review
Other	

Section 3: The Doctoral Program

Part 1: Comparable and aspirational programs

1. Choose two comparable programs at research universities. For each program, indicate which of the following factors you used to determine comparability.

Doctoral - Comparable Programs		
CRITERIA	UW- Milwaukee	Georgia State
Produce a similar number of Ph.D. graduates	10*	16*
Ph.D. graduates similar in quality to ours		
Place Ph.D. graduates in similar types of positions	No placement info	
Ph.D. program is organized into similar divisions	Yes—but they have three specializations—Global History, Urban History, and Modern Studies, plus a Public History specialization at the MA level	Yes, but offers an MA in Heritage Preservation and offer Public History as a major PhD field; otherwise, really nearly identical program
Ph.D. training curriculum is similar	Yes	Yes
Students are drawn from a similar national pool		
Students drawn from a similar local pool		
Students drawn from a similar international pool		
Faculty publish in similar journals	Yes	Yes
Number of faculty	33	40
Generate about the same amount of external funds		
Receive funding from the same types of external sources		
Are part of an urban university	Yes	Yes
Are ranked similarly to our department (indicate ranking and ranking index used for comparison)	No—they have no NRC ranking, or US News	US News #116
Faculty have similar research interests	Yes, but better coverage (particularly Latin America/Caribbean and US)	Yes, but better coverage in US and Europe; plus, several people doing imperialism; business/economic history; public history

Faculty publish similar number of books	They seem to publish more	Yes
Faculty members perform or exhibit their creative works as often as we do		
Faculty members have similar numbers and types of awards in the profession		
Faculty members participate to a similar extent in national, professional organizations	Yes	Yes
Faculty members' scholarly quality is similar	Yes (based on publications and PhD institutions)	Yes (based on publications and PhD institutions)
Other (please specify below)		

2. How have you used these programs to benchmark performance in your program?

Both comparable institutions have greater resources than our own, including larger faculties; but we do have similar faculty strengths and we are working toward broadening our vision in ways similar to these programs (especially in the field of public history). Our U.S. News ranking is only two removed from that of Georgia State (#118 v. #116). On the whole, we are working on improving measures of recruitment, retention, graduation and placement for the doctoral program through various means, including the creation of new recruitment materials and improvement of the graduate section of the website (now under development); the use of annual reviews; the current adoption of the Individual Professional Development Plans, now required by the University; and working on our own professional development and career diversity workshop series, in an attempt to improve our ranking.

3. Choose a program at a research university that your program realistically aspires to be in the next 7 years. Indicate which of the following factors you used to select the program.

Doctoral – Aspirational Program		
CRITERIA	Pitt	Temple
Produces more/less Ph.D. graduates	26*	31*
Has more/less funding for Ph.D. students	More summer funding available	
Places more Ph.D. graduates in academic positions (or more prestigious positions)	2001-12, 50 PhDs, 35 in TT positions	
Has a Ph.D. program organized differently than ours (Please describe below)	Similar, but organized around thematic clusters Atlantic World, Power & Inequality, Texts & Contexts, World History	Similar
Has a Ph.D. training curriculum that differs from ours (Please describe below)	Public history; far more graduate-only seminars	Public history; far more graduate-only seminars
Produces Ph.D. students higher in quality than ours		
Has more students nationally who apply to the program		
Enrolls more students from a national pool		
Enrolls more/less international students		
Faculty have better publication records	Yes	Yes
Has a smaller/larger faculty size	36	35
Generates more external funding		
Conducts more research focused on urban issues	Yes	Yes
Has faculty members who perform or exhibit their creative works more often than we do		
Has a faculty with different research interests (Please specify)	Greater concentration of Americanists, about the same number as in "world" fields, except they have Middle East and China	Yes: foreign policy, Italy, public history, environmental history, US West and South, Middle East, several SE Asia
Faculty have more professional awards		
Faculty participate to a greater extent in national, professional organizations		
Is ranked higher than our department** (Indicate ranking index used for comparison)	US News #36	US News #64
Other-Please specify		

4. The comparable programs indicate where the program is now and the aspirational program indicates where the program wants to be in the future.

a. What plans does the program have to move from one point to the other?

We have implemented an annual review for doctoral students and have seen progress in reducing time to degree and in completion. We encourage most doctoral candidates to make the world history certificate part of their PhD coursework, in preparation for teaching; and we now have a course in teaching at the college level. We encourage conference participation, and we continue to seek expanded funding for the doctoral program, both internally and through development. The chair is currently working with a donor to create an additional endowed teaching assistantship that would allow senior doctoral students to have an additional year of funding and a reduced teaching load, in order to complete their doctorate.

We are in the process of developing a master's degree in public history and have a career diversity initiative to enrich our graduate curriculum and expand internship opportunities. We will continue to build professional development as part of our doctoral program. These elements will, we believe, enhance the graduate program, making recruitment on the one hand and placement on the other far easier. Because we face the same challenges as other programs of this caliber, we believe that moving toward a greater focus on career pathways and enhancing our offerings will aid us in moving toward the aspirational program.

b. What benchmarks will be used to assess progress?

Within the context of limited funding and the loss of some faculty lines, we try to use existing resources to optimize doctoral student outcomes. We have sought to tap broader university and graduate school funds to expand programming and to fund additional students, and we are working toward a more focused program with the timely submission of plans of work and individual professional development plans as well as assisting students in locating additional funds. We are trying to use the new career diversity initiative to place more students once they have graduated. We will use the measures of recruitment, retention, time to degree, graduation rates, and placement to measure our progress in moving toward the performance levels of our aspirational programs.

c. How will existing resources be used to achieve these objectives?

We are building our new public history initiative by using existing courses, faculty, and community partners. In a similar way, it is by using our resources wisely—expanding the number of funded students but also enhancing our current offerings as a PhD

program—that we can improve our outcomes. It is also true that we have been able to tap new strengths and sources within the department to help recruit new students in, for example, the history of science, medicine, and the environment. We have a core of graduate students working on these subjects—something that was not true two years ago. We are working on developing more graduate-only courses but also a broader range of courses that fulfill the world history bridge certificate requirement and more courses in public history.

d. If additional resources were available, what would be requested and how would it be used?

We need additional funding at the doctoral level. At a minimum, the doctoral program would benefit from an additional Rumble Fellowship, to be used for recruiting or degree completion. Additional graduate teaching assistantships would improve time to degree and enhance degree completion rates. Too often our doctoral students, once their funding has ended (students generally receive a maximum of between four and five years of funding) must resort to adjunct teaching to support dissertation completion. The addition of another four funding lines would allow us to recruit doctoral students more vigorously and to fund the students we currently have, in ways that would hasten completion. Additional research support for graduate students, in terms of travel to collections, would likely improve time to degree and, for some students, significantly broaden their research. We also would benefit with the restoration of faculty lines in our top priority hiring fields (U.S. and the World, the Middle East and China).

Part 2: Doctoral Program - Policies and Procedures

1. Check each process that applies to the program and indicate who is responsible for the process.

Doctoral - Policies and Procedures Profile					
PROCESS	APPLIES	RESPONSIBLE PERSON			
		CHAIR	ASSOC. CHAIR	GRAD. OFFICER	Other (Describe)
Conducts an orientation for new students	x			x	
Advises students on plan of work	x			x	Advisor approval
Approves plans of work	x			x	
Chairs graduate committee	x			x	
Oversees graduate recruitment	x			x	
Oversees graduate admissions	x			x	
Approves qualifying exam committees	x				Advisor approval
Approves dissertation committees	x			x	Advisor approval
Distributes fellowship/scholarship information to students	x			x	
Oversees information on program website	x				Cooperation of dept academic advisor
Serves as advisor for program graduate student organization	x			x	
Distributes information about career options/job placement	x			x	
Oversees student record-keeping	x			X	
Assigns teaching assistantships	x				Graduate Committee
Supervises/evaluates performance of GTAs	x			X	Course instructors evaluate
Oversees appointments of GRAs	x				GRAs by grantee
Hears grievances of undergraduates concerning GTAs	x	x			
Hears grievances of graduate students involving faculty members	x	x		X	
Other					

2. What compensation does the graduate officer receive (e.g., release time from teaching, summer salary, travel/research funds, graduate assistant)?
 - a. One-course release

3. Is the graduate officer's appointment: X 9 month 12 month

a. Nine month salary/appointment but 12 month responsibilities

4. Rank order the principal mission of your doctoral program (Note: no tied ranks)

- | | |
|---|---------------|
| a. Training scholars for academic careers | <u> 1 </u> |
| b. Training practitioners for industry, business, or government | <u> 2 </u> |
| c. Providing advanced learning opportunities independent of career objectives | <u> 3 </u> |
| d. Other (please explain) | <u> </u> |

The Mission of the Graduate Program of the Department of History is:

- a) To maintain and develop a national and international reputation for excellence in graduate education in history.
- b) To train doctoral students as professional historians, equipped with the skills to produce original, publishable research in their field of specialization.
- c) To provide training, or continuing education, to graduate students at the master's level who are pursuing careers in education, public history, public policy, law, journalism or archival administration.
- d) To provide opportunities for graduate students to acquire and/or improve skills in archival research, historical interpretation, teaching, and written and oral communication for scholarly and/or public audiences and to guide and assist students in finding professional opportunities to exercise these skills.

5. The following questions relate to the assessment of student learning

a. State the learning outcomes for the doctoral program.

- i. Outcome 1 – Historiographical and Historical Knowledge and Professional Ethics
 1. Develop a broad and comprehensive understanding of history in two major and one minor field in History
 2. Interpret, reference and employ relevant bodies of scholarship outside of history, including social and political theories and methods from the broadly defined humanities and social sciences
 3. Recognize and implement professional ethical standards in academic work
- ii. Outcome 2 – Historical Research Skills
 1. Demonstrate familiarity with developments in historical scholarship and basic research skills

2. Obtain relevant research skills through a combination of cognate coursework, history courses or archival administration courses that focus on methodology, and research papers in seminars
 3. Identify a specific research opportunity that will be the topic of your research culminating in writing and obtaining approval of the Dissertation Prospectus
 4. Make an original contribution to historical scholarship, according to the tenets of academic integrity
- iii. Outcome 3 – Academic Career Development
1. Identify career goals and build professional skills as appropriate to one’s program of study and career track.
 2. Attain reading proficiency in at least one foreign language to engage with the international community of scholars, or obtain proficiency in statistics and quantitative methods

b. How are these learning outcomes related to the mission?

The mission statement outlines our goals as a graduate program. For the past four years, we have worked to connect our newly revised mission statement to the learning outcomes we delineated. This has meant implementing new procedures for recruitment, student tracking, advising, and communication about our program, enhancing the professional development aspects of our program, and improving the doctoral program by streamlining and clarifying the process for achieving doctoral candidacy. We sought to identify outmoded aspects of the program, update fields of study and increase support for graduate students. We have encouraged the early submission of plans for work among all graduate students and sought to encourage greater coherence in coursework and dissertation research. We have continued to improve the annual graduate orientation to include more information on and access to professional development opportunities. We have worked to regularly schedule graduate seminars and to provide graduate students information so that they can plan their program.

In the past four years, the History DGS has, with the cooperation of graduate faculty, implemented regular annual doctoral reviews, which brought the department into alignment with current best practices in graduate education and instituted in the past year a master’s student review process (since 2013) that helps to track student progress and also should encourage degree completion and retention. We updated an inaccurate and outdated graduate student roster to reflect the number, status, and advisor assignment of current graduate students in the program. The DGS, in cooperation with the current department academic advisor, updated the American Historical Association doctoral database. The DGS rewrote the department’s profile, corrected and supplemented information on doctoral graduates, and added more than

30 missing doctoral dissertations to AHA records. The Graduate Committee revised and brought up to date the History Graduate Student Handbook, first in 2010, and then with more thorough revisions in 2012 and 2013. The Graduate Committee and individual graduate faculty have helped to organize graduate student workshops for professional development, in cooperation with the History Graduate Student Association and the Graduate School.

The DGS has taken on the role of communicating with and advocating for Graduate Teaching Assistants that includes establishing and communicating term proctoring schedule and meeting with them annually and each term to discuss procedures and classroom information.

c. For each learning outcome, explain how its achievement is measured.

i. Outcome #1 Assessment

1. Coursework and Qualifying Written and Oral Exams (Do doctoral candidates demonstrate an adequate grasp of historical scholarship and trends as well as historical argument and facts in two major and one minor field exams and qualifying orals?)
2. Cognate coursework and dissertation research (Do dissertations connect to relevant scholarship, methodology and theory?)
3. Dissertation research and publication (Do dissertations pass the Safe Assign test?)

ii. Outcome #2 Assessment

1. Pass with a grade of B or better HIS 7830
2. Pass cognate coursework and relevant methods courses with a grade of B or better
3. Dissertation Prospectus and Candidacy Form
4. Doctoral dissertation and the oral defense

iii. Outcome #3 Assessment

1. The Career Development Plan and Annual Reviews
2. The Foreign Language Reading Proficiency Exam, oral history course, or statistics course

d. How were data collected that provide evidence (either positive or negative) of each learning outcome?

We are currently collecting data on these measures. Our successful doctoral students meet these standards; our department assessment about success is reflected in improved degree completion rates/graduation rates and doctoral student retention.

e. What specific evidence does the program have that students are or are not achieving each learning outcome?

The measures are set specifically to reflect individual student benchmarks. The goal here has been to improve student retention, degree completion, and time to degree. The DGS and Graduate Committee have reviewed the annual doctoral reports, and the DGS in her role as advisor collects information informally about program needs.

Our use of annual reviews and progress reports appears to have made a difference in keeping students on track. We have seen some long-term students complete their degrees within the past two years, and we have kept our more recently admitted students to a relatively tight schedule in meeting degree benchmarks. Using our new assessment tools, we hope to show this progress quantitatively as well as qualitatively.

f. Give specific examples of how the program has used this evidence to improve the effectiveness of the curriculum overall and student learning specifically.

The DGS and Graduate Committee have worked to understand and address the specific barriers that keep doctoral students from completion of their degrees. With more feedback, we anticipate being able to further improve time to degree and degree completion. To the extent possible, we have implemented changes to keep students on track and also to provide them with professional development opportunities to enhance their chances of placement. We have worked with the History Graduate Student Association in this effort. Our recent Career Diversity and Professional Development series, following the AHA's lead, is organized to provide students with information about alternative career paths and also to give them tools to equip them for both academic placement as well as placement in public history and related fields.

For years, one of the biggest obstacles to timely completion of degrees has been, ironically, the language exam process. DGS Faue worked in 2010-2011 with Professor Michael Giordano, who supervises these exams for the Classical and Modern Languages, Literatures and Cultures (CMLLC) Department, to clarify the process, institute new standards as part of an agreement with CMLLC, and publicized the procedures to graduate students through the Graduate Handbook. Second, the DGS and the Graduate Committee have adopted a policy that encourages taking the language exam early, prior to or immediately following achieving candidacy, and finally, the Graduate Committee modified the foreign language standard to include a more relevant skill (oral history methods) as an equivalent for modern U.S. history doctoral students. We believe that these changes will enhance degree completion and shorten time to degree.

Information gathered from reviewing Plans of Work and from advising doctoral students led to the adoption of a course template, running out three years in advance, in order for faculty advisors and doctoral students to have information necessary for degree planning. By increasing the number of seminars and graduate-only classes we required, we needed to have more seminars taught and to recruit graduate students for these

seminars. That strategy has, for the most part, worked, and it has improved the program, enhancing the analytical and research skills of our graduate students.

We have emphasized, through regular discussions with faculty, the need for their advisees to submit their Plans of Work and Annual Reviews on time and to apply for internal awards that would support doctoral research and degree completion. These actions are also a reflection of what we have so far learned at the beginning of our assessment process.

6. List any 7000 and 8000 level courses:

a. Not offered every year but offered at least every two years

- i. 7010 (HIS 5010) Readings in Colonial North America. Cr. 4
- ii. 7020 (HIS 5020) Readings in Revolutionary America. Cr. 4
- iii. 7030 (HIS 5030) Readings in the Early American Republic: 1789-1850. Cr. 4
- iv. 7040 (HIS 5040) Readings in the Civil War and Reconstruction: 1850-1877. Cr. 4
- v. 7050 (HIS 5050) Readings in the Emergence of Modern America: 1877-1917. Cr. 4
- vi. 7060 (HIS 5060) Readings in Modern America: 1917-1945. Cr. 4
- vii. 7070 (HIS 5070) Readings in Contemporary American History: 1945 to the Present. Cr. 4
- viii. 7090 (HIS 5090) Readings in the Constitutional History of the United States from 1937 to the Present. Cr. 3
- ix. 7160 (HIS 5160) Readings in the Constitutional History of the United States to 1860. (LEX 7123) Cr. 4
- x. 7170 (HIS 5170) Readings in the Constitutional History of the United States from 1860 to 1940. Cr. 4
- xi. 7190 (HIS 5190) Readings in History of American Social Thought. Cr. 4
- xii. 7200 (HIS 5200) Readings in Women in American Life and Thought. Cr. 3
- xiii. 7210 (HIS 5210) Readings in the Peopling of Modern America, 1790-1914: A History of Immigration. Cr. 3-4
- xiv. 7220 (HIS 5220) Readings in the Changing Shape of Ethnic America: World War I to the Present. Cr. 3-4
- xv. 7231 (HIS 5231) The Conquest in Latin America. (HIS 7231) (LAS 5231) Cr. 3
- xvi. 7234 (HIS 5234) Readings in Race in Colonial Latin America. (LAS 5234) (HIS 7234) Cr. 3
- xvii. 7237 (HIS 5237) Readings in The Mexican Revolution. (LAS 5237) (HIS 7237) Cr. 3
- xviii. 7241 (HIS 5241) Readings in American Slavery. (AFS 5241) (AFS 7241) Cr. 4
- xix. 7251 (HIS 5251) History of Feminism. (GSW 7020) Cr. 4
- xx. 7261 (HIS 5261) African Americans, History and Memory. (AFS 5261) Cr. 4
- xxi. 7290 (ECO 5490) Readings in American Labor History. (HIS 5290) Cr. 4
- xxii. 7330 (HIS 5330) Readings in the History of Ancient Greece. Cr. 3
- xxiii. 7340 (HIS 5340) Readings in the History of Ancient Rome. Cr. 3
- xxiv. 7360 (HIS 5360) Readings in the Early Middle Ages: 300-1000. Cr. 3
- xxv. 7370 (HIS 5370) Readings in the High Middle Ages: 1000-1300. Cr. 3
- xxvi. 7380 (HIS 5380) Readings in the Renaissance. Cr. 3
- xxvii. 7385 (HIS 5385) Readings in the History of Christianity to the Reformation. (HIS 7385) Cr. 3
- xxviii. 7395 (HIS 5395) Readings in the Social History of the Roman Empire. Cr. 3-4
- xxix. 7400 (HIS 5400) Readings in Early Modern Europe. Cr. 4
- xxx. 7407 (HIS 5407) Readings in The Scientific Revolution. Cr. 3
- xxxi. 7410 (HIS 5410) Readings in the French Revolution and Napoleon. Cr. 4
- xxxii. 7440 (HIS 5440) Readings in Twentieth Century Europe. Cr. 4
- xxxiii. 7465 (HIS 5460) Readings in the History of the Holocaust. Cr. 4

- xxxiv. 7470 (HIS 5470) Readings in Modern Germany. Cr. 3-4
- xxxv. 7480 (HIS 5480) Readings in Nazi Germany. Cr. 3-4
- xxxvi. 7490 (HIS 5490) Readings in Russian History through the Revolution. Cr. 4
- xxxvii. 7500 (HIS 5500) Readings in the Soviet Union. Cr. 4
- xxxviii. 7550 (HIS 5550) Readings in Britain: 1485-1714. Cr. 4
- xxxix. 7555 Readings in Britain in the Age of Empire. Cr. 4
 - xl. 7556 Readings in the History of Modern Britain. Cr. 4
 - xli. 7660 (HIS 5660) Readings in France Since 1815. Cr. 4
 - xl.ii. 7665(HIS 5665) Readings in Cities in the World. Cr.4
 - xl.iii. 7670 Modern American Cities. Cr. 4
 - xl. iv. 7685 (LIS 7685) Practicum: Archives. Cr. 3
 - xl. v. 7745 (LIS 7740) Archives and Libraries in the Digital World. Cr. 3
 - xl. vi. 7810 (LIS 7750) Introduction to Archival and Library Conservation. Cr. 3
 - xl. vii. 7820 (LIS 7780) Electronic Archives. Cr. 3
 - xl. viii. 7830 Methods and Research in History. Cr. 3
 - xl. ix. 7840 Archival Administration. (LIS 7710) Cr. 3
 - l. 7860 Oral History: A Methodology for Research. (ANT 6360) (LIS 7770) Cr. 3
 - li. 7870 (LEX 7521) Comparative Legal History. Cr. 3
 - lii. 7880 Administration of Historical Agencies. (LIS 7885) Cr. 3
 - liii. 7890 Administration and Preservation of Visual Collections. (LIS 7730) Cr. 3
 - liv. 7960 (N E 5000) Readings in Globalization, Social History and Gender in the Arabian Gulf. (HIS 5960) Cr. 3
 - lv. 7990 Directed Study. Cr. 1-3 (Max. 12)
 - lvi. 7999 Master's Essay Direction. Cr. 1-3
 - lvii. 8005 Seminar in American Historiography. Cr. 3
 - lviii. 8030 Seminar in Modern American History. Cr. 3 (Max. 12)
 - lix. 8060 Seminar in North American Labor History. Cr. 3 (Max. 12)
 - lx. 8110 (EPS 8530) Seminar in the History of Education. (EHP 7670) Cr. 4
 - lxi. 8180 Seminar in Immigration History. Cr. 3 (Max. 12)
 - lxii. 8225 Seminar in European Historiography. Cr. 3
 - lxiii. 8235 Seminar in Early Modern European History. Cr. 3
 - lxiv. 8240 Seminar in Modern European History. Cr. 3 (Max. 12)
 - lxv. 8310 Seminar in World History. Cr. 3
 - lxvi. 8320 (LIS 8320) Information Issues and the Digital Environment. (HIS 8320) Cr. 3
 - lxvii. 8999 Master's Thesis Research and Direction. Cr. 1-8 (Max. 8)
 - lxviii. 9900 Teaching History at the College Level. Cr. 1

b. Offered less than once every two years

- i. 7120 (HIS 5120) Readings in American Foreign Relations to 1933. Cr. 4
- ii. 7130 American Foreign Relations Since 1933. (HIS 5130) Cr. 4
- iii. 7231 The Conquest in Latin America. (LAS 5231) (HIS 5231) Cr. 3
- iv. 7239 (HIS 5239) Readings in Latin American Migration to the United States. (LAS 5239) (HIS 7239) Cr. 3
- v. 7450 (HIS 5450) Readings in The Age of Ideology: Europe in the Interwar Period. Cr. 4
- vi. 7530 Readings in History of World War I and II. (HIS 5530) Cr. 4
- vii. 7620 Readings in The Rise of the European Working Class: 1750-1850. (HIS 5620) Cr. 3
- viii. 8010 Seminar in Early American History. Cr. 3 (Max. 12)
- ix. 8020 Seminar in Nineteenth Century American History. Cr. 3 (Max. 12)
- x. 8050 Seminar in the Constitutional and Legal History of the United States. (LEX 8386) Cr. 3

7. Discuss the relationship of the doctoral program to the master's and undergraduate programs (if applicable).

The doctoral program relates to the master's program in two ways. First, our master's program, over the past few decades, has been a feeder program for the smaller doctoral program. In fact, many of our best PhD students began in our master's program. While we have recruited external applicants directly from undergraduate programs, we still encourage promising master's students to apply to our doctoral program. Second, students from the master's program and the doctoral program often take advanced classes and seminars together. The History Graduate Student Association is common to graduate students at both levels and to students in the certificate programs. We share resources and professional development and intellectual forums among graduate students across programs. The doctoral program relates to the undergraduate program also by providing graduate teaching assistants and graders to faculty in undergraduate courses, by serving as adjunct instructors, by recruiting talented undergraduates into the graduate program at the doctoral and master's levels, and by sharing some (currently a declining number) courses among students at all three levels.

8. What are the biggest challenges for the doctoral program? What plans does the program have to address these challenges?

The biggest challenges of the graduate program are two-fold. First, the graduate program is underfunded. We have sought, over many years, to increase the amount of funding by applying to existing programs (faculty GRA grants (2 since 2009), the King/Chavez/Parks Fellowship (1 since 2007), and the now-defunct University Graduate Research Fellowships (2 in 2 years)) and urging our doctoral students to apply for the Humanities Center Dissertation Fellowships (1 since 2009), Graduate Professional Scholarships (tuition; unknown number since 2009), Graduate School doctoral dissertation fellowships (at least 6 since 2009), participation in the Graduate School Fellowship Boot Camp (at least 1 since 2009; the Boot Camp provided the student with a small research grant), and external funding. In fact, our only regular funding is comprised of a single Rumble Doctoral Fellowship, which we use for recruiting, and six Graduate Teaching Assistantships.

Graduate student recruitment has suffered from this lack of funding. In the past year, we lost at least four of five potential doctoral students due to our inability to fund more than one incoming student. We continue to seek additional funding, and we believe our current and continuing success in guiding students to degree completion (we predict at least four to six in the current year) is a strong argument for increased funding for the program. In a different vein, our development of graduate research awards had meant that we do have supplemental funding to support doctoral research trips. Our graduate students have been the beneficiaries of the department's efforts to secure these donations, but we could do more.

Related to the issue of funding is the loss of critical fields in our department. For the doctoral program in particular, the loss of a specialist in foreign policy, or, as we have it in our strategic plan, in United States and the World, has weakened our modern United

States History offerings. That specialization also complemented and broadened our Graduate Bridge Certificate in World History, which we encourage our doctoral students to incorporate in preparation for the academic teaching market. Other losses, in the history of the Middle East and China, weaken the curricular basis of the World History field in our department and, thus, of our doctoral program. The loss of these fields, due to recent budget cuts, needs to be addressed in future position requests.

The second challenge is one the profession faces. Higher education has taken severe budget cuts across the board and in particular in the Humanities and Social Sciences. The use of adjuncts in the classroom, competition with for-profit universities, rising tuition and living costs, and budget cuts mean that we neither have the funds to fully support doctoral students nor do we have the same opportunities to place them. Specifically, the number of faculty tenure-track positions are in decline and the professorate, at this time, has only limited retirements in the immediate future. That means that our principal mission, which had been to train college and university teachers and scholars, is now one compromised by a shrinking academic job market. The future has become unpredictable in terms of how many or in what fields faculty positions might exist.

Our response to the crisis in higher education has been two-fold. We have had an active discussion in the Graduate Committee about public history education. The History Department, in collaboration with the School of Library and Information Science, has an Archival Administration Certificate of long-standing national reputation (begun under the auspices of Philip Mason), and we encourage and support interested students in developing it as a subfield/specialization. This year, we are launching our first Public History course and are in the process of expanding other courses to answer the need for specialized training. We have begun the process of creating a Master's degree in Public History, which we will submit to the Graduate School this year. We have signed on to the Career Diversity initiative of the American Historical Association. As part of that effort, we are organizing an AHA Career Diversity Workshop here on campus this year, as well as a Career Diversity series that will incorporate specific skill workshops for graduate professional development with conversations with practitioners in fields beyond academic teaching. We have had success in non-academic (or, more accurately, non-teaching) positions, including hires in academic advising, scholarly publication and editing, archives and museums, and government agencies; and we seek to build on that success by providing students with the skills and experience tooled for the expanded PhD labor market.

Part 3: Doctoral Program – Student Profile

1. Please provide the following information about doctoral students

	Doctoral – Student Profile													
	Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year7 F13	Year7 W14	Current Fall14
Students Applied (completed applications)	1	5	2	8	1	12	1	17	1	23	1	29	1	15
International Students Admitted						1								
Minority Students Admitted				1		2								
Other Students Admitted	1	3	1	6		4	4	7	7					8
Total Admitted	1	3	1	7	0	7	4	7	7					8

Doctoral – Student Profile													
	Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year7 F13	Year7 W14
International Students Newly Enrolled													
Minority Students Newly Enrolled						1							
Other Students Newly Enrolled		1		2		4		2		3		3	
Total Newly Enrolled		1		2		5		2		3		3	
	Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year7 F13	Year7 W14
International Students Enrolled	3	2	2	2	2	1	1	1	1	1	1		
Minority Students Enrolled	2	2	2	1	2	2	1	2	2	2	2	2	1
Other Students Enrolled	18	18	23	21	21	25	21	20	22	22	21	25	18
Total Enrolled	23	22	27	24	25	28	23	23	25	25	24	27	19
Full-Time Students (7.5)	12	13	19	14	16	17	14	13	14	17	18	21	14
Part-Time Students	11	9	8	10	9	11	9	10	7	8	6	6	5
Total Enrolled	23	22	27	24	25	28	23	23	25	25	24	27	19
	Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year7 F13	Year7 W14
Average Term GPA of Int'l Students Enrolled	3.89	3.82	3.82	3.83	3.84	3.78	3.78	3.78	3.78	3.78	3.78		
Average Term GPA of Minority Students Enrolled	3.68	3.67	3.67	3.46	3.65	3.3	3.44	3.52	3.52	3.51	3.53	3.55	3.69
Average Term GPA of Other Students Enrolled	3.81	3.81	3.61	3.83	3.84	3.68	3.89	3.89	3.90	3.91	3.91	3.94	3.92

Doctoral – Student Profile													
GRE Verbal	Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year7 F13	Year7 W14
Average GRE Score of Admitted Students	152	160		156.14		155.57		160.33		160		157.43	
Number of GRE Scores Averaged	1	2		7		7		3		7		7	
GRE Quantitative	Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year7 F13	Year7 W14
Average GRE Score of Admitted Students	151	149.5		147.43		146.14		144.33		148.29		147.14	
Number of GRE Scores Averaged	1	2		7		7		3		7		7	
GRE Analytical Writing	Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year7 F13	Year7 W14
Average GRE Score of Admitted Students	3	5.25		4.57		4.36		4.83		4.64		4.57	
Number of GRE Scores Averaged	1	2		7		7		3		7		7	

2. What is the number of students graduated by term?

Year 1 W08	Year 1 SS08	Year 2 F08	Year 2 W09	Year 2 SS09	Year 3 F09	Year 3 W10	Year 3 SS10	Year 4 F10	Year 4 W11	Year 4 SS11	Year 5 F11	Year 5 W12	Year 5 SS12	Year 6 F12	Year 6 W13	Year 6 SS13	Year 7 F13	Year 7 W14	Year 7 SS14
1			1	1		2	1		2	2					3				2

3. How many students are candidates?

Currently, seventeen students are candidates.

4. What is the average time to candidacy (PhD candidacy date minus application date) for all students achieving candidacy during the review period? 5 years

Doctoral – Qualifying exams						
Students	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
# who repeated qualifying exams before passing	0	0	0	0	0	0
# who failed qualifying exams	0	0	0	0	0	0

5. What is the average time to degree for all students graduating during the review period? 9 years

For each faculty member with graduate faculty status, please provide the following information:

Doctoral - Dissertation Supervision			
Faculty Name: Eric H. Ash			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		4	
Year 2 – 2008-09		5	
Year 3 - 2009-10	1	4	
Year 4 - 2010-11		4	
Year 5 - 2011-12		4	
Year 6 - 2012-13		4	
Year 7 – 2013-14		4	
Current semester – F14		4	Bricker

Doctoral - Dissertation Supervision			
Faculty Name: Denver Brunsman (no longer at WSU but completing students)			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		2	
Year 2 – 2008-09		2	
Year 3 - 2009-10		2	
Year 4 - 2010-11		2	
Year 5 - 2011-12		2	
Year 6 - 2012-13		2	
Year 7 – 2013-14		2	
Current semester – F14		2	

Doctoral - Dissertation Supervision			
Faculty Name: John J. Bukowczyk			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		4	
Year 2 – 2008-09	2	2	
Year 3 - 2009-10		2	
Year 4 - 2010-11	2		
Year 5 - 2011-12			1
Year 6 - 2012-13		2	
Year 7 – 2013-14		2	1
Current semester – F14		2	

Doctoral - Dissertation Supervision			
Faculty Name: Elizabeth V. Faue			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		4	
Year 2 – 2008-09		5	1
Year 3 - 2009-10	2	5	
Year 4 - 2010-11		8	
Year 5 - 2011-12		9	
Year 6 - 2012-13		9	2
Year 7 – 2013-14		10	2
Current semester – F14		10	1

Doctoral - Dissertation Supervision			
Faculty Name: Liette Gidlow			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		3	
Year 2 – 2008-09		3	
Year 3 - 2009-10		3	
Year 4 - 2010-11		3	
Year 5 - 2011-12		4	
Year 6 - 2012-13		4	
Year 7 – 2013-14		4	
Current semester – F14		4	

Doctoral - Dissertation Supervision			
Faculty Name: Charles K. Hyde (now retired)			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		1	
Year 2 – 2008-09		1	
Year 3 - 2009-10		1	
Year 4 - 2010-11	1		
Year 5 - 2011-12			
Year 6 - 2012-13			
Year 7 – 2013-14			
Current semester – F14			

Doctoral - Dissertation Supervision			
Faculty Name: Marc W. Kruman			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		5	
Year 2 – 2008-09		6	
Year 3 - 2009-10		7	
Year 4 - 2010-11		7	
Year 5 - 2011-12		6	3
Year 6 - 2012-13	1	5	1
Year 7 – 2013-14	2	3	1
Current semester – F14		2	

Doctoral - Dissertation Supervision			
Faculty Name: Janine M. Lanza			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		1	
Year 2 – 2008-09		1	
Year 3 - 2009-10		1	
Year 4 - 2010-11		1	
Year 5 - 2011-12		1	
Year 6 - 2012-13		1	
Year 7 – 2013-14		1	
Current semester – F14		1	

Doctoral - Dissertation Supervision			
Faculty Name: Karen Marrero			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08			
Year 2 – 2008-09			
Year 3 - 2009-10			
Year 4 - 2010-11			
Year 5 - 2011-12			
Year 6 - 2012-13			
Year 7 – 2013-14			
Current semester – F14			

Doctoral - Dissertation Supervision			
Faculty Name: Danielle McGuire			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08			
Year 2 – 2008-09			
Year 3 - 2009-10			
Year 4 - 2010-11		1	
Year 5 - 2011-12		1	
Year 6 - 2012-13		1	
Year 7 – 2013-14		1	
Current semester – F14		1	

Doctoral - Dissertation Supervision			
Faculty Name: Tracy Neumann			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08			
Year 2 – 2008-09			
Year 3 - 2009-10			
Year 4 - 2010-11			
Year 5 - 2011-12			
Year 6 - 2012-13			
Year 7 – 2013-14			
Current semester – F14		1	

Doctoral - Dissertation Supervision			
Faculty Name: Alan Raucher (now retired)			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		1	
Year 2 – 2008-09		1	
Year 3 - 2009-10		1	
Year 4 - 2010-11			
Year 5 - 2011-12			
Year 6 - 2012-13			
Year 7 – 2013-14			
Current semester – F14			

Doctoral - Dissertation Supervision			
Faculty Name: Aaron Retish			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08			
Year 2 – 2008-09			
Year 3 - 2009-10		1	
Year 4 - 2010-11		1	
Year 5 - 2011-12			
Year 6 - 2012-13			
Year 7 – 2013-14			
Current semester – F14			

Doctoral - Dissertation Supervision			
Faculty Name: Marsha Richmond			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08			
Year 2 – 2008-09			
Year 3 - 2009-10		1	
Year 4 - 2010-11		1	
Year 5 - 2011-12			
Year 6 - 2012-13		1	
Year 7 – 2013-14			
Current semester – F14			

Doctoral - Dissertation Supervision			
Faculty Name: Melvin Small (emeritus, finishing students)			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		2	
Year 2 – 2008-09	1	1	
Year 3 - 2009-10		1	
Year 4 - 2010-11		1	
Year 5 - 2011-12		1	
Year 6 - 2012-13	1	1	
Year 7 – 2013-14		1	
Current semester – F14		1	

Doctoral - Dissertation Supervision			
Faculty Name: Sandra F. VanBurkleo			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		4	
Year 2 – 2008-09		4	
Year 3 - 2009-10		3	1
Year 4 - 2010-11	1	2	
Year 5 - 2011-12		2	
Year 6 - 2012-13	2		
Year 7 – 2013-14			
Current semester – F14			

Doctoral - Dissertation Supervision			
Faculty Name: Kidada Williams			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		1	
Year 2 – 2008-09		2	
Year 3 - 2009-10		2	
Year 4 - 2010-11		2	
Year 5 - 2011-12		2	
Year 6 - 2012-13		2	
Year 7 – 2013-14		3	
Current semester – F14	1	2	

Part 4: Doctoral Program – Student Recruitment

1. List the top five universities from which you receive students (enrolled students, not applied)

Doctoral – Recruitment Background			
	First year after last review	2 years prior to this review	1 year prior to this review
	(2008)	(2012)	(2013)
University name	George Mason University	Indiana University at Bloomington	California State Polytechnic Univ. at Pomona
University name	University of Michigan, Ann Arbor	University of Detroit Mercy	Eastern Kentucky University
University name	Wayne State University	University of Michigan, Ann Arbor	Lourdes College
University name		Wayne State University	
University name		West Chester University of Pennsylvania	

1. The program engages in the following recruitment activities (check that all apply):

- Creating program-specific, print recruitment materials x
- Advertising program to other faculty in the discipline
- Making information available at conferences
- Sending faculty to give talks at other schools
- Having faculty contact prospective students x
- Sending students to give talks at other schools x
- Having students contact prospective students x
- Inviting prospective student to campus x
- Other (please specify)

2. How does the program plan to expand its recruitment activities?

We are developing a new program brochure and a strategy for distribution. We also are developing two plans in line with the new master’s initiative in the Graduate School. First, we

are preparing a proposal to develop a new master's in public history and, with it, a broader internship program. Second, we are working on ways to expand enrollment in our world history certificate program. Both efforts will entail recruitment through various networks and working to develop our relationships with school systems and museums and archives. We are, in each case, looking toward better marketing for our department offerings and also using these programs to recruit students into the PhD program.

3. When did the program last update recruitment materials (print or electronic)?

We currently use our website and our Graduate Handbook as recruitment materials. The Handbook has been edited, expanded substantially, and updated three times in the past four years. The Department of History Website is currently being updated, and we have a social media presence that we would like to expand. We have developed a new template for the Graduate program page on the website, and we hope to have it in place later this year. We are designing a new program brochure for our recruitment efforts, and we will be attending Graduate School open houses to publicize the program and meet prospective students. The current Director of Graduate Studies has pursued recruitment funds to support campus visits by potential students and by students offered fellowships. These campus visits include meetings with faculty and with the History Graduate Student Association.

Part 5: Doctoral Program – Teaching

1. The program supports graduate teaching assistants by (check all that apply):

- Conducting an orientation for GTAs (Graduate School) __x__
- Observing GTAs in the classroom at least once a semester __x__
- Providing written feedback on classroom performance __x__
- Discussing teaching evaluations with GTAs __x__
- Offering a departmental teaching award for GTAs _____
- Nominating students for the Heberlein award __x__
- Offering a course on teaching in the discipline __x__
- Providing teaching mentors for GTAs _____
- Encouraging the use of the Office for Teaching and Learning __x__
- Other (please specify) _____

2. How does the program plan to expand its activities in this area?

Recently we have discussed organizing public forums on teaching for faculty and graduate students. We have, in the past, used the Brown Bag Colloquium as a forum for these activities, but we believe that a more targeted approach would enhance the program.

3. For each semester in the last three academic years, list the percentage of lecture sections (not including lab, discussion or quiz sections) that have been taught by doctoral students.

Doctoral– Sections Taught by GTAs			
Semester	(2011-12)	(2012-13)	(2013-14)
Fall	1%	0%	0%
Winter	1%	2%	3%
Spring/Summer	17%	11%	9%

Part 6: Doctoral Program – Student Support

1. How many PhD students have been supported in each of the following categories during the review period?

Doctoral – Student Support								
Type of support	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Graduate research assistantships	1	1	2	2				1
Graduate teaching assistantships	6	6	6	6	6	6	6	6
Fellowships	1	2	3	3	2	1	1	1
Not supported	25	27	27	32	31	34	35	31
Other (please explain)								

2. How does the number of supported PhD students compare with the comparable and aspirational universities you listed above?

In both cases (aspirational and comparable departments), it is clear that, by comparison, we have relatively limited resources for our graduate program. Despite our faculty size, we remain an underfunded doctoral program. We have sought to increase the number of faculty applications for Graduate Research Assistantships and to seek out additional graduate funding. This year, we had a student hired in a Graduate Student Assistant position, and we send out other position notices in an effort to get funding for as many students as possible. We also have encouraged students to apply for external fellowships and to support them in their applications; but these measures only marginally improve our ratio of funded students. While some students bring their own funding (veteran’s benefits) or can finance their own education (full-time employees or retirees), other students support themselves, with minimal assistance through tuition grants (the Graduate Professional Scholarships of the Graduate School) and work study positions. These limits constrain recruitment for the doctoral program and also mean high debt obligations for many students at graduation.

Part 7: Doctoral Program – Student Mentoring

1. The program supports student socialization and professionalization by (check all that apply):

Encouraging students to attend conferences (on or off campus)	<u> x </u>
Encouraging student to present at conferences	<u> x </u>
Having a graduate student organization	<u> x </u>
Having a graduate research day (participates in Graduate School Exhibition)	<u> x </u>
Encouraging students to give talks at departmental seminars	<u> x </u>
Conducting a workshop on grant writing	<u> </u>
Conducting a workshop on publishing (HGSA)	<u> x </u>
Conducting a workshop on how to prepare a vitae (HGSA)	<u> x </u>
Conducting a workshop on interviewing (HGSA)	<u> x </u>

2. How does the program plan to expand its activities in this area?

We currently hold a regular series of professional development seminars every year that address the issues of socialization and professionalization. We also actively encourage conference participation and, for the past few years, have organized a core group at the Social Science History Association meetings to participate and attend.

3. How often does the program offer organized seminars, colloquia or sponsored conferences at which doctoral students can present their work?

We offer a colloquium series, in which graduate students can present their work. Students are encouraged, through the History Graduate Student Association, to submit proposals to the North American Labor History Conference and the Citizenship Studies Conference, and the HGSA has its own forums for presenting work. In addition, the Director of Graduate Studies (both as DGS and as a faculty member) has run a doctoral dissertation support group on a regular basis, at which students can try out new work.

4. Describe procedures used to conduct an annual student review. Indicate the areas of performance that are evaluated, who provides the review and how the information is communicated to the student. (If a form or template is used, please attach a sample as an appendix.)

The annual student review has, for the past five fall semesters, been sent by the DGS to doctoral students as an electronic template, included below. It is due at the end of January. Making doctoral students responsible for its submission has made the process regular and led to high rates of completion. Students are to fill in data, submit the form with an updated cv and transcript, meet with their advisor to discuss progress, and then submit the completed form

(two copies) to the Academic Services Officer or, currently, to the Academic Advisor (Gayle McCreedy) for their files.

Part 8: Doctoral Program – Employment

1. Describe procedures used to aid students in obtaining employment (e.g., practice job talks, posting positions on listservs).

We offer students practice interviews and job talks. The DGS notifies students of relevant job postings and refers students in answer to postings that are received. Doctoral advisors and the department chair both play a role in notifying students of current job postings. We announce local employment opportunities via the department’s graduate announcements listserv. Mailed position announcements are posted on the department’s bulletin board. HIS 7830, the core methods and research course, has a professional development component, and students are introduced to various listservs, required to develop and update their curriculum vitae (also required as part of the annual doctoral review). The Graduate Council at WSU also has recently adopted a policy requiring all doctoral students to file an Individual Development Plan, which includes planning for employment. The Department will support students in creating the IDP as part of the placement process.

2. Describe the current and future job market in the discipline.

The academic job market currently is not encouraging. More PhDs are completing their degrees without placement in tenure-track positions. The current highly competitive job market also has become a truly national market, where even job postings at local community colleges can draw applicants from the national pool. Because colleges and universities have continued to depend upon adjunct faculty for a significant proportion of the teaching load, the number—or, rather, ratio of applicants to positions has only increased, and the percentage of PhDs who will not receive tenure track positions has declined. The Versatile PhD initiative—or, in other language, the Career Diversity initiative of the American Historical Association calls on departments to develop alternative career paths for their doctoral and master’s students and, what is more, to begin to think of History training as prelude to careers in a broad range of fields in public history, policy research and advocacy, and private industry.

3. During the review period, indicate the number of graduates who found employment in the following categories (contact APR for this information):

Postdoctoral fellowship/training at an academic institution	<u>0</u>
Research associate at an academic institution	<u>2</u>

Tenure-track faculty position	<u>5</u>
Non-tenure-track faculty position	<u>6</u>
Private researcher at a center/lab	<u>0</u>
Other non-academic position	<u>2</u>

4. How does graduate placement compare to the principal missions of the doctoral program identified in part 2, question 4?

Graduate placement seems to adequately reflect our mission statement as identified above.

Section 4: The M.A. in History program¹

Part 1: Comparable and aspirational programs

1. Choose two comparable programs at research universities. For each program, indicate which of the following factors you used to determine comparability. (if this information is the same as the doctoral program, please go to part 2).

M.A. in History - Comparable Programs		
CRITERIA	University of Wisconsin-Milwaukee	Georgia State University
Produce a similar number of Master's graduates		
Master's graduates similar in quality to ours		
Place Master's graduates in similar types of positions		
Master's program is organized into similar divisions	MA and MA with Public History focus; ours is in development	MA and MA with World History concentration (similar to our MA with World History Certificate) and also MA in Historic Preservation
Master's training curriculum is similar	YES	YES
Students are drawn from a similar national pool		
Students drawn from a similar local pool		
Students drawn from a similar international pool		
Faculty publish in similar journals	YES	YES
Number of faculty	33	40
Generate about the same amount of external funds		
Receive funding from the same types of external sources		
Are part of an urban university	YES	YES
Are ranked similarly to our department (indicate ranking and ranking index used for comparison)	No—They have no NRC ranking or US News	US News #116
Faculty have similar research interests	Yes, but better	Yes, but better coverage in US

¹ Note: This section should be completed when the highest degree offered is a master's degree or when students are admitted directly to the master's program.

	coverage (particularly Latin American and US)	and European history; plus several faculty do research on imperialism, business/econ history; public history
Faculty publish similar number of books	Yes	Yes
Faculty members perform or exhibit their creative works as often as we do	n/a	n/a
Faculty members have similar numbers and types of awards in the profession		
Faculty members participate to a similar extent in national, professional organizations	YES	YES
Faculty members' scholarly quality is similar	Yes (based on publications and PhD institutions)	Yes (based on publications and PhD institutions)
Other (please specify below)		

2. How have you used these programs to benchmark performance in your program?

We are looking at them both as they reflect many of the same contexts and constraints but also as institutions with robust master's programs. We have, for some time, been discussing the development of a master's in public history degree program, as it would reflect many of the occupational choices and goals of our master's students and would give those students additional skills, experiences, and credentials to assist them in obtaining gainful employment. The programs at University of Wisconsin-Milwaukee and Georgia State University have well-integrated master's degrees in public history and historic preservation, and we would like our current initiative to create a master's in public history program to complement our existing Archival Administration certificate program (in which many of our students participate) and the MA/MLIS program.

3. Choose a program at a research university that your program realistically aspires to be in the next 7 years. Indicate which of the following factors you used to select the program.

M.A. in History – Aspirational Program	
CRITERIA	Temple University
Produces more/less Master's graduates	No comparable at the present time; from 2010-2014, graduated 12 Master's in Public History
Has more/less funding for Master's students	No data
Places more Master's graduates in academic positions (or more prestigious positions)	Unlikely, given the focus of the MA program
Has a Master's program organized differently than ours (Please describe below)	Similar
Has a Master's training curriculum that differs from ours (Please describe below)	Public History (which we are in the process of developing); far more graduate-only seminars
Produces Master's students higher in quality than ours	No
Has more students nationally who apply to the program	Yes
Enrolls more students from a national pool	Yes
Enrolls more/less international students	Yes
Faculty have better publication records	YesNo
Has a smaller/larger faculty size	35Larger
Generates more external funding	
Conducts more research focused on urban issues	Yes
Has faculty members who perform or exhibit their creative works more often than we do	n/a
Has a faculty with different research interests (Please specify)	Yes: foreign policy, Italy, public history, environmental history, US West and South, Middle East, several SE Asia
Faculty have more professional awards	
Faculty participate to a greater extent in national, professional organizations	No
Is ranked higher than our department (Indicate ranking index used for comparison)	US News #64
Other-Please specify	

4. The comparable programs indicate where the program is now and the aspirational program indicates where the program wants to be in the future.

a. What plans does the program have to move from one point to the other?

We already have implemented the annual Master's program report, and we look toward improving recruitment, time to degree, retention, and degree completion rates. We hope to take advantage of new internal master's scholarships at the college level as a means to recruit both more Master's students and better qualified students. We continue to push our students to apply for all available funding, and we are looking toward other ways to broaden the appeal of our program, in particular our World History Graduate Bridge Certificate, in an effort to improve recruitment.

This year, we are developing a Master's in Public History. We submitted a development proposal to the Graduate School in November. We expect to submit a full program proposal in summer/fall and to develop an internship program beginning in fall 2015. We plan to admit our first students to specialize in the program in fall of 2016; but we already have an existing student base for public history training at WSU and anticipate recruiting students in the Master's in Public History program in ways that will enhance both our master's program generally as well as our doctoral program. We are launching our first public history course in winter 2015, and we are developing new courses for the program this year.

b. What benchmarks will be used to assess progress?

Growth in enrollments over time, improved retention of Master's students, improved time toward degree and degree completion rates, and better placement (either for advanced education (PhD programs) and/or in the wider job market in history).

c. How will existing resources be used to achieve these objectives?

We would use existing networks to work on recruitment to the Master's program and its related certificate programs. We are currently updating our web page and creating new recruiting documents, drawing on the expertise of current faculty. We are applying for internal grants to develop our program and will encourage current and prospective students to apply for new Master's level scholarships.

In the creation of a Master's in Public History, we would tap the experience and knowledge of four current faculty (Neumann, who has a MA in Historical Preservation and is slated to teach a new Public History graduate seminar in winter 2015; Marrero, who has experience in the public history field; Williams, who teaches a course on African American memory, which we would incorporate in the curriculum; McGuire,

who has participated in numerous public-history projects, and Faue, who has taught a course on memory and history but also worked as a consultant on public history projects). We also hope to work with faculty in other departments and units (Anthropology and the Reuther Library, to use two examples) as well as local institutions and practitioners. We would hope, over time, to augment our offerings and expand the program.

d. If additional resources were available, what would be requested and how would it be used?

Ideally, we would have paid internships or tuition scholarships that would fund students engaged in professional development and/or academic preparation.

Part 2: Master's Program - Policies and Procedures

1. Check each process that applies to the program and indicate who is responsible for the process.

Master's - Policies and Procedures Profile					
PROCESS	APPLIES	RESPONSIBLE PERSON			
		CHAIR	ASSOC. CHAIR	GRAD. OFFICER	Other (Describe)
Conducts an orientation for new students	x			x	
Advises students on plan of work	x			x	Also faculty advisor
Approves plans of work	x			x	
Chairs graduate committee	x			x	
Oversees graduate recruitment	x			x	
Oversees graduate admissions	x			x	
Approves thesis committees	x			x	
Distributes fellowship/scholarship information to students	x			x	Also current graduate listserv
Oversees information on program website	x			x	In collaboration with dept academic advisor
Serves as advisor for program graduate student organization	x			x	
Distributes information about career options/job placement	x			x	
Oversees student record-keeping	x				Dept academic advisor
Assigns teaching assistantships	x			x	Few masters students receive GTA
Supervises/evaluates performance of GTAs	x			x	Course instructor/supervisors and Graduate Committee
Oversees appointments of GRAs	x				
Hears grievances of undergraduates concerning GTAs	x	x			
Hears grievances of graduate students involving faculty members	x	X		x	
Other					

2. What compensation does the graduate officer receive (e.g., release time from teaching, summer salary, travel/research funds, graduate assistant)?

One-course release.

3. Is the graduate officer's appointment: X 9 month 12 month

Nine-month salary/appointment but 12 month responsibilities.

4. Rank order the principal mission of your master's program (Note: no tied ranks)

- | | |
|---|--------------|
| a. Training scholars for academic careers | <u> 1 </u> |
| b. Training practitioners for industry, business, or government | <u> 3 </u> |
| c. Providing advanced learning opportunities independent of career objectives | <u> 4 </u> |
| d. Other (please explain) Continuing education (specifically, for teachers) | <u> 2 </u> |

We have had students enroll and take a Master's degree in preparation for further education in law, library science, and/or in writing/publication.

5. The following questions relate to the assessment of student learning

- a. State the learning outcomes for the master's program.

Outcome 1 – Historical Knowledge

- Acquire and demonstrate a broad understanding of historical knowledge in a major and a minor field in History

Outcome 2 – Historical Research

- Create an original work of historical scholarship, of at least article length, as the final project

Outcome 3 – Historical Analysis

- Connect one's own original research to broader historical scholarship and the academic community

- b. How are these learning outcomes related to the mission?

The outcomes are related to the education and training goals of our mission, the acquisition of skills relevant to employment in the teaching or research of history, and the stewardship of the discipline inherent in our mission statement and in furthering historical knowledge.

c. For each learning outcome, explain how its achievement is measured.

Outcome #1: *Assessment: Complete 30-32 credits of coursework with a grade of B or better*

(How many of our students reach this stage)

Outcome #2: *Assessment: MA essay or MA thesis, according to individual student's plan of work*

(Successful completion of MA essays and theses)

Outcome #3: *Assessment: MA essay or MA thesis and successful oral defense*

d. How were data collected that provide evidence (either positive or negative) of each learning outcome?

We are currently developing the measures and beginning to collect the data. Statistics of applications, admissions, enrollment, and data on time to degree and the completion of discrete goals (such as successful completion of courses etc can be obtained from the university.

e. What specific evidence does the program have that students are or are not achieving each learning outcome?

We are in the process of collecting the data.

f. Give specific examples of how the program has used this evidence to improve the effectiveness of the curriculum overall and student learning specifically.

We are in the process of collecting this data. It would be reflected in our current statistics on degree completion.

6. List any master's level courses:

a. Not offered every year but offered at least every two years

- i. 5010 Colonial North America. (HIS 7010) Cr. 4
- ii. 5020 Revolutionary America. (HIS 7020) Cr. 4
- iii. 5030 Early American Republic: 1789-1850. (HIS 7030) Cr. 4
- iv. 5040 Civil War and Reconstruction: 1850-1877. (HIS 7040) Cr. 4
- v. 5050 The Emergence of Modern America: 1877-1917. (HIS 7050) Cr. 4
- vi. 5060 Modern America: 1917-1945. (HIS 7060) Cr. 4
- vii. 5070 Contemporary American History: 1945 to the Present. (HIS 7070) Cr. 4
- viii. 5160 Constitutional History of the United States to 1860. (HIS 7160) (LEX 7123) Cr. 4
- ix. 5170 Constitutional History of the United States from 1860 to 1940. (HIS 7170) Cr. 4
- x. 5190 History of American Social Thought. (HIS 7190) Cr. 4
- xi. 5200 Women in American Life and Thought. (HIS 7200) Cr. 3
- xii. 5210 The Peopling of Modern America, 1790-1914: A History of Immigration. (HIS 7210) Cr. 3-4
- xiii. 5220 The Changing Shape of Ethnic America: World War I to the Present. (HIS 7220) Cr. 3-4
- xiv. 5235 (HIS 3230) The Civil Rights Movement. (AFS 3230) (AFS 5230) Cr. 3
- xv. 5237 The Mexican Revolution. (LAS 5237) (HIS 7237) Cr. 3
- xvi. 5241 American Slavery. (HIS 7241) (AFS 5241) (AFS 7241) Cr. 4
- xvii. 5251 History of Feminism. (HIS 7251) (GSW 7020) Cr. 4
- xviii. 5261 African Americans, History and Memory. (AFS 5261) (HIS 7261) Cr. 4
- xix. 5290 (ECO 5490) American Labor History. (HIS 7290) Cr. 4
- xx. 5330 History of Ancient Greece. (HIS 7330) Cr. 3
- xxi. 5340 History of Ancient Rome. (HIS 7340) Cr. 3
- xxii. 5360 The Early Middle Ages: 300-1000. (HIS 7360) Cr. 3
- xxiii. 5370 The High Middle Ages: 1000-1300. (HIS 7370) Cr. 3
- xxiv. 5380 The Renaissance. (HIS 7380) Cr. 3
- xxv. 5385 History of Christianity to the Reformation. (HIS 7385) Cr. 3
- xxvi. 5395 Social History of the Roman Empire. (HIS 7395) Cr. 3-4
- xxvii. 5400 Early Modern Europe. (HIS 7400) Cr. 4
- xxviii. 5407 The Scientific Revolution. (HIS 7407) Cr. 3
- xxix. 5410 The French Revolution and Napoleon. (HIS 7410) Cr. 4
- xxx. 5440 Twentieth Century Europe. (HIS 7440) Cr. 4
- xxxi. 5460 History of the Holocaust. (HIS 7465) Cr. 4
- xxxii. 5470 Modern Germany. (HIS 7470) Cr. 3-4
- xxxiii. 5480 Nazi Germany. (HIS 7480) Cr. 3-4
- xxxiv. 5490 Russian History through the Revolution. (HIS 7490) Cr. 4
- xxxv. 5495 History of the Russian Revolution. (HIS 7495) Cr. 3-4
- xxxvi. 5500 The Soviet Union. (HIS 7500) Cr. 4
- xxxvii. 5550 Britain 1485-1714. (HIS 7550) Cr. 4
- xxxviii. 5555 Britain in the Age of Empire. (HIS 7555) Cr. 4
- xxxix. 5556 History of Modern Britain. (HIS 7556). Cr. 4
 - xl. 5585 (HIS 3585) Studies in Science, Technology, and Society. Cr. 3
 - xli. 5660 France Since 1815. (HIS 7660) Cr. 4
 - xl.ii. 5665 Cities in the World. (HIS 7665) Cr. 4
 - xl.iii. 5670 Modern American Cities. (U P 5670) Cr. 4
 - xl. iv. 5855 (HIS 3855) Readings in History of Pre-Modern Japan. (ASN 3855) (ASN 5855) Cr. 4
 - xl. v. 5865 (HIS 3865) Readings in the History of Modern Japan. (ASN 3865) (ASN 5865) Cr. 4
 - xl. vi. 5875 (HIS 3875) Readings in Women in Japanese History. (ASN 3875) (ASN 5875) Cr. 4

- xlvi. 5960 (N E 5000) Globalization, Social History and Gender in the Arabian Gulf. (HIS 7960) Cr. 3
- xlviii. 6000 Studies in Comparative History. Cr. 2-4
- xlix. 6005 (N E 3010) Survey of Jewish Civilization and History. (HIS 3010) (N E 6005) Cr. 4
 - i. 6010 Studies in American History. Cr. 2-4 (Max. 9)
 - ii. 6025 (HIS 3425) Studies in American Environmental History. (HIS 6025) Cr. 4
 - iii. 6170 (HIS 3170) Studies in Ethnicity and Race in American Life. (AFS 3170) (AFS 6170) Cr. 3-4
- lviii. 6435 (HIS 3435) Studies in Evolution and Its Critics. (HIS 6435) Cr. 3
- liv. 6440 (HIS 3440) Studies in American Medicine in the Twentieth Century. (SOC 3440) (HIS 6440) Cr. 3
- lv. 6780 (LIS 6780) Introduction to Records and Information Management. Cr. 3
- lvi. 7010 (HIS 5010) Readings in Colonial North America. Cr. 4
- lvii. 7020 (HIS 5020) Readings in Revolutionary America. Cr. 4
- lviii. 7030 (HIS 5030) Readings in the Early American Republic: 1789-1850. Cr. 4
- lix. 7040 (HIS 5040) Readings in the Civil War and Reconstruction: 1850-1877. Cr. 4
- lx. 7050 (HIS 5050) Readings in the Emergence of Modern America: 1877-1917. Cr. 4
- lxi. 7060 (HIS 5060) Readings in Modern America: 1917-1945. Cr. 4
- lxii. 7070 (HIS 5070) Readings in Contemporary American History: 1945 to the Present. Cr. 4
- lxiii. 7090 (HIS 5090) Readings in the Constitutional History of the United States from 1937 to the Present. Cr. 3
- lxiv. 7160 (HIS 5160) Readings in the Constitutional History of the United States to 1860. (LEX 7123) Cr. 4
- lxv. 7170 (HIS 5170) Readings in the Constitutional History of the United States from 1860 to 1940. Cr. 4
- lxvi. 7190 (HIS 5190) Readings in History of American Social Thought. Cr. 4
- lxvii. 7200 (HIS 5200) Readings in Women in American Life and Thought. Cr. 3
- lxviii. 7210 (HIS 5210) Readings in the Peopling of Modern America, 1790-1914: A History of Immigration. Cr. 3-4
- lxix. 7220 (HIS 5220) Readings in the Changing Shape of Ethnic America: World War I to the Present. Cr. 3-4
- lxx. 7231 (HIS 5231) The Conquest in Latin America. (HIS 7231) (LAS 5231) Cr. 3
- lxxi. 7234 (HIS 5234) Readings in Race in Colonial Latin America. (LAS 5234) (HIS 7234) Cr. 3
- lxxii. 7237 (HIS 5237) Readings in The Mexican Revolution. (LAS 5237) (HIS 7237) Cr. 3
- lxxiii. 7241 (HIS 5241) Readings in American Slavery. (AFS 5241) (AFS 7241) Cr. 4
- lxxiv. 7251 (HIS 5251) History of Feminism. (GSW 7020) Cr. 4
- lxxv. 7261 (HIS 5261) African Americans, History and Memory. (AFS 5261) Cr. 4
- lxxvi. 7290 (ECO 5490) Readings in American Labor History. (HIS 5290) Cr. 4
- lxxvii. 7330 (HIS 5330) Readings in the History of Ancient Greece. Cr. 3
- lxxviii. 7340 (HIS 5340) Readings in the History of Ancient Rome. Cr. 3
- lxxix. 7360 (HIS 5360) Readings in the Early Middle Ages: 300-1000. Cr. 3
- lxxx. 7370 (HIS 5370) Readings in the High Middle Ages: 1000-1300. Cr. 3
- lxxxi. 7380 (HIS 5380) Readings in the Renaissance. Cr. 3
- lxxxii. 7385 (HIS 5385) Readings in the History of Christianity to the Reformation. (HIS 7385) Cr. 3
- lxxxiii. 7395 (HIS 5395) Readings in the Social History of the Roman Empire. Cr. 3-4
- lxxxiv. 7400 (HIS 5400) Readings in Early Modern Europe. Cr. 4
- lxxxv. 7407 (HIS 5407) Readings in The Scientific Revolution. Cr. 3
- lxxxvi. 7410 (HIS 5410) Readings in the French Revolution and Napoleon. Cr. 4
- lxxxvii. 7440 (HIS 5440) Readings in Twentieth Century Europe. Cr. 4
- lxxxviii. 7465 (HIS 5460) Readings in the History of the Holocaust. Cr. 4

- lxxxix. 7470 (HIS 5470) Readings in Modern Germany. Cr. 3-4
 - xc. 7480 (HIS 5480) Readings in Nazi Germany. Cr. 3-4
 - xc. 7490 (HIS 5490) Readings in Russian History through the Revolution. Cr. 4
 - xcii. 7500 (HIS 5500) Readings in the Soviet Union. Cr. 4
 - xciii. 7550 (HIS 5550) Readings in Britain: 1485-1714. Cr. 4
 - xciv. 7555 Readings in Britain in the Age of Empire. Cr. 4
 - xcv. 7556 Readings in the History of Modern Britain. Cr. 4
 - xcvi. 7660 (HIS 5660) Readings in France Since 1815. Cr. 4
 - xcvii. 7665(HIS 5665) Readings in Cities in the World. Cr.4
 - xcviii. 7670 Modern American Cities. Cr. 4
 - xcix. 7685 (LIS 7685) Practicum: Archives. Cr. 3
 - c. 7745 (LIS 7740) Archives and Libraries in the Digital World. Cr. 3
 - ci. 7810 (LIS 7750) Introduction to Archival and Library Conservation. Cr. 3
 - cii. 7820 (LIS 7780) Electronic Archives. Cr. 3
 - ciii. 7830 Methods and Research in History. Cr. 3
 - civ. 7840 Archival Administration. (LIS 7710) Cr. 3
 - cv. 7860 Oral History: A Methodology for Research. (ANT 6360) (LIS 7770) Cr. 3
 - cvi. 7870 (LEX 7521) Comparative Legal History. Cr. 3
 - cvii. 7880 Administration of Historical Agencies. (LIS 7885) Cr. 3
 - cviii. 7890 Administration and Preservation of Visual Collections. (LIS 7730) Cr. 3
 - cix. 7960 (N E 5000) Readings in Globalization, Social History and Gender in the Arabian Gulf. (HIS 5960) Cr. 3
 - cx. 7990 Directed Study. Cr. 1-3 (Max. 12)
 - cxi. 7999 Master's Essay Direction. Cr. 1-3
 - cxii. 8005 Seminar in American Historiography. Cr. 3
 - cxiii. 8030 Seminar in Modern American History. Cr. 3 (Max. 12)
 - cxiv. 8060 Seminar in North American Labor History. Cr. 3 (Max. 12)
 - cxv. 8110 (EPS 8530) Seminar in the History of Education. (EHP 7670) Cr. 4
 - cxvi. 8180 Seminar in Immigration History. Cr. 3 (Max. 12)
 - cxvii. 8225 Seminar in European Historiography. Cr. 3
 - cxviii. 8235 Seminar in Early Modern European History. Cr. 3
 - cxix. 8240 Seminar in Modern European History. Cr. 3 (Max. 12)
 - cxx. 8310 Seminar in World History. Cr. 3
 - cxxi. 8320 (LIS 8320) Information Issues and the Digital Environment. (HIS 8320) Cr. 3
 - cxxii. 8999 Master's Thesis Research and Direction. Cr. 1-8 (Max. 8)

b. Offered less than once every two years

- i. 5075 The Sixties: Conflict and Change. Cr. 4
- ii. 5110 (P S 6050) Class, Race, and Politics in America. (AFS 6100) (SOC 7330) (U P 7030) Cr. 3
- iii. 5120 American Foreign Relations to 1933. (HIS 7120) Cr. 4
- iv. 5130 American Foreign Relations Since 1933. (HIS 7130) Cr. 4
- v. 5239 Latin American Migration to the United States. (LAS 5239) (HIS 7239) Cr. 3
- vi. 5450 The Age of Ideology: Europe in the Interwar Period. (HIS 7450) Cr. 4
- vii. 5530 History of World War I and II. (HIS 7530) Cr. 4
- viii. 5620 The Rise of the European Working Class: 1750-1850. (HIS 7620) Cr. 3
- ix. 5825 (HIS 3825) Readings in History of Modern China. (ASN 3285) (ASN 5825) Cr. 4
- x. 6840 (HIS 3840) Readings in China and the World. (HIS 6840) (ASN 3840) (ASN 6840) (CHI 3840) (CHI 6840) Cr. 4
- xi. 7120 (HIS 5120) Readings in American Foreign Relations to 1933. Cr. 4
- xii. 7130 American Foreign Relations Since 1933. (HIS 5130) Cr. 4

- xiii. 7231 The Conquest in Latin America. (LAS 5231) (HIS 5231) Cr. 3
- xiv. 7239 (HIS 5239) Readings in Latin American Migration to the United States. (LAS 5239) (HIS 7239) Cr. 3
- xv. 7450 (HIS 5450) Readings in The Age of Ideology: Europe in the Interwar Period. Cr. 4
- xvi. 7530 Readings in History of World War I and II. (HIS 5530) Cr. 4
- xvii. 7620 Readings in The Rise of the European Working Class: 1750-1850. (HIS 5620) Cr. 3
- xviii. 8010 Seminar in Early American History. Cr. 3 (Max. 12)
- xix. 8020 Seminar in Nineteenth Century American History. Cr. 3 (Max. 12)
- xx. 8050 Seminar in the Constitutional and Legal History of the United States. (LEX 8386) Cr. 3

7. Discuss the relationship of the master's program to the undergraduate programs (if applicable).

Master's students are enrolled in some combined (5xxx-7xxx) classes with undergraduates, and our advanced curriculum is developed with an eye toward both student populations but also defined by level-specific learning outcomes for each course. More importantly, we recruit our best undergraduates for the Master's program in history, both as a stepping stone for further education and training elsewhere but also as a feeder program for our PhD. We have been able to take advantage of the A-Grade program, which allows advanced undergraduates to double-count graduate level coursework in pursuit of a Master's in history after they complete their undergraduate degree.

8. What are the biggest challenges for the master's program? What plans does the program have to address these challenges?

The biggest challenge of the master's program is recruitment and enrollment. As a result of requiring GRE scores for our master's applicants, we have admitted students who have been more prepared for graduate education and, anecdotally, have seen better rates of retention, completion, and time to degree. These have been reinforced by doing a better job at introducing master's students to the program (our graduate orientation), assigning master's students to advisors, integrating students better into the program through the activities of the History Graduate Student Association, and tracking student progress, most recently through the introduction of a master's student annual progress report. The difficulty now is in our inability to recruit students by offering them any form of student support. Of necessity, we use our graduate funding to recruit new and fund continuing doctoral students. In the past year, however, we have lost our top ranked master's applicants to other universities that fund at the master's level. Some of these programs, as with Miami University, have only master's programs, and they dedicate funding to bringing in top students. We are dependent on individual students winning a Graduate Professional Scholarship (for tuition only) or, in the near future, the Graduate School's new Master's scholarships, administered through the college. This pilot program might assist us in bringing in Master's students, but it cannot entirely offset the decline in Master's enrollments that followed cuts in secondary teaching positions. We are working toward developing other Master's initiatives (in public history and continuing education) as a means of addressing the lack of resources for recruitment and the decline in enrollments.

Part 3: Master's Program – Student Profile

1. Please provide the following information about master's students

	Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year 7 F13	Year 8 W14
Students Applied (completed applications)	5	28	8	11	2	19	8	21	13	47	19	37	14
International Students Admitted		1								1		3	
Minority Students Admitted		2						1		3			
Other Students Admitted	3	8	4	9	1	8	5	8	2	18	1	10	3
Total Admitted	3	11	4	9	1	8	5	9	2	22	1	13	3
	Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year 7 F13	Year 8 W14
International Students Newly Enrolled		1										2	
Minority Students Newly Enrolled		2								2			
Other Students Newly Enrolled	2	6	4	4		5	4	4	2	8		5	2
Total Newly Enrolled	2	9	4	4		5	4	4	2	10		7	2
	Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year 7 F13	Year 8 W14
International Students Enrolled	1	2	1	1	1							2	1
Minority Students Enrolled	5	5	3	3	1				1	3	2	1	1
Other Students Enrolled	29	31	29	33	29	21	24	24	21	29	22	20	18
Total Enrolled	35	38	33	37	31	21	24	24	22	32	24	23	20

	Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year 7 F13	Year 8 W14
Full-Time Students(7.5)	14	15	19	16	16	8	8	5	2	16	7	7	9
Part-Time Students	21	23	14	21	15	13	16	19	20	16	17	16	11
Total Enrolled	35	38	33	37	31	21	24	24	22	32	24	23	20

	Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year7 F13	Year7 W14
Average Term GPA of Int'l Students Enrolled	3.03	3.24	3.71	3.67	3.74							3.75	3.95
Average Term GPA of Minority Students Enrolled	2.74	1.99	2.19	2.94	3.66				3.94	3.55	3.46	3.09	3.26
Average Term GPA of Other Students Enrolled	3.75	3.70	3.71	3.62	3.72	3.45	3.72	3.69	3.59	3.37	3.63	3.63	3.55

		Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year7 F13	Year7 W14
GRE Verbal	Average GRE Score of Admitted Students	155.33	152.80	156.	159.56		153.29	159.50	155.25	159.5	155.05	164	160.10	158
	Number of GRE Scores Averaged	3	10	1	9		7	4	8	2	20	1	10	3
		Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year7 F13	Year7 W14
GRE Quanti- tative	Average GRE Score of Admitted Students	147.33	142.7	145	150.33		43.57	147.75	146.23	146	145.6	153	151.3	145
	Number of GRE Scores Averaged	3	10	1	9		7	4	8	2	20	1	10	3
		Year1 W08	Year2 F08	Year2 W09	Year3 F09	Year3 W10	Year4 F10	Year4 W11	Year5 F11	Year5 W12	Year6 F12	Year6 W13	Year7 F13	Year7 W14
GRE Analytical Writing	Average GRE Score of Admitted Students	3.83	4.55	4.00	4.89		4.07	4.25	4.19	4.50	4.15	5.00	4.45	4.33
	Number of GRE Scores Averaged	3	10	1	9		7	4	8	2	20	1	10	3

1. What is the number of students graduated by term?

Year 1 W08	Year 1 SS08	Year 2 F08	Year 2 W09	Year 2 SS09	Year 3 F09	Year 3 W10	Year 3 SS10	Year 4 F10	Year 4 W11	Year 4 SS11	Year 5 F11	Year 5 W12	Year 5 SS12	Year 6 F12	Year 6 W13	Year 6 SS13	Year 7 F13	Year 7 W14
3	1	5	4	4	4	6		1	5	2	4	4	1	6	2	2	1	2

2. What is the average time to degree for all students graduating during the review period? 4.5 years

For each faculty member with graduate faculty status, please provide the following information:

Master's – Thesis/Essay Supervision			
Faculty Name: Anderson, Thomas (PTF with graduate faculty status)			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08	1	1	
Year 2 – 2008-09		1	
Year 3 - 2009-10		1	
Year 4 - 2010-11		1	
Year 5 - 2011-12	1		
Year 6 - 2012-13			
Year 7 – 2013-14			

Master's – Thesis/Essay Supervision			
Faculty Name: Ash, Eric H.			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		1	
Year 2 – 2008-09		1	
Year 3 - 2009-10		1	
Year 4 - 2010-11		1	
Year 5 - 2011-12	1		
Year 6 - 2012-13			
Year 7 – 2013-14			

Master's – Thesis/Essay Supervision			
Faculty Name: Brunsman, Denver (no longer with WSU but completing students)			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08	1	10	
Year 2 – 2008-09	8	9	
Year 3 - 2009-10	1	6	
Year 4 - 2010-11	1	5	
Year 5 - 2011-12	3	3	
Year 6 - 2012-13	2	1	
Year 7 – 2013-14	1	1	

Master's – Thesis/Essay Supervision			
Faculty Name: Bukowczyk, John			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		1	
Year 2 – 2008-09	1		
Year 3 - 2009-10		1	
Year 4 - 2010-11		1	
Year 5 - 2011-12		1	
Year 6 - 2012-13	1		
Year 7 – 2013-14			

Master's – Thesis/Essay Supervision			
Faculty Name: Cuello, José			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08	1		
Year 2 – 2008-09			
Year 3 - 2009-10			
Year 4 - 2010-11			
Year 5 - 2011-12			
Year 6 - 2012-13			
Year 7 – 2013-14			

Master's – Thesis/Essay Supervision			
Faculty Name: Faue, Elizabeth			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		3	
Year 2 – 2008-09	2	3	
Year 3 - 2009-10	1	2	
Year 4 - 2010-11	1	3	
Year 5 - 2011-12	1	2	
Year 6 - 2012-13	1	2	
Year 7 – 2013-14	2		

Master's – Thesis/Essay Supervision			
Faculty Name: Gidlow, Liette			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		1	
Year 2 – 2008-09	1		
Year 3 - 2009-10			
Year 4 - 2010-11			
Year 5 - 2011-12		1	
Year 6 - 2012-13		1	
Year 7 – 2013-14	1		

Master's – Thesis/Essay Supervision			
Faculty Name: Hummer, Hans			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08			
Year 2 – 2008-09		5	
Year 3 - 2009-10	3	2	
Year 4 - 2010-11		2	
Year 5 - 2011-12	1	1	
Year 6 - 2012-13	1		
Year 7 – 2013-14			

Master's – Thesis/Essay Supervision			
Faculty Name: Hyde, Charles (now retired)			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08			
Year 2 – 2008-09			
Year 3 - 2009-10			
Year 4 - 2010-11			
Year 5 - 2011-12			
Year 6 - 2012-13			
Year 7 – 2013-14			

Master's – Thesis/Essay Supervision			
Faculty Name: Kruman, Marc			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08	2	4	
Year 2 – 2008-09	3	1	
Year 3 - 2009-10		2	
Year 4 - 2010-11	1	1	1
Year 5 - 2011-12	1	1	
Year 6 - 2012-13	1		
Year 7 – 2013-14		2	

Master's – Thesis/Essay Supervision			
Faculty Name: Lanza, Janine			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		2	
Year 2 – 2008-09	2	1	
Year 3 - 2009-10	1		
Year 4 - 2010-11			
Year 5 - 2011-12			
Year 6 - 2012-13			
Year 7 – 2013-14			

Master's – Thesis/Essay Supervision			
Faculty Name: McGuire, Danielle			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08			
Year 2 – 2008-09			
Year 3 - 2009-10			
Year 4 - 2010-11		1	
Year 5 - 2011-12		1	
Year 6 - 2012-13		1	
Year 7 – 2013-14	1		

Master's – Thesis/Essay Supervision			
Faculty Name: Port, Andrew			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		1	
Year 2 – 2008-09		1	
Year 3 - 2009-10	1		
Year 4 - 2010-11			
Year 5 - 2011-12			
Year 6 - 2012-13			
Year 7 – 2013-14			

Master's – Thesis/Essay Supervision			
Faculty Name: Retish, Aaron			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		2	
Year 2 – 2008-09		3	
Year 3 - 2009-10		4	
Year 4 - 2010-11	1	3	
Year 5 - 2011-12	2	1	
Year 6 - 2012-13	1		
Year 7 – 2013-14			

Master's – Thesis/Essay Supervision			
Faculty Name: Richmond, Marsha			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08			
Year 2 – 2008-09			
Year 3 - 2009-10		1	
Year 4 - 2010-11	1		
Year 5 - 2011-12			
Year 6 - 2012-13			
Year 7 – 2013-14		2	

Master's – Thesis/Essay Supervision			
Faculty Name: Shor, Francis			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08			
Year 2 – 2008-09			
Year 3 - 2009-10		1	
Year 4 - 2010-11		1	
Year 5 - 2011-12		1	
Year 6 - 2012-13	1		
Year 7 – 2013-14			

Master's – Thesis/Essay Supervision			
Faculty Name: Small, Melvin (now retired)			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08		4	
Year 2 – 2008-09	2	2	
Year 3 - 2009-10	1	1	
Year 4 - 2010-11	1		
Year 5 - 2011-12			
Year 6 - 2012-13			
Year 7 – 2013-14			

Master's – Thesis/Essay Supervision			
Faculty Name: VanBurkleo, Sandra			
Year*	Completed (#)	In Progress (#)	Published (#)
Year of last review 2007-08	1	3	
Year 2 – 2008-09	1	2	
Year 3 - 2009-10	1	1	
Year 4 - 2010-11	1		
Year 5 - 2011-12			
Year 6 - 2012-13			
Year 7 – 2013-14			

Part 4: Master's Program – Student Recruitment

1. List the top five universities from which you receive students (enrolled students, not applied)

Master's – Recruitment Background			
	First year after last review	2 years prior to this review	1 year prior to this review
	(2008-09)	(2012-13)	(2013-14)
Wayne State Univ.	6	1	3
Michigan State Univ.	3	1	
Univ. of Michigan – Dearborn	1	1	
Grand Valley State	1		1
Univ. of Detroit Mercy	1	1	2
Univ of Michigan			3
Univ. Wisconsin, Milwaukee		1	
Univ. of British Columbia			1

1. The program engages in the following recruitment activities (check that all apply):

- Creating program-specific, print recruitment materials x
- Advertising program to other faculty in the discipline
- Making information available at conferences
- Sending faculty to give talks at other schools
- Having faculty contact prospective students x
- Sending students to give talks at other schools
- Having students contact prospective students x
- Inviting prospective student to campus x
- Other (please specify)

2. How does the program plan to expand its recruitment activities?

We currently use our website and our Graduate Handbook as recruitment materials. The Handbook has been edited, expanded substantially, and updated three times in the past four years. The Department of History Website is currently being updated, and we have a social media presence that we would like to expand. We have developed a new template for the Graduate program page on the website, and we hope to have it in place later this year. We are designing a new program brochure for our recruitment efforts, and we will be attending Graduate School open houses to publicize the program and meet prospective students. The current Director of Graduate Studies has pursued recruitment funds to support campus visits by potential students and by students offered fellowships. These campus visits include meetings with faculty and with the History Graduate Student Association.

3. When did the program last update recruitment materials (print or electronic)?

We currently update our Graduate Handbook on a yearly basis; we are in the process of updating the website, and developing a program brochure.

Part 5: Master's Program – Teaching

1. The program supports graduate teaching assistants by (check all that apply):

In the period of this self-study, no master's students have been appointed as GTAs.

- Conducting an orientation for GTAs _____
- Observing GTAs in the classroom at least once a semester _____
- Providing written feedback on classroom performance _____
- Discussing teaching evaluations with GTAs _____
- Offering a departmental teaching award for GTAs _____
- Nominating students for the Heberlein award _____
- Offering a course on teaching in the discipline _____
- Providing teaching mentors for GTAs _____
- Encouraging the use of the Office for Teaching and Learning _____
- Other (please specify) _____

2. How does the program plan to expand its activities in this area?

See doctoral section.

3. For each semester in the last three academic years, list the percentage of lecture sections (not including lab, discussion or quiz sections) that have been taught by master's students.

Master's– Sections Taught by GTAs			
Semester	(year)	(year)	(year)
Fall	0%	0%	0%
Winter	0%	0%	0%
Spring/Summer	0%	0%	0%

Part 6: Master's Program – Student Support

1. How many Master's students have been supported in each of the following categories during the review period?

Master's – Student Support								
Type of support	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Graduate research assistantships								
Graduate teaching assistantships								
Fellowships								
Other: Graduate-Professional Scholarships	2	0	1	2	0	1	2	2
Not supported	36	38	36	22	24	31	21	20

2. How does the number of supported students compare with the comparable and aspirational universities you listed above?

We suspect, but have no quantitative evidence, that our master's program is relatively underfunded; but most master's programs lack or have little funding for terminal master's graduates. Temple, as perhaps Georgia State, seems to support its Master's in Public History students, who are finishing with what is considered the terminal degree. We hope that the new master's initiative at Wayne State University will provide more funding for our current and future master's students

Part 7: Master's Program – Student Mentoring

1. The program supports student socialization and professionalization by (check all that apply):

- Encouraging students to attend conferences (on or off campus) x
- Encouraging student to present at conferences x
- Having a graduate student organization x
- Having a graduate research day x
- Encouraging students to give talks at departmental seminars x
- Conducting a workshop on grant writing
- Conducting a workshop on publishing x
- Conducting a workshop on how to prepare a vitae x
- Conducting a workshop on interviewing

2. How does the program plan to expand its activities in this area?

We have organized a Career Diversity and Professional Development series this year, including an AHA Workshop on Career Diversity, which was just held on October 31st. We are continuing with four more speakers winter term and with a resume writing workshop planned. We also have applied for funding for a series next year with several outside speakers engaged in public history fields.

3. How often does the program offer organized seminars, colloquia or sponsored conferences at which master's students can present their work?

Sporadically. Students also can present at annual conferences (North American Labor History Conference and Citizenship Studies Conference and at the University's graduate research forums.

4. Describe procedures used to conduct an annual student review. Indicate the areas of performance that are evaluated, who provides the review and how the information is communicated to the student. (If a form or template is used, please attach a sample as an appendix.)

In the past two years, we have sent Master's student advisors a list of their students along with a copy of the Master's Progress Report for the year. The form requires a meeting between the advisor and the student, who review the student's progress toward the degree (including courses completed, plan of work filed, along with other achievements and a timetable for the Master's essay/thesis completion). A template is in the appendix.

Part 8: Master's Program – Employment

1. Describe procedures used to aid students in obtaining employment (e.g., practice job talks, posting positions on listservs).

The current DGS notifies students of relevant job postings and refers students in answer to postings that are received. Advisors and the department chair also play a role in notifying students of current job postings. We announce local employment opportunities via the department's graduate announcements listserv. Mailed position announcements are posted on the department's bulletin board. HIS 7830, the core methods and research course, has a professional development component, and students are introduced to various listservs, required to develop and update their curriculum vitae (also required as part of the master's annual review).

2. Describe the current and future job market for Master's graduates in the discipline.

The market for Master's graduates is highly segmented. For master's students who have completed other training (archival administration certificate or a joint MA in History/MLIS degree), there seems to be a market, especially for graduates who are willing to move. We have had several students find jobs in archives, libraries, and other research repositories. We also understand, from some of our community partners, that there is some demand for students trained in public history. We want to enhance these job prospects by providing additional training and internship experience, as is part of our public history initiative. The Master's degree, however, can be as versatile as the student who earns it. For some teachers, the master's credential enhances their job and salary prospects; for other master's students, however, it is a sidelight to other interests, and, finally, for a good proportion of our master's graduates, the MA degree is the first stage to a doctorate, facing the same uneven and segmented labor market described in the doctoral section.

Section 5: The Undergraduate Program

Part 1: Comparable and aspirational programs

1. Choose two comparable programs at research universities. For each program, indicate which of the following factors you used to determine comparability (if this information is the same as the graduate programs, please go to part 2).

Undergraduate - Comparable Programs		
CRITERIA	University of Wisconsin – Milwaukee	University of Cincinnati
Produce a similar number of undergraduates	Yes	Yes
Undergraduates similar in quality to ours	Yes	Yes
Place undergraduates in similar types of positions	Yes	Yes
Undergraduate program is organized into similar divisions	Yes	Yes
Undergraduate training curriculum is similar	No	No
Students are drawn from a similar national pool	Yes	Yes
Students drawn from a similar local pool	Yes	Yes
Students drawn from a similar international pool	Yes	Yes
Other (please specify below)		

The University of Wisconsin-Milwaukee and the University of Cincinnati each have around 200 majors. The major requirements at UWM closely resemble those at Wayne State, with the exception that UWM requires that majors take an intermediate methods class before the capstone. Cincinnati likewise has a prerequisite for the capstone in the form of an introductory course on historiography, critical thinking, and writing. Cincinnati's overall requirements, however, are fewer in number than at Wayne State. Specifically, Cincinnati requires two rather than three surveys, one rather than two classes on non-U.S./European history, and one rather than two courses that focus on the pre-1800 period.

2. How have you used these programs to benchmark performance in your program?

The requirement that majors at both institutions take an introductory or intermediate methods/historiography class prior to the capstone highlights the value of adding the same requirement at Wayne State. [See below #4a for more discussion of this point.]

3. Choose a program at a research university that your program realistically aspires to be in the next 7 years. Indicate which of the following factors you used to select the program.

Undergraduate – Aspirational Program	
CRITERIA	Temple University
Produces more/less undergraduates	More
Has more/less funding for undergraduate students	Comparable
Places more undergraduates in graduate programs	More
Has an undergraduate program organized differently than ours (Please describe below)	Similar
Has a training curriculum that differs from ours (Please describe below)	Yes
Produces undergraduate students higher in quality than ours	Yes
Has more students nationally who apply to the program	Yes
Enrolls more students from a national pool	More
Enrolls more/less international students	More
Conducts more research focused on urban issues	No
Is ranked higher than our department (Indicate ranking index used for comparison)	Yes (per U.S. News and World Report; Univ. ranking only)
Other-Please specify	

Temple University currently has 400 history majors. The funding opportunities available specifically to history majors are comparable in number to those of Wayne State’s program. While both offer tuition to the best rising senior, Temple does not have a specific award to encourage undergraduate research, such as the Sterne-Lion Scholarship Research Scholarship. Temple’s undergraduate program and the major have much in common with Wayne State’s program and major with respect to geographical and chronological distribution requirements, the requirement that students take a certain number of classes and at particular levels, and the existence of a senior-year capstone course. The main differences include: 1) Temple requires an additional course in Asian, African, Latin American, or Global history; 2) Temple requires that all juniors take a writing seminar; and, 3) Temple explicitly requires that all majors take four courses in a particular area of concentration, whether geographic or thematic, which is approved by the departmental advisor. Wayne State’s major requirements mean that majors take a minimum of two courses in a particular geographic area and two courses in the period either pre- or post-1800, but do not stipulate any further concentration.

4. The comparable programs indicate where the program is now and the aspirational program indicates where the program wants to be in the future.

a. What plans does the program have to move from one point to the other?

The key difference between the undergraduate programs at the comparable and aspirational institutions and Wayne State is the requirement that students take an introductory or intermediate methods/historiography class in preparation for advanced coursework and the capstone. At Wayne State student feedback on the capstone surveys and faculty experience teaching advanced classes and the capstone have indicated that the addition of a similar requirement would greatly enhance the learning experience of majors. They would be exposed early to how historians do history and be better prepared to handle the rigors of advanced classes and to tackle the challenge of conducting independent research for the capstone. The lateness with which Wayne State students have traditionally declared history as their major has made it difficult to add a methods/historiography course as a prerequisite to the capstone. That difficulty will not disappear with the University's push to have students declare a major at the time of enrollment given the number of transfer students who matriculate with many credits already earned. In lieu of a new course and an increase in the number of credits in history courses that majors need to earn, the Undergraduate Committee will work to designate from among existing intermediate and advanced courses those that already are designed to provide an introduction to methods and historiography. Majors will then be required to take one of those classes as a prerequisite to the capstone.

b. What benchmarks will be used to assess progress?

Just as capstone students are, those taking one of the courses designated as fulfilling the prerequisite for the capstone will be surveyed. The survey itself will specifically address the learning outcomes developed for intermediate (and, if applicable, advanced) courses. The capstone survey will also be modified to include a question about the value of the prerequisite in preparing majors for the capstone.

c. How will existing resources be used to achieve these objectives?

The designation of existing courses as part of a group of approved prerequisites for the capstone takes advantage of current course offerings. Moreover, because these same courses deal with a particular region and time period, majors will be able to fulfill geographical and chronological requirements for the major with the capstone prerequisite.

d. If additional resources were available, what would be requested and how would it be used?

Funds for curricular development would be used to ensure that the group of classes designated as prerequisites for the capstone includes options in U.S., European, and

African/Asian/Latin American/Middle Eastern history and thus does not privilege one region over another.

Part 2: Undergraduate Program - Policies and Procedures

1. Check each process that applies to the program and indicate who is responsible for the process.

Undergraduate - Policies and Procedures Profile					
PROCESS	APPLIES	RESPONSIBLE PERSON			
		CHAIR	UG OFFICER	UG ADVISOR	Other (Describe)
Conducts an orientation for new students	n/a			**	
Advises students on declaration of major	X		X	X	
Approves declaration of major	X		X	X	
Oversees assessment of learning outcomes for the major	X		X		
Oversees undergraduate recruitment	X		X	X	
Distributes fellowship/scholarship information to students	X		X	X	
Oversees information on program website	X		X	X	
Serves as advisor for undergraduate student organization	X		X		
Distributes information about career options/job placement	X		X	X	
Distributes information about graduate programs	X		X		
Oversees student record-keeping	X			X	
Hears grievances of undergraduate students involving faculty members/GTAs	X	X			
Advises students on General Education and College requirements	X			X	

***The Undergraduate Advisor participates in the University's Freshman and Transfer Student Orientations.*

2. Rank order the principal mission of your undergraduate program (Note: no tied ranks)

- a. Training students for continued academic work 3
- b. Training practitioners for industry, business, or government 2
- c. Providing advanced learning opportunities independent of career objectives 1
- d. Other (please explain) 4

Developing in students an understanding of the past and the ways in which it continues to shape the present, as well as a lifelong interest in the world in which they live.

3. The following questions relate to the assessment of student learning

a. State the learning outcomes for the undergraduate program.

- i. History majors will be able to compare the histories of diverse geographical regions and appraise their development over time.
- ii. History majors will be able to analyze historical documents and address historical problems.
- iii. History majors will demonstrate a command of analytical writing and the ability to conduct independent historical research.

b. How are these learning outcomes related to the mission?

- i. The learning outcomes follow explicitly from our mission statement, which is to provide our undergraduate majors with both a broad-based understanding of history, ranging widely over geographical areas and chronological periods, and an opportunity to specialize in a particular field. Moreover, it is our mission to teach our students the fundamental research, analytical, and writing skills necessary not only in the study of history, but virtually any field.

c. For each learning outcome, explain how its achievement is measured.

- i. History majors will be able to compare the histories of diverse geographical regions and appraise their development over time.
 1. Students will successfully complete basic and advanced coursework in American, European, and World history.
 2. Students will successfully complete coursework in modern and pre-modern history.
 3. A student's learning will be measured by essay examinations, essay assignments, oral presentations, and research papers.
- ii. History majors will be able to analyze historical documents and address historical problems.
 1. Students will complete exercises that require them to locate and collect primary and secondary sources in libraries, archives, digital databases, and microfilm and manuscript collections.
 2. Students will analyze primary documents in historical context by means of source criticism and original research.
 3. Students will evaluate secondary sources and historiographical debates by means of book reviews, historiographical essays, critical bibliographies, and oral presentations.
- iii. History majors will demonstrate a command of analytical writing and the ability to conduct independent historical research.
 1. Students will write a major original research paper, especially in the capstone course, which reflects analytical reasoning; uses evidence

drawn from primary and secondary sources; formulates research questions and situates them within existing scholarly debates; and draws conclusions based on historical interpretation.

d. How were data collected that provide evidence (either positive or negative) of each learning outcome?

- i. The department surveys students who have completed the capstone course about their undergraduate training in History, with questions that specifically address their perception of their own mastery of the learning outcomes.

Members of the Undergraduate Committee read completed capstone papers and evaluate them using a rubric in order to measure the degree to which students demonstrate mastery of the learning outcomes. The diverse make-up of the Undergraduate Committee ensures adherence to department-wide expectations.

e. What specific evidence does the program have that students are or are not achieving each learning outcome?

- i. The department began surveying capstone students in 2011 and has the results from all terms since.
- ii. The department instituted the review of capstone papers for the 2014 spring/summer term. As the capstone course is taught every fall, winter, and spring/summer, this review will be conducted three times a year.

f. Give specific examples of how the program has used this evidence to improve the effectiveness of the curriculum overall and student learning specifically.

- i. In response to concerns that students were not sufficiently prepared for the capstone course, the department revised its curriculum in the spring of 2014 to require that students take at least three 5000-level courses among the number of five advanced courses they need. Moreover, the department devised separate sets of learning outcomes for introductory, intermediate, and advanced courses to ensure that students receive appropriate preparation before they begin to work on their capstone research projects.

4. List any undergraduate level courses:

a. Offered Every Year

- i. 1000 (HS) World Civilization to 1500
- ii. 1050 (AI) American Civilization Since World War II
- iii. 1300 (HS) Europe and the World:1500-1945
- iv. 1400 (HS) The World Since 1945
- v. 1600 (HS) African Civilizations to 1800
- vi. 1610 (HS) African Civilizations Since 1800
- vii. 1710 (HS) History of Modern East Asia
- viii. 1800 (HS) The Age of Islamic Empires:600-1600
- ix. 1810 (HS) The Modern Middle East
- x. 1995(HS) Society and the Economic Transition
- xi. 2000 (SS) Introduction to Urban Studies
- xii. 2040 United States to 1877
- xiii. 2050 United States Since 1877
- xiv. 2240 History of Michigan
- xv. 2430 History of Latinos in the United States
- xvi. 2440 (FC) History of Mexico
- xvii. 2500 Introduction to Peace and Conflict Studies
- xviii. 2510 Science, Technology, and War
- xix. 2520 Topics in Peace and Conflict Studies
- xx. 2530 The Study of Non-Violence
- xxi. 2605 (HS) History of Women, Gender and Sexuality in the Modern World
- xxii. 2700 (FC) Introduction to Canadian Studies
- xxiii. 3140 African American History I: 1400-1865
- xxiv. 3150 African American History II: Reconstruction to 1968
- xxv. 3180 Black Social Movements
- xxvi. 3230 The Civil Rights Movement
- xxvii. 3320 Twentieth Century Middle East
- xxviii. 3360 Black Workers in American History
- xxix. 3410 History of Energy
- xxx. 3585 Science, Technology, and Society
- xxxi. 3991 Directed Study: Salford-W.S.U. Exchange
- xxxii. 3993 Topics in Canadian History, Society, Politics, and Culture
- xxxiii. 4990 Directed Study
- xxxiv. 4997 Internship in Historical Museums
- xxxv. 5991 Directed Study: Salford-W.S.U. Exchange
- xxxvi. 5993 (WI) Writing Intensive Course in History
- xxxvii. 5995 Honors Seminar
- xxxviii. 5996 Capstone Course for Majors

b. Not offered every year but offered at least every two years

- i. 1900 (HS) History of Colonial Latin America.
- ii. 1910 Latin America from Independence to the Present
- iii. 2320 Survey: History of Jewish History and Civilization
- iv. 3010 Survey of Jewish Civilization and History
- v. 3015 History of Judaism and Jewish Thought
- vi. 3155 African American History III: From 1968 to the Present
- vii. 3160 Black Urban History
- viii. 3170 Ethnicity and Race in American Life
- ix. 3240 Detroit Politics: Continuity and Change in City and Suburbs
- x. 3250 The Family in History
- xi. 3300 Technology in America
- xii. 3330 Civilizations of the Nile Valley: Egypt and Nubia
- xiii. 3425 American Environmental History
- xiv. 3435 Evolution and Its Critics
- xv. 3440 American Medicine in the Twentieth Century
- xvi. 3490 History of Russia and Eurasia to 1917
- xvii. 3650 History of Detroit
- xviii. 3825 History of Modern China
- xix. 3840 China and the World
- xx. 3855 History of Pre-Modern Japan
- xxi. 3865 History of Modern Japan
- xxii. 3875 Women in Japanese History
- xxiii. 3995 Special Topics in History
- xxiv. 3996 Topics in African History
- xxv. 3998 Topics in American History
- xxvi. 5010 Colonial North America
- xxvii. 5020 Revolutionary America
- xxviii. 5030 Early American Republic: 1789-1850
- xxix. 5040 Civil War and Reconstruction: 1850-1877
- xxx. 5050 The Emergence of Modern America: 1877-1917
- xxxi. 5060 Modern America: 1917-1945
- xxxii. 5070 Contemporary American History: 1945 to the Present
- xxxiii. 5090 Constitutional History of the United States from 1937 to the Present
- xxxiv. 5110 Class, Race, and Politics in America
- xxxv. 5160 Constitutional History of the United States to 1860
- xxxvi. 5170 Constitutional History of the United States from 1860 to 1940
- xxxvii. 5200 Women in American Life and Thought
- xxxviii. 5210 The Peopling of Modern America, 1790-1914: A History of Immigration
- xxxix. 5220 The Changing Shape of Ethnic America: World War I to the Present
- xl. 5231 The Conquest in Latin America
- xli. 5234 Race in Colonial Latin America
- xlii. 5235 The Civil Rights Movement

- xl.iii. 5237 The Mexican Revolution
- xliv. 5239 Latin American Migration to the United States
- xlv. 5240 Michigan History in Perspective
- xlvi. 5241 American Slavery
- xlvii. 5251 History of Feminism
- xlviii. 5261 African Americans, History and Memory
- xlix. 5290 American Labor History
 - I. 5320 Black Labor History
 - li. 5330 History of Ancient Greece
 - lii. 5340 History of Ancient Rome
 - liii. 5360 The Early Middle Ages: 300-1000
 - liv. 5370 The High Middle Ages: 1000-1300
 - lv. 5385 History of Christianity to the Reformation
 - lvi. 5395 Social History of the Roman Empire
 - lvii. 5400 Early Modern Europe
 - lviii. 5407 The Scientific Revolution
 - lix. 5410 The French Revolution and Napoleon
 - lx. 5425 American Environmental History
 - lxi. 5440 Twentieth Century Europe
 - lxii. 5450 The Age of Ideology: Europe in the Interwar Period
 - lxiii. 5460 History of the Holocaust
 - lxiv. 5470 Modern Germany
 - lxv. 5480 Nazi Germany
 - lxvi. 5490 Russian History through the Revolution
 - lxvii. 5495 History of the Russian Revolution
 - lxviii. 5500 The Soviet Union
 - lxix. 5530 History of World War I and II
 - lxx. 5550 Britain 1485-1714
 - lxxi. 5550 Britain in the Age of Empire
 - lxxii. 5556 History of Modern Britain
 - lxxiii. 5585 Studies: Science, Technology and Society
 - lxxiv. 5660 France Since 1815
 - lxxv. 5665 Cities in the World
 - lxxvi. 5670 Modern American Cities
 - lxxvii. 5730 The History of West Africa
 - lxxviii. 5740 History of South Africa
 - lxxix. 5825 Readings in History of Modern China
 - lxxx. 5855 Readings in the History of Pre-Modern Japan
 - lxxxii. 5865 Readings in the History of Modern Japan
 - lxxxii. 5875 Readings in Women in Japanese History
 - lxxxiii. 5960 Globalization, Social History and Gender in the Arabian Gulf

- c. Offered less than once every two years**
- i. 1700 History of Pre-Modern East Asian
 - ii. 3050 United States and the Vietnam Experience
 - iii. 3190 History of American Business
 - iv. 3400 The Automobile and Society: Europe, America, and Japan
 - v. 5075 The Sixties: Conflict and Change
 - vi. 5120 American Foreign Relations to 1933
 - vii. 5130 American Foreign Relations Since 1933
 - viii. 5190 History of American Social Thought
 - ix. 5280 American Legal History

5. Have the program requirements changed since the last review? If so, please describe the changes.

Fall 2007

Survey Sequence

A survey sequence consisting of three courses
Chosen from one of the following groups:

HIS 1000 – 1300 – 1600 – 1610 - 2040
HIS 1000 – 1300 – 1910 – 2040 - 2050
HIS 1000 – 1300 – 1400 – 1710 – 2050

Upper-Division Work

A minimum of eighteen credits in upper-division coursework consisting of at least five HIS courses numbered 3000 or above (excluding HIS 4990, 4997, 5993 and 5996)

Geographical Distribution

Diversity of regional content reflected by the selection of two courses in European history, two courses in American history, and two courses in any of the following areas: Africa, Asia, Latin America, Near or Middle East. In each area, one course in must be numbered 3000 or above

Chronological Distribution

Distribution of chronological content reflected by the selection of two courses in the pre-1800 period and two courses in the post-1800 period. Any course with both pre- and post- content may be counted as satisfying requirements of only one period.

Writing Intensive

HIS 5993 – Writing Intensive Course in History is required of all majors responsible for completing the University General Education Requirements. HIS 5993 should be taken in conjunction with the capstone course, HIS 5996.

Capstone

HIS 5996 – Capstone Course in History is required of all majors. This course should be taken in the senior year.

Fall 2014

Survey Sequence

A survey sequence consisting of one course from each region:

Europe: HIS 1000, 1300
United States: HIS 1050, 2040, 2050
World: HIS 1400, 1600, 1610, 1700, 1710, 1810, 1900, 1910

Upper-Division Work

A minimum of eighteen credits in upper-division coursework consisting of at least five HIS courses numbered 3000 or above (excluding HIS 4990, 4997, 5993 and 5996), with at least three of those courses numbered 5000 or above

Geographical Distribution

Diversity of regional content reflected by the selection of two courses in European history, two courses in American history, and two courses in any of the following areas: Africa, Asia, Latin America, Near or Middle East. In each area, one course in must be numbered 3000 or above

Chronological Distribution

Distribution of chronological content reflected by the selection of two courses in the pre-1800 period and two courses in the post-1800 period. Any course with both pre- and post- content may be counted as satisfying requirements of only one period. Courses can be taken at any level.

Writing Intensive

HIS 5993 – Writing Intensive Course in History is required of all majors responsible for completing the University General Education Requirements. HIS 5993 should be taken in conjunction with the capstone course, HIS 5996.

Capstone

HIS 5996 – Capstone Course in History is required of all majors. This course should be taken in the senior year.

6. What are the biggest challenges for the undergraduate program? What plans does the program have to address these challenges?

a. The recruitment of majors.

The perception that a history degree opens few doors for gainful employment remains strong among students and parents, and overcoming that belief represents one of the biggest challenges that the undergraduate program faces. The department will pursue the following steps to try to expand the program:

1. Use the undergraduate admissions program to quickly identify newly-admitted freshman students who have declared an interest in being a history major in order to establish an early relationship with incoming students, thereby increasing yield by converting admittance to enrollment.
2. Invite newly admitted transfer students to enroll prior to orientation to increase yield.
3. Identify current feeder community colleges and increase connections between the undergraduate advisor and community college advisors.
4. Increase involvement with the history portions of the WSU AP Day, strengthening the connections between the department and the high school AP teachers as a means of increasing recruitment of high-achieving high school students.
5. Arrange for groups of high school students to attend lectures in introductory history courses to introduce them to faculty and to the nature of college history work.
6. Update and widely distribute literature on career diversity among history majors, in addition to holding workshops on career options together with the graduate program
7. Engage honors students with outreach and the offering of more honors-designated courses

b. Retention of majors

As an urban university in an area that was hard-hit by the financial crisis of 2008, as well as contending with continued financial cuts from the state government, Wayne State continues to struggle with student retention.

1. Tracking of majors to increase retention rates.
 - a. Continuous tracking of student enrollment and progress toward degree, with follow-up communications with students to assist them in completing the degree in a timely manner.
 - b. Use of the new Institutional Research report of term-to-term student retention to identify students who have not yet enrolled, as an assist with targeted student communication.
 - c. Note patterns of individual student enrollment to identify those students with a wave pattern of enrollment (taking courses one term and then not enrolling the next in order to earn tuition monies, with subsequent enrollment.
 - d. Identification of stop-out students with invitation for advising appointments in order to get back on track with their degrees.

2. Identification of at-risk students for early intervention.
 - a. Use of the Early Academic Assessment grades each term in History survey courses as an identification tool, with follow-up with each student to refer to appropriate support services.
 - b. Identification of at-risk students by tracking GPA across terms, and inviting students who are sliding toward academic probation in for additional counseling.
 - c. Working with students on academic probation to develop a feasible plan for bringing up GPA; counseling for better strategies for handling school/work/life balance and referring to appropriate support services as necessary.

Part 3: Undergraduate Program – Student Profile

1. Please provide the following information about undergraduate students

	Year1 Fall 2007	Year1 Winter 2008	Year2 Fall 2008	Year2 Winter 2009	Year3 Fall 2009	Year3 Winter 2010	Year4 Fall 2010	Year4 Winter 2011	Year5 Fall 2011	Year5 Winter 2012	Year6 Fall 2012	Year6 Winter 2013	Year7 Fall 2013	Year7 Winter 2014
International Students Declared	1	0	0	1	0	0	0	0	1	0	0	0	0	1
Minority Students Declared	0	2	3	2	3	2	3	16	4	6	9	1	6	2
Other Students Declared	15	10	17	7	16	10	15	66	45	10	30	11	34	17
Total Declared	16	12	20	10	19	12	18	82	50	16	39	12	40	20
Average ACT Score of Declared Students	24	22.69	23.41	23.18	23.48	22.90	23.18	22.56	22.43	22.48	22.90	23.52	22.97	23.39
Number of ACT Scores Averaged	20	26	29	28	25	21	22	52	61	52	59	48	62	51

	Year1 Fall 2007	Year1 Winter 2008	Year2 Fall 2008	Year2 Winter 2009	Year3 Fall 2009	Year3 Winter 2010	Year4 Fall 2010	Year4 Winter 2011	Year5 Fall 2011	Year5 Winter 2012	Year6 Fall 2012	Year6 Winter 2013	Year7 Fall 2013	Year7 Winter 2014
International Students Enrolled	3	1	0	1	1	1	0	0	1	1	1	1	1	2
Minority Students Enrolled	12	10	8	9	9	6	7	21	20	24	26	22	19	17
Other Students Enrolled	75	60	61	49	46	48	47	107	107	98	98	79	88	77
Total Enrolled	89	71	69	59	56	55	54	128	128	123	125	102	108	96
Full-Time Students (12 cr.)	35	32	35	24	27	24	25	61	70	64	71	63	63	56
Part-Time Students	54	39	34	35	29	31	29	67	58	59	54	39	45	40
Total Enrolled	89	71	69	59	56	55	54	128	128	123	125	102	108	96
Average Term GPA of Int'l Students Enrolled	N/A	3.80		3.78	3.77	3.71			3.87	3.89	3.89	3.90	3.91	2.99
Average Term GPA of Minority Students Enrolled	N/A	2.70	2.79	2.86	2.68	2.96	2.72	2.65	2.53	2.77	2.91	2.68	2.87	2.77
Average Term GPA of Other Students Enrolled	N/A	3.17	3.19	3.18	3.10	3.12	3.09	3.08	3.01	3.04	3.02	3.16	3.04	3.01

2. What is the number of undergraduate students graduated by term?

Year1 F07	Year1 W08	Year1 S08	Year2 F08	Year2 W09	Year2 S09	Year3 F09	Year3 W10	Year3 S10	Year4 F10	Year4 W11	Year4 S11
9	14	9	10	15	10	9	11	6	9	16	15

Year5 F11	Year5 W12	Year5 S12	Year6 F12	Year6 W13	Year6 S13	Year7 F13	Year8 W14	Year8 S14
8	10	8	13	13	10	13	16	9

Part 4: Undergraduate Program – Student Recruitment

1. The program engages in the following recruitment activities (check that all apply):

Creating program-specific, print recruitment materials	<u> X </u>
Advertising program to area high schools	<u> X </u>
Advertising program to community colleges (CCs)	<u> </u>
Sending faculty to give talks at area high schools/CCs	<u> </u>
Having faculty contact prospective students	<u> X </u>
Sending students to give talks at area high schools/CCs	<u> </u>
Having students contact prospective students	<u> </u>
Inviting prospective student to campus	<u> X </u>
Participating in Scholars Day	<u> X </u>
Other (please specify)	<u> X </u>

The department monitors undergraduate admissions via the ALeRT admissions system and contacts newly admitted students (both freshman and transfer students) to welcome them to the department and invite them to meet with the Academic Advisor for assistance in registering in order to increase admissions yield. The Academic Advisor and the Director of Undergraduate Studies attend university-wide open houses, Scholar’s Day, and resource and reference fairs held led AP Day for the past thirteen years. AP Day brings hundreds of area high school students taking AP courses to campus for special lectures by professors. The history sessions focus on American, European, and World history, each of which includes lectures by three full-time faculty. In addition, in the fall of 2014, the department initiated a program of inviting area high school history students to campus to attend introductory classes taught by full-time faculty.

2. How does the program plan to expand its recruitment activities?

Two different groups of high school students have visited campus in the fall of 2014 to attend lectures in introductory history courses. The department intends to expand this outreach to additional schools and to involve Admissions and the Honors College so that visiting students will learn more about the university and special programs and funding for those with outstanding academic records. In addition, the Academic Advisor and the Director of Undergraduate Studies will be seeking to strengthen our relationships with local community colleges and high school college counselor to encourage their promotion of the history program.

3. When did the program last update recruitment materials (print or electronic)?

Summer 2014

Part 5: Undergraduate Program – Student Mentoring

1. The program supports student socialization and professionalization by (check all that apply):

Encouraging students to attend conferences (on or off campus)	<u> X </u>
Encouraging student to present at conferences	<u> X </u>
Having an undergraduate student organization	<u> X </u>
Having an undergraduate research day	<u> </u>
Creating opportunities for students to collaborate on research	<u> </u>
Encouraging students to apply for Undergraduate Research funding	<u> X </u>
Conducting a workshop on how to prepare a resume	<u> </u>
Conducting a workshop on interviewing	<u> </u>
Other (please specify)	<u> X </u>

In the fall of 2013, the program established a World History Learning Community. This community is linked each fall and winter to an introductory class taught as a large lecture with discussion sections. Each year, two outstanding majors are hired to serve as Peer Mentors. Each is attached to a particular discussion section, and both are responsible for organizing social gatherings, running review sessions, and holding office hours for the members of their discussion sections. The program will continue to apply to the Provost’s Office annually for funding for the World History Learning Community.

2. How does the program plan to expand its activities in this area?

The program will collaborate with the Program for Gender, Sexuality, and Women’s Studies in an application to create for 2015-2016 a new Learning Community to be linked to a cross listed introductory course in the history of gender in the modern world. Once that it is up and running, consideration will be given to establishing additional Learning Communities linked to intermediate classes.

3. How often does the program offer organized seminars, colloquia or sponsored conferences at which undergraduate students can present their work?

In years when one or more majors receive a Sterne-Lion Scholarships for Research, the program organizes a colloquium at which the recipient/s present their research to the donor, faculty, and students.

Part 6: Undergraduate Program – Employment

1. Describe procedures used to aid students in obtaining employment (e.g., practice interviews, posting positions on listservs).

The program distributes a booklet about career opportunities using information provided by the American Historical Association. It also distributes a pamphlet that highlights a number of career paths. The Director of Undergraduate Studies and individual faculty regularly counsel students about job options as well. Opportunities for internships and short-term research positions are circulated through the undergraduate distribution list.

The Director of Undergraduate Studies is seeking a strengthening and expansion of our existing internships, which will further assist majors in thinking about their careers beyond college, and we are especially interested in the linkages the public history program will make for our undergraduates. Additionally, we anticipate working more closely with the Career Services office to enable our students to highlight the analytical skills inherent to the discipline.

2. Describe the current and future job market for undergraduates in the discipline.

Per the American Historical Association, most undergraduate majors in History who do not seek advanced degrees are not employed in the field, but are working in related fields. In a survey of our alumni through LinkedIn, we find that many of our undergraduate majors now work for one of the major automotive manufacturers in administrative departments such as marketing and education. Many majors choose to work in education at the university and community college level in positions other than instructors. A third group of undergraduates are employed by the state and federal government, typically in research or service positions.

This is not to say that the job market in Michigan has vastly improved over the last few years; the unemployment rate in Michigan has dropped to below 8%, but in the city of Detroit it continues to hover around 14%. Finding a job right out of college for a history major is difficult, and that situation will stay the same as long as students desire to remain in Michigan. For that reason, majors are advised to think creatively about what kinds of jobs they can do and to emphasize their training in analytical thinking and research and writing.

Section 6: Certificate Program – Graduate Bridge Certificate in World History

Part 1: Mission

- 1. What level is the program (undergraduate, graduate):** Graduate

- 2. What is the mission of the certificate program?**
 - a.** To provide history teachers (K-12) and graduate students who seek employment in higher education and outside academia with a broad understanding of historical knowledge in and the scholarship of world history through a core reading seminar and selected coursework in comparative history and in geographically and culturally diverse histories beyond the United States and Western Europe.
 - b.** To prepare teachers and teachers-in-training for the curriculum in world history and in prominent theories and methodologies in world history scholarship.
 - c.** To encourage graduate students to pursue original, publishable research in the field of world history.

3. Are students in the program eligible for financial aid? If so, please insert the most recent gainful employment disclosure for the program.

ED Gainful Employment Disclosure Template

World History

Program Level - Post baccalaureate certificate
Program Length - 30 weeks

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$9,213
Books and supplies: \$1,144
On-campus room & board: \$9,269

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 30 weeks to complete. Of those that completed the program in 2012-2013, % finished in 30 weeks.

*Less than 10 students completed this program in 2012-13. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is %.

* This institution is not currently required to calculate a job placement rate for program completers.

[Click here for more information on jobs related to this program.](#)

For additional information related to this program and/or the information provided above, [click here](#). **Date Created: 1/27/2014**

<http://finaid.wayne.edu/gedt/world-history.html>[9/8/2014 3:38:32 PM]

Part 2: Certificate Program – Student Profile

1. Please provide the following information about certificate students

World Bridge Certificate– Student Profile															
	Year1 Fall 2007	Year1 Winter 2008	Year2 Fall 2008	Year2 Winter 2009	Year3 Fall 2009	Year3 Winter 2010	Year4 Fall 2010	Year4 Winter 2011	Year5 Fall 2011	Year5 Winter 2012	Year6 Fall 2012	Year6 Winter 2013	Year7 Fall 2013	Year7 Winter 2014	Current Fall 2014
Students Admitted															
International Students Admitted								1							
Minority Students Admitted														1	
Other Students Admitted				2	2					2				2	
Total Admitted				2	2			1		2				2	

World Bridge Certificate – Student Profile

	Year1 Fall 2007	Year1 Winter 2008	Year2 Fall 2008	Year2 Winter 2009	Year3 Fall 2009	Year3 Winter 2010	Year4 Fall 2010	Year4 Winter 2011	Year5 Fall 2011	Year5 Winter 2012	Year6 Fall 2012	Year6 Winter 2013	Year7 Fall 2013	Year7 Winter 2014	Current Fall 2014
International Students Newly Enrolled															
Minority Students Newly Enrolled										1					
Other Students Newly Enrolled						2	2					2			
Total Newly Enrolled						2	2			1		2			

World Bridge Certificate – Student Profile

	Year1 Fall 2007	Year1 Winter 2008	Year2 Fall 2008	Year2 Winter 2009	Year3 Fall 2009	Year3 Winter 2010	Year4 Fall 2010	Year4 Winter 2011	Year5 Fall 2011	Year5 Winter 2012	Year6 Fall 2012	Year6 Winter 2013	Year7 Fall 2013	Year7 Winter 2014	Current Fall 2014
International Students Enrolled															
Minority Students Enrolled							1				1	1	1		1
Other Students Enrolled											2	2			3
Total Enrolled							1				3	3	1		4

World Bridge Certificate – Student Profile															
	Year1 Fall 2007	Year1 Winter 2008	Year2 Fall 2008	Year2 Winter 2009	Year3 Fall 2009	Year3 Winter 2010	Year4 Fall 2010	Year4 Winter 2011	Year5 Fall 2011	Year5 Winter 2012	Year6 Fall 2012	Year6 Winter 2013	Year7 Fall 2013	Year7 Winter 2014	Current Fall 2014
Full-Time Students										1					
Part-Time Students							1			2		3	1		
Total Enrolled							1			3		3	1		
Average Term GPA of Int'l Students Enrolled															
Average Term GPA of Minority Students Enrolled							3.80			3.84		3.88	3.88		
Average Term GPA of Other Students Enrolled										3.57		3.55			

2. What is the number of students graduated by term?

Year1 Fall 2007	Year1 Winter 2008	Year2 Fall 2008	Year2 Winter 2009	Year3 Fall 2009	Year3 Summer 2009	Year3 Winter 2010	Year4 Fall 2010	Year4 Winter 2011	Year4 Summer 2011	Year5 Fall 2011	Year5 Winter 2012	Year6 Fall 2012	Year6 Winter 2013	Year7 Fall 2013	Year7 Winter 2014	Current Fall 2014
					2	2			1		2				2	

Section 7: Resources: Staff, Facilities and Other Resources

During the period of this self-study, Wayne State University has suffered a series of annual budget cuts from the state, amounting to more than \$50 million dollars just in the period between 2010 and 2013. These losses have filtered through all levels of the university and have resulted in the attrition in faculty lines (or longer waiting periods before vacant positions are filled), massive staffing cuts in 2011 and smaller cuts in 2014, and an increased reliance on computer systems to make up for the personnel cuts. Facilities repairs and equipment replacement are relegated to an increasingly long list of deferred maintenance.

The College of Liberal Arts and Sciences has mitigated the effects of these cuts through the institution in 2011 of a faculty research fund, which provides each full-time faculty member \$1,200 per year to use on either research trips or computer replacement, once they have exhausted other monies in their indirect-cost accounts.

In 2011, the Department of History responded to the strain of increased costs and stagnant budgets by cutting phone service down to only six essential phone lines, eliminating phone lines in faculty offices. This savings has allowed the Department to maintain its support of faculty research and professional travel, increasing it from \$600 to \$1,000 annually.

Most of all, the severe reductions in human resources as a result of university budget cuts have particularly affected the department by hindering our teaching and research activities, as well as to divert our time, deplete our energy, and hurt morale.

1. Describe the adequacy of facilities necessary to your programs, including library holdings, laboratories, computer facilities, studio space, classrooms and office space.

a. Physical Spaces

Classroom Space

- a. WSU has begun the conversion to more flexible-format classroom design, most notably on the 4th floor of State Hall, which helps support History's discussion-friendly teaching pedagogy. The department faculty would like to see an expansion of this design in other buildings as quickly as possible to replace the traditional classroom format of chairs lined in rows facing the instructor standing behind a podium or table.
- b. History needs more seminar rooms that can accommodate up to 15 students seated at a common table.

Office Space

The History Department, located on the third floor of the Faculty/Administration Building opened in 1990, occupies a section of the north and northwest wings of F/AB. While F/AB is overall an attractive building in which to work, it has not been well maintained for a number of years, especially outside the common areas.

- The hallway and most faculty office carpets are original to our move to the building in 1990.

- Most faculty offices have not been repainted or re-carpeted since 1990.
- Office furniture is makeshift. Faculty desks were moved from the last building in 1990, and many date to the 1940s.

Conference Spaces

The Department of History hosts two international conferences annually, the North American Labor History Conference in the Fall semester and the Citizenship Conference in the Spring. The department welcomes the news about a conference hotel soon to be built south of campus and about potential conference space in the newly renovated Student Center Building. Access to affordable conference and hotel space are essential to continue to organize these events.

Virtual Spaces

As WSU moves to online systems, the faculty are increasingly involved in problem-solving on the various systems, which is a drain on the time they can devote to research efforts and class preparation. Examples of these kinds of problems include:

- The interlibrary loan system initiated in 2013 sometimes mismatches the borrower and lender, leading to long delays and additional shipping and copyright costs.
- The department experiences problems in keeping its website current. It would greatly benefit from enhanced support in this area.

Computers and Other Office Equipment

1. Faculty Computers

- a. The College provides monies annually to support research or the purchase of new computers. Faculty whose computers malfunction outside the timeframe of this program have had to wait up to six months to have them replaced, leaving them without a working computer for the duration.

2. Graduate Teaching Assistant Computers

- a. Many of the computers used by graduate students serving as teaching assistants are old. Enhanced computer support for graduate students would improve their productivity.

2. Describe the adequacy of support staff for your program (e.g., academic staff, secretarial, technical).

a. Internal staffing

In the seven years covered by this review, the Department of History has experienced significant staffing turnover and losses.

1. In 2007, the department had a full-time secretary who had been with the department for more than twenty years. She handled all travel and personnel matters related to part-time faculty contracts and faculty summer research stipends. After she retired in September 2011, this position was left vacant.

2. In 2007, the department lost a second secretary who moved to another department. In January 2008 the department received a replacement, who was tasked with handling all purchases and encumbrances for the department and all classroom requests, as well as managing the department procurement card and overseeing the work of student employees. In 2011 this position was cut and remains vacant.
3. The History Department has had on staff over the period of this review an Academic Services Officer (ASO). The ASO supported the advising functions of both the Directors of Undergraduate and Graduate Studies, assisted in scheduling courses, provided student registration overrides, and administered graduate student paperwork. In addition, she handled all the department reports and maintained budgetary oversight. In 2011, after both secretaries of the department were lost, the ASO was the only full-time staff member and assumed the duties of all three positions.
4. In January 2013 the department was given an office clerk. She received training to allow her to take over the department's encumbering and purchasing and to assist in travel processing. She also serves as the department receptionist, handles all incoming/outgoing mail, makes room reservations for meetings and events, and manages the office equipment (servicing the photocopier and printer, etc.). She has been a welcome addition to the department, but is simply unable to cover all of the functions performed by the two previous secretaries.
5. In March 2014, the position of Academic Services Officer was vacated when Gayle McCreedy moved into the new position of Academic Advisor. The department welcomes this transition because it provides much greater service to our students. However, the ASO position has not been replaced and, as a result, the department staffing has again been effectively reduced to a single secretary at a lower skill grade than an ASO. This leaves the department with a pressing need in the area of budgeting and accounts oversight and other intermediate and high-level support functions, which is not within the job description of the office clerk.

3. Please identify activities taken to encourage and recognize staff.

- a. The department faculty and chair supported the hiring of Gayle McCreedy as the new undergraduate advisor. We believe she will make a major difference in recruiting new students, retaining them, and keeping them on track for timely graduation at the undergraduate level, in addition to assisting with the administrative tasks associated with graduate students (filing their Programs of Work, degree paperwork, etc.).
- b. The chair has provided support time during work hours in order for Marilyn Vaughan to seek appropriate training opportunities and has recorded her many achievements in the performance management system.

4. Overall, do the staff and facilities provide an appropriate environment for the unit?

While, as noted, the facilities provided to the Department of History could be improved, it is primarily the area of staffing that is cause for most concern. Currently the department has one staff person who is an office clerk in addition to an academic advisor. A department as large as the Department of History needs a staff member who can review and make sense of its accounts (and, preferably, handle personnel). An office clerk who doubles as the department receptionist and the purchasing agent cannot handle all of the finances and all of the personnel matters. The department needs someone on staff who can access its accounts, provide budgetary oversight and advisement, and furnish high-level support for its ambitious public programs. In summary, the staffing since 2011 severely limits the proper functioning of the department and needs to be addressed.

Section 8: Summary

1. Indicate the major strengths of the undergraduate and graduate programs.

- a. Strengths of the Undergraduate Program.
 - i. The History Department has an outstanding teaching faculty. More than half of the faculty (14 in total) have received University and/or College teaching awards, which focus primarily on undergraduate teaching
 - ii. The department offers unusually strong support for undergraduate research.
 - iii. The department has devoted careful attention to the development of the curriculum and has been receptive to new ideas. For example, the DUS and the Undergraduate Committee recognize the value of a pre-capstone seminar but also recognize the difficulty of implementing it at a University where many students arrive as transfer students. The resulting proposal to integrate skill development into intermediate and advanced undergraduate courses provides an excellent solution to that problem.
 - iv. The addition of a dedicated adviser has enhanced recruitment and retention. Indeed, the day-to-day work of the adviser has freed the DUS to take strategic initiatives, like recruiting students in the area high schools.
- b. Strengths of the Graduate Program
 - i. Because the Graduate Committee purposefully maintains a small graduate program, the quality of the students admitted is excellent.
 - ii. The small size of the program enables faculty to work closely with its graduate students.
 - iii. The department has an excellent research faculty that attracts a strong pool of graduate applicants. The NRC ranking of research productivity in 2006 (released in 2010) placed the History Department in the second tier, only one of three departments in the University to receive that designation.
- c. Overall, the faculty remains the department's most important strength. By pursuing its last strategic plan, the department has hired faculty in two major sub-fields, urban and labor history and the history of citizenship and governance. This has provided the department with an intellectual coherence that is crucial for both its national standing and graduate-student recruitment. Such an approach also has enabled the department to hire across geographical regions in order to provide the coverage that is essential to a strong undergraduate major. Through the implementation of its strategic plan, the department developed an intellectual identity that enables it to provide a broad and intellectually coherent undergraduate education.

2. Indicate the major weaknesses of the undergraduate and graduate programs.

- a. Weaknesses of the undergraduate program.
 - i. The department has lost crucial geographical coverage of the Middle East and China with the departure of specialists in those areas. For an undergraduate major, it is important that a top-flight undergraduate program be able to teach about areas of the world across time and space. So the absence of courses on South Asia, and the loss of specialists in China and the Middle East, poses serious problems.
 - ii. Whereas in some colleges and universities History is either the go-to or default major, at WSU the perception that a history degree will not lead to employment is strong among parents and students. As a consequence, while our number of majors is robust—over 160—it remains fairly modest.
 - iii. The department still relies too heavily on adjunct faculty to teach introductory courses, though less so than in the past.
 - iv. There traditionally has been a gender imbalance among history majors, with men outnumbering women

3. Over the next seven years, what changes does the unit plan to make in the programs using existing resources?

- a. Undergraduate Program
 - i. The department will expand its undergraduate recruiting by expanding its connections to area high schools. It also will integrate Advanced Placement Day, which attracts almost 900 high school history students to campus each year, into its broader recruitment efforts.
 - ii. It will develop its planned model for a pre-capstone course devoted to development of both skills and content knowledge.
 - iii. It is seeking to expand the number of history majors through its collaboration with the Gender, Sexuality and Women's Studies and engagement with the Honors College.
 - iv. It will seek to replace part-time faculty with full-time lecturers.
- b. Graduate Program
 - i. It plans to develop and promote its M.A. program in public history.
 - ii. It will seek to raise additional funds for graduate-student research.
 - iii. It will seek endowed funds to provide fellowships for graduate students.
- c. Overall, the department will seek to improve the internal and external marketing of a strong department by leveraging the existing college support for marketing and communication.

- 4. Over the next seven years, what changes does the unit plan to make in the programs if additional resources became available?**
- a. The department would seek the appointment of faculty in the histories of China, the Middle East, and U.S. foreign policy. Such appointments are crucial to the success of the undergraduate major, to the World history graduate bridge certificate, and to the M.A. and Ph.D. programs.
- 5. Does the unit have a strategic plan? If so, please attach as an appendix.**
Yes (please see Appendix D).

Appendices

- A. Unit by-laws
- B. Unit tenure and promotion guidelines
- C. Assessment plans
- D. Strategic plan
- E. Faculty Vitae
- F. Doctoral Student Annual Review Template
- G. Master's Student Annual Review Template

Appendix A

Unit Bylaws

BY-LAWS OF THE DEPARTMENT OF HISTORY

Article I: Vesting of Departmental Authority and Supercession

Section 1:

The authority and responsibility of action on all matters properly the concern of the Department of History as a whole (except as provided by the statutes and regulations of Wayne State University and the College of Liberal Arts and Sciences, under an applicable collective bargaining agreement) shall reside in the faculty of the Department. Hereafter, the term Department shall refer to the tenured and tenure-track faculty and academic staff members of the Department of History.

Section 2:

Nothing in these By-Laws is intended to be inconsistent with present or future Board of Governors Statutes, or Executive Orders, or other University policies or regulations that have been duly issued or any applicable collective bargaining agreement. Where there may be an inconsistency between these By-Laws and present or future Board of Governors Statutes, other University policies or regulations or policies that have been duly issued, or any applicable collective bargaining agreement, the latter shall prevail.

Article II: Administrative Structure

Section 1: Chairperson

- A. The Chairperson is the chief administrative officer of the Department, who also works within the university and broader community to advance the interests of the Department.
- B. The Chairperson is appointed through the process specified in Article XVIII of the collective bargaining agreement. Faculty and academic staff members shall be elected by the Department to serve on the selection committee.
- C. The Department favors rotation of executive responsibility. The Chairperson normally serves no longer than two full terms without formal discussion by the Policy Committee of alternatives to additional service.
- D. One year prior to the end of the Chairperson's term, a review committee shall be formed. At least three-fourths of the committee members shall have ESS or tenure. N bargaining-unit members shall be elected by the faculty and academic staff of the department to the Chairperson Review Committee (hereafter called Review Committee) through a secret ballot process initiated by the Chairperson and conducted by the Election Committee. The President or his/her designee shall appoint N members (including the Review Committee chair). One (1) student representative shall be

selected by the School/College student council from among the departmental majors of that department.

1. In course of its deliberations, the Review Committee shall conduct a general meeting of the Department and hold a discussion centered on faculty and academic staff members' views about the future of the Department. The Chairperson of the Review Committee shall preside at this meeting.
 2. The Review Committee shall also interview, on a private basis, any member of the Department who wishes to consult with the Committee.
 3. The Review Committee shall privately present the Chairperson with an effective summary of the views and opinions elicited under paragraphs 1 and 2, including complimentary material as well as complaints. If the incumbent Chairperson introduces confidential matters to explain his or her position, the Review Committee shall protect the confidentiality of such matters. The incumbent Chairperson shall be provided with a copy of the final report of the Review Committee and shall have the right to submit simultaneously to the Dean an explanation of his or her policies and decisions.
- E. When a new Chairperson is to be appointed, the Department shall elect N representatives to the Chairperson Selection Advisory Committee, as outlined in the collective bargaining agreement, in order to seek and recommend candidates to the Dean. Tenured and tenure-track faculty as well as academic staff members of the Department shall be eligible for election. One (1) student representative shall be selected by the School/College student council from among the departmental majors of that department. The President or his/her designee shall appoint N members.
- F. Prior to the appointment or reappointment of an acting chair, the President or his/her designee shall consult with the Executive Committee, which shall serve as the departmental selection advisory committee.
- G. Duties of the Chairperson include, but are not limited to, the following:
- Serves as the Chief Administrative Officer of the Department
 - Chairs Faculty Meetings
 - Appoints chairs of all committees except for the Personnel, Executive and Budget committees
 - Sits ex officio on all committees and is an active member of the Salary (chair), Personnel, Undergraduate, and Graduate committees
 - Appoints, in consultation with the Executive Committee, the Directors of Graduate and Undergraduate Studies, who serve at the Chair's pleasure
 - Serves as chief fund-raiser
 - Manages department supply budget
 - Prepares course schedule
 - Supervises academic and non-academic staff
 - Represents the Department to the University and College administration and to the public.
 - Addresses and decides student grievances, according to university policy

- Guides strategic planning
- Plays a leadership role in the appointment of new faculty; in mentoring all faculty members, especially junior faculty; and in the promotion and tenure process.

Section 2: Director of Undergraduate Studies

- A. The Director of Undergraduate Studies (DUS) implements policies approved by the Policy Committee and supervises the administration of the Department's undergraduate degree program and other matters pertaining to undergraduate majors, minors, and departmental honors students. The DUS presides over the Undergraduate Committee and serves ex officio on the Graduate Committee and Executive Committee.
- B. The DUS is appointed by the Chairperson in consultation with the Executive Committee, and serves at the pleasure of the Chairperson.
- C. The duties of the DUS shall include: implementation of policies approved by the Policy Committee; organization of the agenda for the Undergraduate Committee; advice on the membership of the Undergraduate Committee; routine career and academic advising to students, including history honors majors; academic advisor to, and campus representative of, the History honorary society, Phi Alpha Theta; oversight of the History Learning Community and its peer mentors; the development of the major program, including the writing of grant proposals, the development of recruiting and retention strategies; oversight of undergraduate course offerings; the monitoring of course proposals and learning outcomes; coordination of student awards and the museum internship program; updating the Undergraduate Handbook; the drafting of assessment reports for reaccreditation and the Department's academic program review; and oversight of undergraduate policy that applies to tenured, tenure-track, and non-tenure-track faculty.
- D. The DUS serves as the communications officer for undergraduate program matters with the College; Provost's Office; Honors College; Phi Alpha Theta; and other University offices dealing with records, admissions, and transfer credits.

Section 3: Director of Graduate Studies

- A. The Director of Graduate Studies (DGS) implements policies approved by the Policy Committee and supervises the administration of the Department's graduate degree programs and other matters pertaining to graduate majors. The DGS presides over the Graduate Committee and serves ex officio on the Undergraduate Committee and the Executive Committee.
- B. The DGS is appointed by the Departmental Chairperson in consultation with the Executive Committee, and serves at the pleasure of the Chairperson.
- C. The duties of the DGS shall include: implementation of policies approved by the Policy Committee; organization of the agenda of the Graduate Committee; advising graduate students on plans of work, program guidelines and regulations, and career development; overseeing master's and doctoral

program admissions, recruitment, and retention efforts; academic advisor to the History Graduate Student Association; graduate curriculum development and revision; coordination of graduate student awards and internships; updating the Graduate Handbook; drafting reports for re-accreditation and the Department's academic program review, and oversight of departmental graduate policies.

D. The DGS serves as the communications officer for graduate program matters with the College, the Graduate School, the Provost's Office, and the American Historical Association, and oversees updates of the Graduate Bulletin and the AHA's graduate program and dissertation databases.

Article III: Faculty of the Department

Section 1:

The faculty of the Department of History is defined as all full-time faculty employed by Wayne State University, holding the ranks of Lecturer, Instructor, Visiting Professor, Assistant Professor, Associate Professor, Professor, and Distinguished Professor of History.

Section 2:

The tenured faculty includes all full-time faculty members of the Department holding continuing tenure in the University.

Section 3:

The tenure-track faculty includes all full-time faculty members of the Department whose employment contracts make them eligible to receive continuing tenure in the University.

Section 4:

Full-time lecturers are faculty who hold a non-tenured, subsidy-conditioned term appointment.

Article IV: Departmental Meetings

Section 1:

The faculty shall meet at least once a term at the call of the Chairperson of the Department and shall meet as often as necessary to determine matters of academic policy. A Departmental meeting may be called at any time upon petition of 20 per cent of the full-time faculty as defined in Article III, Section 1.

Section 2:

A quorum for a Departmental meeting is defined as a majority of the Department's full-time faculty not on leave in a given term.

Section 3:

The Chairperson of the Department shall preside at Departmental meetings. An agenda shall be distributed to all faculty members at least 24 hours in advance of Departmental meetings. Meeting proceedings shall be recorded by a Secretary (either a member of the Departmental staff or a faculty member), to be designated by the Chairperson. The Chairperson checks the minutes for accuracy and distributes unabridged copies to the full-time Departmental faculty in due time.

Section 4:

Matters of Departmental policy and procedures brought before a meeting of the Department shall be decided by majority vote of the faculty present and eligible to vote, unless otherwise specified herein.

Section 5:

Robert's Rules of Order Newly Revised shall apply to all meetings held under the auspices of the Department, except where inconsistent with these By-Laws, in which case the latter shall prevail.

Section 6:

All persons eligible to attend Departmental meetings have liberty to speak for the record, except in settings where these By-Laws expressly prohibit participation by individuals or groups.

Section 7:

The Executive Committee shall recommend a Departmental Parliamentarian to the Policy Committee for election by a majority of that body. The Parliamentarian may serve successive terms, is expected to master the most recent edition of Roberts Rules of Order Newly Revised, and has authority to intervene in any Departmental proceeding to inform participants of procedural violations and to redirect the proceedings.

Article V: Voting Eligibility

Section 1:

All full-time faculty members may participate in departmental decisions and vote within departmental meetings or convocations, except where specifically excluded herein.

Section 2:

Eligible voters may cast ballots in department elections, which shall be held online if possible.

Section 3:

Full-time faculty members on leave may participate or vote on promotion, tenure, or new appointment decisions but not on other matters.

Section 4:

Full-time faculty members teaching in-load during Spring and/or Summer terms may participate or vote on all matters.

Article VI: Policy Committee

Section 1:

The Policy Committee shall consider recommendations from the Executive, Personnel, Undergraduate, and Graduate Committees, and may approve, disapprove, or postpone consideration of all issues properly brought before it. Where the appropriateness of an issue is in doubt, a majority of the Committee determines whether a question shall be addressed.

Section 2:

Only tenured and tenure-track faculty members shall be eligible to participate or vote on matters before the Policy Committee.

Section 3:

The Policy Committee considers reports in the first instance from Search Committees and/or the Personnel Committee about potential hires. All tenured and tenure-track faculty members may participate in discussions of assistant professors and lecturers, with vote. In all other cases, recommendations shall be taken by tenured faculty only. The recommendations of the Policy Committee then are sent to the Promotion and Tenure Committee for final approval or disapproval.

Section 4:

Personnel matters brought before the Policy Committee shall be decided by a two-thirds vote.

Section 5:

The Chairperson shall preside over Policy Committee meetings, with vote, except in personnel matters.

Article VII: Executive Committee

Section 1:

A. The Executive Committee shall assist and advise the Departmental Chairperson on all matters relating to the present or future teaching, curricular, research, and service missions of the Department. It shall respond to the Chairperson's requests for advice and assistance, and it has authority to bring matters to the attention of the Chairperson for deliberation, action, or referral to other University entities. The Committee may be particularly concerned with, but is not limited to, the following subjects: Departmental procedure, mentoring of untenured faculty, curriculum and

programming, fund raising and finances, grievances and/or problems related to Contract interpretation or Departmental-Administrative relations, course scheduling, and the drafting or rewriting of policy for consideration by other Departmental committees. Faculty members or staff may approach Committee members with questions, ideas, or problems for the Committee's consideration. The Committee member shall raise the issue during the next regularly scheduled Committee meeting and inform the faculty member of the result in writing.

- B. Committee members serve at large; they do not represent specific Departmental constituencies.

Section 2:

- A. The Chairperson serves *ex officio*, without vote. The DUS and DGS serve *ex officio*, with vote.
- B. The Committee shall include five members, to be elected by the Policy committee. The elected membership of the Committee must include one full professor, one associate professor, and at least one, but no more than two, untenured members. All elected Committee members may vote. The DGS and DUS are not eligible for election to the Committee.
- C. Elected members of the Committee serve one-year terms, and may serve for no more than two consecutive years.
- D. The Committee shall meet once a month during the academic year, in advance of Departmental meetings. It may choose to meet at other times. Meeting dates shall be decided by the Committee at its first meeting. Members shall elect their own presiding officer; the office shall rotate each year; and the Committee Chairperson shall preside over Committee meetings. The Departmental Chairperson may not serve as committee chair. The presiding officer shall designate a secretary (either a committee member or a member of the Departmental academic staff) to take minutes for the record. Committee members shall check the minutes for accuracy and cause them to be distributed to the tenured and tenure-track faculty at least two days in advance of the next Departmental meeting.
- E. If the Departmental Chairperson disregards the advice of the Executive Committee, he or she must inform the Department of the decision during the next regularly scheduled Departmental meeting, with explanation and discussion.
- F. The Executive Committee shall elect a Budget Advisory Sub-Committee of at least three members from its own numbers, two of whom must be tenured (as provided by contract). The Budget Advisory Committee shall include an additional member elected from the Department at large. Academic staff members are eligible. The Sub-Committee shall elect its presiding officer from its own ranks (also as provided by contract). The Departmental Chairperson may serve as an *ex-officio* member of the Sub-Committee, without vote. The Sub-Committee shall gather information about the financial affairs and situation of the Department and advise the Executive Committee as appropriate. The Chairperson shall make available on a quarterly basis (excluding spring-summer terms) any accounting reports or institutional records that the Sub-Committee might require to

exercise its responsibilities intelligently. The Sub-Committee also shall work to expand the pool of monies available to the Department and to use such resources to advance the Department's teaching and research missions.

G. Members of the Executive Committee may serve either on the Personnel Committee or the Salary Committee, but may not serve on both.

H. The Executive Committee may create additional permanent or ad hoc sub-committees from within its own numbers, or call on other members of the faculty, to advance its work.

Article VIII: Undergraduate Committee

Section 1:

The Undergraduate Committee shall review the Department's undergraduate degree program and events and make recommendations to the Policy Committee. It shall also make decisions with respect to undergraduate courses and course alterations, and awards for undergraduate majors.

Section 2:

The Departmental Chair, in consultation with the Executive Committee, shall appoint as Committee members the Undergraduate Academic Advisor and an appropriate number of tenured and tenure-track faculty. New faculty members are eligible at once. The Academic Advisor serves as an ex-officio member of the Undergraduate Committee, without vote.

Section 3:

The Director of Undergraduate Studies is the presiding officer for the Committee and oversees the undergraduate program.

Section 4:

The Academic Advisor provides administrative support for the Undergraduate major and its students. The duties of the Academic Advisor shall include: shepherding students from first contact at high school or community college events, through admissions, orientation, and declaration to degree; the routine advising of students on major and minor requirements; overseeing the growth of the major program; the processing of graduation clearances; regular communication with majors, including the use of individual and small group meetings, as well as all available social media; the processing of course proposals, awards, and advertisements; participation in recruitment events; student data collection; and participation in external reviews, learning outcomes, and the Learning Community.

Article IX: Graduate Committee

Section 1:

The Graduate Committee shall review the Department's graduate degree programs and events and make recommendations to the Policy Committee. It shall also make decisions with respect to admissions to the graduate certificate, Master's, and Ph.D. programs, fellowships, assistantships, approval of new graduate courses and course alterations, and awards for graduate majors.

Section 2:

The Departmental Chair, in consultation with the Executive Committee, shall appoint as Committee members an appropriate number of tenured and tenure-track faculty. New faculty members are eligible at once. The Academic Advisor serves as an ex-officio member of the Graduate Committee, without vote.

Section 3:

The Director of Graduate Studies is the presiding officer for the Committee.

Article X: Promotion and Tenure Committee

Section 1:

The Promotion and Tenure Committee shall vote with finality on all recommendations emanating from the Policy Committee for granting promotions, tenure, appointments to tenure-track positions, reappointments to tenure-track positions, and reappointments to non-tenure-track positions.

Section 2:

The Committee shall consist of all tenured faculty, excluding administrators above the unit and in the reporting line.

Section 3:

No member of the Committee may participate in or vote on recommendations for promotion to ranks higher than his or her own rank.

Section 4:

All recommendations for granting promotion, tenure, or appointment to tenure-track positions require a vote of two-thirds of the ballots cast. All votes must be cast by secret ballots. Absentee ballots may be cast. Failure of eligible members to cast ballots shall not be regarded as negative and shall not affect the outcome.

Section 5:

The Chairperson shall preside at all meetings, without vote.

Section 6:

- A. A member of the Promotion and Tenure Committee shall be elected by tenured and tenure-track faculty, except those excluded by Section 2, to serve as a spokesperson before the College of Liberal Arts and Science Promotion and Tenure Committee.
- B. If the first spokesperson disagrees with a particular Committee recommendation, an alternative spokesperson shall be elected.

Article XI: Personnel Committee

Section 1:

- A. The Personnel Committee shall annually evaluate the "Statement on FACTORS" delineating as far as possible those factors that shall be considered in the evaluation of potential candidates for promotion or tenure. The statement shall be based upon excellence in teaching and scholarly professional achievement, while consideration shall also be given to non-instructional service to the Department, College, University, or the historical profession. All revisions of the "Statement" shall be submitted to the Promotion and Tenure Committee for consideration, possible modification, and final approval. Major revisions must be approved by the Policy Committee.
- B. The Committee shall evaluate all potential candidates for promotion or tenure, including new appointments to tenured positions, and shall make recommendations thereon to the Promotion and Tenure Committee.
- C. The Committee shall oversee the Departmental Mentoring Program for non-tenured faculty members. Each tenure-track faculty member of the Department shall be assigned a tenured Mentor who shall advise and assist such members as they prepare for Third-Year Review and Tenure. The Mentor shall be appointed by the Department Chairperson after consulting with the Executive Committee, the Mentor, and the Mentee. The appointment shall take place before the end of the non-tenured member's first semester in the Department, whether the new member is in residence or not.
 - 1. A non-tenured faculty member may request, at any time and without explanation, that they be assigned a different Mentor.
 - 2. Non-tenured members of the Department are encouraged to actively seek the advice and counsel of their mentors. They may also seek the advice and counsel of other individuals within the Department, College, and University.

3. Mentors shall assist non-tenured faculty members as they prepare for Third Year and Tenure reviews. This assistance may include, but need not be limited to, the preparation of appropriate packets for relevant committees. Responsibility for accumulating and presenting a record of achievement of sufficient quality and extent as to merit Tenure, however, ultimately rests with the non-tenured faculty member.
 4. At the end of each academic year, Mentors shall submit a one-page written report to the Personnel Committee and provide a copy for the candidate. The reports shall not evaluate the candidate's suitability for continuance or tenure, but rather shall describe what Mentors have done in support of Mentees.
- E. The Personnel Committee shall prepare a written review by the end of each academic year for any bargaining-unit member holding a term appointment. The Committee shall consult with the member's mentor in advance of such review. The Committee shall forward all written reviews to the Chair for distribution to the affected faculty member and to the Promotion and Tenure Committee for its consideration. Copies shall be placed in the member's personnel file.
 - F. The Committee shall undertake a review of each candidate for advancement toward tenure during his or her third year (hereafter designated the Third-Year Review). The purpose of the Third-Year Review is to assist non-tenured faculty in advancing toward tenure. For administrative purposes, the Review is advisory; it does not bind the Department, or any of its Committees, to any future course of action. Affected department members shall compile a full dossier, analogous to the Tenure Review dossier but without external letters. Third-Year Reviews shall be undertaken before the end of the fall semester of the third year; the Mentor shall assist in this process. The Third-Year Review shall be delivered to the member before the end of classes in the third year, in writing and in conversation with both the Mentor and Mentee. A copy of the Review shall be placed in the non-tenured faculty member's personnel file. The non-tenured faculty member shall be permitted to respond in writing to the Review, and a copy placed in his or her personnel file.
 - G. The Committee shall evaluate all sabbatical leave applications.
 - H. The Committee shall periodically evaluate part-time instructors and shall make recommendations thereon to the Chair.
 - I. The Chairperson shall seek the advice of the Personnel Committee, as far as practicable, in making appointments for Lecturers.
 - J. The Chairperson shall preside at meetings, without vote.

Section 2:

- A. The Personnel Committee shall consist of seven tenured members; at least three must be full professors.

- B. Members shall be elected to one-year terms by tenured and tenure-track faculty. New faculty members are eligible.
- C. Members may not serve for more than two consecutive years. The full-time faculty may grant exceptions by a two-thirds vote.
- D. Members may serve simultaneously on the Executive or Salary Committee, but not on both.

Article XII: Search Committees

Section 1:

When the College authorizes the Department to make new appointments to tenured or tenure-track positions, the Chairperson shall appoint appropriate tenured or tenure-track faculty members to committees that shall conduct those searches. Tenure-track faculty may participate on search committees, but may vote only on appointments at the rank of assistant professor or lecturer. The Chairperson shall appoint committee chairs in consultation with the Executive Committee.

Section 2:

The Departmental Chairperson may participate as an *ex officio* member of search committees, with vote.

Section 3:

All Search Committees shall forward recommendations to the Promotion and Tenure Committee and, in the case of recommendations for tenured appointments, also to the Personnel Committee.

Article XIII: Salary Committee

Section 1:

- A. The Salary Committee shall be guided by Department factors and general University criteria and factors, and shall convey its decisions to the Chairperson as to merit salary adjustments for eligible members.
- B. The Committee shall advise the Chairperson, according to procedures described in the collective bargaining agreement, as to the initial salaries of prospective members of the bargaining unit.
- C. The Chairperson shall preside over Salary Committee meetings, with vote.

Section 2:

- A. Only faculty members with continuing employment contracts and whose merit salary evaluations are made by the Salary Committee shall be eligible to vote for or serve on the Salary Committee. Full-time faculty with one-year employment contracts are ineligible.
- B. The Salary Committee shall consist of five members, at least three tenured, elected by eligible faculty to one-year terms.
- C. If required by contract, one member of the Committee shall be elected by the eligible faculty to serve for a one-year term as the representative to the College Salary Committee.
- D. Committee members may not serve for more than two consecutive years.
- E. Members may serve simultaneously on the Executive Committee or the Personnel Committee, but may not serve on both.

Article XIV: Election Committee

Section 1:

Elections to Departmental Committees shall be supervised by a two-person Election Committee.

- A. The Election Committee shall be guided by Article V in providing for the election of members to Department committees.
- B. The Committee shall conduct an election each Fall and on other occasions as requested.
- C. The Chairperson shall convey to the Election Committee information about the eligibility of faculty to serve during a given academic year.

Section 2:

- A. The Election Committee shall consist of two members, at least one of whom is tenured, nominated for service by the Department Chairperson in advance of the first Department meeting of the academic year.

Article XV: Other Committees

Section 1:

The Chairperson may appoint additional ad hoc committees as necessary to conduct Departmental business.

Article XVI: Departmental Elections

Section 1:

The Elections Committee shall prepare a list of eligible faculty and academic staff in advance of elections and distribute it among the faculty and academic staff. The Department's preference is for online voting using the single transferable voting (also known as preferential voting) system. When employing this option, eligible faculty shall have at least 48 hours to cast their vote. The Elections Committee shall confirm results and report the result of balloting to the body participating in the election. To be declared elected, each candidate needs to gain a majority of the ballots cast. Voting tallies shall be saved for one year after the election and then destroyed. For each committee, the first runner-up shall be declared an alternate and shall replace the elected person if unable to serve a full term.

Section 2:

If a committee member resigns during the academic year, she or he shall be replaced by the alternate. In the event a committee has rank distribution requirements, the Election Committee shall declare elected the person at that rank with the most votes. If a member at that rank is not available, this requirement is suspended.

Article XVII. Peer Review of Teaching

Section 1:

In compliance with Article XXIX of the AAUP-AFT contract, faculty in the Department of History shall establish a process for the peer review of teaching. The purpose of the peer review process shall be to support the professional development and teaching effectiveness of faculty and thus to enhance student success. The evaluations therefore should be considered formative, not summative, wherein formative evaluations assist the faculty member being evaluated in improving classroom teaching, while summative evaluations are often incorporated into such formal evaluation processes as merit salary reviews, annual evaluations, or evaluations for tenure and/or promotion.

Section 2:

Under the peer review process, at least once every three years each faculty member shall invite a faculty peer to conduct a peer review of his or her teaching. The peer review shall consist of a review of course syllabi and supplemental course material, classroom observation, and any other review activities the reviewer and reviewee together deem necessary. Within a week of the classroom observation, the peer reviewer shall deliver to the reviewee, orally or in writing, comments on the reviewee's teaching. Faculty may make use of any evaluative rubrics or guidelines that both the reviewer and reviewee deem appropriate and useful in assisting the review process, but the actual reviewer observations resulting from the review are intended to be qualitative, rather than quantitative or quantifiable, in both form and in content. As part of the peer review process, reviewer and reviewee shall meet to discuss the reviewer's comments after the classroom observation.

Section 3:

The formative evaluations provided by the faculty reviewer are confidential between the faculty member being reviewed and the peer reviewer. This shall not preclude faculty members, on an entirely voluntary basis, from including separate teaching evaluations or recommendations from faculty peers who, under this article, have reviewed their teaching and presenting said separate evaluations or recommendations as part of their promotion-and/or-tenure portfolios or other summative teaching-evaluation processes.

Section 4:

Faculty members shall inform the Chair (or faculty member designated by the Chair) in writing whenever they have completed a peer-review-of-teaching process.

Section 5:

The peer review of teaching as performed under this Article shall be separate from any other summative evaluations of the teaching of untenured faculty members as mandated in these bylaws, but untenured faculty may opt to be exempted from the peer-review process in any year in which their teaching is subject to either a summative and/or a formative review mandated by the departmental Personnel Committee.

Article XVIII: Amendment of By-Laws

Proposed amendments to these By-Laws must be submitted in writing at least one regular departmental meeting prior to the vote. Approval requires the vote of two-thirds of those voting, provided there is a quorum.

Approved: April 2008. Revised: October 2011; April 2014; September 2014.

Appendix B

Unit Tenure and Promotion Factors

Department of History
Factors for Tenure and Promotion

Revised by the Executive Committee, 25 February 2011

Approved by the Policy Committee, 4 March 2011

INTRODUCTION

This statement describes the factors that the Department of History will use as criteria for making recommendations on tenure and promotion. In making decisions about promotion and tenure, the Department of History operates in accordance with the current policies outlined in the [College of Liberal Arts and Sciences Promotion and Tenure Factors](#) and in the current [AAUP-AFT Contract](#).

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Scholarship

The Department of History considers the continued intellectual development of its faculty vital to its academic mission. The Department assumes and requires that candidates for tenure and promotion to associate professor demonstrate such intellectual development by active engagement in, and professional commitment to, scholarly research and publication.

The Department will recommend tenure and promotion only for a candidate who has successfully completed significant original research that is in press or published by peer-reviewed print or electronic professional presses or journals, and who shows promise of further publication in the future. The Department gives primacy to the publication of a peer-reviewed, single-authored book by a reputable academic or in some cases commercial press. In addition to a book, the Department will also consider articles, essays, monographs, and edited books and journals. In all cases, the quality of publications and their value as significant contributions to existing scholarship in the individual's field are the primary factors in evaluation. The Department will take into consideration external grants, fellowships, and awards as acknowledgements of professional achievement. The publication of book reviews and papers presented at meetings or conferences of professional organizations are recognized as forms of scholarship, but carry less weight in considerations for tenure. In determining the quality of a candidate's scholarship, the Department will seek evaluations from specialists outside the University.

Teaching

For classroom teaching, clearly demonstrated excellence, not adequacy, is considered absolutely essential for tenure recommendation. The Department will assess teaching performance by such regular measures as student course evaluations and peer review and recognition. It will also consider the teaching portfolio, which includes components such as a statement of teaching philosophy, contributions to the curriculum such as the development of new courses and fields or the improvement of existing courses and programs, as well as the publication of textbooks and the development of other significant teaching resources. Consideration is given to continual advising of undergraduate and graduate students.

Service

A record of good departmental citizenship is expected of a candidate for tenure and promotion to associate professor. All faculty are expected to serve the Department actively in various capacities, especially committee work related to its regular functioning. Service at the College and University level, as well as special service in the community and in regional and national professional organizations, will be taken into consideration.

PROMOTION TO FULL PROFESSOR

The factors for promotion to full professor are similar to those for tenure and promotion to associate professor, although the emphasis placed on different components varies. In the case of recommendations for promotion to full professor, sustained engagement in scholarship, teaching, and service is required. The Department stresses the importance of the publication of a peer-reviewed book (not considered in the process for tenure and promotion to associate professor) with a highly regarded academic or, in some cases, commercial press. Teaching excellence, as measured by the same criteria as for tenure and promotion to associate professor, should be sustained. Continual advising of graduate and/or undergraduate students is considered in the recommendation for promotion. In terms of service, higher standards are demanded for those who are promoted to full professor than for associate professors. Particularly distinguished and significant service at the Department, College, and University level, as well as special service in the community and in regional and national professional organizations, will be taken into consideration.

Appendix C

Assessment plans

1. B.A. Program
2. M.A. Program
3. M.A./M.Ed. Program
4. M.A./M.LIS. Program
5. Graduate Certificate in Archival Administration
6. Graduate Bridge Certificate in World History
7. Ph.D. Program

Assessment Plan**Wayne State University****Academic Programs****College of Liberal Arts and Sciences****History****BA in History** **B.A. Mission Statement****Providing Department:** BA in History**Mission Statement**

It shall be the mission of the History Department:

- To provide our undergraduate majors with both a broad-based understanding of history, ranging widely over geographical areas and chronological periods, and an opportunity to specialize in a particular field.
- To teach our students the fundamental research, analytical, and writing skills necessary not only in the study of history, but in virtually any profession.
- To provide the historical perspectives essential to the education of well-informed, open-minded, and actively engaged citizens of the state of Michigan, the United States, and our wider global society.

The History Department's mission in undergraduate education is to provide majors with a broad-based understanding of several facets of history. In contrast with our graduate programs, which promote the acquisition of deep, specialized knowledge in a small number of fields, the undergraduate program emphasizes wide-ranging study. This approach exposes students to many different subject areas, faculty members, and historical methods, and introduces them to fields of history with which they may have little or no prior experience.

In order to ensure that our department continues to offer the wide variety of courses necessary to allow students to fulfill these requirements, it is imperative that our faculty be both diverse and balanced, especially with respect to the three component geographical areas. Our recent hires have not only taken on the myriad classes already listed in our course catalog, but have also been very active in adding new classes to the list in all three areas. This trend toward diversity and balance should be encouraged and maintained in our future job searches.

While requiring our majors to study history broadly, however, it is also important to allow them an opportunity to concentrate their studies to some extent within a particular area or field of special interest to them. In accordance with our overall emphasis on broad study, this opportunity has been left largely to the discretion of the individual student. Once the geographical and chronological fields are satisfied, the student still has several credits remaining to complete the major, with which he or she may choose to concentrate study within a single field. Thus, the commitment to diversity and broad-based study in our program is not achieved at the expense of specialization.

Although several recent graduates from our program have undertaken graduate studies in History, the vast majority of our majors (as well as those non-majors who enroll in our classes) do not seek to become professional historians. Our second mission, therefore, is to use the study of history to teach a set of fundamental skills, the basic components of our discipline, which will serve our graduates in good stead no matter where they go next: careful reading, critical analysis of argument and evidence, and the ability to write clearly and persuasively. These skills are valued highly by employers in any field, and also help to position our graduates to compete successfully for admission to various professional schools, especially law school. They are emphasized in virtually every class we offer, through our commitment to reading and writing as central tools of history pedagogy. Our classes give extensive and challenging reading assignments, selected from both original primary sources and important articles and monographs written by professional historians. Most also require substantial writing, with at least one term paper, often based upon independent research. Our examinations are all or predominantly essay-based, with questions that stress analysis of information rather than mere memorization—explaining *why* something happened, rather than merely where or when. Near the end of their degree programs, all of our majors are required to complete a capstone class (HIS 5996); this is an intensive research and writing seminar, in which each student must produce a substantial paper (20-25 pages), based on primary-source research and in multiple drafts, in order to fulfill the university's writing-intensive requirement. A graduate who has successfully completed our major should thus have mastered the reading and writing skills that employers and professional schools rightly demand, no matter the field in question.

Finally, our third mission is the education of well-informed, open-minded, and actively engaged citizens, through the inculcation of what may be termed "historical perspectives." The study of history is about far more than amassing historical information; as our second mission indicates, we strive to teach our students to read critically and analytically, to weigh evidence and credibility, to ask why things happened the way they did and not otherwise. Often, this process involves considering historical events from multiple points of view, and the questioning of

received authorities. By exposing our students to a wide range of historical study, and teaching them to question and probe the historical narratives they encounter, we are actually fostering the traits that make for good citizenship at the local, national, and global levels. We hope that graduates of our program will be more aware of current events, will be more accepting of points of view that differ from their own, and will have a deeper understanding of the world around them because they will be well practiced in searching for the historical roots of present situations.

Progress: Completed

Related Items

1: B.A. LO1 - Compare Histories over Region and Time

Start: 9/1/2013

End: 8/31/2014

Providing Department: BA in History

Progress: Completed

Learning Outcome Description

History majors will be able to compare the histories of diverse geographical regions and appraise their development over time.

1.1: B.A. Assessment 1.1 - Geographical Distribution

Start: 9/1/2013

End: 8/31/2014

Progress: In Progress

Assessment Method

Students will successfully complete basic and advanced coursework in American, European, and World history.

Results

Baseline Results

Action

Timeline

Reporting Results

Additional Information

1.2: B.A. Assessment 1.2 - Chronological Distribution

Start: 9/1/2013

End: 8/31/2014

Progress: In Progress

Assessment Method

Students will successfully complete coursework in modern and pre-modern history.

Results

Baseline Results

Action

Timeline

Reporting Results

Additional Information

 **1.3: B.A. Assessment 1.3 - Historical Research****Start:** 9/1/2013**End:** 8/31/2014**Progress:** In Progress**Assessment Method**

A student's learning will be measured by essay examinations, essay assignments, oral presentations, and research papers.

Results**Baseline Results****Action****Timeline****Reporting Results****Additional Information** **2: B.A. LO2 - Analyze Historical Documents****Start:** 9/1/2013**End:** 8/31/2014**Providing Department:** BA in History**Progress:** Completed**Learning Outcome Description**

History majors will be able to analyze historical documents, address historical problems, and pose historical questions.


 **2.1: B.A. Assessment 2.1 - Collection of Historical Source Materials****Start:** 9/1/2013**End:** 8/31/2014**Progress:** In Progress**Assessment Method**

Students receiving passing grades will be able to complete exercises which require them to locate and collect primary and secondary sources in libraries, archives, digital databases, and microfilm and manuscript collections.

Results**Baseline Results****Action****Timeline****Reporting Results****Additional Information**

 **2.2: B.A. Assessment 2.2 - Analyze Primary Documents****Start:** 9/1/2013**End:** 8/31/2014**Progress:** In Progress**Assessment Method**

Students receiving passing grades will be able to analyze primary documents in historical context by means of source criticism and original research.

Results**Baseline Results****Action****Timeline****Reporting Results****Additional Information** **2.3: B.A. Assessment 2.3 - Evaluate Historical Sources****Start:** 9/1/2013**End:** 8/31/2014**Progress:** In Progress**Assessment Method**

Students receiving passing grades will be able to evaluate secondary sources and historiographical debates by means of book reviews, historiographical essays, annotated bibliographies, and oral presentations.

Results**Baseline Results****Action****Timeline****Reporting Results****Additional Information** **3: B.A. LO3 - Analytical Writing and Historical Research****Start:** 9/1/2013**End:** 8/31/2014**Providing Department:** BA in History**Progress:** Completed**Learning Outcome Description**

History majors will demonstrate a command of analytical writing and the ability to conduct independent historical research.

 **3.1: B.A. Assessment 3.1 - Historical Research and Writing****Start:** 9/1/2013**End:** 8/31/2014**Progress:** In Progress**Assessment Method**

Students will write a major original research paper, especially in the capstone course, which reflects analytical reasoning; uses evidence drawn from primary and secondary sources; formulates research questions and situates them within existing scholarly debates; and draws conclusions based on historical interpretation.

Results**Baseline Results****Action****Timeline****Reporting Results****Additional Information** **1: B.A. LO1 - Compare Histories over Region and Time****Start:** 9/1/2013**End:** 8/31/2014**Learning Outcome Description**

History majors will be able to compare the histories of diverse geographical regions and appraise their development over time.

Progress: Completed**Related Items****1.1: B.A. Assessment 1.1 - Geographical Distribution****Start:** 9/1/2013**End:** 8/31/2014**Progress:** In Progress**Assessment Method**

Students will successfully complete basic and advanced coursework in American, European, and World history.

Results**Baseline Results****Action****Timeline****Reporting Results****Additional Information**

**1.2: B.A. Assessment 1.2 - Chronological Distribution****Start:** 9/1/2013**End:** 8/31/2014**Progress:** In Progress**Assessment Method**

Students will successfully complete coursework in modern and pre-modern history.

Results**Baseline Results****Action****Timeline****Reporting Results****Additional Information****1.3: B.A. Assessment 1.3 - Historical Research****Start:** 9/1/2013**End:** 8/31/2014**Progress:** In Progress**Assessment Method**

A student's learning will be measured by essay examinations, essay assignments, oral presentations, and research papers.


Results**Baseline Results****Action****Timeline****Reporting Results****Additional Information****2: B.A. LO2 - Analyze Historical Documents****Start:** 9/1/2013**End:** 8/31/2014**Learning Outcome Description**

History majors will be able to analyze historical documents, address historical problems, and pose historical questions.


Progress: Completed**Related Items**

 **2.1: B.A. Assessment 2.1 - Collection of Historical Source Materials****Start:** 9/1/2013**End:** 8/31/2014**Progress:** In Progress**Assessment Method**

Students receiving passing grades will be able to complete exercises which require them to locate and collect primary and secondary sources in libraries, archives, digital databases, and microfilm and manuscript collections.

Results**Baseline Results****Action****Timeline****Reporting Results****Additional Information** **2.2: B.A. Assessment 2.2 - Analyze Primary Documents****Start:** 9/1/2013**End:** 8/31/2014**Progress:** In Progress**Assessment Method**

Students receiving passing grades will be able to analyze primary documents in historical context by means of source criticism and original research.

Results**Baseline Results****Action****Timeline****Reporting Results****Additional Information** **2.3: B.A. Assessment 2.3 - Evaluate Historical Sources****Start:** 9/1/2013**End:** 8/31/2014**Progress:** In Progress**Assessment Method**

Students receiving passing grades will be able to evaluate secondary sources and historiographical debates by means of book reviews, historiographical essays, annotated bibliographies, and oral presentations.

Results**Baseline Results****Action****Timeline****Reporting Results****Additional Information** **3: B.A. LO3 - Analytical Writing and Historical Research****Start:** 9/1/2013**End:** 8/31/2014**Learning Outcome Description**

History majors will demonstrate a command of analytical writing and the ability to conduct independent historical research.

Progress: Completed

Related Items

3.1: B.A. Assessment 3.1 - Historical Research and Writing

Start: 9/1/2013

End: 8/31/2014

Progress: In Progress

Assessment Method

Students will write a major original research paper, especially in the capstone course, which reflects analytical reasoning; uses evidence drawn from primary and secondary sources; formulates research questions and situates them within existing scholarly debates; and draws conclusions based on historical interpretation.

Results

Baseline Results

Action

Timeline

Reporting Results

Additional Information

B.A. Curriculum Map

Start: 9/1/2013

End: 8/31/2014

Providing Department: BA in History

Attach Curriculum Map Here

No items to display.

Progress: In Progress

Related Items

There are no related items.

1.1: B.A. Assessment 1.1 - Geographical Distribution

Timeline

Start: 9/1/2013

End: 8/31/2014

Progress: In Progress

Assessment Method

Students will successfully complete basic and advanced coursework in American, European, and World history.

Results

Reporting Results

Baseline Results

Action

Related Items

There are no related items.

1.2: B.A. Assessment 1.2 - Chronological Distribution

Timeline

Start: 9/1/2013

End: 8/31/2014

Progress: In Progress

Assessment Method

Students will successfully complete coursework in modern and pre-modern history.

Results

Reporting Results

Baseline Results

Action

Related Items

There are no related items.

 **1.3: B.A. Assessment 1.3 - Historical Research**

Timeline

Start: 9/1/2013

End: 8/31/2014

Progress: In Progress

Assessment Method

A student's learning will be measured by essay examinations, essay assignments, oral presentations, and research papers.

Results

Reporting Results

Baseline Results

Action

Related Items

There are no related items.

 **2.1: B.A. Assessment 2.1 - Collection of Historical Source Materials**

Timeline

Start: 9/1/2013

End: 8/31/2014

Progress: In Progress

Assessment Method

Students receiving passing grades will be able to complete exercises which require them to locate and collect primary and secondary sources in libraries, archives, digital databases, and microfilm and manuscript collections.

Results


Reporting Results

Baseline Results

Action

Related Items

There are no related items.

 **2.2: B.A. Assessment 2.2 - Analyze Primary Documents**

Timeline

Start: 9/1/2013

End: 8/31/2014

Progress: In Progress

Assessment Method

Students receiving passing grades will be able to analyze primary documents in historical context by means of source criticism and original research.

Results**Reporting Results****Baseline Results****Action****Related Items**

There are no related items.

 **2.3: B.A. Assessment 2.3 - Evaluate Historical Sources****Timeline**

Start: 9/1/2013

End: 8/31/2014

Progress: In Progress

Assessment Method

Students receiving passing grades will be able to evaluate secondary sources and historiographical debates by means of book reviews, historiographical essays, annotated bibliographies, and oral presentations.

Results**Reporting Results****Baseline Results****Action****Related Items**

There are no related items.

 **3.1: B.A. Assessment 3.1 - Historical Research and Writing****Timeline**

Start: 9/1/2013

End: 8/31/2014

Progress: In Progress

Assessment Method

Students will write a major original research paper, especially in the capstone course, which reflects analytical reasoning; uses evidence drawn from primary and secondary sources; formulates research questions and situates them within existing scholarly debates; and draws conclusions based on historical interpretation.

Results**Reporting Results****Baseline Results****Action****Related Items**

There are no related items.

Assessment Plan**Wayne State University****Academic Programs****College of Liberal Arts and Sciences****History****MA in History** **1: Historical Knowledge****Start:** 9/1/2013**End:** 8/31/2014**Learning Outcome Description**

Students will acquire and demonstrate a broad understanding of historical knowledge in a major and minor field of history.

Related Items**1.1: Coursework in History****Start:** 9/1/2013**End:** 8/31/2014**Assessment Method**

Students will demonstrate their historical knowledge through the completion of 27-32 credits of coursework with a grade of B or better.

Results**Action****Timeline****Reporting Results****Additional Information**

 **2: Historical Research****Start:** 9/1/2013**End:** 8/31/2014**Learning Outcome Description**

Students will create an original work of historical scholarship.

Related Items

There are no related items.

 **3: Historical Analysis****Start:** 9/1/2013**End:** 8/31/2014**Learning Outcome Description**

Students will be able to connect their own research to broader historical scholarship and the academic community.

Related Items

**3.1: Analysis****Start:** 9/1/2013**End:** 8/31/2014**Assessment Method**

Students will demonstrate competence in historical analysis by successfully completing and defending their essay or thesis.

Results**Action****Timeline****Reporting Results****Additional Information****Graduate Program Mission Statement**

The mission of graduate studies at Wayne State University:

1. To maintain and develop a national and international reputation for excellence in graduate education in history.
2. To train doctoral students as professional historians, equipped with the skills to produce original, publishable research in their field of specialization.
3. To provide training, or continuing education, to graduate students at the master's level who are pursuing careers in education, public history, public policy, law, journalism, or archival administration.
4. To provide opportunities for graduate students to acquire and/or improve skills in archival research, historical interpretation, teaching, and written and oral communication for scholarly and/or public audiences and to guide and assist students in finding professional opportunities to exercise these skills.

Start: 9/1/2013**End:** 8/31/2014**Related Items**

There are no related items.

Assessment Plan**Wayne State University****Academic Programs****College of Liberal Arts and Sciences****History****MA/M Ed combined degree** **Graduate Mission Statement**

The mission of graduate studies at Wayne State University:

1. To maintain and develop a national and international reputation for excellence in graduate education in history.
2. To train doctoral students as professional historians, equipped with the skills to produce original, publishable research in their field of specialization.
3. To provide training, or continuing education, to graduate students at the master's level who are pursuing careers in education, public history, public policy, law, journalism, or archival administration.
4. To provide opportunities for graduate students to acquire and/or improve skills in archival research, historical interpretation, teaching, and written and oral communication for scholarly and/or public audiences and to guide and assist students in finding professional opportunities to exercise these skills.

Start: 9/1/2013

End: 8/31/2014

Related Items

There are no related items.

Assessment Plan**Wayne State University****Academic Programs****College of Liberal Arts and Sciences****History****MA/MLS combined degree** **Graduate Mission Statement**

The mission of graduate studies at Wayne State University:

1. To maintain and develop a national and international reputation for excellence in graduate education in history.
2. To train doctoral students as professional historians, equipped with the skills to produce original, publishable research in their field of specialization.
3. To provide training, or continuing education, to graduate students at the master's level who are pursuing careers in education, public history, public policy, law, journalism, or archival administration.
4. To provide opportunities for graduate students to acquire and/or improve skills in archival research, historical interpretation, teaching, and written and oral communication for scholarly and/or public audiences and to guide and assist students in finding professional opportunities to exercise these skills.

Start: 9/1/2013

End: 8/31/2014

Related Items

There are no related items.

Assessment Plan**Wayne State University****Academic Programs****College of Liberal Arts and Sciences****History****Graduate Certificate in Archival Administration** **Graduate Mission Statement**

The mission of graduate studies at Wayne State University:

1. To maintain and develop a national and international reputation for excellence in graduate education in history.
2. To train doctoral students as professional historians, equipped with the skills to produce original, publishable research in their field of specialization.
3. To provide training, or continuing education, to graduate students at the master's level who are pursuing careers in education, public history, public policy, law, journalism, or archival administration.
4. To provide opportunities for graduate students to acquire and/or improve skills in archival research, historical interpretation, teaching, and written and oral communication for scholarly and/or public audiences and to guide and assist students in finding professional opportunities to exercise these skills.

Start: 9/1/2013

End: 8/31/2014

Related Items

There are no related items.

Assessment Plan**Wayne State University****Academic Programs****College of Liberal Arts and Sciences****History****Graduate Certificate in World History** **Graduate Mission Statement**

The mission of graduate studies at Wayne State University:

1. To maintain and develop a national and international reputation for excellence in graduate education in history.
2. To train doctoral students as professional historians, equipped with the skills to produce original, publishable research in their field of specialization.
3. To provide training, or continuing education, to graduate students at the master's level who are pursuing careers in education, public history, public policy, law, journalism, or archival administration.
4. To provide opportunities for graduate students to acquire and/or improve skills in archival research, historical interpretation, teaching, and written and oral communication for scholarly and/or public audiences and to guide and assist students in finding professional opportunities to exercise these skills.

Start: 9/1/2013

End: 8/31/2014

Related Items

There are no related items.

Assessment Plan**Wayne State University****Academic Programs****College of Liberal Arts and Sciences****History****PhD in History** **1: Knowledge and Ethics****Start:** 9/1/2013**End:** 8/31/2014**Learning Outcome Description**

Doctoral students will demonstrate competence in their understanding of history and in their implementation of professional standards.

Related Items**1.1: Coursework and Qualifying Examinations****Start:** 9/1/2013**End:** 8/31/2014**Assessment Method**

Students will demonstrate an adequate grasp of historical scholarship and trends as well as historical argument and facts in two major and one minor field exams as well as the qualifying oral examination.

Results**Action****Timeline****Reporting Results****Additional Information****1.2: Cognate Coursework and Dissertation Research****Start:** 9/1/2013**End:** 8/31/2014**Assessment Method**

Students will interpret, reference, and employ relevant bodies of scholarship outside of history, including social and political theories and methods from the broadly-defined humanities and social sciences.

Students will connect the dissertation to relevant scholarship, methodology and theory.

Results**Action****Timeline****Reporting Results****Additional Information**

 **1.3: Professional Ethics****Start:** 9/1/2013**End:** 8/31/2014**Assessment Method**

Students will recognize and implement professional ethical standards in academic work throughout their dissertation research and publication.

Results**Action****Timeline****Reporting Results****Additional Information** **2: Historical Research Skills****Start:** 9/1/2013**End:** 8/31/2014**Learning Outcome Description**

Students will obtain and demonstrate competence in historical research.

Related Items **2.1: Basic Scholarship and Research****Start:** 9/1/2013**End:** 8/31/2014**Assessment Method**

Students will demonstrate familiarity with developments in historical scholarship and basic research skills through passing HIS 7830 - Methods and Research with a grade of B or better.

Results**Action****Timeline****Reporting Results****Additional Information** **2.2: Develop Research Skills****Start:** 9/1/2013**End:** 8/31/2014**Assessment Method**

Students will obtain relevant research skills through a combination of cognate coursework, history courses or archival administration courses that focus on methodology, and research papers in seminars, as shown by the successful completion of this coursework with a grade of B or better.

Results**Action****Timeline****Reporting Results****Additional Information**

 **2.3: Identification of Original Research****Start:** 9/1/2013**End:** 8/31/2014**Assessment Method**

Students will identify a specific research opportunity that will be the topic of their research, culminating in writing and obtaining approval of the Dissertation Prospectus.

Students will identify appropriate advisors for this research, culminating in obtaining approval of the Candidacy Form.

Results**Action****Timeline****Reporting Results****Additional Information** **2.4: Foreign Language Skills****Start:** 9/1/2013**End:** 8/31/2014**Assessment Method**

Students will attain reading proficiency in at least one foreign language to engage with the international community of scholars, or obtain proficiency in statistics and quantitative methods.

Results**Action****Timeline****Reporting Results****Additional Information** **2.5: Conduct Original Research****Start:** 9/1/2013**End:** 8/31/2014**Assessment Method**

Each student will make an original contribution to historical scholarship, according to the tenets of academic integrity, through the successful completion of the doctoral dissertation and the oral defense.

Results**Action****Timeline****Reporting Results****Additional Information** **3: Academic Career Development****Start:** 9/1/2013**End:** 8/31/2014**Learning Outcome Description**

Each student will identify career goals and build professional skills.

Related Items

There are no related items.

 **Graduate Mission Statement**

The mission of graduate studies at Wayne State University:

1. To maintain and develop a national and international reputation for excellence in graduate education in history.
2. To train doctoral students as professional historians, equipped with the skills to produce original, publishable research in their field of specialization.
3. To provide training, or continuing education, to graduate students at the master's level who are pursuing careers in education, public history, public policy, law, journalism, or archival administration.
4. To provide opportunities for graduate students to acquire and/or improve skills in archival research, historical interpretation, teaching, and written and oral communication for scholarly and/or public audiences and to guide and assist students in finding professional opportunities to exercise these skills.

Start: 9/1/2013

End: 8/31/2014

Related Items

There are no related items.

Appendix D
Strategic Plan

Department of History Strategic Plan 2014

In the next ten years, the Department of History plans to build upon the successes of the last decade and consolidate its reputation as a center of excellence at Wayne State University. In the context of our external review, we now revise our 2012 strategic plan to take account of changes in the department and to address current challenges. In summary, despite recent loss of three strategic fields, we remain a department strong in research accomplishments and with university-recognized excellence in teaching, mentorship, and service. We have an award-winning faculty, a graduate program that has been strengthened over the past six years but would benefit from additional funding and an undergraduate program that, despite recent enrollment challenges, has enhanced and revised its curriculum and offers expanded research opportunities to undergraduate majors. We have a clear vision of where we are headed as a department and are working to sustain and extend the quality of our programs as well as enrich our curriculum for the future.

The Department has surmounted a number of challenges in the past fifteen years. It faced many retirements at the time of its strategic plan in 2001. It successfully negotiated a generational transition and reconstituted its faculty, expanding its global coverage to include Asian, African, and Middle Eastern history; establishing a new core of excellence in African American history; and continuing to rebuild its graduate program. It reorganized around two poles of expertise in labor and urban history and in the history of governance and citizenship, and it revitalized its undergraduate major. By the time of the 2007 Self Study, the lone unfulfilled desideratum was an historian of U.S. urban history, who was added in 2011.

The Department successfully planned for its tenure-track appointments in a disciplined manner that has deepened, and added new dimensions to, its strengths in urban and labor history and the history of governance and citizenship. At the same time, the dramatically expanded global reach of its faculty allowed for curricular changes in the undergraduate major and the addition of a World History Certificate program to our graduate offerings. The result is both a range of faculty specializations and curricula that are intellectually coherent, yet geographically and chronologically diverse.

The Department's progress can be gauged by its having achieved significant improvements in undergraduate education and its graduate program, and in support for research. It has energetically and successfully raised scholarships and awards for undergraduate and graduate research, and is making great progress in securing general endowment funds for the department. Most importantly, the Department's efforts to enhance its research profile have now received firm, external validation. When the authoritative National Research Council released its rankings in 2010, the Department's research achievements were ranked in the second quartile of all history departments and in the first quartile of history departments at public universities.

The Department's focused identity has enabled it to fulfill its graduate and undergraduate missions and advance the University's global and urban missions. The Department engages in major academic activities that strengthen and structure its areas of specialization as they enhance the University's national profile. It reinforces its reputation in labor and urban history by sponsoring the North American Labor History Conference, which remains the premier international labor history conference. The Center for the Study of Citizenship, founded and directed by the Chair of the History Department, is the first of its kind in the world. The Center sponsors an annual conference, hosts numerous campus and community activities, and publishes a Citizenship Series with Wayne State University Press.

While the Department is justifiably proud of its recent progress, it also faces significant challenges as it moves forward. Some of these are national and university-wide challenges, such as falling student enrollment, student retention, timely completion of degrees, constricted university budgets, and more limited research funding. Others come from within the department, primarily the recent loss of faculty. In response, the Department has identified three main areas for strengthening its standing in the future:

- Expansion of the Graduate Program and enhanced funding of the graduate program
- Expansion and curricular enhancement of the undergraduate major
- Targeted replacement of retiring faculty and the specializations of lost faculty, in addition to adding new areas that strengthen our core mission.

The Graduate Program

The Department of History has a small but strong graduate program at the doctoral and master's level. Graduate students can enroll in the PhD program, the Master's program or dual-degree master's (MA/JD, MA/MLIS, MA/MEd), and in two certificate programs in World History and in Archival Administration, the latter of which is administered by the School of Library and Information Science. We currently have thirty-five doctoral students and over fifty students in Master's and graduate certificate programs. The Department of History has a record of participation in the university Graduate Council and in service through the Graduate School, and it houses two winners of the University's Outstanding Graduate Mentor award.

Although the Department's research was highly rated by the National Research Council, its overall ranking was much lower, primarily due to the small size of the doctoral program and low completion rates. In the past six years, the Department has moved vigorously to surmount these deficiencies and fulfill its mission to improve its graduate program. It built on the expertise of faculty in labor and urban history and in the field of citizenship studies; it hired strategically to strengthen an excellent and diverse research faculty (see appendix 1); and it established a new visibility in African American history. The Department reformed its graduate fields to align the curriculum with its core strengths and to incorporate new faculty, so that it now offers major fields of study in American, African American, European, and World history, which are bound to one another by major transnational and cross-cutting fields in citizenship, labor and urban, constitutional and legal, gender, migration and ethnic histories, and the history of science. In response to the advice of external evaluators in 2008, the

Department has enhanced the rigor of its graduate education with graduate-only readings courses. It has expanded to include a graduate bridge certificate program in world history to attract students and meet the complex needs of its diverse graduate student population. It has energetically established funds to support graduate research (see appendix X). In the past four years, it has expanded its recruitment efforts, extensively rewritten and updated its Graduate Handbook, and enhanced its advising with an emphasis on annual reviews, timely completion of degree benchmarks, and graduate student workshops. The Department plans to expand online course offerings with the goal of creating an online World History Graduate Bridge Certificate to augment our current program.

Currently, the Director of Graduate Studies, in collaboration with other faculty, is working to build the curriculum in public history in line with the American Historical Association's Career Diversity Initiative. We are preparing a proposal to create a new Master's in Public History that will include an internship program. In addition, the Department has, in cooperation with the History Graduate Students Association, organized a number of professional development workshops. This year the workshops will focus on career diversity among historians, in preparation for a changing job market. These initiatives directly address declining enrollments in history but also align the Department with new federal initiatives for professional development and job placement.

It is important to recognize, however, that graduate program initiatives require expanded funding if they are to realize their full potential. The number one complaint of applicants to the graduate program, and the chief limitation to seeing graduate students through to completion, is funding. In recent years, we have had as many as five of the six GTA lines already committed before admission decisions are made, leaving only one available to recruit new students or support students completing their degrees. The addition of a minimum of two GTA lines and an additional Rumble fellowship would enhance efforts to recruit and retain high-caliber graduate students. Evidence of this is seen in the Department's use of the short-lived University Graduate Research Fellowships to recruit top-ranked graduate applicants in 2011 and 2012, a Chavez-Parks-King scholarship, a Humanities Center Dissertation Fellowship (2014), and faculty Graduate Research Assistant grants (2012-13 and 2014-15). The doctoral program benefited by funding additional students and encouraging greater progress, as too often our senior doctoral students have to rely on adjunct teaching in the final years of their doctoral degree. In sum, the Department requires additional support for graduate education commensurate with the caliber of the research faculty it has assembled to train students.

The Undergraduate Program

The Department of History, which houses eight winners of the President's Award for Excellence in Teaching and nine faculty who have received College of Liberal Arts and Sciences teaching awards, offers its majors, minors, and general education students a truly global education. Since the last strategic plan, we have streamlined the major and minor requirements, revised and updated course offerings, and established a strong undergraduate research program. Most innovative has been the addition of the Sterne-Lion Undergraduate Research Award, which has provided funding for history majors – under the mentorship of a faculty member – to conduct research in archives domestically and as far away as Great Britain, Poland, and China.

As a result of these efforts, the undergraduate program saw robust growth: whereas in 1999 the Department awarded just 16 degrees, by 2011 that number nearly tripled to 45. Recent declines in the university's student enrollment have upset the Department's upward trajectory. Falling student enrollments is a significant challenge. The Department aims to bolster the number of History majors, minors, and departmental honors students. To do this we plan to increase our offerings of online courses at both the survey- and upper-levels, while expanding outreach within and beyond the university.

The Department already has improved the quality of the curriculum. We have implemented a successful learning community for survey-level courses and are piloting a project that integrates tablet computers into learning community instruction. The Department also developed a deliberate assessment program targeting each level of the history major that focuses on specific learning outcomes. These include rigorous training in historical inquiry and the analysis of evidence, the interpretation of historical arguments, the use of methodologies and theories, the application of research skills, and the art of expository writing. In this way, the Department will ensure that students hone the critical faculties they need to excel in virtually any career and to be able to negotiate a complex world.

The Department's past success in achieving a high student retention rate and in enriching the curriculum stemmed in large part from a strong culture of hands-on advising headed by the Director of Undergraduate Studies. In 2014, the Department welcomed Gayle McCreedy as our full-time advisor in the Department. The advisor already is working to enhance retention and ensure timely completion of graduation requirements with close advising of incoming and continuing majors and several outreach programs. This work has enabled the Director of Undergraduate Studies to focus on developing programs to enrich the major experience outside as well as inside the classroom, and thus further augment retention and the quality of the major. The Department thus plans to expand its internship and public history programs, develop social media for recruitment and retention of students, and advise students about diverse career opportunities.

Faculty Hires

The Department has been extraordinarily successful in recruiting an excellent diverse faculty. The Department currently is comprised of eleven men and twelve women (up from four in 1999), including three Latina/Latino Americans and two African Americans. Moreover, the Department's hiring strategy has extended the diversity of its global reach with the inclusion of scholars who have added new perspectives in African, African-American, Native American, Asian, and Eastern European history, while at the same time deepening the Department's thematic strengths in urban and labor history and in the history of citizenship and governance.

In order to maintain its outstanding research profile, the Department will need to replace retiring or departing faculty. Over the past five years, the Department has lost five faculty to retirement, including distinguished professors in American diplomatic history and in European history, two full professors in American history, and a full professor in European and Jewish history, while its

junior Colonial American, Chinese, and Middle Eastern historians have taken positions elsewhere. In the near future, the department anticipates the retirement of its American constitutional historian and its historian of early 19th century U.S. history.

The Department aims to fill these vacancies with colleagues who will add new dimensions to its two areas of concentration in labor and urban history and citizenship and government. Some important hires have already been made. In 2011, the Department successfully recruited specialists in U.S. Urban, Middle Eastern, and West African history, each of whom reinforced the Department's intellectual orientation and two of whom extended its geographical coverage, although we have since lost the Middle Eastern historian to another institution. In 2014, the Department successfully filled its position in Colonial America. The Department seeks to build on these strengths in the future by recruiting historians of:

- China
- Middle East
- U.S. and the World
- 19th Century U.S.
- Environment (especially Urban)

In addition, the Department has long aimed to reinforce its traditional strength in U.S. labor history by adding a second specialist in the field and hopes to do so by working with the Labor at Wayne program. This would raise the national profile of the graduate program and deepen the Department's concentration in the issues of labor, civil rights, and globalization so vital to understanding the economic and social life of Detroit, the State of Michigan, and the country at large.

Each of these targeted positions would augment the Department's overall core strength in labor history, as well as expand its coverage of world and American history. The Department prioritizes hiring in Chinese and Middle Eastern history, in that order. A historian in Chinese history will help anchor the Asian history curriculum and add to the world history focus. The Detroit metropolitan area enjoys the largest Arab population outside the Middle East and a historian of that region, housed in the department, will answer student demands for more courses in the field and also add to the world history focus. A specialist in foreign policy history, now reconfigured as United States and the World, is crucial to both the graduate and undergraduate programs in American and world history and would greatly enhance our doctoral program in U.S. history as well as the World History certificate program. The program in American history would be further strengthened by the addition of a specialist in 19th century American history, who would provide continued coverage of the pivotal episode in American history – the Civil War – which remains a popular choice of study for many graduate students. The addition of an environmental historian (perhaps with a focus on Detroit) would not only complement the Department's specializations in labor and urban history and the history of science, but would also enhance the University's urban mission and expand the Department's focus on using the city as a laboratory for teaching history.

Conclusion

The Department of History looks forward to another decade of excellence, robust development, and wise deployment of the University's resources. In strategically planning for the future, the Department believes that modest investments in graduate funding and the ongoing replacement and shaping of its faculty will allow it to achieve its mission, thereby nurturing a true center of excellence at this University and advancing Wayne State University's reputation as a premier, visionary urban research institution.

Appendix E

Faculty Vitae

1. Ash, Eric
2. Bukowczyk, John
3. China, Jorge
4. Cuello, José
5. Faue, Elizabeth
6. Gidlow, Liette
7. Hart, Jennifer
8. Hummer, Hans
9. Kruman, Marc
10. Lanza, Janine
11. Likaka, Osumaka
12. Lublin, Elizabeth Dorn
13. Lupovitch, Howard
14. Lynch, William
15. Marrero, Karen
16. McGuire, Danielle
17. Neumann, Tracy
18. Port, Andrew
19. Retish, Aaron
20. Richmond, Marsha
21. VanBurkleo, Sandra
22. Williams, Kidada

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: Eric H. Ash

DATE REVISED: 11 March 2014

OFFICE ADDRESS: 3121 F/AB

OFFICE PHONE: 313-577-2525

DEPARTMENT/COLLEGE: History / Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate Professor, 9/1/06-present

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2002/Assistant Professor
2006/Tenured, Associate Professor

CITIZEN OF: USA

EDUCATION:

Baccalaureate: A.B., *magna cum laude*, Harvard University (Cambridge, MA), 1994
Graduate: M.A., Princeton University (Princeton, NJ), 1996
Ph.D., Princeton University (Princeton, NJ), 2000
Postgraduate (postdoctoral): Postdoctoral Fellow, Dibner Institute for the History of
Science and Technology, 2001-2002

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

Lecturer, Princeton University, 2000-2001

PROFESSIONAL SOCIETY MEMBERSHIP(S):

- History of Science Society
- North American Conference on British Studies
- Midwest Conference on British Studies

signature: _____

11/26/14

HONORS/AWARDS:

- President's Award for Excellence in Teaching, 2008-2009
 - WSU Career Development Chair Award, 2007-2008
 - College of Liberal Arts & Sciences Teaching Award, 2005-2006
-

I. TEACHING

A. Years at Wayne State: 12

B. Years at Other Colleges/Universities (please list): 1 (Princeton University)

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

- HIS 1300: Europe and the World, 1500-1945
- HIS 5407: The Scientific Revolution
- HIS 5550: Britain, 1485-1714
- HIS 5555: Britain in the Age of Empire
- HIS 5560: Modern Britain, 1689-2000
- HIS 5996: The Capstone Course

2. Graduate

- HIS 7407: Readings in The Scientific Revolution
- HIS 7550: Readings in Britain, 1485-1714
- HIS 7555: Readings in Britain in the Age of Empire
- HIS 7560: Readings in Modern Britain, 1689-2000
- HIS 8235: Graduate Seminar in Early Modern European History

D. Essays/Theses/Dissertations Directed

- Renee Bricker, Ph.D. dissertation, "Violence, (Dis)Loyalties, and the English Subject-Citizen, 1569-1588," completed in April 2010
- Frank Petersmark, Master's essay, "The French Revolution Debate in Britain: Political Culture & Revolutionary Rhetoric," completed in December 2006

E. Course Materials (Unpublished)

- "The Western World," a custom-designed primary source reader created specifically for HIS 1300 through Penguin Custom Editions

F. Other Teaching Materials

- Academic Recognition Luncheon, Dept. of Athletics, "Favorite Professor," May 2011

II. RESEARCH

A. Research in Progress, Not Funded

- “Shifting Knowledge, Shifting Nature: The Draining of the English Fens,” ongoing book project.

B. Funded Research in Last Five Years

- Dibner Fellowship in the History of Science, “Draining the Fens: Projectors, Popular Politics, and the English State,” The Huntington Library, San Marino, CA, 2013-14; \$50,000 total costs
- WSU Humanities Center Faculty Fellowship, “Shifting Knowledge, Shifting Nature: The Draining of the English Fens,” 2009-2010; \$5,000 total costs.

C. Fellowships/Grants/Special Awards in Last Five Years

- Dibner Fellowship in the History of Science, “Draining the Fens: Projectors, Popular Politics, and the English State,” The Huntington Library, San Marino, CA; \$50,000 total costs in support of research for my current book project, 2013-2014.
- Visiting Fellowship at the Center for Advanced Studies, Ludwig-Maximilians-Universität, Munich, Germany, May 2013.
- WSU Humanities Center Faculty Fellowship; \$5,000 total costs in support of research for my current book project, 2009-2010.

III. PUBLICATION

A. Scholarly Books Published

1. Authored

- *Power, Knowledge, and Expertise in Elizabethan England* (Baltimore: The Johns Hopkins University Press, 2004).

B. Chapters Published

1. Authored

- “Amending Nature: Draining the English Fens,” in *The mindful hand: inquiry and invention from the late Renaissance to early industrialisation*, ed. Lissa Roberts, Simon Schaffer, and Peter Dear (Amsterdam: Edita, and Chicago: University of Chicago Press, 2007), 116-143.
- “Navigation Techniques and Practice in the Renaissance,” in *The History of Cartography*, vol. 3, *Cartography in the European Renaissance*, pt. 1, ed. by David Woodward (Chicago: University of Chicago Press, 2007), 509-527.

C. Editorship of Books/Proceedings

- *Expertise: Practical Knowledge and the Early Modern State*; *Osiris* vol. 25 (Chicago: University of Chicago Press, 2010).

D. Journal Articles Published

1. Refereed Journals

- “Expertise and the Early Modern State,” *Osiris* 25 (2010): 1-24.
- “Trading Expertise: Sebastian Cabot between Spain and England,” co-authored with Alison Sandman, *Renaissance Quarterly* 57 (2004): 813-846.
- “‘A note and a Caveat for the Merchant’: Mercantile Advisors in Elizabethan England,” *The Sixteenth Century Journal* 33 (2002): 1-31.
- “Queen v. Northumberland, and the Control of Technical Expertise,” *History of Science* 39 (2001): 215-240.
- “‘A perfect and an absolute work’: Expertise, Authority, and the Rebuilding of Dover Harbor, 1579-1583,” *Technology and Culture* 41 (2000): 239-268.

E. Book Reviews Published

1. Academic Journals

- Pamela O. Long, *Artisan/Practitioners and the Rise of the New Sciences, 1400-1600* (Corvallis, OR: Oregon State University Press, 2011), reviewed for the *American Historical Review* 118 (2013): 920-921.
- Chandra Mukerji, *Impossible Engineering: Technology and Territoriality on the Canal du Midi* (Princeton, NJ: Princeton University Press, 2009), reviewed for *Renaissance Quarterly* 63 (2010): 676-678.
- Rory Rapple, *Martial Power and Elizabethan Political Culture: Military Men in England and Ireland, 1558-1594* (Cambridge: Cambridge University Press, 2009), reviewed for *Journal of Modern History* 82 (2010): 681-683.
- Stephen Alford, *Burghley: William Cecil at the Court of Elizabeth I* (New Haven, Conn.: Yale University Press, 2008), reviewed for *American Historical Review* 114 (2009): 1524-1525.
- Rhodri Lewis, *Language, Mind and Nature: Artificial Languages in England from Bacon to Locke* (Cambridge: Cambridge University Press, 2007), reviewed for *Journal of British Studies* 47 (2008), 689-90.
- Ronald W. Cooley, *‘Full of all knowledge’: George Herbert’s Country Parson and Early Modern Social Discourse* (Toronto: University of Toronto Press, 2004), reviewed for *Isis* 97 (2006), 748-49.
- Sylvia Bowerbank, *Speaking for Nature: Women and Ecologies of Early Modern England* (Baltimore: The Johns Hopkins University Press, 2004), reviewed for *Journal of British Studies* 44 (2005), 822-23.
- Karen Piper, *Cartographic Fictions: Maps, Race, and Identity* (New Brunswick, NJ: Rutgers University Press, 2002), reviewed for *Isis* 95 (2004), 134-135.
- Pamela O. Long, *Openness, Secrecy, Authorship: Technical Arts and the Culture of Knowledge from Antiquity to the Renaissance* (Baltimore: The Johns Hopkins University Press, 2001); reviewed for *Early Science and Medicine* 7 (2002): 398-400.

F. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

- “The Origins of Naval Expertise,” keynote address at the conference on “Naval Expertise and the Making of the Modern World,” Wolfson College, Oxford University, May 2013.
- “Who Owns the Fens? Expertise and Land Reclamation in 17th-Century England,” presented at the workshop “Experts in Early Modern Expansion,” at the Center for Advanced Studies, Ludwig-Maximilians-Universität, Munich, Germany, February 2013.
- “Reclaiming a new world: Fen drainage, improvement, and projectors in seventeenth-century England,” presented the conference “The New World of Projects: 1550-1750,” at The Huntington Library, Pasadena, CA, June 2012. Longer versions of this paper were also presented at the History Seminar, Ludwig-Maximilians-Universität, Munich, Germany, May 2013; and the Seminar on History and Philosophy of Science, Caltech, February 2014.
- “‘The good or bad success of this project’: Projectors and the Fens, 1580-1630,” presented at the History of Science Society Annual Meeting, Phoenix, AZ, November 2009.
- “‘The Unrecovered Country’: The Non-Drainage of the Fens, 1619-20,” presented at the conference “Drowned and Drained: Exploring Fenland Records and Landscape,” Wolfson College, Cambridge University, March 2009; also presented at the Cabinet of Natural History seminar series, Department of History and Philosophy of Science, Cambridge University, March 2009; and the History of Science, Technology and Medicine Colloquium, UCLA, April 2014.
- “Pushing and Pushing Back: Royal vs. Local Interests in Draining the English Fens,” presented at the History of Science Colloquium, Johns Hopkins University, March 2007.
- “Making a Fruitful Soil: Expertise and Water Management in the English Fens,” presented at the History of Science Society Annual Meeting, Minneapolis, MN, November 2005.
- “Avoiding the Quagmire: Establishing Expertise in the English Fens,” presented at the North American Conference on British Studies, Philadelphia, PA, November 2004.
- “Correcting Nature: The Drainage of the English Fens,” presented at the John J. Reilly Center, Program in History and Philosophy of Science Colloquium, University of Notre Dame, November 2004.
- “Draining the Fens,” presented at the conference “Inventive Intersections: Sites, Artifacts, and the Rise of Modern Science and Technology,” Royal Dutch Academy of Arts and Sciences, Amsterdam, September 2004.
- “Serving the ‘Prince of Purpoole’: Francis Bacon and the Expertise of Natural Philosophy,” presented at the History of Science Society Annual Meeting, Cambridge, MA, November 2003.

- “Water Management and Social Resistance in Seventeenth-Century England,” presented at the Renaissance Society of America Annual Meeting, Toronto, ON, March 2003.
 - “Enlarging the Realm: Land Reclamation and the Seventeenth-Century English State,” presented at the History of Science Society Annual Meeting, Milwaukee, WI, November 2002; co-organizer of the session, “Practical Knowledge and the State, 1550-1850.”
 - “Manipulating Expertise: The Case of Queen v. Northumberland,” presented at the conference “Shell Games: Scams, Frauds, and Deceits (1300-1650),” Centre for Reformation and Renaissance Studies, University of Toronto, April 2001.
 - “Queen v. Northumberland: Royal Mining Rights and the Dilemma of Expertise,” presented at the History of Science Society Annual Meeting, Vancouver, November 2000.
 - “Secants and Sailors: Mathematical Expertise and the Art of Navigation in Elizabethan England,” presented at the History of Science Society Annual Meeting, Pittsburgh, November 1999; organizer of the session, “Theory and Practice in Early Modern Navigation.”
 - “Navigation in Harriot’s Time,” presented at the Thomas Harriot Seminar, Homerton College, Cambridge University, September 1999.
 - “A note and a Caveat for the Merchant’: Mercantile Expertise in Elizabethan England,” presented at the International Seminar on the History of the Atlantic World, Harvard University, August 1999.
 - “‘Playne dealing... in mynerall affaires’: Agents of Communication in Early English Mining Companies,” presented at the conference “Institutional Culture in Early Modern Europe: Histories and Anthropologies,” King’s College London, July 1999.
 - “Experience, Expertise, and Elizabethan Arctic Navigation,” presented at the History of Science Society Annual Meeting, Kansas City, October 1998; organizer of the session, “Expertise and Authority in Early Modern Science and Medicine.”
 - “The Rebuilding of Dover Harbour, 1576-1585,” presented at the Tudor and Stuart Seminar, Institute of Historical Research, University of London, March 1998; also presented at the post-graduate seminar, Warburg Institute, University of London, February 1998; and the British Studies Seminar, Princeton University, December 1997.
2. Invited and/or Refereed Locally/Regionally
- “Shifting Knowledge, Shifting Nature: The Drainage of the English Fens,” presented at the WSU Humanities Center Faculty Fellows Conference, March 2010
 - “Enlarging the Realm: Draining the English Fens, 1630-1660,” presented at the WSU “Year of the Environment” lecture series, February 2010.
 - “The King’s Hydrographer: Sir Cornelius Vermuyden and the Drainage of Hatfield Chase,” presented at the Harvard Early Modern Workshop, May

2002; also presented as “Cornelius Vermuyden, Royal Hydrographer,” at the Dibner Institute lunchtime colloquium, April 2002.

- “A Failure of Mediation: Ignorance, Mistrust, and the Company of Mines Royal,” presented at the Princeton-Harvard Joint Colloquium in the History of Science, May 2000.

G. Invited Seminars or Lectures Presented in Last Five Years

- “The Age of Elizabeth and Our Anglican Roots,” presented at the Christ Church Grosse Pointe adult forum, April 2013
- “Life After Henry VIII: The Mid-Tudor Crisis,” presented at the Christ Church Grosse Pointe adult forum, April 2013
- “The King’s Great Matter: Henry VIII and the Origins of the Church of England,” parts 1 & 2, presented at the Christ Church Grosse Pointe adult forum, September 2012
- “The Occult Sciences in Renaissance England,” presented at the Wayne Public Library (Wayne, MI), August 2011

H. Other Scholarly Work

- Manuscript review, Elizabeth Yale, “Script, Print, Speech, Mail: Communicating Science in Early Modern Britain,” University of Pennsylvania Press, 2013.
- “Edward Wright,” entry commissioned for the *Encyclopedia of Maritime History*, ed. John B. Hattendorf, et al. (Oxford: Oxford University Press, 2007).

IV. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

- Director of Undergraduate Studies, Department of History, 2006-2010

B. Committee Assignments in Last Five Years

1. University Committee Membership

- University Research Grant, Social Sciences evaluation committee, 2012-2013
- President’s Award for Excellence in Teaching, evaluation committee, 2010
- Teacher Education Advisory Committee, College of Education, 2009-2010

2. College/Department Committee Chaired

- History Department, Budget Committee, 2012-2013
- History Department, Undergraduate Committee, 2006-2010

3. College/Department Committee Membership

- History Department, Executive Committee, 2012-13
- History Department, Graduate Committee, 2011-12
- History Department, Salary Committee, 2011-12
- History Department, Undergraduate Committee, 2010-11, 2012-13
- History Department, Personnel Committee, 2009-10

- History Department, Budget Committee, 2009-10
- History Department, Elections Committee, 2012-13

C. Professional Consultation

- Hosted a visiting graduate student, Volker Schlüter from Georg-August-Universität, Göttingen, who came to consult with me concerning his graduate studies in “Expert Cultures,” November 2012
- Curriculum consultant, Falmouth Middle School, Falmouth, ME; helping to design a series of lessons on Elizabethan-era mathematics, February 2008

D. Other Professionally Related Service

- Co-Director, Group for Early Modern Studies (GEMS), WSU Humanities Center Working Group, 2011-2013
- AAUP-AFT departmental union representative, 2009-11, 2012-13
- Departmental Mentor to New Faculty, Jennifer Hart, 2011-present
- External Mentor to New Faculty, Charles Klahm (Criminal Justice), 2011-present
- HGSA Professional Development Workshop, 2011
- Undergraduate Research and Creative Projects Grant, principal advisor:
 - Kaitlin Cooper, “Encounter at Botany Bay: British Impressions of Australian Aborigines at the Time of Colonization, 1788-1800,” 2011
 - Ian Hewlett, “Martin Bucer: The Other Martin,” 2007
 - Anna Dobosz, “Drama Unearthed: Shakespeare’s Rise in Poland,” 2006
- Undergraduate Research and Creative Projects Grant, application evaluator, 2007
- Advanced Placement Test, European History, spring mini-lecture, 2006-11

WAYNE STATE UNIVERSITY
Professional Record
Faculty

NAME: John Bukowczyk

DATE PREPARED: 9-14-84

DATE REVISED: 3-15-14

OFFICE ADDRESS:

3125 Faculty/Admin. Bldg.

E-MAIL: aa2092@wayne.edu

<http://www.clasweb.clas.wayne.edu/bukowczyk>

DEPARTMENT/COLLEGE:

History/Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK:

Professor, August 1992

WSU APPOINTMENT HISTORY:

Year Appointed/Rank	1980/Assistant Professor
Year Awarded Tenure	1986
Year Promoted to Assoc. Professor	1986
Year Appointed to Full Professor	1992
Director, Canadian Studies Program	1998-2010

CITIZEN OF: U.S.A.

EDUCATION:

Baccalaureate: Northwestern University, Evanston, Illinois, B.A., 1972

Graduate: Harvard University, Cambridge, Massachusetts, A.M., 1973

Harvard University, Cambridge, Massachusetts, Ph.D., 1980

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

Visiting Assistant Professor (1979-80), Visiting Instructor (part-time, 1978-79), Department of History, Connecticut College, New London, Connecticut
Instructor (part-time, Fall 1979), Department of History, Boston College, Chestnut Hill, Massachusetts
Teaching Fellow (1974-78), Departments of History, General Education, Social Studies, Harvard University, Cambridge, Massachusetts

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Association of University Professors
American Historical Association
Association for Canadian Studies in the United States
H-NET Electronic Forum (H-ETHNIC; H-LABOR)
Immigration and Ethnic History Society
Organization of American Historians
Polish American Historical Association
Polish Institute of Arts and Sciences of America
Social Science History Association
Urban History Association

HONORS/AWARDS:

Invited to 130-guest State Dinner in honor of the President of the Republic of Poland, White House, Washington, D.C. (July 17, 2002).
Distinguished Service Award, Polish American Historical Association (2002)
Detroit 300 Polish Heritage Award (for Polish-American contributions to the city's history and well-being), Detroit 300 Polish American Heritage Committee (2001)
President's Award for Excellence in Teaching, WSU (2000)
Gold Cross (1st class/gilt) of the Order of Merit of the Republic of Poland (for public and professional service to the Republic of Poland) (2000)
Elected Honorary Member of the Polonia Research Committee of the Polish Academy of Sciences (2000)
Charles Gershenson Distinguished Faculty Fellowship, Wayne State University(1997-99)
College of Liberal Arts Teaching Award, Wayne State University (1998)
Nominee, Outstanding Graduate Mentor Award, Wayne State University (1998)
Miecislus Haiman Award (for sustained scholarly contribution to the study of the Polish-American group in the U.S.),
Polish American Historical Association (1994)
Elected to the Polish Institute of Arts and Sciences of America (1991)
Academy of Scholars Junior Lecture, Wayne State University (1989)
Career Development Chair, Wayne State University (1987-88)
23rd Annual Probus Club Award for Academic Achievement (1985)

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

Dictionary of International Biography, 26th Ed. (1998)
Marquis Who's Who in the Midwest, 25th Ed. (1996); 26th Ed. 1997)
International Authors and Writers Who's Who, 13th Ed. (1993), 14th Ed. (1994)
Marquis Who's Who in American Education, 4th Ed. (1993)

I. TEACHING

A. Years at Wayne State 34 years

B. Years at Other Colleges/Universities

Harvard University, 4.5 years
Connecticut College, 2 years (waived)
Boston College, 0.5 years

C. Courses Taught at Wayne State

1. Undergraduate

History 2040: American Foundations, United States to 1877
History 2050: Modern America, United States Since 1877
History 312: History of the Polish Experience in America
History 593: Writing Intensive
History 595: Honors Seminar
Instructor, Labor Studies Center

2. Undergraduate/Graduate

History 3170/6170: Ethnicity and Race in American Life (cross-listed in Africana Studies)
History 5210/7210: The Peopling of Modern America, 1790-1914:
A History of Immigration
History 5220/7220: The Changing Shape of Ethnic America,
WWI-Present

3. Graduate

History 787: Public History (proposed and taught as an extra course within load, without compensation), (Spring/Summer 1987)
History 790: Directed Study
History 8030: Seminar in Modern American History

History 8070: Seminar in North American Urban History
History 8180: Seminar in Immigration History

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year:

Doctoral:

Miriam Borenstein, Ph.D. applicant (current)
Michael Varlamos, Ph.D. applicant (current)

* * *

Michael Murphy, "Detroit Blues Women," Ph.D., 2011.
Kathryn Beard, "Higher than Those of their Race of Less
Fortunate Advantages?: Race, Ethnicity, and Political Change in Detroit's
African American Community, 1840-1940," Ph.D., 2011.
Hani Bawardi, "Transnational Political Consciousness and the
Development of Arab-American Identity: The Early Syrian/Arab
Immigrant Political Organizations (1915-1951)," Ph.D., 2009.
Christoph Schiessl, "The Search for Eastern European Nazi War Criminals in
the United States: An Attempt to Limit Total War and Genocide," Ph.D.,
2009.
Julie Longo, "In the Sprit of '76": The American Revolution Bicentennial and
Detroit Redevelopment, 1966-1983," Ph.D., 2003.
David Smith, "Borders That Divide and Connect: Capital and Labor
Movements in the Great Lakes Region from the 1860s through the Early
Twentieth Century," Ph.D., 1997.
Edward Pintzuk, "Going Down Fighting: The Michigan Communist Party After
World War II," Ph.D., 1992.

Master's:

Peter McGrath, "Eminent Domain: Taking And Remaking Detroit,"
M.A. essay, 2012.
Angela Jaber, "Americanization: Detroit Labor and Education," M.A. essay,
2008.
Peter Kalinski, "Through the Vestibule: Assimilation and the Great
Migration to Detroit, 1915-1925," M.A. thesis, 2000.
Michael D. Murphy, "From a Nice Place to Live to a Nice Place to Do
Business: Suburban Development in Livonia, Michigan, 1920-1960,"
M.A. thesis, 1996.
Dana Lamesch-Davis, "The National German-American Alliance and
German-American Culture, 1901-1919," M.A. essay, 1995.
Andrew Bailey, "Rails to the Thumb: The Port Huron & Northwestern
Railway and Its Successors, A Case Study in American Railroad

- History," M.A. thesis, 1992.
- David Smith, "Foreign Labor and the United Farmworkers: A Historical Analysis of Mexican Migration and Labor Market Politics," M.A. thesis, 1991.
- Susanne Schaefer, "'The Other Germans': Culture, Language, Class and Nationalism Among Detroit's Catholic German Immigrants in the Late Nineteenth and Early Twentieth Century," M.A. thesis, 1989. (University of Freiburg exchange student)
- Carol Bonilla, "The Jewish Reaction to Henry Ford's Anti-Semitic Campaign and 1927 Apology," M.A. essay, 1985.
- Georg Schrode, "Polonia's Working-Class People and Local Politics," M.A. essay, 1985. (Freiburg exchange student)
(essay published in Polish American Studies)
- Edward Pintzuk, "Passing Through" (on Soviet-Jewish immigrants in Detroit), M.A. essay, 1984.

E. Course or Curriculum Development

- New course proposal (Winter 2004), History 3993: Topics in Canadian History, Society, Politics, and Culture (cross-listed in Political Science, Geography, Sociology, and English)
- New course proposal (Winter 1999), History 3170/6170: Ethnicity and Race in American Life (status: pending)
- Curriculum and Instruction Committee, Department of History (1995-99)
- Graduate Committee, Department of History (1988-90, Winter 1993, 1994-2000)
- Chair, History 204 Syllabus Committee, Department of History, Wayne State University (Spring 1996)
- Chair, History 205 Syllabus Committee, Department of History, Wayne State University (Spring 1996)
- Administered Graduate Research Assistants in History (1986-89, 1990-92)
- Chair, Advisory Committee, "Class, Race, Ethnicity, and Gender," Michigan Council for the Humanities Workshop for secondary school teachers in southeastern Michigan, Wayne State University (November 19, 1988)
- Undergraduate Committee, Department of History (1982-85)
- History 787: Public History (proposed in 1986; course was approved and subsequently taught as an extra course within load, without compensation).

F. Course Materials

- U.S. Immigration/Ethnic History Graduate Comprehensive Examination Reading List (annually updated)
- Urban History Graduate Comprehensive Examination Reading List (annually updated)
- United States Since 1865 Graduate Comprehensive Examination Reading List (annually updated)
- United States (Colonial-Present) Graduate Comprehensive Examination Reading List (annually updated)

- "Polish Americans in the Greater Detroit Area," Detroit Orientation Institute Resource Book, rev. ed (1993; Detroit: College of Urban Labor, and Metropolitan Affairs, Wayne State University, 2002), annually updated.
- Common Course Plan, History 204, Department of History, Wayne State University (Spring 1996).
- Common Course Plan, History 205, Department of History, Wayne State University (Spring 1996).
- Editor, Teachers Guide: Reinforcing Community Values, A Middle School Enrichment and Training Program (Flint, Mich.: University of Michigan-Flint, 1995). 40 pp.
- Statistical Profile of Metropolitan Detroit Polish-Americans, Detroit Curriculum Project, Report No. 3 (Detroit: Michigan Metropolitan Information Center, Center for Urban Studies, College of Urban, Labor and Metropolitan Affairs, Wayne State University, August 1990) (co-authored with P. Slavcheff)
- Editor and project director, Teachers Guide: The Families of the City—A Project in the Schools (Detroit: History Department, Wayne State University, 1990), 35 pp.
- Course-pack in U.S. history for Labor Studies Center (1983, used through 1985)
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II. RESEARCH

A. Research in Progress, Not Funded

Essays on Race and Ethnicity
History of Polish ethnic group in U.S

B. Funded Research in Last Five Years

C. Fellowships/Grants/Special Awards in Last Five Years

Awards

Association for Borderland Studies Nominee (3rd place/bronze) Award (best book) (2008)

Albert B. Corey Prize, awarded biennially by the American Historical Association and the Canadian Historical Association for "the best book on Canadian-American relations or on the history of both countries" (2006)

Charles Gershenson Distinguished Faculty Fellowship, WSU (1997-99)

William Gilbert Award for Best Article on Teaching History, American Historical Association (1995)

Board of Governors Faculty Recognition Award, WSU (1988)

Career Development Chair, WSU (1987-88)

Oskar Halecki Award (co-winner), Polish American Historical Association, for the best book(s) in the Polish American studies field (1987)

Choice Outstanding Academic Book (1987)

Rev. Joseph P. Swastek Prize, Polish American Historical Association
(1985)
Richard P. McCormick Prize for Scholarly Publication, New Jersey
Historical Commission (1985)
Kosciuszko Foundation Doctoral Dissertation Award (1985)

Grants and Fellowships

External:

Government of Canada

Canadian Studies Program Enhancement Grant (\$2,960CN, institutional)
(2000-2001)
Canadian Studies Program Enhancement Grant (\$6,000CN, institutional)
(1999-2000)
Canadian Studies Program Enhancement Grant (\$6,000CN, institutional)
(1998-99)

Michigan Council for the Humanities

[Mini-grant (\$2,000, institutional, PI: GRA D. Smith), 1991]
Mini-grant (\$2,000, institutional), 1990
[Mini-grant (\$2,000, institutional, PI: GRA S. Wigderson), 1988]
Mini-grant (\$2,000, institutional), 1988
Mini-grant (\$1,400), 1987
Mini-grant (\$2,000, institutional), 1985

Arts Foundation of Michigan

[Grant (\$3,000, written for project collaborator B. Harkness), 1989]

Detroit Council of the Arts

City Arts II grant (\$1,000), 1989

Michigan Council for the Arts

Arts and Humanities Grant (\$13,853), 1988-89
Mini-grant (\$1,200, institutional), 1987

Rockefeller Foundation

Residency in the Humanities (\$150,000, institutional, co-authored
with J. Creighton and P. Mason), 1984

National Endowment for the Humanities

Summer stipend (\$2,500), 1981

American Council of Learned Societies

East European Studies Grant (\$1,500), Summer 1981

Internal:

Wayne State University

Office of Research

Sabbatical leaves (Fall 2011, Winter 2008, Fall 2004, Winter 2001, Fall 1997, Winter 1994, Fall 1990, Winter 1987)
External Support for Graduate Students Grant (Spring 2004, Summer 1998, April 1995, January 1995, 1991)
Charles Gershenson Distinguished Faculty Fellowship, WSU (1997-99)
Research Mentors Program for New Faculty Award (1996)
Small Research Grants (1995, 1994, 1993, 1992, 1991, 1990, 1989, 1988, 1987, 1986)
Research Stimulation Support (1993)
Graduate Research Assistantship Awards (institutional) (1991-92, 1990-91, 1988-89, 1987-88, 1986-87)
International Travel Grant (July 1991)
University Research Grants (1990-91, 1989-90, 1988-89, 1987-88, 1983-84, 1981-82)
Career Development Chair (1987-88)

Office for Study Abroad and Global Programs

Global Grant (*institutional*) (Winter 2006)
Global Grant (*institutional*) (Winter 2004)

College of Liberal Arts

Research & Inquiry Grants (Winter 2003, Fall 2001)
Ad Hoc Conference Support (Summer 1998)

Humanities Center

Small Grant (Fall 2002)
1998 Faculty Fellowship (1998-99)

Office of the Provost and Vice President for Academic Affairs

Curriculum Globalization Grant (Fall 2001)
Globalization Grant (Summer 2000)
Curriculum Globalization Grant (Summer 1999)

Ad Hoc Conference Support (Summer 1998)

Academy of Scholars

Ad Hoc Conference Support (Summer 1998)

College of Education

Ad Hoc Conference Support (Summer 1998)

College of Urban, Labor, and Metropolitan Affairs

1997-1998 Faculty Research Support Grant: The Implications of Urban Change: Detroit 2000 (Summer 1998)

Faculty Research Support Grant, WSU Diversity Project (Summer 1994)

Summer Faculty Research Grants (1990, 1989, 1988)
Ad Hoc Research Support (1988-89)

Mediating Theory and Democratic Systems Program

Faculty Research Incentives Grants (Summer 1997, Summer 1995)

Humanities Council, College of Liberal Arts

Humanist Grants-in-Aid (institutional), (1989, 1987, 1986, 1985)

Center for Urban Studies

Research Grant (Summer 1987)

Connecticut College

Faculty Study, Research, and Travel Fund Grant (1980)

Harvard University

Charles Warren Center for Studies in American History, grants-in-aid
(Summers, 1978, 1975)

Department of History, travel grants (Summers 1977, 1976); scholarship
(1973-1974)

III. PUBLICATIONS

A. Scholarly Books Published

1. Authored

A History of the Polish Americans (1987; New Brunswick, N.J., and London:
Transaction Publishers, 2008), reprint edition with new introduction.

And My Children Did Not Know Me: A History of the Polish-
Americans (Bloomington and Indianapolis: Indiana University Press, 1987).
Choice Outstanding Academic Book (1987); Winner of Faculty Recognition Award,
Wayne State University; Co-winner of Oscar Halecki Award (Best Book), Polish
American Historical Association.

2. Co-Authored

Permeable Border: The Great Lakes Basin as Transnational Region, 1650-1990
(Pittsburgh: University of Pittsburgh Press and Calgary: University of
Calgary Press, 2005), co-authored with N. Faires, D. Smith, and R.
Widdis. *Winner of the 2006 Albert B. Corey Prize, awarded biennially by the*
American Historical Association and the Canadian Historical Association for “the
best book on Canadian-American relations or on the history of both countries.”; 2008
Association for Borderland Studies Nominee Award (best book); winner of the 2008
Association for Borderland Studies Nominee (3rd place, bronze) Award (best book).

B. Chapters Published

1. Authored

“New Approaches in the Teaching of Immigration and Ethnic History,” in
Handbook of American Immigration and Ethnicity, ed. Ronald H.
Bayor (New York: Oxford University Press, 2014), forthcoming.

“Introduction to the Transaction Edition,” in Hugo Münsterberg, The

Americans (1904; New Brunswick, N.J., and London: Transaction Publishers, 2008), vii-xxxvii.

"Introduction to the Transaction Edition," in J. Bukowczyk, A History of the Polish Americans (New Brunswick, N.J., and London: Transaction Publishers, 2008), xi-xxxv.

"Polish Americans," in Dictionary of American History, 3rd ed., ed. Stanley I. Kutler (New York: Charles Scribner's Sons Reference Books, 2003), 389-393.

"Polish Americans," in The Oxford Companion to United States History, ed. M. Dubofsky et al. (New York: Oxford University Press, 2001), 604-605.

The Poles' Other/The Poles as Other, The Fiedorczyk Lecture in Polish American Studies, 1998, Occasional Papers in Polish and Polish American Studies, no. 6 (New Britain: Polish Studies Program, Central Connecticut State University, 1999).

"Polish Americans, History Writing, and the Organization of Memory," in Polish Americans and Their History: Community, Culture, and Politics, ed. J. Bukowczyk (Pittsburgh: University of Pittsburgh Press, 1996), 1-38, 193-210.

"The Polish American Historical Association," in The Polish Diaspora: Selected Essays from the Fiftieth Anniversary International Congress of the Polish Institute of Arts and Sciences of America, ed. J. Pula and M.B. Biskupski, European Monograph Series (New York: Columbia University Press, 1993), vol. 2, 99-102.

"Detroit: The Birth, Death, and Renaissance of an Industrial City," in Detroit Images: Photographs of the Renaissance the City, ed. J. Bukowczyk and D. Aikenhead (Detroit: Wayne State University Press, 1989), 15-26.

"Factionalism and the Composition of the Polish Immigrant Clergy," in Pastor of the Poles: Polish American Essays, ed. S. Blejwas and M. Biskupski, Polish Studies Program Monographs, No. 1 (New Britain: Central Connecticut State College, 1982), 37-47.

2. Co-authored

"Polish-Americans in Metropolitan Detroit," Census Discussion Paper, Center for Urban Studies, Wayne State University, (1989). (co-authored with P. Slavcheff)

C. Editorships of Books/Proceedings

Polish Americans and Their History: Community, Culture, and Politics (Pittsburgh: University of Pittsburgh Press, 1996).

Detroit Images: Photographs of the Renaissance City (Detroit: Wayne State University Press, 1989). (co-edited with D. Aikenhead)

* * *

Editor, Polish and Polish-American Studies Series, Ohio University Press (1999-present):

- Series Editor's Preface, Joanna Mishtal, Contradictions of Democratization: Reproductive Rights and the Politics of Morality in Poland (Athens: Ohio University Press, 2015), forthcoming.
- Series Editor's Preface, Halina Filipowicz, Taking Liberties: Gender, Transgressive Patriotism, and Polish Drama, 1786-1989 (Athens: Ohio University Press, 2014), forthcoming.
- Series Editor's Preface, Mikołaj Stanisław Kunicki, A Pluralism of Worldviews: Nationalism, Catholicism, and Communism in Twentieth-Century Poland--The Politics of Bolesław Piasecki (Athens: Ohio University Press, 2012), xi-xii.
- Series Editor's Preface, Brian McCook, The Borders of Integration: Polish Migration in Germany and the United States, 1870-1924 (Athens: Ohio University Press, 2011), xi-xii.
- Series Editor's Preface, James S. Pula, M.B.B. Biskupski, and Piotr Wróbel, The Origins of Modern Polish Democracy (Athens: Ohio University Press, 2010), xi-xii.
- Series Editor's Preface, Neal Pease, Rome's Most Faithful Daughter: The Catholic Church and Independent Poland, 1914-1939 (Athens: Ohio University Press, 2008), xiii-xiv.
- Series Editor's Preface, Sheila Skaff, The Law of the Looking Glass: Cinema in Poland, 1896-1939 (Athens: Ohio University Press, 2008), xi-xii.
- Series Editor's Preface, Jerzy Andrzejewski, Holy Week, tr. Oscar Swan (1945; Athens: Ohio University Press, 2006), xi-xii.
- Series Editor's Preface, Eva Plach, The Clash of Moral Nations: Cultural Politics in Pilsudski's Poland, 1926-1935 (Athens: Ohio University Press, 2006), xi-xii.
- Series Editor's Preface, Danuta Mostwin, Testaments: Two Novellas of Emigration and Exile (Athens: Ohio University Press, 2005), ix-x.
- Series Editor's Preface, Mary Erdmans, The Grasiński Girls: The Choices That They Had and the Choices That They Made (Athens: Ohio University Press, 2004), xi-xii. *Winner of the 2006 Oscar Halecki Award (Best Book), Polish American Historical Association.*
- Series Editor's Preface, Anna Jaroszyńska-Kirchmann, The Exile Mission: The Polish Political Diaspora and the Polish Americans, 1939-1956 (Athens: Ohio University Press, 2004), xiii-xiv. *Winner of the 2005 Oscar Halecki Award (Best Book), Polish American Historical Association.*
- Series Editor's Preface, Jonathan Huener, Auschwitz, Poland, and the Politics of Commemoration, 1945-1979 (Athens: Ohio University Press, 2003), xi-xii. *Winner of the 2004 American Association for the Advancement of Slavic Studies/Orbis Books Prize for Polish Studies.*
- Series Editor's Preface, Karen Majewski, Traitors and True Poles: Narrating a Polish-American Identity, 1880-1939 (Athens: Ohio University Press, 2003), xi-xii. *Winner of the 2004 Oscar*

Halecki Award (Best Book), Polish American Historical Association and Polish Institute of Arts and Sciences in America 2005 Wacław Lednicki Humanities Award (for the best book in the humanities dealing with Polish themes).

Series Editor's Preface, Bożena Shallcross, Framing the Polish Home: Postwar Cultural Constructions of Hearth, Nation, and Self (Athens: Ohio University Press, 2002), ix-xi.

Guest Co-editor and "Introduction," Canadian Migration in the Great Lakes Region, special issue of Mid-America 80, no. 3 (Fall 1998): 160-170, (co-edited with D.R. Smith).

Guest Editor, The Poles in America, special issue of the Journal of American Ethnic History 16, no. 1 (Fall 1996).

D. Journal Articles Published

1. Refereed Journals

"Oscar Handlin's America," Journal of American Ethnic History 32, no. 3 (Spring 2013): 7-18.

"Making Polonia--From Many One? Or Many? Or None?--Problematizing Polish American Identity," Polish Review 56, no. 3 (2011): 187-206.

"Braci" [Embers/Brothers], Journal of American Ethnic History 30, no. 3 (Spring 2011): 48-55.

"The Permeable Border, the Great Lakes Basin, and the Canadian-American Relationship," Michigan Historical Review 34, no. 2 (Fall 2008): 1-16.

"Holy Mary, Other of God: Sacred and Profane Constructions of Polish-American Womanhood," Polish Review 48, no. 2 (2003): 195-203.

"Homage to the Contadini: The Influence of Rudolph J. Vecoli on Immigration and Ethnic History," Italian Americana 21, no. 2 (Summer 2002): 125-134.

"The Big Lebowski Goes to the Polish Wedding: Polish Americans--Hollywood Style," Polish Review 47, no. 2 (2002): 211-229.

"Research on Polonia and Ethnic Studies in the United States: Reconnaissance," Przegląd Polonijny (journal of the Polish Academy of Sciences) 27, no. 4 (2001): 15-20.

"Who is the Nation?--or, 'Did Cleopatra Have Red Hair?': A Patriotic Discourse on Diversity, Nationality, and Race," MELUS: The Journal of The Society for the Study of the Multi-Ethnic Literature of the United States 23, no. 4 (Winter 1998): 3-23.

"The Image and Self-Image of Polish Americans," Polish American Studies 55, no. 2 (Autumn 1998): 63-71.

"Polish Americans, Ethnicity, and Otherness," The Polish Review 43, no. 3 (1998): 259-279.

"In Search of Clara Świczowska, 1892-1986--Detroit Social Worker and Community Activist," Sarmatian Review 16, no. 2 (April 1996): 385-392.

"The American Family and the Little Red Schoolhouse: Historians, Class, and the Problem of Curricular Diversity," Prospects: An Annual of American Cultural Studies 19 (Fall 1994): 24-74.

- (co-authored with N. Faires/photographs by B. Harkness) *Winner of the biennial William Gilbert Award for Best Article on Teaching History, American Historical Association.*
- "'Harness for Posterity the Values of a Nation'--Fifty Years of the Polish American Historical Association and Polish American Studies," Polish American Studies 50, no. 2 (Autumn 1993): 5-100.
- "Immigration History in the United States, 1965-1990: A Selective Critical Appraisal," Canadian Ethnic Studies/Études Ethniques au Canada 33, number 2 (1991): 1-23. (co-authored with N. Faires)
- "Metropolitan Detroit Polish-Americans: A Statistical Profile," Polish American Studies 48 (Spring 1991): 23-62. (co-authored with P. Slavcheff)
- "The Transplanted: Immigrants and Ethnics," Social Science History 12 (Fall 1988): 233-241.
- "The Transforming Power of the Machine: Popular Religion and Polish Immigrant Workers in the United States, 1880-1940," International Labor and Working-Class History 34 (Fall 1988): 22-38.
Reprinted in The Immigrant Religious Experience, ed. G. Pozzetta, American Immigration and Ethnicity, vol. 19 (Hamden, Conn.: Garland Publishing, 1990-91).
- "The Poletown Case and the Future of Detroit's Neighborhoods," Michigan Quarterly Review 25 (Spring 1986): 449-458.
Reprinted in Contemporary Immigration and American Society, ed. G. Pozzetta, American Immigration and Ethnicity, vol. 20 (Hamden, Conn.: Garland Publishing, 1990-91).
- "Mary the Messiah: Polish Immigrant Heresy and the Malleable Ideology of the Roman Catholic Church, 1880-1930," Journal of American Ethnic History 4 (Spring 1985): 5-32.
Abridged version reprinted in Disciplines of Faith: Studies in Religion, Politics and Patriarchy, ed. J. Obelkevich, L. Roper, and R. Samuel (London: Routledge and Kegan Paul, 1987), 371-389; reprinted in Urban American Catholicism: The Culture and Identity of the American Catholic People, ed. T.J. Meagher (New York: Publishing, 1988); reprinted in The Immigrant Religious Experience, ed. G. Pozzetta, American Immigration and Ethnicity, vol. 19 (Hamden, Conn.: Garland Publishing, 1990-91).
- "Polish Rural Culture and Immigrant Working Class Formation, 1880-1914," Polish American Studies 41 (Autumn 1984): 23-44. *Winner of the Rev. Joseph Swastek Award (Best Article), Polish American Historical Association.*
- "The Transformation of Working-Class Ethnicity: Corporate Control, Bayonne, N.J., 1915-1925," Labor History 25 (Winter 1984): 53-82. *Winner of the Richard C. McCormick Prize for Scholarly Publication, New Jersey Historical Commission.*
Polish translation reprinted in Przegląd Polonijny (Cracow) 13 (1987): 5-31; abridged version reprinted in Divided Labor: Race and Ethnicity in United States Labor Struggles, 1835-1960, ed. R. Asher and C. Stephenson (Albany: State University of New York Press, 1990), 283-300, 362-368; reprinted in Americanization, Social Control, and Philanthropy, ed. G. Pozzetta, American Immigration and Ethnicity, vol. 14 (Hamden, Conn.: Garland Publishing, 1990-91).

"Decline and Fall of a Detroit Neighborhood: Poletown vs. G.M. and the City of Detroit," Washington and Lee Law Review 41 (Winter 1984): 49-76.
Reprinted in Ethnic Communities: Formation and Transformation, ed. G. Pozzetta, American Immigration and Ethnicity, vol. 3 (Hamden, Conn.: Garland Publishing, 1990-91).

"The Immigrant 'Community' Re-examined: Political and Economic Tensions in a Brooklyn Polish Settlement, 1888-1894," Polish American Studies 37 (Autumn 1980): 5-16.
Reprinted in Ethnic Communities: Formation and Transformation, ed. G. Pozzetta, American Immigration and Ethnicity, vol. 3 (Hamden, Conn.: Garland Publishing, 1990-91).

2. Invited Review Articles

Editor's Note, "Forum on Teaching Race Through Fiction and Memoir," Journal of American Ethnic History 32, no. 1 (Fall 2012): 70.

Editor's Note, "Forum on Teaching Immigration and Ethnic History Through Film," Journal of American Ethnic History 30, no. 4 (Summer 2011): 24.

"In Memoriam: Nora Faires," Perspectives on History: The Newsmagazine of the American Historical Association 49, no. 4 (May 2011): 61-62.

"In Memoriam: Nora Faires," Urban History Association Newsletter 43 (Spring 2011): 21.

"Nora Faires," Canadian Historical Association Bulletin 37, no. 1 (2011): 41.

"Graduate Student Forum," AATSEEL [American Association of Teachers of Slavic & East European Languages] Newsletter 54, no. 2 (April 2011): 12-13.

"Introduction," to "Forum: Future Directions in American Immigration and Ethnic History," Journal of American Ethnic History 25, no. 4 (Summer 2006): 68-73.

"Who Is a Person? What Is a Right? Revolutionary Constitutionalism and the Racial Nation" (Symposium on David Richards, Italian American: The Racializing of an Ethnic Identity), in Connecticut History 40, no. 1 (Spring 2001): 83-94.

"Introduction," Canadian Migration in the Great Lakes Region, special issue of Mid-America 23, no. 4 (Fall 1998): 165-175. (co-authored with D.R. Smith) "Whither Immigration History?--A Comment," Polish American Studies 55, no. 1 (Spring 1998): 93-97.

"Introduction," The Poles in America, special issue of the Journal of American Ethnic History 16, no. 1 (Fall 1996): 3-15.

"And My Children Did Not Know Me: In Response," Sarmatian Review 16, no. 3 (September 1996): 419-420.

"Empiricists and Photographs: The Illusion of Images," Michigan Photography Journal (1992): 5, 14-15.

"Migration and Capitalism: A Review Essay," International Labor and Working-Class History 36 (Fall 1989): 61-75.

"The Church in the Immigrant City: A Review Essay," Journal of Urban

History 13 (February 1987): 207-217.

"Immigrants and Their Communities: A Review Essay," International Labor and Working Class History 25 (Spring 1984): 47-57.

3. Nonreferred Journals/Articles/Essays

- "Polish American Historical Association," in Polish American Encyclopedia, ed. James S. Pula (Jefferson, N.C.: McFarland, 2011), 381-382.
- Editor's Note," Journal of American Ethnic History 31, no. 4 (Summer 2012): 6.
- "Editor's Note," "Forum on Sempre, Rudi, A Documentary Film," Journal of American Ethnic History 30, no. 3 (Spring 2011): 35-36.
- "Don't Forget the Poles" ("To the Editor"), New York Times Book Review (May 30, 2010), 2.
- "Editor's Note," Journal of American Ethnic History 29, no. 3 (Spring 2010): 5.
- "Editor's Note," "Forum on Ethnic Fiction in the History Classroom," Journal of American Ethnic History 29, no. 2 (Winter 2010): 42.
- "From the Editor, JAEH . . .," The Immigration and Ethnic History Society Newsletter, 41, no. 2 (November 2009): 3, 10
- "To the Editor," Polish Review 54, no. 2 (2009): 263-264.
- "Introduction," to "Forum on New Directions in Irish Immigration and Ethnic History," Journal of American Ethnic History 28, no. 4 (Summer 2009): 66.
- "Introduction," to "Forum: Teaching Immigration and Ethnic History," Journal of American Ethnic History 28, no. 2 (Winter 2009): 60-62.
- "Editor's Note," Journal of American Ethnic History 28, no. 4 (Summer 2009): 5.
- "Editor's Note," Journal of American Ethnic History 28, no. 3 (Spring 2009): 7.
- "To the Editors," American Historical Review 113, no. 4 (October 2008): 1300.
- "Editor's Note," Journal of American Ethnic History 28, no. 1 (Fall 2008): 9.
- "Editor's Note," Journal of American Ethnic History 26, no. 4 (Summer 2007): 6.
- "Editor's Note," Journal of American Ethnic History 25, no. 4 (Summer 2006): 6.
- "Editor's Note," Journal of American Ethnic History 25, nos. 2-3 (Winter/Spring 2006): 3.
- "Editor's Note," Journal of American Ethnic History 25, no. 1 (Fall 2005): 3.
- "A Message from the PAHA President," Polish American Historical Association Newsletter 48, no. 2 (October 1992): 3.
- "Anniversaries, Academics, and Ideas," Polish American Journal (Buffalo, N.Y.) (October 1992), 3.
- "Fourth Annual North American Labor History Conference," International Labor and Working Class History 23 (Spring 1983): 60-61.
- "Ethnic Bayonne in the 1920's," New Jersey Historical Commission Newsletter 11 (April 1981): 2-3.
- "The Survival of Greenpoint's Polonia: An Historian's Reflections," The Kosciuszko Foundation Newsletter 33 (December 1980): 11-12, 16.

H. Book/Media Reviews Published

1. Academic Journals

- Review of Kathleen Mapes, Sweet Tyranny: Migrant Labor, Industrial Agriculture, and Imperial Politics (Urbana and Chicago: University of Illinois Press, 2009), in Indiana Magazine of History 108, no. 1 (March 2012): 80-81.
- Review of Jordan Stanger-Ross Staying Italian: Urban Change and Ethnic Life in Postwar Toronto and Philadelphia (Chicago and London: University of Chicago Press, 2009), in American Historical Review 116, no. 5 (December 2011): 1450-51.
- Review of Anna Pegler-Gordon, In Sight of America: Photography and the Development of U.S. Immigration Policy (Berkeley: University of California Press, 2009), in the Journal of American History 97, no. 2 (September 2010): 546-47.
- Review of Dirk Hoerder, Cultures in Contact: World Migrations in the Second Millennium (Durham, N.C., and London: Duke University Press, 2002), in Polish American Studies 66, no. 2 (Autumn 2009): 89-92.
- Review of Carlo Rotella, Good With Their Hands: Boxers, Bluesmen, and Other Characters from the Rust Belt (Berkeley: University of California Press, 2002), in the Journal of American History 90, no. 3 (December 2003): 1115-16.
- Review of JoEllen McNergney Vinyard, For Faith and Fortune: The Education of Catholic Immigrants in Detroit, 1805-1925 (Urbana and Champaign: University of Illinois Press, 1998), in Polish American Studies 59, no. 2 (Autumn 2002): 103-04.
- Review of Waclaw Kruszk, A History of the Poles in America to 1908, Part IV, ed. James S. Pula, tr. Krystyna Jankowski (1905; Washington, D.C.: Catholic University of America Press, 2001), in Sarmatian Review 22, no. 3 (September 2002): 895-896.
- Review of American Identity Explorer: Immigration and Migration, CD-ROM (Version 1.2 for Power Macintosh and Windows 95/98/NT/2000) developed by Kenneth Waltzer and Kathleen Geissler. 1997; Communication Technology Laboratory and McGraw Hill Companies, Software Enhancement 2001, in Journal of American Ethnic History 21, no. 3 (Spring 2002); 105-07.
- Review of Julianna Puskás, Ties That Bind, Ties That Divide: 100 Years of Hungarian Experience in the United States, tr. Zora Ludwig (New York and London: Holmes & Meier, 2000), in American Historical Review 107, no. 1 (February 2002): 219.
- Review of John Hartigan, Jr., Racial Situations: Class Predicaments of Whiteness in Detroit (Princeton, N.J.: Princeton University Press, 1999), in Journal of American History 87, no. 3 (December 2000): 1133-34
- Review of Terence Emmons, Alleged Sex and Threatened Violence: Doctor Russel, Bishop Vladimir, and the Russians in San Francisco, 1887-1892 (Stanford, Calif.: Stanford University Press, 1997), in Canadian American Slavic Studies 34, no. 1 (Spring 2000): 103-05.
- Review of Mary Patrice Erdmans, Opposite Poles: Immigrants and Ethnics in

- Polish Chicago, 1976-1990 (University Park: Pennsylvania State University Press, 1998), in Journal of American Ethnic History 19, no. 2 (Winter 2000): 107-08.
- Review of Waclaw Kruszk, A History of the Poles in America to 1908, Part III, ed. James S. Pula, tr. Krystyna Jankowski (1905; Washington, D.C.: Catholic University of America Press, 1998), in Sarmatian Review 20, no. 1 (January 2000): 680-82.
- Review of Elliott Robert Barkan, And Still They Come: Immigrants and American Society, 1920-1990s (Wheeling, Ill.: Harlan Davidson, 1996), in Journal of American Ethnic History 16, no. 4 (Summer 1997): 94-96.
- Review of John J. Kulczycki, The Foreign Worker and the German Labor Movement: Xenophobia and Solidarity in the Coal Fields of the Ruhr, 1871-1914 (Oxford and Providence, R.I.: Berg, 1994), in Polish American Studies 54, no. 1 (Spring 1997): 85-86.
- Review of Matthew Frye Jacobson, Special Sorrows: The Diasporic Imagination of Irish, Polish, and Jewish Immigrants in the United States (Cambridge, Mass., and London: Harvard University Press, 1995), in International Migration Review 31 (Spring 1997): 192-93.
- Review of Rudolph J. Vecoli and Suzanne M. Sinke, eds., A Century of European Migrations, 1830-1930 (Urbana and Chicago: University of Illinois Press, 1991), in Polish American Studies 53, no. 2 (Autumn 1996): 107-08.
- Review of Helena Znaniacka Lopata with Mary Patrice Erdmans, Polish Americans, 2d, rev. ed. (New Brunswick, N.J., and London: Transaction, 1994), in Journal of American Ethnic History 16, no. 1 (Fall 1996): 96-97.
- Review of James S. Pula, Polish Americans: An Ethnic Community (New York: Twayne Publishers, 1995), in the Journal of American History 83, no. 1 (June 1996): 227-28.
- Review of Waclaw Kruszk, A History of the Poles in America to 1908, Part II, ed. James S. Pula, tr. Krystyna Jankowski (1905; Washington, D.C.: Catholic University of America Press, 1994), in Sarmatian Review 16, no. 2 (April 1996): 396-97.
- Review of Waclaw Kruszk, A History of the Poles in America to 1908, Part I, ed. James S. Pula, tr. Krystyna Jankowski (1905; Washington, D.C.: Catholic University of America Press, 1993), in Sarmatian Review 15, no. 1 (January 1995): 298-99.
- Review of Richard W. Thomas, Life for Us Is What We Make It: Building Black Community in Detroit, 1915-1945 (Bloomington and Indianapolis: Indiana University Press, 1992), in Polish American Studies 51, no. 2 (Autumn 1994): 84-85.
- Review of Sidney Bolkosky, Harmony & Dissonance: Voices of Jewish Identity in Detroit, 1914-1967 (Detroit: Wayne State University Press, 1991), in American Jewish History 82, nos. 1-4 (1994): 355-59.
- Review of Review of Marianne Debouzy, ed., In the Shadow of the Statue of Liberty: Immigrants, Workers, and Citizens in the American Republic, 1880-1920 (1988; Urbana and Chicago: University of Illinois Press, 1992), in International Labor and Working-Class History 46 (Fall 1994): 216-19.
- Review of Jeanie Wylie, Poletown: Community Betrayed (Urbana: University

- of Illinois Press, 1989), in Labor History 35, no. 2 (Spring 1994): 275-276.
- Review of David J. Goldberg, A Tale of Three Cities: Labor Organization and Protest in Patterson, Passaic, and Lawrence, 1916-1921 (New Brunswick and London: Rutgers University Press, 1989), in Labor History 34, nos. 3-4 (Spring-Summer 1993): 382-83.
- Review of Gary Gerstle, Working-Class Americanism: The Politics of Labor in a Textile City, 1914-1960 (Cambridge: Cambridge University Press, 1989), in International Review of Social History 36, no. 3 (1991): 459-62.
- Review of God Bless America and Poland Too, documentary film directed by Polish émigré filmmaker Marian Marzynski, in Journal of American History 78 (December 1991): 1171-72.
- Review of Ken Fones-Wolf, Trade Union Gospel: Christianity and Labor in Industrial Philadelphia, 1865-1915 (Philadelphia: Temple University Press, 1989) and Thomas G. Feuchtman, Steeple and Stacks: Religion and Steel Crisis in Youngstown (Cambridge: Cambridge University Press, 1989), in International Labor and Working Class History 40 (Fall 1991): 135-38.
- Review of June Granatir Alexander, The Immigrant Church and Community: Pittsburgh's Slovak Catholics and Lutherans, 1880-1915 (Pittsburgh: University of Pittsburgh Press, 1987), in The Pennsylvania Magazine of History and Biography (July 1988): 460-62.
- Review of Richard Jules Oestreicher, Solidarity and Fragmentation: Working People and Class Consciousness in Detroit, 1875-1900 (Urbana: University of Illinois Press, 1986), in Labor History 29 (Winter 1988): 94-95.
- Review of Ewa Morawska, For Bread With Butter: Life-Worlds of East Europeans in Johnstown, Pennsylvania, 1890-1940 (New York: Cambridge University Press, 1986), in Labor History 28 (Winter 1987): 106-08.
- Review of Michael A. Królewski, The Prayer of St. Hyacinth, Detroit, Michigan (Poletown), (Northvale, N.J.: Custombook, Inc., 1984), in Polish American Studies 43 (Autumn 1986): 99-101.
- Review of William I. Thomas and Florian Znaniecki, The Polish Peasant in Europe and America, edited and abridged by Eli Zaretsky (Urbana: University of Illinois Press, 1984), in Journal of American Ethnic History 5 (Spring 1986): 99-101.
- Review of Frank Renkiewicz, ed., The Polish Presence in Canada and America (Toronto: Multicultural History Society of Ontario, 1982), in Polish American Studies 42 (Autumn 1985): 105-07.
- Review of Poletown Lives!, documentary film written and produced by George Corsetti, Jeanie Wylie, and Richard Wieske, distributed by The Information Factory, Detroit, Michigan, in OAH Newsletter 13 (February 1985): 17.
- Review of Bohdan P. Procko, Ukrainian Catholics in America: A History (Washington, D.C.: University Press of America, 1982), in Journal of American History 70 (June 1983): 120-21.
- Review of Joseph John Parot, Polish Catholics in Chicago, 1850-1920 (DeKalb: Northern Illinois University Press, 1981), in American Historical Review 87 (December 1982): 1479.
- Review of Glenn C. Altschuler, Race, Ethnicity, and Class in American Social

- Thought, 1865-1919 (Arlington Heights, Ill.: Harlan Davidson, Inc., 1982), in Polish American Studies 39 (Autumn 1982): 99-100.
- Review of Lawrence D. Orton, Polish Detroit and the Kolasiski Affair (Detroit: Wayne State University Press, 1981), in Journal of American Ethnic History 1 (Spring 1982): 107-09.
- Review of Anthony J. Kuzniewski, Faith and Fatherland: The Polish Church War in Wisconsin, 1896-1918 (Notre Dame, Ind.: University of Notre Dame Press, 1980) in Polish American Studies 38 (Spring 1981): 74-77.
- Review of Francis X. Blouin, Jr., and Robert M. Warner, eds., Sources for the Study of Migration and Ethnicity: A Guide to Manuscripts in Finland, Ireland, Poland, The Netherlands, and the State of Michigan (Ann Arbor: Bentley Historical Library, University of Michigan, 1979), in Detroit in Perspective: A Journal of Regional History 5 (Spring 1981): 85-87.
- Review of Paul Wrobel, Our Way: Family, Parish, and Neighborhood in a Polish-American Community (Notre Dame, Ind.: University of Notre Dame Press, 1979), in the International Migration Review 14 (Fall 1980): 430-31.
- Review of John Bodnar, "The Uprooted, the Transplanted, the Transformed, "Immigration and Industrialization: Ethnicity in an American Mill Town, 1870-1940 (Pittsburgh: University of Pittsburgh Press, 1977), in the International Journal of Oral History 1 (February 1980): 52-55.

2. Magazines/Newspapers

- "Polish Americans, From A to Z," review of James Pula, et al., eds., The Polish American Encyclopedia (Jefferson, N.C., and London: McFarland & Company, Inc., Publishers, 2011), in Polish American Journal (June 2011), 15.

I. Creative Shows/Exhibits

(Note: The photographs in the exhibitions listed below all come from the Urban Interiors Project (1987-1990), an interdisciplinary collaboration of project director J. Bukowczyk and project photographer Bruce Harkness. Consisting of about 3,500 black-and-white photographs and 4000 pages of oral history interviews, the Urban Interiors Project documents the lives of about fifty inner-city Detroit families in the post-World War Two period.)

2. Refereed or Judged Local/Regional Competition

- "Focus on Michigan Families," exhibition sponsored by the Junior League of Birmingham, The Scarab Club, Detroit, Michigan (October 1992).
- "The Home Show: Objects For and About the Home," The Center Galleries, Center for Creative Studies, Detroit, Michigan (June 1992).
- Twelfth Annual Michigan Artists Competition, Battle Creek Arts Center, Battle Creek, Michigan (1991).
- Heritage '89 Art Exhibit, Bank of Commerce, Warren, Michigan (1990).
- Urbanology Exhibition, Sarkis Gallery, Center for Creative Studies, Detroit, Michigan (June 1989).

Urbanology: FY 1988 Creative Artists Support Grant Recipients respond to the urban environment, Michigan Council for the Arts Gallery, Detroit, Michigan (1989).

3. Not Refereed

"The East Side Stills: Portraits of East Side Detroiters, 20 Years Apart," The Yes Farm (artist collective/gallery), Detroit, Michigan (May 8, 2010).

"Urban Interiors: Photographs and Interviews on Detroit's East Side," The City Gallery, Dearborn City Hall, Dearborn, Michigan (July-August 1990).

"Photographs from the Urban Interiors Project," Madonna College, Livonia, Michigan (January 1990).

"Urban Interiors," Wayne State University, Purdy/Kresge Library, Detroit, Michigan (September 6-October 31, 1989)

"Urban Interiors," a community exhibition, Ferry Elementary School, Detroit, Michigan (May 1989).

"Urban Interiors Project: Preliminary Work," City Camera Gallery, Dearborn, Michigan (1988)

K. Instructional Material Formally Published

3. Other Published Materials

"Polish Americans in the Greater Detroit Area," Detroit Orientation Institute Resource Book, rev. ed. (1993; Detroit: College of Urban, Labor and Metropolitan Affairs, Wayne State University, 2000).

Editor, Teachers Guide: Reinforcing Community Values, A Middle School Enrichment and Training Program (Flint, Mich.: University of Michigan-Flint, 1995). 40 pp.

Statistical Profile of Metropolitan Detroit Polish-Americans, Detroit Curriculum Project, Report No. 3 (Detroit: Michigan Metropolitan Information Center, Center for Urban Studies, College of Urban, Labor and Metropolitan Affairs, Wayne State University, August 1990) (co-authored with P. Slavcheff)

Editor and project director, Teachers Guide: "The Families of the City--A Project in the Schools" (Detroit: History Department, Wayne State University, 1990). 35 pp.

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

"Holy Mary, Other of God: Sacred and Profane Constructions of Polish-American Womanhood," Symposium on "The Polish-American Woman: The 'Other' of Both Cultures," Kosciuszko Foundation, New York City (November 7, 2002)

"Ethnic Workers in Post-WWII Urban America--From Polish to (Not Quite?) White: Questioning the Categories of Class, Race, Ethnicity (and Gender)," Symposium on Polish Workers in Europe and America, Skalny Lecture and

- Artists Series, Center for Polish and Central European Studies, University of Rochester, Rochester, New York (November 15, 1997)
- "Urban Interiors--Class, Ethnicity, Race, and Space: Neighborhood and Community Life in the Detroit Inner City," Organization of American Historians Convention, San Francisco, California (April 19, 1997)
- "Urban Interiors--Linking Material Culture, Social Relations, Economic Change, and Urban Space: Interviews and Photographs in a Detroit Neighborhood," International Visual Sociology Association Annual Meeting, Windsor, Ontario (July 7, 1995)
- "Scholarly and Cultural Organizations on Eastern Europe in America—Their Role at Home and Abroad: The Polish American Historical Association," Fiftieth Anniversary International Congress, Polish Institute of Arts and Sciences of America, New Haven, Connecticut (June 19, 1992).
- "The Polish American Historical Association, Polish American Studies, and Polish-American Scholarship," Polish American Historical Association Meeting at the American Historical Association Convention (December 30, 1991).
- "Linking Material Culture, Social Relations, Economic Change, and Urban Space: Interviews and Photographs in the Detroit Inner City," American Historical Association and Polish American Historical Association meetings, joint session, New York City (December 28, 1990).
- "Polish Factionalism and the Formation of the Immigrant Middle Class in Brooklyn, 1880-1929," Organization of American Historians Convention, Reno, Nevada (March 25, 1988).
- "John Bodnar's The Transplanted: A History of Immigrants in Urban America A Critique," Social Science History Association Meeting, New Orleans, Louisiana (October 30, 1987).
- "Quo Vadis Polonia?" American Council of Polish Cultural Clubs National Convention, Eastern Michigan University, Ypsilanti, Michigan (July 31, 1987).
- "Men Out of Work: The First Century of Unemployment in Massachusetts by Alex Keyssar: A Critique," Social Science History Association Meeting, St. Louis, Missouri (October 19, 1986).
- "Mary the Messiah: Polish Immigrant Heresy and the Malleable Ideology of the Roman Catholic Church, 1880-1930," History Workshop on Religion and Society, Friends' House, London, England (July 7, 1983).
- "Decline and Fall of a Neighborhood: Poletown vs. G.M. and the City of Detroit," Francis Lewis Law Center Colloquium, Washington and Lee University, Lexington, Virginia (November 16, 1982).
- "The Politics of Parish Formation: Intra-Clerical Rivalry in Brooklyn's Polish Settlements," Organization of American Historians Convention, Philadelphia, Pennsylvania (April 2, 1982).
- "Steeple and Smokestacks: Class, Religion and Ideology in the Polish Immigrant Settlements in Greenpoint and Williamsburg, Brooklyn, 1880-1929," American Historical Association Convention, Los Angeles, California (December 28, 1981).
- "The Transformation of Ethnicity: Hegemony and Polish-American Politics in Bayonne, N.J., 1915-1929," Social Science History Association Meeting, Nashville, Tennessee (October 23, 1981).

"Polish Rural Culture: The Historical Dimension of Immigrant Working-Class Consciousness," Social Science History Association Meeting, Rochester, New York (November 8, 1980).

"Another Look at the Significance of Immigrant 'Cultural Baggage': The Polish Experience," Organization of American Historians Convention, San Francisco, California (April 11, 1980).

"Clerics and Shopkeepers: Political and Economic Tensions in Brooklyn's Polish Settlements, 1880-1929," Polish American Historical Association Meeting at the American Historical Association Convention, New York City, New York (December 29, 1979).

2. Invited and/or Refereed Locally/Regionally

"Refiguring Disciplinary Paradigms: People(s) in Motion," Humanities Center Fall Symposium on "Immigration: Interdisciplinary Perspectives," Wayne State University, Detroit, Michigan (November 17, 2006)

"Dialogic Encounters--Scholars, Their Publics, and Freedom(s) of Inquiry: Urban Education, the University, and the Liberal Arts, 1999 Faculty Fellows Conference on "The Question of Freedom," Humanities Center, Wayne State University (February 26, 1999).

"Urban Education, Critical Pedagogy, and the Public University," Inaugural Symposium, College of Liberal Arts, Wayne State University (September 16, 1998)

"New Perspectives on Immigration, Ethnicity, and Race in American History," Second Annual Pre-Collegiate Teachers Conference, Wayne State University, Detroit, Michigan (October 10, 1995)

"The Artist's Response," Symposium on "Urbanology: The Illusion of Permanence," Marygrove College, Detroit, Michigan (June 17, 1989).

"Detroit: A Case Study," Symposium on "Urbanology: The Illusion of Permanence," Marygrove College, Detroit, Michigan (June 16, 1989).

M. Invited Seminars or Lectures Presented in Last Five Years

External

"Ethnic and Not Quite White: Poles and Others in Urban America," University of Buffalo-SUNY, Amherst, New York (May 16, 2013)

"Europe's Other Heart of Darkness: Imperialism Before Empire," Poland Between East and West: 2009-2010 Wyatt Exploration Program, University of Michigan-Flint, Flint, Michigan (December 4, 2009)

"What is a Polish-American (or Canadian)?" Poland in the Rockies Summer Program, Canmore, Alberta (July 23, 2008)

"Making Polonia: From Many, One--Or Many (or None?)--The Many Faces and Multiple Immigrations of Polonia," Poland in the Rockies Summer Program, Canmore, Alberta (July 20, 2008)

"Eastern European Migration--Past and Present," Teaching American History II

- Summer Institute (Migration and Immigration in American History), READ History! Project, University of Delaware, Newark, Delaware (July 20, 2006)
- "Migration in the Great Lakes Borderland," Canadian Studies Roundtable, Western Michigan University, Kalamazoo, Michigan (February 2, 2006)
- "Finding a Home: First Settlements and the Mass Migration," St. Mary's College Detroit 300 Program, Detroit Historical Museum, Detroit, Michigan (October 14, 2001)
- Tenth Anniversary Fiedorczyk Lecture, Polish Studies Program, Central Connecticut State University, New Britain, Connecticut (April 29, 1998).
- James Madison College, Michigan State University, East Lansing, Michigan (January 29, 1998)
- Faculty Seminar, Michigan State University, East Lansing, Michigan (January 30, 1998)
- Integrative Studies in Arts and Humanities Workshop, Michigan State University, East Lansing, Michigan (January 30, 1998)
- "Polish Americans and Their History: Community, Culture, and Politics," Friends of Polish Art, Our Saviour Polish National Catholic Church, Dearborn Heights, Michigan (November 22, 1996)
- "Who is the Nation?--Community, Diversity, and Nationality in Contemporary Ethnic America," Skalny Lecture and Artists Series, Institute for Polish Studies, St. John Fisher College, Rochester, New York (February 10, 1995).
- Workshop on the "Families of the City" Project, ROADS [Renaissance Outreach Alliance for Detroit-Area Schools] Symposium on "Family Dynamics: African, African-American, Hispanic and Middle Eastern Perspectives," sponsored by the Michigan Humanities Council, Rackham Building, Detroit, Michigan (April 25, 1992)
- Graduate Colloquium, Department of History, University of Windsor, Windsor, Ontario (November 28, 1989).
- Warren Senior Citizens Advisory Council, Warren, Michigan (September 26, 1988).
- Center for Creative Studies, Detroit, Michigan (September 21, 1988).
- Polish-American Heritage Workshops, St. Mary's College, Orchard Lake, Michigan (June 22, 1982; July 9, 1986).
- Annual Workshop, Polish Genealogical Society of Michigan, St. Mary's College, Orchard Lake, Michigan (September 20, 1986).
- Lecture at Photographic Exhibition of Krystyna Wlodarska-Baker, Kosciuszko Foundation, New York City, New York (December 6, 1985).
- New York State History Seminar, St. John Fisher College, Rochester, New York (February 22, 1985).
- Program in American Culture Lecture Series, University of Michigan, Ann Arbor, Michigan (April 12, 1983).
- History Department Colloquium Series, State University of New York at Buffalo, Buffalo, New York (November 6, 1981).

Internal

- Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 4, 2012).
- Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 17, 2012).

- Guest Lecture, PSC 2700: Introduction to Canadian Studies, Wayne State University, Detroit, Michigan (November 11, 1999).
- Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 9, 1999).
- Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 14, 1999).
- Guest Lecture, PSC 2700: Introduction to Canadian Studies, Wayne State University, Detroit, Michigan (September 24, 1998).
- Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 10, 1998).
- Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 4, 1997).
- Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 5, 1996).
- Dispute Resolution Study Circle, Mediating Theory and Democratic Systems Program, College of Urban, Labor, and Metropolitan Affairs, Wayne State University, Detroit, Michigan (February 6, 1996).
- Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 7, 1995).
- Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 20, 1994).
- Guest Lecture, CLL 304: General Interdisciplinary Studies, Wayne State University, Detroit, Michigan (December 4, 1993)
- Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 9, 1993)
- Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 14, 1992)
- Detroit Orientation Institute for Journalists, College of Urban, Labor, and Metropolitan Affairs, Wayne State University, Detroit, Michigan (April 13, 1992)
- Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience Wayne State University, Detroit, Michigan (September 11, 1991)
- "Defining Urban Space," Academy of Scholars Junior Lecture, Wayne State University, Detroit, Michigan (December 6, 1989).
- Urban Interiors Photographic Exhibition, Purdy/Kresge Library, Wayne State University, Detroit, Michigan (September 8, 1989).
- Guest lecture, English 567/767: Urban Folklore, Wayne State University, Detroit, Michigan (June 8, 1989).
- Bruce L. Harkness Poletown Photographic Exhibition, Purdy/Kresge Library, Wayne State University, Detroit, Michigan (October 3, 1986).

N. Other Scholarly Work

Editor, Journal of American Ethnic History (Fall 2004-present)

Editor, "Photos and Notes by Bruce Harkness," <http://www.bruceharkness.com> (2011)
Project Director and Chair, Conference on "The University and the City: Urban

Education and the Liberal Arts," Wayne State University, Detroit, Michigan (March 4-6, 1999)

Poletown: Urban Change in Industrial Detroit: The Making of Detroit's East Side, 1850-1990. Historical monograph prepared for the Community and Economic Development Department, City of Detroit, (March 1991), 367 pp.

"Seeing the City," book exhibit to accompany Urban Interiors Project Exhibition, Purdy/Kresge Library (September - October 1989) (in collaboration with B. Harkness).

IV. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

Director, Canadian Studies Program (August 1998-2010)

C. Committee Assignments in Last Five Years

1. University Committees Chaired

Director, Canadian Studies Committee, WSU (1998-2010)

2. University Committee Membership

Selection Committee for the Distinguished Graduate Faculty Award, Wayne State University (Winter 2002)

Global/Local Connections Focus Group of Global Forum Subgroup, Council of Deans, Wayne State University (Winter 1999)

1999 University Research Award Selection Committee, Wayne State University (Winter 1999)

Distinguished Faculty Fellowship Committee, Wayne State University (Winter 1998)

Sabbatical Leaves Committee, WSU (1995-96)

Humanities and Social Sciences Subcommittee of the 1995 Graduate Research Assistantship (GRA) Award Application Review Committee, Graduate School, WSU (1994-95)

Program Review Committee for University Libraries, Office of the Provost (1991-92)

Faculty Selection Committee for Rumble Fellowships and Graduate Professional Scholarships, Graduate Council/Graduate School (Winter 1990).

Board of Governors Faculty Recognition Awards Selection Advisory Committee (1989).

3. College/Department Committees Chaired

By-Laws Committee, Department of History (2005-Fall 2007)

Director, Canadian Studies Committee, WSU (1999-2007)

Parliamentarian, Department of History, Wayne State University (Winter 2003)

Chair, Curriculum and Instruction Committee, Department of History, Wayne State University (1996-97, 1998-99)
Co-Chair, African-American History Search Committee, Department of History, Wayne State University (1996-97)
Chair, History 204 Syllabus Committee, Department of History, Wayne State University (Spring 1996)
Chair, History 205 Syllabus Committee, Department of History, Wayne State University (Spring 1996)
Chair, Computer Committee, Department of History (1992-Fall 1993, 1994-96).
Co-Chair, Elections Committee, Department of History (Fall 1993).
Liaison to WSU Public Relations Department, Department of History (1991-92).
Chair, Colloquium Committee, Department of History (1980-83, 1989-90).
Chair, Advisory Committee, "Class, Race, Ethnicity and Gender," Michigan Council for the Humanities workshop for secondary school teachers in southeastern Michigan, Wayne State University (November 19, 1988).
Chair, Research Sub-Committee, Ethnic Studies Institute Planning Committee, Humanities Council, College of Liberal Arts (1986-88).
Acting Chair (Summer, 1986), Chair (1981-83), North American Labor History Conferences.
Chair, Research Sub-Committee, Ethnic Heritage Planning Committee, College of Liberal Arts (1983-86).

4. College/Department Committee Membership

College of Liberal Arts and Sciences Promotion & Tenure Committee, College of Liberal Arts and Sciences, Wayne State University (2002-14)
Executive Committee, Department of History, Wayne State University (2012-14)
Budget Committee, Department of History, Wayne State University (2012-14)
Personnel Committee, Department of History, Wayne State University (1987-89, 1992-93, 1996-98, 2002-04, 2005-07, 2008-10, 2012-14)
Graduate Committee, Department of History, Wayne State University (1988-90, 1993, 1994-2003, Fall 2006, Fall 2008- Winter 2011, 2012-13)
Salary Committee, Department of History, Wayne State University (1983-85, 1989-91, 1992-94, 2001-03, 2006-07, 2010-11)
North American Labor History Conference Committee, Department of History, Wayne State University (1981-90, 1991-Fall 1993, 1994-Winter 2004, Winter 2005-2010)
Departmental Representative to College of Liberal Arts and Sciences Promotion and Tenure, Wayne State University Committee (2008-09).
Undergraduate Committee, Department of History, Wayne State University (1982-85, 2005-06, Fall 2007)
Urban Studies Advisory Committee, Wayne State University (2006-07)
African American History Search Committee, Department of History, Wayne State University (2006-07)
Colonial American History Search Committee, Department of History, Wayne State University (2003-04)
Central European Studies Group, Department of German and Slavic Languages,

Wayne State University (Winter 2003)
College of Urban, Labor and Metropolitan Affairs/College of Liberal Arts
Joint Promotion and Tenure Committee, Wayne State University (2002-03)
European History Search Committee, Department of History, Wayne State
University (2002-03)
College Promotion and Tenure Committee, College of Liberal Arts, Wayne
State University (2001-03)
Bylaws Committee, Department of History, Wayne State University (Fall 2000,
2001-03)
Part-time Faculty Mentor (History 2050), Department of History, Wayne State
University, Wayne State University (1995-97, 2001-03)
Canadian Studies Committee, College of Liberal Arts, Wayne State University
(1991-present).
College Salary Committee, College of Liberal Arts, Wayne State University
(1988, 1989, 1996, 1997, 2001-03).
Budget Committee, Department of History (1982-84, 2002-03).
Urban Forum Planning Committee, College of Urban, Labor, and
Metropolitan Affairs, Wayne State University (Winter 2002)
Planning Committee, Department of History, Wayne State University (1997-
2000, 2001-02).
Atlantic Basin/Early American History Search Committee, Department of
History, Wayne State University (2000-2001)
Part-time Faculty Mentor (History 2040), Department of History, Wayne State
University (1999-2000)
Ad Hoc Planning Committee, Liberal Arts Inaugural Symposium Committee,
Wayne State University (Summer 1998)
Curriculum and Instruction Committee, Department of History, Wayne State
University (1995-97).
New Faculty Mentor, Department of History, Wayne State University (1994-96)
Departmental Representative to College of Liberal Arts Promotion and Tenure,
Wayne State University Committee (1994-95).
Michigan/Detroit History and Politics Search Committee, College of
Urban, Labor, and Metropolitan Affairs, Wayne State University (1991-92).
Humanist Grant-in-Aid Selection Committee, College of Liberal Arts, Wayne
State University (1989-90).
Labor History Search Committee, Department of History, Wayne State
University (1988-90).
Folklore and Mythology Interest Group, Folklore Archive, Wayne State
University (1988-89).
Social Committee, Department of History, Wayne State University (Fall 1986,
1988-89).
Special Labor History Selection Committee, Wayne State University (Winter
1988).
Elections Committee, Department of History, Wayne State University (1987-88).
Advisory Board, Folklore Archive, Wayne State University (1987-88).
Honors Council, College of Liberal Arts, Wayne State University (1986-89).
Ethnic Studies Institute Planning Committee, Humanities Council, College of Liberal
Arts, Wayne State University (1986-88).

Humanities Council, College of Liberal Arts, Wayne State University (1984-88).
Academic Planning Committee of the Humanities Council, College of Liberal Arts,
Wayne State University (1984-88).
Selection Committee, Polish Studies Summer Program Abroad, Wayne State
University (1980-85, 1988).
Ethnic Heritage Planning Committee, College of Liberal Arts, Wayne State
University (1983-86).
Ad Hoc Committee, Labor History Symposium, Wayne State University (1985).
U.S.-U.S.S.R. Conference Committee, Center for Peace and Conflict Studies, Wayne
State University (1984-85).
Selection Committee, NEH Summer Seminar for College Teachers, Wayne
State University (Spring 1981).

D. Positions Held in Professional Associations in Last Five Years

Immigration History Society

Editor, Journal of American Ethnic History (Fall 2004-present)
Chair (2005, 2007, 2009, 2011, 2013); member (1996, 1999), Qualey Award Committee
(Best Article in Journal of American Ethnic History)
Executive Board (1988-91, Fall 2005-present)
Nominating Committee (1985-87)

Polish American Historical Association

President (1990-92)
Chair, Program Committee (1990, 1991)
First Vice President (1988-90)
Second Vice President (1986)
Advisory Council/Board of Directors (1981-82, 1985, 1994-present)
Nominations Committee (1992-98)
Awards Committee (1983-84, 2001-2002)
Kulczycki Dissertation Prize Committee (2001-2002)
Constitution and Rules Committee (Winter 2004, 1982)
Program Committee (1981)

History Cooperative

Representative for the Journal of American Ethnic History (2007-10)

Urban History Association

Board of Directors (1998-2001)
North American Book Prize Committee (1996)

Labor and Working Class History Association

Elections Committee (Fall 1999, Fall 2000)
Co-Chair, Constitutional Sub-Committee (1997-98)
Steering Committee (1997-99)

Social Science History Association

Nominating Committee (1988)

Kosciuszko Foundation

Scholarship Committee (1986-87)

E. Memberships/Offices Held in Public or Private Agencies Related to

Discipline in Last Five Years

Council of Directors, Polish American Congress (1990-92).

Member, "Urbanology" conference planning committee, Center for Creative Studies, Detroit, Michigan (1987-89).

Secretary to the Corporation and member of the Board of Directors, Preservation Detroit, citywide historic preservation organization (1984-86).

Advisory Board, University Cultural Center Study-Multiple Resource Historic District Nomination Project, Preservation Wayne, the campus historic preservation organization (Summer 1984, Summer 1985).

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Member, The Kosciuszko Foundation (New York City) (current).

Member, The Polish Museum of America (Chicago) (current)

F. Professional Consultation

1. Public Presentation as an Expert in Discipline

Introduction of Hamtramck Mayor Karen Majewski, awardee, at the Annual Pulaski Day Awards Banquet, Polish-American Central Citizens Committee, Hamtramck, Michigan (October 21, 2007)

Discussant at showing of Poletown Lives documentary film, Hamtramck Public Library, Hamtramck, Michigan, August 18, 2005.

"Canadian Studies at Wayne State University," talk given at inaugural meeting of the Windsor Chapter of the WSU Alumni Association, Windsor, Ontario, May 8, 2002.

30-minute television interview on "Urban Interiors" project on "Neil Shine's Detroit," Channel 56, October 13, 1989.

15-minute radio interview on "Urban Interiors" project on CJAM-FM, Windsor, Ontario, November 30, 1989.

15-minute WOMC/WDET radio interview on Polish-American history and my book, July 17, 1987.

30-minute radio interview on the history of immigration for "A Small World," WCAR radio program aired 2-3 p.m., May 20, 1981.

3. Consulting to Public Agencies, Foundations, Professional Associations

Grant Reviewer, Social Sciences and Humanities Research Council of Canada Standard Research Grants Program (Winter 2001, Fall 2003)

Grant Reviewer, National Endowment for the Humanities Division of Research and Education Programs (Fall 1997)

Division of Preservation and Access (Winter 1992, Summer 1992, Fall 1995)

Division of Research Programs (Fall 1982, Winter 1986, Fall 1990,
Fall 1991)
Office of Preservation (Winter 1990)
Division of Research Resources Program (Fall 1983)
Division of Public Programs (Fall 1981)
Grant Reviewer, Fund for the Improvement of Post-Secondary Education, U.S.
Department of Education (Summer 1993)

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Consultant, "Defining Community, Reexamining Society" Project, Department
of History, University of Michigan-Flint (1995-1996)
Consultant, "Reinforcing Community Values" Project, Department of History,
University of Michigan-Flint (1994-1995)
Motor City Exhibit Planning Group (for the Detroit Historical Museum),
City/University Consortium, Wayne State University (Fall 1991).
Historical Consultant, Central Industrial Park Project, Community and Economic
Development Department, City of Detroit, 1983-91.
Advisory Board, Ethnic Music Concerts, WSU Music Department and WDET-FM,
1990-91.
"Yes! Michigan" Center Advisory Subcommittee for the State Park Commission,
Lansing, Michigan, 1989-90.
Consultant, Labor Theatre Project, University of Michigan-Flint, 1986-87.
Historical Consultant, Exhibition of original photographs by Krystyna
Wlodarska-Baker, Kosciuszko Foundation, New York City, Winter 1985.
Consultant, Labor Studies Center, Institute of Labor and Industrial Relations,
Wayne State University, 1983.
Consultant, Self-Study Planning Project for Southeast Heritage Outreach Center,
Southeast Dearborn (Michigan) Community Council, National
Endowment for the Humanities, Spring 1982.
Consultant, Hamtramck (Michigan) Social Studies Curriculum Project, National
Endowment for the Humanities, Spring 1981.

G. Journal/Editorial Activity

1. Editorships

Editor, Journal of American Ethnic History (Fall 2004-present)
Editor, Polish and Polish-American Studies Series, Ohio University Press (1999-
present).
Guest co-editor, Can Editor, "Photos and Notes by Bruce Harkness,"
<http://www.bruceharkness.com> (2011).
Canadian Migration in the Great Lakes Region, special issue of
Mid-America 80, no. 3 (Fall 1998).
Editor, The History Connection: Newsletter of the Department of History,
Wayne State University (Winter 1992, Summer 1998).
Guest editor, The Polish Experience in America, special issue of the Journal of
American Ethnic History 16, no. 1 (Fall 1996).

Publisher, WSU Ethnic Studies Newsletter (1986-88)

2. Editorial Board Memberships

Editorial Board, Journal of American Ethnic History (1997-present)

Editorial Board, Polish American Studies (1986-present)

Editorial Advisory Board, Immigrants and Minorities (2013-present)

Editorial Board, Polish-Anglo-Saxon Studies, Adam Mickiewicz University, Poznań, Poland (2012-present)

H. Other Professionally Related Service

Chair, "Hold the Line: Enforcement Practices and Border Crossers at the American-Canadian Border, 1910s-1950s," Organization of American Historians Convention, Atlanta, Georgia (April 13, 2014)

Chair, Book Session on Wendy Roth's Race Migrations: Latinos and the Cultural Transformation of Race, Social Science History Association Meeting, Vancouver, British Columbia (November 1, 2012)

Moderator, Panel on "Oscar Handlin's Legacy: Immigration and Ethnic History," Organization of American Historians Convention, Milwaukee, Wisconsin (April 21, 2012).

Panelist, "Retrospective Panel on the Work of Nora Faires: Crossing Borders," Social Science History Association Meeting, Boston, Massachusetts (November 19, 2011)

Chair, Morning Session, Twenty-First Annual Wayne-Windsor Canadian Studies Symposium, University of Windsor, Windsor, Ontario (March 31, 2011)

Panelist, "Who 'Owns' Historic Identity? Who Gets to Teach Historic Identity?" History Graduate Association Program, Wayne State University (October 20, 2010)

Chair, "Housing and Banking Regulation: Lessons from Canada," Twentieth Annual Wayne-Windsor Canadian Studies Symposium, Wayne State University, Detroit, Michigan (March 25, 2010)

"Braci" [Brother/Embers], panel presentation at "Rudolph Vecoli: A Tribute and a Critical Appraisal of His Scholarship," Social Science History Association Meeting, Long Beach, California (November 14, 2009)

Panelist, "Writing Polish American History: The Stressed and the Missed," Polish American Historical Association annual meeting held at the American Historical Association Convention, Washington, D.C. (January 5, 2008)

Panelist, "Getting Your Research Published," Michigan Canadian Studies Roundtable, University of Michigan, Ann Arbor, Michigan (April 15, 2005).

Chair, "Border Issues" Session, Michigan Canadian Studies Roundtable, University of Michigan, Ann Arbor, Michigan (April 15, 2005).

Chair, "Planning the Downtown: Race, Space, and Planning Practice," Society for American City and Regional Planning History Conference, Philadelphia, Pennsylvania (November 3, 2001).

Chair, "East European Immigrants and Ethnics in New England," Polish American Historical Association held at the American Historical Association Convention, Boston, Massachusetts (January 6, 2001)

Chair, "International Labor Migrations," North American Labor History Conference, Wayne State University, Detroit, Michigan (October 20, 2000)

- Discussant, "Migration to and From Canada," Association for Canadian Studies in the United States Biennial Conference, Pittsburgh, Pennsylvania (November 19, 1999)
- Moderator, "Labor and Commemoration," North American Labor History Conference, Wayne State University, Detroit, Michigan (October 21, 1999)
- Chair, "Borders That Divide and Connect: U.S.-Canada Transnational Economic Ties and Their Social and Political Impacts," Organization of American Historians Convention, Toronto, Ontario (April 22, 1999).
- Chair, Plenary Discussion: "The Politics and Practice of Urban Education and the Liberal Arts," Conference on "The University and the City: Urban Education and the Liberal Arts," Wayne State University, Detroit, Michigan (March 5, 1999)
- Chair, Opening Plenary: "Vox Populi, Vox Civitatis," Conference on "The University and the City: Urban Education and the Liberal Arts," Wayne State University, Detroit, Michigan (March 4, 1999)
- Chair/Commentator, "Rethinking Immigration: Diasporas and Transnationalisms in the Twentieth-Century Americas," Social Science History Association Meeting, Chicago, Illinois (November 1998)
- Panelist, "Contadini in Chicago' Revisited," Social Science History Association Meeting, Chicago, Illinois (November 1998)
- Panelist, "American Polonia: Successes and Opportunities," American Council for Polish Culture, 50th Anniversary Convention, Troy, Michigan (July 7-12, 1998)
- Commentator, "Whither Immigration History?" joint session of the Immigration History Society and the Polish American Historical Association held at the American Historical Association Convention, Seattle, Washington (January 10, 1998)
- Facilitator, Labor History Association Planning/Organizational Workshop, Nineteenth Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 25, 1997)
- Commentator, "Ethnic and Suburban Identity in 20th-Century America," Conference on Defining Community, Reexamining Society," University of Michigan-Flint, September 20, 1996.
- Chair, "Polish or Polish-American? Ethnic, Cultural, and Political Conflict in Working-Class Communities in Milwaukee and Detroit, 1930-1950," Seventeenth Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 20, 1995)
- Chair, Immigration Policy, Legal Status, and Citizenship," Fifteenth Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 15, 1993)
- Co-chair, "Canadian Migration Patterns: Past and Present," Conference on Canadian Migration to Michigan and the Great Lakes: A Sharing of Cultures," Wayne State University, Detroit, Michigan (November 16, 1991)
- Commentator, Panel on "Processes of Acculturation in Europe and North America: A Comparative Perspective," Conference on Continental European Migration and Transcontinental Migration to North America: A Comparative Perspective," co-sponsored by the Deutsches Historisches Institut and the Labor Migration Project of the University of Bremen, Bremerhaven, Germany (August 18, 1991)
- Panelist, "Polish American History, Poland, and Polonia in the 1990s," Polish American Historical Association Mid-year Conference, Polish Community Center of Buffalo, Buffalo, New York (June 28, 1991)
- Commentator, "Internal, International, and Worldwide Migrations," Organization of

- American Historians Convention, Washington, D.C. (March 23, 1990).
- Panelist, "URBANology: The Future," Symposium on "Urbanology: The Illusion of Permanence," Marygrove College, Detroit, Michigan (June 17, 1989).
- Chair, "Ethnicity: Workplace Relations and Union Leadership," Tenth Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 21, 1988).
- Commentator, "Echoes of the Homeland," Social Science History Association Meeting, Chicago, Illinois (November 21-24, 1985).
- Chair, "Ethnicity and the CIO," Seventh Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 25, 1985).
- Commentator, "Minneapolis: The Making of a Scandinavian Cultural Capital, 1885-1985," Organization of American Historians Convention, Minneapolis, Minnesota (April 20, 1985).
- Commentator, "Polish Immigrant Workers and the Trade Unions in Europe and America," American Association for the Advancement of Slavic Studies Convention, New York City, New York (November 3, 1984).
- Chair, "The 'New' Immigration at the Turn of the Century: Case Studies," Social Science History Association Meeting, Toronto, Ontario (October 26, 1984).
- Commentator, "Two Films: Poletown Lives! and The Business of America," Sixth Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 18, 1984).
- Chair/Commentator, "Marriage and Ethnicity in American Cities," Social Science History Association Meeting, Bloomington, Indiana (November 7, 1982).
- Chair, "Labor and Repression, 1900-1920," Third Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 9, 1981).
- Commentator, "The Transformation of Industries and Neighborhoods, Chicago, 1870-1900," Organization of American Historians Convention, Detroit, Michigan (April 2, 1981).

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- Chair, "The (Not So) Great Depression of 2008-2010: Lessons from (for?) Canada (and the U.S.," 20th Annual Wayne-Windsor Symposium, Wayne State University, Detroit, Michigan (March 25, 2010)
- Chair, "Whose Great Lakes? The Politics of Water," 18th Annual Wayne-Windsor Symposium, Wayne State University, Detroit, Michigan (April 3, 2008)
- Chair, "Globalization and Borders in North America's Security Age: The European Roots of Canadian Identity," 16th Annual Wayne-Windsor Symposium, Wayne State University, Detroit, Michigan (April 6, 2006)
- Chair and organizer, "Security, the Border, and the Canada-U.S. Relationship," 14th Annual Wayne-Windsor Symposium, Wayne State University, Detroit, Michigan (April 1, 2004)
- Chair and organizer, "Teaching Canadian Studies," 12th Annual Wayne-Windsor Symposium, Wayne State University, Detroit, Michigan (February 28, 2002)
- Chair and organizer, "U.S./Canada Cross-Border Trade and Business Connections and Issues," 10th Annual Wayne-Windsor Symposium, Wayne State University, Detroit, Michigan (April 7, 2000)
- Chair and organizer, 2nd Annual Michigan Canadian Studies Roundtable, Wayne State University, Detroit, Michigan (March 31, 2000)
- Project Director and Chair, Conference on "The University and the City: Urban

- Education and the Liberal Arts," Wayne State University, Detroit, Michigan (March 4-6, 1999)
- Session organizer, "Borders That Divide and Connect: U.S.-Canada Transnational Economic Ties and Their Social and Political Impacts," Organization of American Historians Convention, Toronto, Ontario (April 22, 1999).
- Session organizer, "Urban Interiors--From Social Documentary to Applied History: Family, Diversity, and Community in Detroit," International Visual Sociology Association 1995 Annual Conference, Windsor, Ontario (July 1995)
- Session organizer, "Immigration History and Migration Studies Since Thomas and Znaniecki's The Polish Peasant in Europe and America," American Historical Association and Polish American Historical Association meetings (joint session), Chicago (December 1991).
- Program Co-chair and organizer, Conference on Canadian Migration to Michigan and the Great Lakes: A Sharing of Cultures," Wayne State University (1991).
- Program Chair, Polish American Historical Association Mid-year Conference, Polish Community Center of Buffalo, Buffalo, New York (1991)
- Session organizer, "From Oral History to Public History: Detroit's Urban Interiors Project," American Historical Association and Polish American Historical Association meetings (joint session), New York City (December 1990).
- Session organizer, Social Science History Association (1988).

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- Reader, Blackwell's (Winter 2007)
- Reader, Polity Press (Winter 2007)
- Reader, University of Pennsylvania Press (Winter 2001)
- Reader, Wayne State University Press (Winter 2000, Summer 1998)
- Reader, Altamira Books (Sage) (Summer 1997).
- Reader, Northern Illinois University Press (Spring 1996).
- Reader, Balch Institute for Ethnic Studies Press (1990, 1989).
- Reader, Cornell University Press (1988, Winter 1986).

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- Referee, Studies in Ethnicity and Nationalism (Summer 2012)
- Referee, Journal of Urban History (Winter 2012)
- Referee, Journal of Social History (Winter 2007)
- Referee, Michigan Historical Review (Winter 2004, Summer 2000, Winter 1993).
- Referee, Journal of Southern History (Fall 2003)
- Referee, Journal of American Ethnic History (Winter 2001, Winter 1998, 1988-93, 1985-86).
- Prentice Hall/Pearson Education (chapter) (Fall 2000)
- Referee, History of Education Quarterly (Winter 1999).
- Referee, Oral History Review (Summer 1997).
- Referee, Social Science History (Fall 1996).
- Referee, International Migration Review (Winter 1992, Spring 1986).
- Referee, Journal of American History (1989, Winter 1990, Summer 1990).

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Promotion referee, University of Windsor (Winter 2001)
Promotion referee, Northern Illinois University
(Summer 1998)
Promotion referee, University of Pittsburgh at
Greensburg (April 1997)

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Mary Patrice Erdmans, Case Western Reserve University (Spring 2012)
Tenure referee, The Catholic University of America (September 2004)
Tenure and Promotion referee, University of Michigan-Flint (January 1997)
Tenure and Promotion referee, Fairfield University (Connecticut) (November 1996)
Tenure referee, University of Connecticut at Stamford (September 1995)

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Search Committee (external member), Endowed Assistant Professorship in Polish and Polish
American Studies, University of Michigan-Dearborn (2012-13)

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Participated in program review for WSU Folklore Archive (Winter 1988).

WAYNE STATE UNIVERSITY

**Professional Record
Faculty**

NAME: Jorge L. China

DATE PREPARED: 10-17-2000

DATE REVISED: 10/17/2014

OFFICE ADDRESS: 3327 F/AB

HOME ADDRESS: Private

OFFICE PHONE: (313) 577-4378

HOME PHONE: Private

DEPARTMENT/COLLEGE: Urban, Labor and Metropolitan Affairs (1996-2005); Liberal Arts & Sciences (2005-present)

PRESENT RANK & DATE OF RANK: Associate Professor, 2003

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 1996, Assistant Professor

Year Awarded Tenure: 2003

Year Promoted to Associate Professor: 2003

Year Promoted to Full Professor:

CITIZEN OF: USA

EDUCATION:

Baccalaureate: Suny-Binghamton, Binghamton, NY, 1980

Graduate: M.A., Suny-Binghamton, Binghamton, NY, 1983
Ph.D, University of Minnesota, Minneapolis, MN, 1994

Postgraduate (postdoctoral seminars/institutes):

Harvard University, Boston, MA. *International Seminar on the History of the Atlantic World: Caribbean Resources for Atlantic History*, led by Dr. Bernard Bailyn, November 6-7, 1999.

Johns Hopkins University, Baltimore, MD, *Slavery and the Atlantic Plantation Complex: 1450-1890*, led by Dr. Philip D. Curtin, Summer 1995.

University of Virginia, Charlottesville, VA. *Global Change—the USA: African American and Latino History and Culture Since 1960*, June 25-29, 1992.

signature: _____

11/26/14

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:

Assistant Professor, Minnesota State University, Mankato, MN, 1991-1999 (tenured in 1996)
Assistant Professor, Metropolitan State University, St. Paul, MN, 1989-1991
Visiting Lecturer, Macalester College, St. Paul, MN, 1988-1989
Adjunct Instructor, John Jay College of Criminal Justice, NY, NY, Spring 1983

PROFESSIONAL SOCIETY MEMBERSHIP(S) [past & present]:

Organization of American Historians
National Association for Chicana and Chicano Studies
Middle Atlantic Council of Latin American Studies
Conference on Latin American History
American Society for Ethnohistory
American Historical Association
Association of Caribbean Historians
Puerto Rican Studies Association (Founding member)
National Association for Ethnic Studies
Southwest Council for Latin American Studies

HONORS/AWARDS:

Excellence in Education Award, Hispanic Business Alliance, Detroit, MI, 2008

Outstanding Alumni Achievement Award, Office of Opportunity Programs, The State University of New York, Albany, N.Y., 2007

Board of Governors Faculty Recognition Award, Wayne State University, 2006

Alumni Award of Excellence, Michael V. Boyd Educational Opportunity Program, Binghamton University, Binghamton, NY, 2005

Sigma Xi Honor Society, The Scientific Research Society, 2005

ALSAME Exceptional Service Award, Advocates for Latino Student Advancement in Michigan Education (ALSAME), 2005

President's Award for Excellence in Teaching, Wayne State University, 1999

Jessamine Allen Doctoral Dissertation Fellowship for Racial Minorities, Graduate School, University of Minnesota, Minneapolis, MN, 1987

Certificate of Recognition, Martin Luther King Program, College of Liberal Arts, University of Minnesota, Minneapolis, MN, 1987

Recipient, National Hispanic Scholar Award, National Hispanic Scholarship Fund, San Diego, CA, 1985, 1986, 1987

Departmental Honors, Latin American & Caribbean Area Studies Program, State University of New York at Binghamton, Binghamton, NY, 1980

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

Who's Who in America (Chicago: A.N. Marquis Co., 2011)

Who's Who in the Midwest: A Biographical Dictionary of Noteworthy Men and Women of the Central and Midwestern States (Chicago: A.N. Marquis Co., 1997)

Ramón Bosque-Pérez, compiler, *National Directory of Puerto Rican Professionals Working in Institutions of Higher Education in the United States* (New York: Higher Education Task Force, Centro de Estudios Puertorriqueños, 1992)

TEACHING

Years at Wayne State: 18

Years at Other Colleges/Universities: 10.6

John Jay College of Criminal Justice, NY, NY, 6 months (one semester)
Macalester College, St. Paul, MN, 2 years
Metropolitan State University, St. Paul, MN, 2 years
Minnesota State University, Mankato, MN, 6 years

Courses Taught at Wayne State in Last Five Years

Undergraduate

ANT 3110: Detroit Area Minorities: Arabs, Hispanics and African Americans
LAS/HIS 1910: Latin America from Independence to the Present
LAS 2420: History of Puerto Rico & Cuba
LAS/HIS 2430: Latinos in the United States
LAS 3610: Seminar in Latino Urban Problems I

Graduate

HIS 3995/6000: Special Topics in Latin American History
HIS 7990: Directed Studies

Essays/Theses/Dissertations Directed

Kimberly K. Steele, Ph.D. thesis: "Bound to Serve: Servants, Slaves, Apprentices, and Debtors under Indenture in the Old Northwest," Department of History. (Member of Dissertation Committee). Ongoing

Dolly Reina Tittle, Ph.D. thesis: "Transmodern Literature in the U.S.: A Critical Response to U.S. Interventionism," Department of Classical and Modern Languages, Literatures, and Cultures. (Member of Dissertation Committee). Ongoing

Silvana Rosa McGillis, Ph.D thesis: "Confinement and Images of the Grotesque and the Abject as a Metaphor of the Suffering in Ana María Shua's Novels," Department of Classical and Modern Languages, Literatures, and Cultures. (Member of Dissertation Committee). Ongoing

Sara Rebeca Wiercinski, Ph.D thesis: "The Representation of Power/Knowledge and Bio-Power in the Writings of Panamanian authors: Rose Marie Tapia, Mauro Zúñiga Araúz and Roberto Díaz Herrera," Department of Classical and Modern Languages, Literatures, and Cultures, 2014. (Member of Dissertation Committee).

Hortensia Groth, Ph.D. thesis: "El López Velarde de Fuentes: subrayados y variaciones velardeanas en Cristóbal Nonato," Department of Classical and Modern Languages, Literatures, and Cultures, 2008. (Member of Dissertation Committee).

Luisa Quintero, Ph.D. thesis: "El nuevo desorden en la mirada: abyección, alteridad y agenciamiento en la obra de Victor Gaviria," Department of Classical and Modern Languages, Literatures, and Cultures, 2007. (Member of Dissertation Committee).

Richard M. Fahoome, M.A. thesis: "The Transition from Slave Labor to Wage Labor in Cuban Sugar Plantations and the Exploitation of Haitian Sugar Workers," Department of Interdisciplinary Studies, 2007. (Co-advisor with Dr. Guérin Montilus, Anthropology Department)

José Gómez, Ph.D. thesis: "Historia y ficción: textos sobre la violencia en Colombia," Department of Classical and Modern Languages, Literatures, and Cultures, 2006. (Member of Dissertation Committee)

Mark Hoffman, M.A. thesis: "Argentina and the United States: the Peron Years," Department of History, 1999. (Member of M.A. Committee)

Kathryn Beard, M.A. thesis: "The Ganges has met the Nile: Creole and East Indian Cultural Interaction in Trinidad and British Guiana, 1856-1956," Department of History, 1999. (Member of M.A. Committee)

Curriculum Development

Latino/a Studies Minor, approved Fall 2011

LAS 1420: Introduction to Interdisciplinary Latino/a Studies, Fall 2011

LAS/HIS 1910: Latin America from Independence to the Present, Fall 1997.

RESEARCH

Funded Research in Last Five Years

“French Immigration/Influence in the Hispanic Caribbean” (offshoot of previously funded research that led to my published book in 2005).

“Irish Immigration/Influence in the Hispanic Caribbean,” Irish Latin American Research Grant, Society for Irish Latin American Studies, Switzerland, Summer 2005.

“West Indian Immigration/Influence in the Hispanic Caribbean,” Munusculum Grant, Humanities Center, WSU, Winter 2005.

Fellowships/Grants/Special Awards

Ministerio de Economía y Competitividad [Ministry of Economy and Competitiveness, Government of Spain], 2011-2014, co-pi for a research project on the impact of Spanish liberal constitutions on Puerto Rico during the first three decades of the 19th century.

Irish Latin American Research Grant, Society for Irish Latin American Studies, Switzerland, Summer 2005, to research Irish immigration in the Hispanic Caribbean.

Munusculum Grant, Humanities Center, WSU, Winter 2005, to help subsidize the publication of my book, *Racial Politics and Commercial Agriculture: The West Indian Immigrant Worker Experience in Puerto Rico, 1800-1850* (Gainesville, FL: University Press of Florida, 2005).

Mellon Foreign Area Fellowship, Winter 2000, to research the history of fugitive slaves in the Hispanic Caribbean during its pre-plantation era as a resident scholar in Library of Congress, Washington, D.C.

Small Research Grant, WSU, Fall 1999 to research and present a paper on the African Diaspora in Cuba.

Humanities Center International Travel Grant, WSU, Fall 1999, to deliver a paper in Cuba, July 2000.

Research Development Fund Grant, WSU, Winter 1999, to explore funding opportunities with the National Endowment for the Humanities.

University Research Grant, WSU, Summer 1999, to research the history of the Hispanic Caribbean during the Spanish colonial period at the *Archivo General de Indias*, in Seville, Spain.

Humanities Center Fellowship, WSU, Detroit, MI, 1998, to research freedom quest for escaped slaves in Puerto Rico.

Library Travel Grant, Center for Latin American Studies, University of Florida, Gainesville, FL., Summer 1998, to research history of maroons in Florida and the Caribbean.

Summer Faculty Research Grant, CULMA, WSU, Winter 1997, to research the social and economic history of Spanish colonial Puerto Rico.

Minority/Women Summer Grant, WSU, Winter 1997, to begin revising my dissertation while researching new materials at Puerto Rico's *Archivo General*.

Research Grant, Office of Research and Sponsored Programs, WSU, Summer 1997, to present a paper at the International Congress of Americanists in Quito, Ecuador.

NEH award for college teachers, Summer 1995, to participate in the seminar, "Slavery and the Atlantic Plantation Complex: 1450-1890," Johns Hopkins University, led by Dr. Philip D. Curtin.

PUBLICATIONS

Scholarly Book Published: Authored

Raza y trabajo en el Caribe hispánico: Los inmigrantes de las Indias Occidentales en Puerto Rico durante el ciclo agro-exportador, 1800-1850 (Seville, Escuela de Estudios Hispanoamericanos), forthcoming, 2015.

Race and Labor in the Hispanic Caribbean: The West Indian Immigrant Worker Experience in Puerto Rico, 1800-1850 (Gainesville, FL: University Press of Florida, 2005).

Chapters Authored:

"Miguel Enríquez (also Henríquez)," *Dictionary of Caribbean and Afro-Latin American Biography*. New York: Oxford University Press. Forthcoming.

"Latinos in Southeast Michigan," *A History of Race in Michigan: Struggles and Triumphs of Peoples of African, Arab, Asian, Latino, and Native American Descent*. Ed. Matt Hoerauf. W.K. Kellogg Foundation/Michigan Roundtable for Diversity and Inclusion, Detroit, MI, 2012.

"La Revolución Haitiana y su impacto en el Caribe", *Enciclopedia de Puerto Rico en Línea*. San Juan, PR: Fundación Puertorriqueña de las Humanidades, 2011. Available online at: <http://www.encyclopediapr.org/esp/article.cfm?ref=11112204&page=1>

“In the Royal Service of Spain: The Milicianos Morenos Manuel and Antonio Pérez during the Napoleonic Invasion, 1808-1812,” *Afro-Latino Voices: Narratives from the Early Modern Ibero-Atlantic World, 1550-1812*, pp. 315-25. Eds. Kathryn J. McKnight and Leo J. Garofalo. Indianapolis, IN: Hackett Publishing Co., 2009.

“Puerto Rico” [historiographical essay appearing under the heading “The Caribbean, the Guianas and the Spanish Borderlands”], *Handbook of Latin American Studies*. Austin: University of Texas Press, vols. 62 (2007), pp. 171-72 and 64 (2009), pp.171-74.

“Boricua,” *International Encyclopedia of the Social Sciences*, 2nd edition, vol. 1, pp. 355-56. Ed. William A. Darity, Jr. Detroit: Macmillan Reference USA, 2008.

“Puerto Rico,” *Oxford Encyclopedia of the Modern World*, vol. 6, pp. 280-83. Ed. Peter N. Stearns. New York and Oxford: Oxford University Press, 2008.

“Diasporic Marronage,” *Encyclopedia of the African Diaspora: Origins, Experiences, and Culture*, vol. 2, pp. 384-87. Ed. Carole Boyce Davies. Santa Barbara and Oxford: ABC-CLIO, 2008.

“Irish Indentured Servants, Papists and Colonists in Spanish Colonial Puerto Rico, ca. 1650-1800,” *Irish Migration Studies in Latin America*, vol. 5, no. 3 (November 2007). Available online at: <http://www.irlandeses.org/>.

“Maroons” (vol. 2, pp. 363-365) and “Ramón Emeterio Betances y Alacán” (vol. 1, pp. 70-1), *Encyclopedia of Emancipation and Abolition in the Transatlantic World*. Ed. Junius P. Rodríguez. N.Y.: M.E. Sharpe, 2007.

“Latinos,” *Encyclopedia of the Midwest*, pp. 262-4. Eds. Richard Sisson, Christian Zacher, and Andrew Cayton. Bloomington and Indianapolis, IN: Indiana University Press, 2007.

“Puerto Rico” (vol 5, pp. 706-7) and “Caribes” (vol. 1, pp. 184-5), *Colonial America: An Encyclopedia of Social, Political, Cultural, and Economic History*. Ed. James Ciment. N.Y.: M.E. Sharpe, 2006.

“Michigan,” *Encyclopedia Latina: History, Culture, Society*, vol. 3, pp. 150-52. Ed. Ilan Stavans. Danbury, CT: Grolier/Scholastic Library Publishing, 2005.

“Colonists and Settlers III—Caribbean,” *Iberia and the Americas: Culture, Politics, and History*, vol. 1, pp. 274-9. Ed. J. Michael Francis. Santa Barbara and Oxford: ABC-CLIO, 2005.

“Illustrative Episode: Puerto Rican” in Donald P. Irish, Kathleen F. Lundquist, and Vivian Jenkins Nelsen, eds., *Ethnic Variations in Dying, Death and Grief: Diversity in Universality* (Washington: Taylor & Francis, 1993).

Chapters Co-authored

“Puerto Rico,” co-authored with Jacquelyn Briggs Kent, *Encyclopedia of Latin American History and Culture*, vol. 5, pp. 408-415. Editor-in-chief, Jay Kinsbruner; Erick D. Langer, senior editor. Woodbridge, CT & Detroit, MI: Charles Scribner’s Sons, 2008.

Editorial Work

Scientific Committee, *La presencia irlandesa durante las Cortes de Cádiz en España y América, 1812: política, religión y guerra = The Irish presence at the Cortes of Cadiz: Politics, Religion and War*. Edited by Enrique García Hernán and Carmen Lario Oñate. Valencia, Spain: Albatros Ediciones, 2013.

Editorial Committee, *Agua y Territorio (Water and Landscape)*, a bi-annual journal published by the Universidad de Jaén, Jaén, Spain), 2013-present.

Contributing editor, *Handbook of Latin American Studies*. Austin: University of Texas Press. Annotated over 80 articles and books and wrote summaries on Puerto Rico historiographical trends for vols. 62, pp. 171-72 (2007) and 64 (2009), pp. 171-74.

Associate Editor, *Encyclopedia of Latin American History and Culture*, 6 volumes. Jay Kinsbruner, editor-in-chief; Erick D. Langer, senior editor. Woodbridge, CT & Detroit, MI: Charles Scribner’s Sons, 2008.

Guest Editor, Special issue on “The Irish in the Caribbean,” *Irish Migration Studies in Latin America*, vol. 5, no. 3 (November 2007), available online at: <http://www.irlandeses.org/>

Journal Articles: Refereed

“Spain is the merciful heavenly body whose influence favors the Irish”: “Jaime O’Daly y Blake, Enlightened Immigrant, Administrator and Planter in Late Bourbon-Era Puerto Rico, 1776-1806,” *Tiempos Modernos: Revista electrónica de Historia Moderna*, 7:25 (2012), pp. 1-33.

“Confronting the Crisis of the Puerto Rican Plantation System: Bureaucratic Proposals for Agricultural Modernisation, Diversification, and Free Labour in Puerto Rico, 1846-1852,” *Journal of Latin American Studies*, 42:1 (2010), 121-54.

“Diasporic Marronage: Some Colonial and Intercolonial Repercussions of Overland and Waterborne Slave Flight, with Special Reference to the Caribbean Archipelago,” *Revista Brasileira do Caribe*, 10:19 (2009), 259-284.

“Un discurso esclavista de la Ilustración: la trata negrera en el proyecto plantocrático de Louis Balbes des Berton, duque de Crillon y Mahón,” *Revista Complutense de Historia de América*, 34 (2008), 257-268.

“Francophobia and Interimperial Politics in Late Bourbon Puerto Rico: The Duke of Crillón y Mahon’s Failed Negotiations with the Spanish Crown, 1776-1796,” *New West Indian Guide/Nieuwe West-Indische Gids*, 80:1-2 (2007), 37-53.

“The Control of Foreign Immigration in the Spanish American Colonial Periphery: Puerto Rico during its Transition to Commercial Agriculture, c.1765-1800,” *Colonial Latin American Historical Review*, 11:1 (2002), 1-33.

“Fissures in *el Primer Piso*: Racial Politics in Spanish Colonial Puerto Rico during its Pre-Plantation Era, c.1700-1800,” *Caribbean Studies*, 30:1(2002), 169-204.

“Deconstructing the Center, Centering the Margins: Revisiting Eurocreole Narratives on the History of Colonial Latin America,” *Revista Mexicana del Caribe*, 6:11 (2001), 261-273.

“The Spanish Immigrant Joseph Martín de Fuentes: A Self-Styled Reformer, Imperial Watchdog and Nativist in Puerto Rico at the end of the Eighteenth Century,” *Revista Mexicana del Caribe*, 6:12 (2001), 85-109.

“A Quest for Freedom: The Immigration of Maritime Maroons into Puerto Rico, 1656-1800,” *Journal of Caribbean History*, 31: 1/2 (1997), 51-87.

“Race, Colonial Exploitation and West Indian Immigration in Nineteenth-Century Puerto Rico, 1800-50,” *The Americas: A Quarterly Journal of Inter-American Cultural History*, 52:4 (1996), 495-519.

Book Reviews in Academic Journals

Robert Whitney and Graciela Chailloux Laffita, *Subjects or Citizens: British Caribbean Workers in Cuba, 1900-1960* (Gainesville: University Press of Florida, 2013), *American Historical Review*, 119: 4 (2014): 1315-1316.

M.C. Mirow, *Florida’s First Constitution, the Constitution of Cádiz: Introduction, Translation, and Text* (Durham, North Carolina: Carolina Academic Press, 2012), *Anuario de Estudios Americanos*, 71:1 (2014), 346-348.

María Teresa Cortés Zavala, *Los hombres de la nación. Itinerarios de progreso económico y el desarrollo intelectual, Puerto Rico en el siglo XIX* (México: Universidad Michoacana de San Nicolás de Hidalgo/Ediciones Doce Calles, 2012), *Historia Ambiental Latinoamericana y Caribeña*, 3:2 (2014), 522-525.

Stephan Palmié and Francisco A. Scarano, eds., *The Caribbean: A History of the Region and its People* (Chicago and London: The University of Chicago Press, 2011), *CENTRO: Journal of the Center for Puerto Rican Studies*, 25:1 (2013), 247-251.

Michele Reid-Vazquez, *The Year of the Lash: Free People of Color in Cuba and the Nineteenth-Century Atlantic World* (Athens and London: The University of Georgia Press, 2011), *New West Indian Guide/Nieuwe West-Indische Gids*, 87:3-4 (2013), 386-388.

Gillian McGillivray, *Blazing Cane, Sugar Communities, Class and State Formation in Cuba, 1868-1959* (Durham & London: Duke University Press, 2009), *Journal of Latin American Studies*, 44:3 (2012), 618-620.

Antonio Santamaría García and Consuelo Naranjo Orovio, eds., *Más allá del azúcar: política, diversificación y prácticas económicas en Cuba, 1878-1930* (Madrid: Ediciones Doce Calles, 2009), *Caribbean Studies*, 38:2 (2010), 220-222.

Manuel Barcia, *Seeds of Insurrection: Domination and Resistance on Western Cuban Plantations, 1808-1848* (Baton Rouge, LA: Louisiana State University Press, 2009), *Journal of Latin American Studies*, 42:2 (2010), 660-662.

David Luis-Brown, *Waves of Decolonization: Discourses of Race and Hemispheric Citizenship in Cuba, Mexico, and the United States* (Durham and London: Duke University Press, 2008), *History: Reviews of New Books*, 38:2 (April 2010), 49.

Gervasio Luis García and Emma Dávila Cox, compilers, *Puerto Rico en la mirada extranjera: la correspondencia de los cónsules norteamericanos, franceses e ingleses, 1869-1900* (Río Piedras: Universidad de Puerto Rico, Centro de Investigaciones Históricas y Decanato de Estudios Graduados e Investigación, 2005), *Caribbean Studies*, 35:1 (2007), 280-282.

Luis A. Figueroa, *Sugar, Slavery, and Freedom in Nineteenth-Century Puerto Rico* (Chapel Hill: The University of North Carolina Press, 2005), *Colonial Latin American Historical Review*, 13: 2 (Spring 2004), 191-192.

Steward R. King, *Blue Coat or Powdered Wig: Free People of Color in Pre-Revolutionary Saint Domingue* (Athens: University of Georgia Press, 2001), *The Americas: A Quarterly Journal of Inter-American Cultural History*, 60:1 (July 2003), 125-127.

Birgit Sonesson, *Puerto Rico's Commerce, 1765-1865: From Regional to Worldwide Market Relations* (Los Angeles: UCLA Latin American Center Publications, 2000), *Colonial Latin American Historical Review*, 10: 3 (2001), 388-390.

Félix V. Matos Rodríguez, *Women and Urban Change in San Juan, Puerto Rico, 1820-1868* (Gainesville, FL: University Press of Florida, 1999), *Journal of Latin American Studies*, 33:4 (2001), 890-891.

Christopher Schmidt-Nowara, *Empire and Antislavery: Spain, Cuba, and Puerto Rico, 1833-1874* (University of Pittsburgh Press, 1999), *Mesoamerica*, 40 (2000), 217-220.

José Trías Monge, *Puerto Rico: The Trials of the Oldest Colony in the World* (New Haven: Yale University Press, 1997), 228. *The Americas: A Quarterly Journal of Inter-American Cultural History*, 56:1 (1999), 140-141.

Luis M. Díaz Soler, *Puerto Rico: desde sus orígenes hasta el cese de la dominación española* (Río Piedras: Universidad de Puerto Rico, 1995), *New West Indian Guide/Nieuwe West-Indische Gids*, 71 1/2 (1997), 130-132.

David R. Maciel and Isidro D. Ortiz, eds., *Chicanas/Chicanos at the Crossroads: Social, Economic, and Political Perspectives* (Tucson: The University of Arizona Press, 1996), *The Ethnic Studies Review*, 19: 2/3, (1996), 238-340.

Book Reviews in Magazines/Newspapers/Online Venues

Joseph C. Dorsey, *Slave Traffic in the Age of Abolition: Puerto Rico, West Africa, and the non-Hispanic Caribbean, 1815-1859* (Gainesville: University Press of Florida, 2003), published electronically in H-Lat-Am (<http://www.h-net.org/~latam/>).

George Andrews Reid, *Afro-Latin America, 1800-2000* (Oxford University Press, 2004), *The Hispanic Outlook in Higher Education*, April 11, 2005, p. 54.

Non-refereed Newspaper Articles

“La Educación Postsecundaria: Lo Que Todo Estudiante Debe Saber,” *Latino Press* (under Education section 9), Detroit, MI, November 26, 2009.

Papers Presented

-Invited and/or Refereed Internationally or Nationally

“Beyond Slave Labor: Exploring Shifting Sources of Unfree Labor in the Colonial Americas after 1700,” *Organization of American Historians*, San Francisco, CA, April 14th, 2013.

“From Chicano-Boricua Studies to Latino and Latin American Studies,” *National Association for Chicana and Chicano Studies Conference*, Chicago, IL, March 17, 2012.

“Cimarronaje marítimo en el Caribe: la ruta Jamaica-Cuba, (1650-1800),” presented in the panel “Negritud en el Caribe Hispano,” *El Caribe Hispano: Hacia un Campo de Estudio Propio*, Santo Domingo, Dominican Republic, July 26, 2011.

“El estudio de la inmigración de trabajadores antillanos en el Puerto Rico del siglo xix,” Departamento de Ciencias Sociales y Artes Liberales, Universidad Interamericana, San Germán, Puerto Rico, March 16, 2011.

“Confronting the Crisis of the Puerto Rican Slave-Based Plantation System: Bureaucratic Proposals for Agricultural Modernisation, Diversification, and Free Labour, c. 1846-1852.” Presented in the panel: “The Long History of Servitude, Labor Control, and Imprisonment in the Ibero-American World: A Tribute to Stuart B. Schwartz, Part 2, *American Historical Association/ Conference on Latin American History*, San Diego, CA, January 9, 2010.

“Diasporic Marronage: Some Colonial and Intercolonial Repercussions of Seaborne Slave Flight, c. 1655-1800, with Special Reference to the Caribbean Archipelago,” *53th International Congress of Americanists*, Universidad Ibero-Americana, Mexico City, Mexico, July 21, 2009.

“Cimarronería cultural en el Caribe: resistencia africana, amerindia y mestiza frente al colonialismo” and “Reformas borbónicas e historia étnoracial del Caribe,” Instituto de Estudios Filológicos, Centro de Estudios Mayas, Universidad Nacional Autónoma de México, July 27/28, 2009.

“Jaime O’Daly y Blake: Enlightened Irish Planter-Administrator in late Bourbon Puerto Rico, 1776-1826,” *CUNY Institute for Irish-American Studies*, Lehman College, City University of New York, Bronx, NY, March 8, 2006 and at the *Adventurers, Emissaries and Settlers: Ireland and Latin America Conference* sponsored by the Society for Irish Latin American Studies Conference, National University of Ireland, Galway, Ireland, June 27, 2007.

“Diasporic Marronage: Some Colonial, Intercolonial and Global Repercussions of Slave Flight,” *Cultures in Conflict: Oceanic Encounters, Trade, and Empires 1500-1700*, University of Toledo, Toledo, MI, April 14, 2006.

“Race, Slavery, and Immigration in the 19th-Century Caribbean,” *The Fourth Biennial Allen Morris Conference on the History of Florida and the Atlantic World*, Florida State University, Tallahassee, FL, February 24, 2006.

“Trans-Caribbean Labor Migration into Puerto Rico, 1750-1850,” *Conference on Latin American History*, Philadelphia, PA, January 7, 2006.

“Jamaican Maroons in Eastern Cuba: A Diasporic, Intercolonial Research Agenda,” *Associação Para o Estudo da Diáspora Africana no Mundo/Association for the Study of the Worldwide African Diaspora*, Rio de Janeiro, Brazil, October, 5, 2005.

“Ethnic Prejudice and Anti-Immigrant Policies in Times of Economic Stress: Mexican Repatriation from the United States, 1929-1939,” *Coloquio Mexicanos en Diáspora: Repatriación de los México-Estadounidenses en 1930*, Colegio de San Luis, San Luis Potosí, Mexico, June 14, 2004.

“Beyond *Siglos en Blanco*: Restoring the “Polyphonic Totality” to Puerto Rico’s Forgotten Eighteenth Century,” *Conference on Latin American History*, Chicago, IL, January 2003.

“The Racial Dimension of Spanish Immigration Policy in Puerto Rico: Its Ethnogenesis in the Eighteenth Century,” *Middle Atlantic Council of Latin American Studies*, Howard University, Washington, D.C., March 30-1, 2001.

“Maritime Marronage: The Self-Liberation Strategies of Runaway Slaves from Jamaica who Fled by Sea to Cuba, c.1650-1800,” *International Cultural Encounter in Cuba: History, Culture and Society in the African Diaspora*, La Habana, Cuba, July 23-30, 2000.

“Trans-Caribbean Mobility and the Plantation Complex: The Changing Racial Reception of 'Maritime' Maroons in Puerto Rico, 1700-1838,” *49th International Congress of Americanists*, Pontificia Universidad Católica del Ecuador, Quito, Ecuador, July 10, 1997.

“'Maritime' Maroons and 'Masterless' Migrants: The Free-Black Experience in Nineteenth-Century Puerto Rico,” *4th Annual Conference of the African, African-American, Development, Education and Training Institute (AADERT)*, Springfield College, Springfield, MA, April 4, 1997.

“A Legacy of Motion: Freedom and Economic Survival among Non-White Immigrants in Nineteenth-Century Puerto Rico,” *The African Diaspora: African Origins and New World Self-Fashioning Conference*, Binghamton University, Binghamton, NY, April 12, 1996.

“From Reformism and Racism: Free Colored Immigrants in Puerto Rico, 1800-1850,” *American Society for Ethnohistory*, Kalamazoo, MI, November 3, 1995.

“Race, Colonial Exploitation and West Indian Immigration in Nineteenth-Century Puerto Rico, 1800-50,” *27th. Annual Conference, Association of Caribbean Historians*, Georgetown, Guyana, April 3, 1995.

“Sources and Patterns of West Indian Migration to Puerto Rico, 1750-1850,” *22th. Annual conference, National Association for Ethnic Studies*, Kansas City, MO, March 17, 1994.

-Invited and/or Refereed Locally/Regionally

“‘I am a Vassal of the King of Spain, a Landowner and Resident of the Island of Puerto-Rico’: Jaime O’Daly y Blake and the Anti-Foreign Backlash during the 1797 British Attack on Puerto Rico,” *Humanities Center Brown Bag Colloquium Series*, Wayne State University, October 9, 2014.

“Slavery and Free Labor during Spain’s ‘Constitutional’ Rule in Puerto Rico, 1812-1838,” *Humanities Center Brown Bag Colloquium Series*, Wayne State University, October 8, 2013.

“Decontaminating Blackness, Whitenizing Labor: The Politics of “Blanqueamiento” in the Hispanic Caribbean, 1800-1850,” *CULMA Research Colloquium*, F/AB 3339, Wayne State University, October, 10, 2004.

“Between Slavery and Freedom: West Indian Laborers in Puerto Rico, 1800-1850,” *23rd Annual North American Labor History Conference*, Wayne State University, October 18, 2001.

“The Immigration of Maritime Maroons in Puerto Rico, 1656-1800,” *Humanities Center Brown Bag Colloquium Series*, Wayne State University, Detroit, MI, November 24, 1998.

“A Bridge to Freedom or Freedom Abridged?: The Changing Reception of “Maritime” Maroons (Runaway Slaves) in Puerto Rico, 1700-1838,” *Department of History Fall Colloquium Series*, Wayne State University, Detroit, MI, October 21, 1997.

-Invited Seminars or Lectures Presented in Last Five Years

Keynote speaker, “Color, Race and Social Control in the Hispanic Caribbean, 1765-1850,” *Latin American and Latino/a Studies Student Research Conference*, Bowling Green State University, April 2, 2014.

Keynote speaker, “Another Chance” General Education Degree Completion Ceremony, Detroit Hispanic Corporation/Department of Africana Studies, Wayne State University, June 20, 2013.
“Latino History and Culture,” *International Institute*, Schoolcraft College, Livonia, MI, March 26, 2012.

“Enlightened Agriculture at the Closing of the African Slave Trade: Puerto Rico, C. 1840-1852,” *Humanities Center Brown Bag Colloquium Series*, Wayne State University, Detroit, MI, February 18, 2009.

“Latino History and Culture: Global Roots, Local Branches,” *Multicultural Student Support Services Brown Bag Series*, Lawrence Technological University, Southfield, MI, September 29, 2009.

“Hispanic Heritage Month: ‘Embracing the Fierce Urgency of Now,’” keynote address, Drug Enforcement Administration, Detroit, MI, October 16, 2009.

“The Impact of Family Culture in Healthcare Decisions,” *Wayne County Health and Human Services Inaugural Multicultural Advisory Conference*, University of Michigan, Dearborn, Dearborn, MI 48126, March 5, 2010.

“Barriers to the Education of Minorities,” Luncheon address, *The Urban Minority Alcoholism & Drug Abuse Outreach Program*, Toledo, Ohio, August 14, 2008.

“A Latino Historical National and International Perspective,” *Multicultural Immersion Program*, Casa de Unidad Cultural Arts & Media Center/New Detroit, Detroit, MI, presented every summer, 1998-2008.

“Transatlanticism: Re-Historicizing Puerto Rico and Cuba from a Global Perspective,” *Humanities Center Brown Bag Colloquium Series*, Wayne State University, Detroit, February 21, 2006.

“Latino Identity and Minority Status: Some Sociohistorical Connections,” *Summer Institute for Latino Public Policy*, Mauricio Gastón Institute for Latino Community Development and Public Policy/Inter-University Program for Latino Research, George Washington University, Washington, DC, July 19, 2005.

“Understanding Cuban History and Culture: Amerindian, European, African, and Asian Roots,” *Cuba from the Inside Looking Out: Art, History, Religion, and Politics Symposium*, Helen L. Deroy Auditorium, Wayne State University, October 2, 2004.

“Afro-Latino Diasporic Connections: Reconstructing Black History and Identity in Latin America and the Caribbean” *African American Child Symposium 2004: Revisiting Brown v. Board of Education 50th Anniversary*, Detroit Public Schools, Detroit, MI, June 5th, 2004.

Contributions as Chair, Moderator, Commentator, Panelist, Organizer

Panelist, “Slave Resistance and the 1812 Constitution in Puerto Rico,” *Issues of Citizenship, Ideology, Race, and Class in the Spanish Speaking Caribbean*, Dominican Studies Institute, City College of New York-CUNY, March 3, 2014.

Panelist, “A Nation of Strangers: The Economics of Immigration and Innovation,” *Global Village Week Program*, Lawrence Technological University, Southfield, MI, August 19, 2013.

Panel organizer, “Negritud en el Caribe Hispano,” *El Caribe Hispano: Hacia un Campo de Estudio Propio*, Santo Domingo, Dominican Republic, July 26, 2011.

Moderator, “A Class Apart: Examining a Landmark Jury Discrimination Case [14th Amendment case, *Hernández v. Texas*] from the Latino Perspective,” Wayne State University Law School, Detroit, Michigan, Friday, April 3, 2009.

Chair and Commentator, “Coerced Labor, Contested Freedom in the Early Modern Atlantic World,” *North American Labor History Conference*, Wayne State University, Detroit, MI, October 19, 2007.

Chair, “Roundtable: Slavery in Caribbean History: Recent Historiography,” *Conference on Latin American History*, Atlanta, Georgia, January 5, 2007.

Panelist, “Building Bridges Among Latino, Latin American, Chicano, Cuban, Dominican and Puerto Rican, Studies” Workshops I & II, *Latin American Studies Association*, San Juan, P.R., March 15, 2006.

Chair and Commentator, “Adaptation and Resistance: Native Responses to Conquest in Latin America,” in *Cultures in Conflict: New Perspectives on Encounters with Native Peoples of the Americas*, University of Toledo, Toledo, MI, April 9, 2005.

Commentator, “New Directions in Caribbean Studies: Cuba and Trans-National History,” *Conference on Latin American History*, Seattle, Washington, January 7, 2005.

Commentator, "The Haitian Revolution and Caribbean History," Caribbean Studies Committee Panel, *Conference on Latin American History*, Washington, D.C., January 5, 2004.

Chair and Commentator, "Resisting Slavery in the Late Colonial Caribbean," 28th *Great Lakes History Conference*, Grand Valley State University, Grand Rapids, MI, November 8, 2003.

Moderator for panel, Comparative Ethnic Relations, *Racialized Identities in the City: Implications for the Twenty-First Century*, Wayne State University, Detroit, MI, March 22-3, 2001.

Commentator for panel, Redistributive Education: The Burdened and the Privileged, *The University and the City: Urban Education and the Liberal Arts Conference*, Wayne State University, Detroit, MI, Winter, 1999.

Panel chair, "Memory as Social Action: Nation, Class and Gender in Social Transformations across Latin America and Africa--Historical and Anthropological Perspectives," 18th *Annual North American Labor History Conference*, Wayne State University, Detroit, MI, October 19, 1996.

SERVICE

Administrative Appointments at Wayne State in Last Five Years

Director, Center for Latino & Latin American Studies (formerly, Center for Chicano-Boricua Studies), September 2003-present

Committee Assignments in Last Five Years and Future

CLAS Review Advisory Panel, Anthropology Department (Winter/Spring 2014)

CLAS Review Committee, CEEM Program, Fall 2011

WSU Membership Administrator, Hispanic Association of Colleges and Universities (HACU), 2013-

iStart Faculty Mentor, Academic Success Center, Summer 2008; Summer 2009

Presidential Search Committee, Fall 2007-Spring 2008

Board of Governors Faculty Recognition Award Selection Committee, Fall 2007

Southeast Michigan Latino Economic Impact Study Committee, Winter 2008-present

CBS Library Liaison, Fall 1996-Fall 2003

University Committee Membership

Multicultural Experience in Leadership Development Campus Advisory Committee, 1999-2000

Committee for Minority Faculty Scholarship & Support, 1996-1998

KCP Future Faculty Fellowship Program, Winter 1997

Thomas C. Rumble University Graduate Fellowship, Winter 1997

Graduate Professional Scholarship, Winter 1997

College/Department Committee Membership

CLLAS Undergraduate Research Advisory Committee, Winter 2013
Department of History Minority Recruitment, Fall 1997-Fall 2002
Department of History Social Activities Committee, Fall 2001-Fall 2003
Department of History Salary Committee, Fall 1998-Winter 1999
CULMA Faculty Hearing Panel, 1997-8 Academic Year
CULMA Student Due Process Policy Hearing Committee, 1997-8 Academic Year
CULMA Latin American Studies Committee, Winter 1997
Department of History Teaching Alliance, Fall 1996-Winter 1997

Positions Held in Professional Associations in Last Five Years

Grant Competition Selection Committee, Society for Irish Latin American Studies, 2008
Chair, Caribbean Studies Committee, Conference on Latin American History, 2005-7
Secretary, Caribbean Studies Committee, Conference on Latin American History, 2003-4

Other Professional Service

H-LATAM (History, Latin America) Advisory Board, a member of the H-Net Humanities & Social Sciences Online initiative and affiliated with the Conference On Latin American History (CLAH), 2005-2007.

Consultant, American Social History Project, Mott Foundation, 2012-present

Peer-reviewed articles for *Caribbean Studies* (2005; 2008; 2009), *Text & Performance Quarterly* (2007), *Colonial Latin American Historical Review* (2004; 2007), *The Americas: A Quarterly Review of Inter-American Cultural History* (2006); *Social Science History* (2009), *Memorias: Revista digital de Historia y Arqueología desde el Caribe* (2013); and *Anuario de Estudios Americanos* (2013).

External evaluator for book manuscripts from University of Illinois Press (2011); Oxford University Press (2012); Routledge (2012); and the Office of Publications and Cultural Heritage, Spain's Ministry of Defense (2013).

External peer reviewer for faculty tenure and promotion committees at Hunter College-CUNY, Grand Valley State University, Pennsylvania State University and Wayne State University.

Public Service

Board Member, Civics Café, Detroit, MI, 2014-

Member, American Civil Liberties Union of Michigan, 2013-

Internal Board, Labor@Wayne, Wayne State University, Detroit, MI, 2012-

Chair, Equity Network Committee, Michigan Roundtable for Diversity and Inclusion, 2013.

“Humanities Scholar” consultant, “Youth Research and Create Protect at the Academy of the Americas” Living Arts, Detroit, MI, Fall 2009-Winter 2010.

Board of Directors, Michigan Humanities Council, 2010-12

Board Member, Hispanic Learner Task Force, Minnesota State Department of Education, 1991-2.

Media

Interviewed for story, “Mixed greetings awaits border kids,” by Shawn D. Lewis, *The Detroit News*, August 24, 2014.

Interviewed by *Radio Francia Internacional* (French International Radio) about the potential impact of Detroit’s bankruptcy on the city, October 23, 2013.

Served as expert historian on Spanish explorer Juan Ponce de León, *PBS Genealogy Roadshow*, July 9, 2013. Show aired September 23, 2013.

Interviewed/quoted in the video production, “Detroit: Caida y Revolucion,” directed and edited by Spanish filmmaker Borja Costa Sagué, 2013. Premiered in Youtube:
http://youtu.be/ZYjFUrwDU_o

Interviewed/quoted in CNN story, “One word with many meanings translates into sports controversy,” by Catherine E. Shoichet, *CNN*, December 21, 2011.

Interviewed/quoted in story, “Michigan becoming more diverse: Census shows more Asian, Hispanic growth,” by John Flesher, *Associated Press*, March 26, 2011.

TV appearance in *CBS Detroit/CW50* hosted by Ber-Henda Williams, community correspondent, to highlight the establishment of a Latino Heritage Room at Wayne State University, Detroit, MI, February 4, 2010.

TV appearance in “Street Beat” to highlight Latino leadership, *CBS Detroit/CW50 Public Affairs Show*, Detroit, MI, October 4th, 2007.

Interviewed/photograph for the story, “Four Latino Ambassadors,” *Ambassador Magazine*, Detroit, MI, 2007.

Guest Editorial, “Latinos excel at Wayne State,” *Detroit News*, December 26, 2006.

Interviewed for the story, “Mexican Repatriation,” Stateside Segment, *Michigan Public Radio*, June 17, 2005.

Interviewed for the story, "Thrown out: The Depression-era deportation of thousands of Mexicans still resonates in Detroit and beyond," *Metro Times: Metro Detroit's News, Arts and Culture Weekly*, July 28, 2004.

Interviewed for the story, "Obstacles abound to Hispanics in youth soccer," *The Albuquerque Tribune*, September 27, 2004.

Interviewed for the story, "Minority Students Wish for More Inclusion," *The South End*, Wayne State University, Detroit, MI, February 25, 1998.

Interviewed for the story, "More Hispanics in Michigan Head to College," interviewee, *Detroit News*, September 29, 1997.

Interviewed for the radio story, "Cultural Differences in the United States," *WXYZ-AM Radio*, Southfield, MI, 11-12noon, September 16, 1997.

WAYNE STATE UNIVERSITY

NAME: José Cuello

DATE PREPARED: Date Prepared: 9-22-89
DATE REVISED: 10-30-14

OFFICE ADDRESS:

3127 F/AB

OFFICE PHONE: None

DEPARTMENT/COLLEGE: Department of History / Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate Professor, 1989

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 1989
Year Awarded Tenure: 1989
Year Promoted to Associate Professor: 1989

Director, Center for Chicano-Boricua Studies, 1989-2002
Faculty attached to Center for CBS,
now Latino and Latin American Studies, 2002-present

CITIZEN OF: United States of America

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: University of Illinois - Chicago, 1969
Graduate: University of California - Berkeley Ph.D. 1981

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):
[Not administrative appointments; see below.]

Marquette University, Milwaukee, WI, 1983-88, Assistant Professor

signature: _____ José Cuello _____ 03-26-14

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Historical Association (AHA)
Conference on Latin American History (CLAH)

HONORS/AWARDS:

National Endowment for the Humanities Fellowship, 1988-1989
President's Award for Excellence in Teaching, 2006

I. TEACHING

A. Years at Wayne State: 25

B. Years at Other Colleges/Universities (please list):

Marquette University, Milwaukee, WI - 1983-88

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

HIS 1300: Europe and the World

HIS 2440/ LAS 2410: The History of Mexico

HIS 1900/ LAS 1900: Colonial Latin American History

HIS 5234 / LAS 5234 Race in Colonial Latin America

2. Graduate

HIS 7234 Race in Colonial Latin America

II. RESEARCH

A. Research in Progress, Not Funded

The Cosmology of the First Nations in the Colonial North of Mexico
Spanish Stereotypes of the First Peoples in the Colonial North of Mexico
Race and Class in Colonial Mexico: The Northeastern Frontier

III. PUBLICATION

signature: _____ José Cuello _____ 10-30-14

A. Scholarly Books Published

1. Authored

Saltillo colonial: orígenes y formación de una sociedad mexicana en la frontera norte. (Universidad Autónoma de Coahuila / Archivo Municipal de Saltillo, Mexico 2004).

El norte, el noreste y Saltillo en la historia colonial de México (Archivo Municipal de Saltillo, Mexico, 1990).

B. Chapters Published

1. Authored

"Racialized Hierarchies of Power in Colonial Mexican Society: The 'Sistema de Castas' as a Form of Social Control in Saltillo," in *Choice, Persuasion, and Coercion: Social Control on Spain's North American Frontier.* ed. by Frank de la Teja and Ross Frank (New Mexico University Press, 2005), 201-226.

"Introduction: Chicana/ o History as a Social Movement" in Voices of a New Chicana/ o History, ed. by Refugio Rochin and Dennis Valdés, (East Lansing, MSU Press, 2000), 1-22.

"Las élites en el noreste de la Nueva España" in Cirulos de poder en la Nueva España, ed. by Carmen Castañeda (Mexico, 1998), 143-165.

"El mito de la hacienda colonial en el norte de México, in Empresarios, indios y estado. Perfil de la economía mexicana (Siglo XVIII), ed. by Arij Ouwneel and Cristina Torales Pacheco, (Amsterdam, 1988), 186-205.

C. Journal Articles Published

1. Refereed Journals

"Socioeconomic Involution in Colonial Saltillo, 1577-1821," European Review of Latin American and Caribbean Studies/Revista Europea de Estudios Latinoamericanos y del Caribe (December, 1990).

"The Persistence of Indian Slavery and Encomienda in the Northeast of Colonial Mexico, 1577-1723," The Journal of Social History, 21:4 (Summer, 1988), 683-700.

"The Economic Impact of the Bourbon Reforms and the Late Colonial Crisis of Empire at the Local Level: The Case of Saltillo, 1777-1817," The Americas, 44:3 (January, 1988), 301-323.

2. Nonrefereed Journals

"Curbing Illegal Immigration from Mexico: Obstacles to a Successful Legislative Solution," USA Today (the journal), vol. 114, no. 2490 (March 1986), 10-14.

D. Book Reviews Published

Academic Journals

Conflict in Colonial Sonora: Indians, Priests and Settlers. By David Yetman. (Albuquerque: University of New Mexico Press, 2012) *Hispanic American Historical Review*, 94:1 (February, 2014), 107-108.

Luis de Carvajal: The Origins of Nuevo Reino de León. By Samuel Temkin. (Santa Fe: Sunstone Press, 2011) *Hispanic American Historical Review*, 93:2(April, 2013).

Exposición sucinta y sencilla de la Provincia del Nuevo México y otros escritos. By Pedro Bautista Pino and Juan López Cancelada. Valladolid / León: Junta de Castilla y León / Universidad de León, 2007), Hispanic American Historical Review, 90:4 (November, 2010).

Trama de una guerra conveniente: Nueva Vizcaya y la sombra de los Apaches, 1748-1790. By Sara Ortelli. (México, D.F.: El Colegio de México, Centro de Estudios Históricos, 2007) in the Colonial Latin American Historical Review. 15:4 (Fall, 2010).

Bárbaros: Spaniards and Their Savages in the Age of Enlightenment. By David Weber. (New Haven, Conn., Yale University Press, 2005), *Pacific Coast Historical Review* 76:1 (2007) 95-97.

Continental Crossroads: Remapping U.S.-Mexico Borderlands History. Ed. by Samuel Truett and Elliot Young. (Durham, NC: Duke University Press, 2004.), Southwestern Historical Quarterly, April, 2006.

Antigua California: Mission and Colony on the Peninsular Frontier, 1697-1768. By Harry W. Crosby (Albuquerque: University of New Mexico Press, 1994) *LOCUS*, (Spring 1995), 180-181.

Implications of a North American Free Trade Region: Multidisciplinary Perspectives. Ed. by Joseph A. McKinney and M. Rebecca Sharples (Waco, 1992) *together with*

Assessment of the North American Free Trade Agreement. Ed. by H. Moss (New Brunswick 1993), in the Hispanic American Historical Review, 75:2 (May, 1995), 317-318.

Songs My Mother Sang to Me: An Oral History of Mexican-American Women. By Patricia Preciado Martin (Tucson, 1994), Hispanic American Historical Review, 74:4 (November, 1994), 756-757.

Indigenous Migration and Social Change: The Forasteros of Cuzco, 1570-1720 by Ann M. Wightman (Durham, 1990), Journal of Social History (Winter, 1993), 217-218.

Riot, Rebellion and Revolution: Rural Social Conflict in Mexico. Ed. by Friedrich Katz (Princeton, 1989), Journal of Social History (June, 1991).

Myth and the History of the Hispanic Southwest. Essays by David J. Weber. (Albuquerque, 1988), Hispanic American Historical Review, 70:3 (August, 1990) 490-491.

Ambivalent Conquests. Maya and Spaniard in Yucatan, 1517-1570. By Inga Clendinnen (Cambridge, 1987), Journal of Social History, 23:4 (Summer 1990), 853-854.

E. Instructional Materials Formally Published

1. Study Guides/Laboratory Workbooks

Power Tools for Teaching and Learning at an Urban Access University
American Historical Association Website, (Summer, 1998-present).
www.historians.org/pubs/online.cfm

F. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

"El gobierno móvil de las naciones nómadas independientes en el norte de México colonial," XIV Reunión de Historiadores de México Estados Unidos y Canadá, Chicago, September 18-20, 2014.

"Colonial Capitalism and the Forced Industrialization of Native Populations in Spanish America" *North American Labor History*,"

North American Labor History Conference, Wayne State University, October 18-21, 2013.

“Any Way We Can Get the Work Out of Them: Comparative Forms of Forced Native Labor in Colonial Spanish America,” North American Labor History Conference, Wayne State University, October 20-22, 2011.

"Mirror Opposites: Spanish Colonizing Stereotypes and Nomadic Ethnogenesis in 17th Century Northeastern New Spain," XIII Reunión de Historiadores de México, Estados Unidos y Canadá, Querétaro, México, October 26-30, 2010.

"The Sacred Fire Ceremonial Complex in Nomadic First Nation Adaptation to Spanish Colonialism on the North Mexican Frontier," 2009 Annual Meeting of the American Society of Ethnohistory, New Orleans, September 30-October 4, 2009

"Spanish Forms of Enslavement and Indigenous Forms of Resistance in the Colonial Mexican Northeast," 74th Annual Meeting of the Southern Historical Association, New Orleans, October 9-12, 2008.

"En Busca de la Humandiad en el Chichimeca: How We Re-paradigm Hunter-Gatherers into Rational Human Beings," V Meeting of the Permanent Conference on the Study of the Gran Chichimeca, Saltillo, Mexico, September 24-25, 2007.

"World Capitalism, Mexican Migration, and the Crisis of the American Nation State," Wayne State University Humanities Center Symposium on "Immigration: Interdisciplinary Perspectives," November 17, 2006.

“The Racialization of Class and the Classization of Race in the *Sistema de Castas* of Colonial Mexico,” The Annual Meeting of the Southwest Council of Latin American Studies, Veracruz, Mexico, March 9-12, 2005.

“The Role of Community Action in Preserving Chicano-Boricua Studies Within a Difficult Institutional Environment at Wayne State University, 1971-2005,” Siglo XXI Conference: Latino Research Into the 21st Century, University of Texas at Austin, January 27-29, 2005.

“Las raises coloniales del regionalismo del noreste de México,” Conferencia anual sobre la historia de Saltillo y el noreste,

Saltillo, Coahuila, Mexico, July 20-24, 2004.

“Integrating Yourself Into the University Matrix: Making College Relevant Through Student Academic Self-Empowerment,” Lilly Conference North: The Arts and Crafts of Teaching: Creating Learning Environments That Work,” Traverse City, MI, September 19-21, 2003.

“Racialized Hierarchies of Power in Colonial Mexican Society: The ‘Sistema de Castas’ as a Form of Social Control in Saltillo,” Social Control on Spain’s North American Frontier: Choice, Persuasion, and Coercion, a Transborder Conference, University of California at San Diego, September 29, 2001 and Southern Methodist University, April 6, 2002.

"El 'sistema de castas' como forma de control social en Saltillo a fines del Siglo xviii: The Annual Meeting of the Southwest Council of Latin American Studies, Morelia, Mexico, March 13-15, 2002.

"Oportunidades y problemas metodológicos en el análisis de los padrones de Saltillo, Coahuila, para los años de 1777, 1785 y 1791," VI Reunión Nacional de Investigación Demográfica en México, Mexico City, July 31 - August 4, 2000.

"La población colonial de Saltillo en los padrones de 1777, 1785, y 1799: un bosquejo de la estructura social" Conference on the 223rd Anniversary of the Founding of Saltillo, Archivo Municipal de Saltillo, Coahuila, Mexico, July 17-22, 2000.

"Continuity and Change in Social Identity in Social Identity in Local Parish Registries: Colonial Saltillo, 1777-1791." The Annual Meeting of the Southwest Council of Latin American Studies, Puebla, Mexico, March 8-11, 2000.

"The Status Distribution of Women in the Social Structure of Late Eighteenth-Century Saltillo," The Annual Meeting of the Southwest Council of Latin American Studies, San Antonio, Texas, March 10-13, 1999.

"Reconstructing the Paradigm for Teaching and Learning at the University: Lessons from the Field of an Urban Campus," Conference on The University and the City: Urban Education and the Liberal Arts, Wayne State University, March 4-6, 1999.

- "The Struggle to Fully Institutionalize Latino Studies: The Detroit Latino Community, Academic Activists and Wayne State University, 1971-1998," Conference on "Constructing Latina/Latino Studies: Location and Dislocation," University of Illinois, Urbana-Champaign, April 20-23, 1998.
- "The Comprehensive, Single-Center Model for Latino Student Services in Higher Education: Eight Years of Experimentation at Wayne State University, 1989-1997," 11th Annual Conference Hispanic Association of Colleges and Universities (HACU), San Antonio, October 25-28, 1997.
- "Racial Passing in Colonial Saltillo: The Evidence from the Censuses of 1777, 1779, 1785 and 1791," The 110th Annual Meeting of the American Historical Association, jointly with the Conference on Latin American History, Atlanta, Georgia, January 4-7, 1996.
- "From 'Chichimecas' to 'Indios': the Transformation of Hunter-gatherers into a Colonial Indian Population in the Mexican Northeast, 1577-1821," The Annual Meeting of the Southwest Council of Latin American Studies, Oaxaca, Mexico, March 6-9, 1996.
- "African-Mexican Identity and Social Condition in the Colonial Northeast: The Seventeenth and Eighteenth Centuries," The Annual Meeting of the American Society for Ethnohistory, Kalamazoo, Michigan, November 2-5, 1995.
- "Las posibilidades analíticas en el manejo de fuentes coloniales para el estudio del indígena en el Noreste de México," Congreso Nacional de Historia y Antropología del Noreste de Mexico, Saltillo, Mexico, July 13-14, 1994.
- "Racial Identity and Economic Occupation in New Spain: A Comparison of Local and Regional Social Structures in the Viceroyalty," Conference on Latin American History, San Francisco, January 6-9, 1994. In conjunction with the American Historical Association.
- "Early Patterns of Conflict and Cooperation Between Spaniards and Indians in Northeastern New Spain," Conference on Early Encounters Between Europeans and Indians in Latin America, Northern Illinois University, DeKalb, Illinois, April 23-24, 1992.
- "The Changing Character of Colonial Elites in Northeastern Mexico," 47th International Congress of Americanists, New Orleans, July 7-11, 1991.

"Una comparación de estructuras sociales locales en el norte de Nueva España," III Congreso de Historia Regional Comparada, Ciudad Juárez, México, April 24-26, 1991.

"Colonial Records as Sources for the Ethnohistory of Hunter-Gatherers in the Mexican North," Annual Meeting of the American Society for Ethnohistory, Chicago, November 2-5, 1989.

"Che Guevara on the Colonial North Mexican Frontier: A Comparison of Che Guevara's Manual and Indian Warfare Against the Spanish Colonial State," 82nd Annual Conference of the Pacific Coast Branch of the American Historical Association, Portland Oregon, August 13-16, 1989.

"La adaptación de los indios del noreste de México a los sistemas de trabajo españoles con referencia a Chihuahua en el siglo XVII," I Congreso de Historia Regional Comparada, Ciudad Juárez, Mexico, April 5-7, 1989.

"Agricultural Involution in a Spanish District on the North Mexican Frontier: The Changing Balance of Factors in the Economic Development of Colonial Saltillo, 1577-1821," 46th International Congress of Americanist, Amsterdam, July 4-8, 1988.

"The Colonial Roots of Regionalism in Northeastern Mexico, 1577-1821, 14th International Congress of the Latin American Studies Association, New Orleans, March 17-19, 1988.

"From Slavery and Encomienda to Wage Labor: The Evolution of Labor Systems in the Colonial Mexican Northeast, 1577-1720," 101st Annual Meeting of the American Historical Association, Chicago, December 27-30, 1986.

"Saltillo: The Social Structure of a Seventeenth Century Agricultural Community on the North Mexican Frontier," 79th Annual Meeting of the Pacific Coast Branch of the American Historical Association, Hawaii, August 13-17, 1986.

"La periodización de la historia del norte novohispano y la historiografía estadounidense," I Coloquio Sobre la Historia del Noroeste de México y Suroeste de los Estados Unidos, Mexico City, December 2-4, 1981.

"The Economic Impact of the Bourbon Reforms at the Local Level:

The Case of Saltillo," 84th Annual Meeting of the Pacific Coast Branch of the American Historical Association, Eugene, Oregon, August 16-19, 1981.

2. Invited and/or Refereed Locally/Regionally

"The Role of Local Government in the Spanish Empire: The Case of Colonial Saltillo," Annual Meeting of the Midwestern Association of Latin American Studies, Chicago, November 6-7, 1987.

"Cultural Patterns in the Spanish Conquest of Northeastern Mexico, 1577-1620," Annual Meeting of the North Central Council of Latin Americanists, Milwaukee, Wisconsin, October 10-12, 1985.

"The Myth of the Colonial North Mexican Hacienda," 2nd Meeting of the UC Berkeley Colloquia on Colonial Mexican History, Berkeley, June 4, 1982.

"Beyond the 'Borderlands' is the North of Colonial Mexico: A Latin Americanist Perspective to the Study of the Mexican North and the United States Southwest," 25th Annual Conference of the Pacific Coast Council of Latin American Studies, Chico, California, October 18-20, 1979.

G. Invited Seminars or Lectures

"The Role of Religious and Secular ideologies in Transforming our Perception of Acts of Violence into Acts of Charity," Brown Bag Colloquium Series, Scheduled for January 27, 2015.

"'Detroit Future City' Development Plan: The Ultimate Victory of Capitalism over Community Government," 2014 Fall Symposium: "Re: The City," WSU, October 31, 2014.

"The Rise of the Tributary and Capitalist Modes of Production and the Human Consumption of the Earth," Humanities Center. Brown Bag Colloquium Series, WSU, October 28, 2014.

"The Five Horsemen of the Western Apocalypse: The Predatory State, Conquest Ideology, Liberated Capitalism, Unleashed Individualism, and Misapplied Technology," Humanities Center, Brown Bag Colloquium Series, April 10, 2013.

"How to Survive Grad School," sponsored by the History Graduate Student Association,

WSU, Monday, April 28, 2011.

"An Amerindian Mythological View of Reality as a Critique of Modernity," The Humanities Center Brown Bag Colloquium Series, WSU, February 8, 2011.

Discussion Leader, "Talk-Back" after the play "Vanished" on the impact of immigration policies, Matrix Theatre, March 26, 2010.

"The Material and Moral Benefits of Immigration Reform for American Citizens," Lambda Theta Phi, Latin Fraternity Inc. Gamma Kappa Chapter, Wayne State University, WSU Campus, March 29, 2010.

"Workers' Rights are Human Rights," SEIU Health Care Michigan, March 18, 2010.

"Immigrant Rights are American Rights," The Meer Shabbat Forum, September 27, 2008.

"An Immigrant Perspective on Reconciling Differences and Healing Divisions in Racial/Ethnic Conflicts," Michigan Coalition of Human Rights, May 22, 2008.

"The Complexities of Immigration and its Reform," St. Aloysius Church, Detroit, May 11, 2008.

Taped commentary on Diego Rivera Murals at DIA for permanent museum visitor audio-kit, 2007

"Latin American Identity Formation in the United States," Arab American National Museum, Dearborn, May 3, 2007.

"We Must Stop the Nativism before the Situation gets Worse," Michigan Coalition Human Rights, St. Peter's Episcopal Church, February 7, 2007.

"A Model Building Approach to the Study of Human Societies," History Department Brownbag Colloquium, October 19, 2005.

"Student Self Empowerment Through Multi-Culturalism and Academic Discipline," Freshman Convocation, Michigan State University, October 9, 2005.

"The Conscious Collective Shaping of a Latina/o Identity," Presentation to The Students of the Latina/o Leadership Opportunity Program, Mauricio Gaston Institute, Inter-University Program for Latino Research, Washington, D.C., July 19, 2005.

"The Fallacies of Racial Classification: Towards Our Common Humanity," Program on Black/Brown Relations sponsored by Sigma Lambda Beta,

Wayne State University, February 28, 2005.

“Ethnicity, Identity and the Academy,” Guest Presentation, in Anthropology
Department Capstone Course with Dr. Tamara Bray, April 6, 2004.

Introduction of Arturo Rodríguez, President of the United Farmworkers,
“La Causa Continues,” Wayne State University, Public Presentation
Sponsored by Walter Reuther Archives, April 6, 2004.

“Is There an Underlying Common Structure to Racialized Societies in the
Americas?” Humanities Center, Wayne State University, March 30, 2004.

H. Other Scholarly Work

"The Comprehensive Single-Center Model for Latino Student Services in Higher
Education: Recruitment and Retention in Chicano-Boricua Studies, 1989-1998"
(Hispanic Association of College and Universities, HACU, 2000).

"Latinos and Hispanics: A Primer on Terminology," (Detroit Orientation Institute
1993, Revised, 1999).

I. Other Conference Participations

Commentator to Documentary, " 'A Class Apart': Examining the Landmark Jury Case
From the Latino Perspective," American Constitution Society for Law and Policy,
Wayne State University Law School, April 3, 2009.

Respondent, Zaragoza Vargas, "Labor Rights are Civil Rights, North American
Labor History Conference, Wayne State University, October 2008.

IV. SERVICE

A. Committee Assignments in Last Five Years

1. University Committee Membership

Center for Latino and Latin American Studies, multiple committees
and service responsibilities

History Department, multiple committees, 1989-Present.

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C. Professional Consultation

1. Public Presentations as an Expert in Discipline

Latino Diversity Panelist, New Detroit, Inc. Multicultural Immersion Program, Detroit, April 24, 2002.

Multicultural presentations for the Detroit Public Schools at Neinas Elementary School, April 4, 2002, Phoenix Multicultural Academy Middle School, April 24, 2002 and Western International High School, May 8, 2002.

E. Manuscript Evaluations

"Las Salinas de Santa María y del Peñol Blanco en la segunda mitad del siglo XVI. Frontera, mano de obra y articulación territorial," *Colonial Latin American Historical Review*, March 2011.

"La historia al servicio de la patria: Carlos María de Bustamante edita a Fernando de Alva Ixtlilxochitl," *Colonial Latin American Historical Review*, February, 2009.

F. Public Issues Publications

Guest Editorial, "Deny licenses for illegal immigrants? Legal opinion won't help workers who want a better life and fuel economy," *The Detroit News*, Wednesday, February 6, 2008.

"Laws that Dehumanize People are Bad Laws: Let's Stop the Latest Wave of Billy-Club Justice," *Michigan Coalition of Human Rights Newsletter*, February, 2008.

Over 50 articles in *El Central Hispanic News* promoting education-based analysis of social issues, 2005-2008.

Z. University and Community Service Profile, 2006-2009

As a faculty hired by the University to support the Research, Teaching, and Service missions of the Center for Latino and Latin American Studies in the College of Liberal Arts and Sciences, Dr. Cuello plays multiple roles as agreed on and assigned by the director of the Center.

These include:

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Within the University

- University Committee for Race/Ethnic Data Collection Terminology, 2008-2009
- Liaison for WSU faculty in Latin American and Latina/o specializations
- Faculty Mentor for Assistant Professor, Nicole Trujillo-Pagan, Dept. of Sociology and CBS
- Curriculum Development for Latin American/Latina/o Studies Major
- Student Research Mentor for to IUPLR Students Summer Leadership Program project presentations in Washington, D.C each summer
- Faculty Representative to IUPLR Students Summer Leadership Program, 2006
- Assist in Center programming & publicity
- Documentation of Center-sponsored events
- Host for visiting Latina/o faculty recruited by other departments in the University
- Alternate for Director to Inter-University Program for Latino Research (IUPLR), bi-annual meetings (April 12-15, 2007)

University Engagement in the Metropolitan Community

- Community Liaison to Service and Media Organizations, including:*
 - Latinos de Livonia Annual Scholarship Dinner (\$5,000 to WSU students)
 - Buck Dinner (Funding for Public Education Programming)
 - El Central* Hispanic News (Publicity for University Events)
 - Michigan Coalition for Human Rights (Immigrant and Education Rights)
 - National Latino Police Officers Association, Detroit Chapter (Public Service)
 - Detroit Workers' Center (Labor Rights and ESL)
 - Latinos United of Michigan (Immigrant and Labor Rights)
 - Detroit Institute of Arts, Community Outreach Committee, 2006-2007
 - Annual Trino Sánchez Memorial Scholarship Committee, 2009-Present
- Pro-bono consultation on Immigration Policies, 2008-2009*
 - The Mayor's Office of Detroit
 - The City Council of Detroit
 - The Police Department of Detroit
- Events organized for the University in the community*
 - A Scholar in the Community* Event, Featuring a Conversation by Dr. Eduardo Bonilla-Silva, Professor of Sociology, Duke University on the topic of "Señor, Señor, Aren't We all Americans?: Latinos in the Emerging Latin America-like Racial Order in the USA," Mexicantown Community Center, March 6, 2007.
 - "An University Night in the Community" at Mexicantown Community Center, March 30, 2007.

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••*Other*

- Taped commentary on Diego Rivera Murals at DIA for permanent museum visitor audio-kit, 2007

WAYNE STATE UNIVERSITY
Professional Record

Date Prepared: 01-02-1991
Date Revised: 08-31-2014

NAME: Elizabeth Victoria Faue

Office Address: 3094 Faculty Admin. Bldg. Home Address:

Telephone No.: 313/577-2525 Telephone No.:

DEPARTMENT/COLLEGE: History/Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK:
Professor of History, 2002

WSU APPOINTMENT HISTORY:

Year Appointed/Rank	1990 Assistant Professor
Year Awarded Tenure	1993
Year Promoted to Associate Professor	1993

CITIZEN OF: U.S.A.

EDUCATION:

High School: Patrick Henry High School, Minneapolis, 1974
Baccalaureate: University of Minnesota, Minneapolis, 1979
Graduate: University of Minnesota, Minneapolis, 1987
Postgraduate (postdoctoral): University of Rochester, Rochester, NY, 1988-90

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Year and Rank):

University of Washington, Center for Labor Studies, Program in Comparative
Labor History, Summer 1993, Distinguished Visiting Faculty
University of Rochester, 1988-90, Susan B. Anthony Post-Doctoral Fellow
University of Minnesota, 1986-88, Visiting Lecturer
Macalester College, Fall 1987, Visiting Lecturer
Metropolitan State University, 1985-88, Community Faculty

Elizabeth V. Faue
Signature

September 18, 2014

Date

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Historical Association, Labor and Working Class History Association, Minnesota Historical Society, Organization of American Historians, Social Science History Association, South Dakota Historical Society

HONORS/AWARDS:

Labor and Working Class History Association Award, 2004
Outstanding Graduate Mentor Award, Wayne State University, 2000
College of Liberal Arts Teaching Award, Wayne State University, 1998
Board of Governors Faculty Recognition Award, Wayne State University, 1992
Colonial Dames of America, Region II Scholar, 1984
Phi Beta Kappa, 1979
Summa Cum Laude, University of Minnesota, 1979

I. TEACHING

A. Years at Wayne State Fall 1990-present – 24.0 years

B. Years at Other Colleges/Universities

Macalester College 1987 -- 0.5 years
University of Rochester 1988-90 -- 2.0 years

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate/Graduate

History 1050 American Civilization since 1945
History 2050 United States History since 1877
History 5070 United States History since 1945
History 5251 History of Feminism
History 5290 United States Labor History
History 5996 Capstone: Majors
Economics 5490 United States Labor History

2. Graduate

History 7070 United States History since 1945
History 7251 History of Feminism
History 7290 United States Labor History
History 7830 Methods and Research in History
History 8030 Modern American History Seminar
History 8060 North American Labor History Seminar

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

Richard Fry, PhD, "Fighting for Survival: Coal Miners and the Struggle over Health and Safety in the United States, 1968-1988," (Winter 2010).

Louis Jones, PhD, "The Rise of Public Sector Unionism in Detroit, 1947-1967," (Winter 2010).

Stephen Freund, PhD, "Keeping the Promises of Repeal: Drinking and Working in California's Post-Prohibition Public Drinking Establishments," (Fall 2006).

Joseph M. Turrini, PhD, "Running for Dollars: The Politics and Economics of Track and Field in the United States, 1945-1990," (Winter 2004)

Robert W. Gordon, III, PhD, "Environmental Blues: The Labor and Environmental Alliance, 1965-1985," (Spring 2004).

R. David Riddle, PhD, "The Rise of Reagan Democrats: The Case of Warren, Michigan," (Winter 1998).

Andrew J. Hnatow, M.A., "Visions of the New Left: Organized Labor, the Port Huron Statement, and the Making of SDS," (Fall 2014).

Jacob Stratton, M.A., "Secularization in Religious Activism: The Case of the Detroit Industrial Mission," (Winter 2014).

Amanda Lauren Walter, M.A., "Becoming a Priority: Unionizing University Clerical Workers through SEIU District 925 (Spring 2013).

Josiah John Rector, M.A., "Environmental Justice at Work: The War on Cancer in the United Auto Workers, 1970-1992," (Spring 2012).

Angelina Meadows (Kreger), M.A., "PBB: Five Years of Frustration, Devastation, and Death," (Winter 2012).

Jaclyn Kinney, MA, "A Sensitive Decision: Maintaining a Mixed Industrial Department in the Detroit YWCA," (Winter 2011).

Melissa R. Luberti, M.A., "'Labor Was Where I Wanted to Be': Mildred Jeffrey and the Struggles of Women Auto Workers," (Winter 2010).

Ray Bottorff, Jr., M.A., "The Skunks of Detroit: The Dramatic Short Life of the West Central Organization," (Winter 2009).

Elizabeth Ryan, M.A., "Southern White Female Migrants: An Examination of Migration to Detroit, 1950-1969," (Winter 2008).

Cassandra Turner, M.A. "Discrimination A Matter of Record: Getting Black Women Hired and Housed at Willow Run," (Summer 2007).

Christopher W. Wilson, M.A., "The Richmond Hill Experiment: Henry Ford's Social Engineering Project in Georgia, 1925-1951," (Spring 2007).

Jacob Hall, M.A., "Law and Labor in Detroit: The Labor Injunction and Local Labor, 1914-1922" (Spring 2005).

Catherine Hoffman, M.A., "Fighting for Gender Equality: Women in the U.A.W., 1940-1970," (Winter 2005).

Janice M. Unger, M.A., "Tennis, Titles, and Trials: The Progression towards Equality for Women and Sports," (Winter 2005).

Nicolette Wright, M.A., "Enter the Black Rosie the Riveter: Lillian Hatcher, International Representative to the United Auto Workers," (Winter 2005).

Wendy Baeckeroot, M.A., "Behind the Front Lines: An Examination of Mary Heaton Vorse, 1914-1919," (Fall 2004).

Joel Dankoff, M.A., "Inertia in the Name of Progress: The Public Works Administration and the Architecture of Higher Education," (Spring 2002).

Jennifer Levine, M.A., "'The Working Mother... Has to Maintain a Household': The Women's Auxiliaries of the UAW-CIO and Government-Funded Childcare during World War II," (Winter 2002).

Theresa Doss, M.A., "Housewives on Parallel Roads: The Detroit Housewives League and UAW-CIO Women's Auxiliary" (Fall 2000).

Gregory J. Wood, M.A., "Gender and the Making of Detroit's Working-Class: Towards a Rethinking of the 'Preunion' Era," (Fall 1999).

Adolph Mongo, M.A., "Detroit Police Department STRESS Unit: A Catalyst for Change in Detroit, 1971-1974," (Winter 1999).

John Simpson, M.A., "Rural Resort and Real Estate: Park Planning in Detroit, 1865-1890," (Spring 1997).

Kae Halonen, M.A., "Paycheck or Participatory Democracy: Teaching Democracy to Detroit Elementary School Children, 1917-1930," (Winter 1996).

Amy Sara Clark, M.A., "Crossing the Lines: Public Response to Female Soldiers and Spies during the American Civil War," (Fall 1995).

Jennifer Stollman, M.A., "A Study of Michigan Farm Women's Roles during the 19th Century," (Spring/Summer 1994).

Marguerite Brown, M.A., "'Because of My Race': Gender, Race Relations, and Black Women Workers in Detroit during World War II," (Winter 1994).

Joseph M. Turrini, M.A., "'When Is the Time, If It Is Not Now?': The Fight Over Independent Politics in the Wayne County CIO, 1936-1948," (Fall 1993).

Robert Gordon, M.A., "Pesticides and Politics: The United Farm Workers and Chemical Pesticides, 1967-1977," (Winter 1993).

Judith Martin, M.A., "Political Progression: Suffrage and Beyond--Michigan Women through Their Final Success," (Winter 1993).

Sonja A. Gildon, M.A., "Black First: The Effects of Race over Sex on the Types of Jobs Available to African American Women in Detroit during the Depression Years Through World War II," (Winter 1992).

Committee Member (Reader):

Merry Ellen Scofield, PhD, "Assumptions of Authority: Social Washington's Evolution from Republican Court to Self-Rule, 1801-1831," (Summer 2014).

Jacob Dean Hall, PhD, "The Myth of the Motor City: Detroit and the Origins of the Urban Crisis, 1870-1938," (Fall 2013), University of Iowa.

Amy Holtman French, "'The Power to Protect Themselves': Gender, Protective Labor Legislation, and Public Policy in Michigan, 1883-1913," (Winter 2013).

Michael Murphy, "Detroit Blues Women," (Spring 2011).

Tara J. Hayes, PhD (English), "Jonson and Women; Or, How One Man's Insistence on His Own Artistic Theory Challenges Dramatic Practices and Views of His Own Gender Representations on the Elizabethan Stage," (Fall 2010).

Hani Bawardi, PhD, "Arab American Political Organizations from 1915-1951: A Reassessment of Transnational Political Consciousness and the Development of Arab American Identity," (Winter 2009).

David DeSilvio, PhD, "The Influence of Foreign Policy on Domestic Politics in the Election of 1940," (Winter 2008).

Julie Longo, PhD, “‘In the Spirit of ‘76’: The American Revolution Bicentennial and Detroit Redevelopment, 1966-1983,” (Winter 2003).

Karen McDevitt, PhD (Interdisciplinary Studies), “Beyond Feminism: Sex and Gender in My Hometown—An Investigation of American Online Communities,” (Winter 2002).

Mark McCreary, PhD, “African-American Militancy and the Fight for Representation: Challenging Racial Discrimination Within Organized Labor, 1957-1980,” (Fall 2001).

Lee-Anne Monk, PhD, "Artisans of Reason: The Work Culture of Asylum Attendants in Nineteenth-Century Victoria," (Spring 2001), La Trobe University, Bundoora, Victoria, Australia.

Jean-Philippe Faletta, PhD (Political Science), “A Conservative Revolution? U.S. House Behavior and Constituent Ideological Leanings, 1972-1992,” Political Science, (Summer 2000).

Natalie Atkin, PhD, "Protest and Liberation: War, Peace and Women's Empowerment, 1967-1981," (Summer 1999).

Sonja Stokes Gildon, PhD, (Speech Communication), "A Critical Analysis of the Rhetorical Strategies Used by the *Detroit News* and the *Detroit Free Press* in Their Coverage of the 1993 Detroit Mayoral Campaign," (Spring 1999).

Frank Koscielski, PhD, "Divided Loyalties: American Unions and the Vietnam War," (Fall 1997).

David Smith, PhD, "Borders That Divide and Connect: Capital and Labor Movements in the Great Lakes Region from the 1860s to the Early Twentieth Century," (Fall 1997).

Virginia Dickie, PhD, (Anthropology), "'I Make What I Make': Petty Commodity Production in Suburban America," (Winter 1996).

Timothy L. Moran, M.A., “Leading with the News: The American Civil War as a Journalism Change Agent,” (Summer 2011).

Paul Garzelloni, M.A., “The Struggle for the American Economy Car, 1960-2008: The Automakers, the UAW, and the Federal Government,” (Fall 2010).

Gabriel Kikas, M.A., “Brook Farm and the Practice of Citizenship,” (Fall 2008).

Jeffrey Powell, M.A., "American Centennial: The Diminishing of Revolutionary Patriotism and the Origins of Material Patriotism," (Spring 2004).

James De Tizio, M.A. "The Studebaker-Packard Merger and the Closure of the Detroit Packard Plant in 1956," (Spring 2003).

Douglas Likkel, M.A., "The Production of the B-24 Liberator Bomber During World War II at Willow Run, Michigan," (Winter 2000).

Wendell Phillips Addington, M.A., "Reds at the Rouge: Communist Party Activism at the Ford Rouge Plant, 1922-1952," (Fall 1997).

Margaret Barrett, M.A., "Trifling with the Liberty of Men: Tramps, Vagrants, and Michigan's Disorderly Person's Act, 1865-1903," (Fall 1995).

Richard Weiche, M.A., "Social Democracy's Electoral Dilemma: A Political Interpretation for Bernstein's Kantian Turn," (Summer 1994).

Glen Bessemer, M.A., "The Resurfacing of the Antinuclear Movement in the United States: Peace Movement Structures and Strategies after the Vietnam War, 1975-1980," (Winter 1994).

Frank Koscielski, M.A., "The U.A.W. and the Vietnam War," (Fall 1993).

L. Susan Carter, M.A., "Hear Our Voices: Three Models of Women's Access to the Airwaves, 1964-1984," (Summer 1991).

Continuing Students:

Advisor, PhD candidate, Marcia Farah, "Imaging the Art Museum: Developing the Cultural Brand"

Advisor, PhD candidate, Michael Scott Martin, "Skilled Craftsmen and the Furniture Manufacturing Industry in Grand Rapids, Michigan"

Advisor, PhD candidate, Josiah John Rector, "Bodies on the Line: Environmental Inequality and Social Movements in 20th Century Detroit"

Advisor, PhD candidate, Elizabeth Ryan, "Transforming Motherhood: The Changing World of Single Mothers, 1970-1989"

Advisor, PhD candidate, Angella Smith, "Economic Revolution from Within: The NIRA and the Political Economy of Crisis"

Advisor, PhD, Andrew Joseph Hnatow

Advisor, PhD, Elizabeth Fanning Chamberlain

Advisor, PhD, David McGrann

Advisor, PhD, Joshua Morris

Advisor, PhD, Amanda Lauren Walter

MA advisor, David Bergh

MA advisor, Scott McGlenn

MA advisor, Gerard (Jerry) Sloan
MA advisor, Julie Teran
MA advisor, Jeff Zunich
PhD exam committee, Keith Alan Brown (Journalism; advisor Vultee)
PhD thesis committee, Wade Merrill (History; advisor Gidlow)
PhD thesis committee, Timothy Moran (History; advisor Kruman)
PhD thesis committee, Ann Marie Wambeke (History; advisor Gidlow)

II. RESEARCH

A. **Unfunded Research in the Last Five Years**

Rethinking the American Labor Movement. A new interpretive history of the labor movement in the 20th century. Routledge (under contract).

Timepiece: Family, History, and the Landscape of Memory. Historical essays on family, community, and the location of the Past in identity formation.

B. **Funded Research**

Gender and the Transformation of Work, from 1945 to the Present. A history of changes in the organization and management of work, workplace safety and endangerment, the structure of employment, and gender since World War II. Semester sabbatical leave, Fall 2012.

Murderous Work: Gender, Health, and Risk in the American Workplace. Faculty Graduate Research Assistantship award, 2011-2012.

C. **Fellowships/Grants/Special Awards**

Faculty Summer Research Fellowship, Humanities Center, Wayne State University, 2014

Faculty Graduate Research Assistantship Award, Wayne State University, 2011-2012

Charles H. Gershenson Distinguished Faculty Fellowship, Wayne State University, 2005-2006

Scholar in Residence, Humanities Center, Wayne State University, Fall 2002

Research and Inquiry Grant, College of Liberal Arts, Wayne State University, Summer 1999

University Research Grant, Wayne State University, Summer 1999

Visiting Scholar, Institute for Research on Women, Rutgers University, Spring 1999

Faculty Sabbatical Leave Grant, Wayne State University, Fall 1993, Winter 1999, Fall 2002, Winter 2006, Fall 2012

Career Development Chair, Wayne State University, 1995-1996

Visiting Scholar, Institute for Research on Women, Rutgers University, 1995-96
Visiting Senior Fellow, Rutgers Center for Historical Analysis, 1994-1995
Werner Reimers Stiftung, Bad Homburg, Frankfurt a.M., conference grant,
(February 1995), co-organizer with Karen Hagemann, Technical
University of Berlin, and Alice Kessler-Harris, Rutgers University

III. PUBLICATION

A. Scholarly Books Published

1. Authored

Writing the Wrongs: Eva McDonald Valesh and the Rise of Labor Journalism. Ithaca: Cornell University Press, 2002.

Community of Suffering and Struggle: Women, Men, and the Labor Movement in Minneapolis 1915-1945. Gender and American Culture series. Chapel Hill: University of North Carolina Press, 1991.

B. Chapters/Essays Published

1. Authored

“Working Class Life and Society,” in Oxford Encyclopedia of American Social History, eds. Lynn Dumenil, et al, (New York: Oxford University Press, 2012), 532-538.

“Ghost Marks and Rising Spirits in an Industrial Landscape: Communication and Imagination in the Rebirth of Labor,” in Labor Rising, Daniel Katz and Richard Greenwald, eds. (New York: New Press, 2012), 227-236.

“Re-imagining Labor: Gender and New Directions in Labor and Working-Class History,” in Rethinking U.S. Labor History: Essays in the Working-Class Experience, 1756 - 2009, Donna Haverty-Stacke and Daniel J. Walkowitz, eds, (New York: Continuum Press, 2010), 266-288.

“United States of America,” Histories of Labour: National and Transnational Perspectives, edited by Joan Allen, Alan Campbell, John McIlroy, Society for the Study of Labour History, (London: Merlin Press Press, 2010), 164-195.

“Women’s Movement, 1920-1945,” in Encyclopedia of U.S. Political History, v. 5, ed. Robert Zieger, (New York: CQ Press, 2010).

- “Citizenship: Comparative History,” Encyclopedia of Women in World History, B.G. Smith, et al, eds, vol. 1, (New York: Oxford University Press, 2008), 389-392.
- “Service Sector,” Encyclopedia of Women in World History, B.G. Smith, et al, eds., vol. 3, (New York: Oxford University Press, 2008), 678-82.
- “Shifting Labor’s Loyalties: Redefining Citizenship and Allegiance in the 1940s Left,” in Philip Abbott, ed, The Many Faces of Patriotism (Boston: Rowman and Littlefield, 2007), 127-44.
- “‘Methods of Mysticism’ and the Industrial Order: Labor Law in Michigan, 1877-1945,” Essays in Michigan Legal History, eds. Paul Finkelman and Martin Hershock (Athens: Ohio University Press, 2006), 214-37.
- “Class, Gender, and History,” in The New Working Class Studies, eds. John Russo and Sherry Linkon. (Ithaca: Cornell University Press, 2005), 19-31, 237-42.
- "Revolutionary Desire: Redefining the Politics of Sexuality among American Radicals, 1919-1945," co-authored with Kathleen A. Brown, in Sexual Borderlands: Constructing an American Sexual Past, eds. Kennedy and Ullman (Columbus: Ohio State University Press, 2003), 273-302.
- "Reproducing the Class Struggle: Class, Gender and Social Reproduction in U.S. Labor History," in Amerikanische Arbeitergeschichte Heute, edited by Irmgard Steinisch, *Mitteilungsblatt des Instituts für soziale Bewegungen* (Bochum: Ruhr Universitaet, 2001), 47-66.
- "Labor and War," Oxford Companion to American Military History, John W. Chambers, II, ed. (New York: Oxford University Press, 1999), 376-78.
- "Outfoxing the Frost: Gender, Community-Based Organization, and the Future of the Labor Movement." Working Paper in Comparative Labor History, #4, Center for Labor Studies, University of Washington, (January 1994).
- "Paths of Unionization: Community, Bureaucracy, and Gender in the Minneapolis Labor Movement, 1935-1945," in Ava Baron, ed. Work Engendered: Towards a New History of The American Labor Movement (Ithaca: Cornell University Press, 1991), 296-319; reprinted in We Are All Leaders: Essays on Alternative Unionism in the 1930s, ed. Staughton Lynd (Urbana: University of Illinois Press, 1996), 172-198; reprinted as "Gender and Community in the Minneapolis Labor Movement," in Colin Gordon, ed., Major Problems in American History, 1920-1945 (Boston: Houghton Mifflin, 1999), 356-63.

"Women, Family and Politics: The Farmer-Labor Women's Federation and Social Policy in the Great Depression," in Women, Politics and Change in Twentieth Century America, eds. Louise Tilly and Patricia Gurin (New York: Russell Sage, 1990), 436-456.

C. Editorships of Books/Proceedings/Special Issues

The Emergence of Modern America, 1900-1930. Editor. Volume 7. Encyclopedia of American History. General series editor Gary Nash. (New York: Facts on File, 2003). Authored 80 entries. Revised Edition (New York: Facts on File, 2010). Authored 100 entries.

"The Working Classes and Public Space." Special Issue. Social Science History 24:1 (Spring 2000); editor's introduction, 1-6.

"Gender and Labor." Special Issue. Labor History 34:2-3. (Spring/Summer 1993).

D. Journal Articles Published

1. Refereed Journals

"Invisible Power or Lost Opportunity? The Limits of Labor Feminism." Labor: Studies in Working-Class History of the Americas 2:4 (2005), 51-54.

"Labor History on the Line," Reviews in American History 31 (March 2003), 80-86.

"Retooling the Class Factory: The Future of US Labour History after Marx, Montgomery, and Postmodernism," Labour History 82 (Spring 2002), 109-119.

"Social Bonds, Sexual Politics and Political Community on the U.S. Left, 1920s-1940s," coauthored with Kathleen A. Brown, Left History 7:1 (Spring 2001), 7-42.

"Community, Class and Comparison in Labour History and Local History," Labour History 78 (May 2000), 155-62.

"Women's History in the New Millenium: A Conversation among Three Generations" with Anne Firor Scott, Sara Evans, Susan Cahn, Journal of Women's History 11:1 (Spring 1999), 8-30, and

11:2 (Summer 1999), 199-220. Reprinted in part in Hokulani K. Aikau, Karla A. Erickson, and Jennifer L Pierce, eds., Feminist Waves, Feminist Generations: Life Stories from the Academy (Minneapolis: University of Minnesota Press, 2007), 87-108.

"Class and Cultural Citizenship," Labor History 39:3 (Summer 1998): 311-14.

"Riffs on a Politics of Destination," Social Science History 22:1 (Spring 1998), 39-45.

"Anti-Heroes of the Working Class," International Review of Social History 41 (December 1996), 375-88.

"Blurred Subfields: Irving Bernstein and the History of the Worker as United States History" Labor History 37(Winter 1995-96), 77-83.

"Gender and the Reconstruction of Labor History," editor's Introduction. Special Issue on Gender and Labor History, Labor History 34:2-3 (Spring/Summer 1993), 169-77.

"The 'Dynamo of Change': Gender and Solidarity in the American Labour Movement of the 1930s," Gender and History. 1:2 (Summer 1989): 138-158.

E. Papers Published in Conference Proceedings

1. Refereed Papers

"Gender and Generational Change in the US during the Great Depression and World War II: A Speculative Essay on How Crisis Breeds Generational Change," in Through Depression and War: the United States and Australia, Peter Bastian and Roger Bell, eds., Fulbright Symposium, Papers, La Trobe University, October 2001, (Published by Australian-American Fulbright Commission and the Australian and New Zealand American Studies Association (Anzasa), 2002), 82-92.

"'Amnesiacs in a Ward on Fire': Gender and the Crisis of Labor Viewed from the 1930s," Industrial Relations Research Association Proceedings (Madison: IRRA, 1994), 122-28.

"'Blessed Be the Tie That Binds': Y.W.C.A. Extension Work among Women Wage-Earners, 1900-1920," in The Sex/Gender Division of Labor, Susan N.G. Geiger, ed., (Minneapolis: Center for Advanced Feminist Studies, 1984), 41-51.

G. Miscellaneous Publications

- “Veterans Day and the Debt We Owe” Detroit News, November 11, 2012 online.
- “Commentary: History of Labor Day,” Detroit News, August 30, 2012.
- “Labor Journalism” and “1934 Minneapolis Truckers’ Strike” in Oxford Encyclopedia of American Business, Labor, and Economic History, (New York: Oxford University Press, 2013), vol 1: 429-431, 520.
- “Emily Dickinson,” in Encyclopedia of Women in World History, B.G. Smith, et al, eds, vol. 3 (New York: Oxford University Press, 2008), 54-55.
- “My Dad, Floyd B. Olson, and the 1951 Minneapolis School Janitors’ Strike,” Minneapolis Labor Review, July 26, 2007, 9-10.
- “The 1935 Strutwear Strike: ‘The Stories of the Workers are Different,’” Minneapolis Labor Review, May 24, 2007, 22-24.
- “Declaring Submission to Wrong is Not Patriotism, Local Telephone Workers Went on Strike in 1918,” Minneapolis Labor Review, April 19, 2007, 7-8.
- “Veterans Benefits,” in Americans at War: Society, Culture and the Homefront, J. P. Resch, et al, eds. (New York: Macmillan, 2005).
- “Vera Buch Weisbord,” in Susan Ware, ed., Notable American Women- A Biographical Dictionary: Completing the Twentieth Century (Cambridge: Harvard University Press/Belknap, 2005), 674-75.
- “Women and Public Life,” Women in American History, volume 3, edited by Joanne Goodwin (New York: M.E. Sharpe, 2002).
- “Working Class Life and Culture,” Oxford Companion to United States History, Boyer, et al, eds (New York: Oxford University Press, 2001), 838-40.
- “What the Working Class is About,” in Paul Lauter, ed, Class, Culture and Literature. New York: Longman's, 2000. 467-68.
- “Eva McDonald Valesh,” American National Biography, vol. 22. New York: Oxford University Press, 1999. 141-42.
- “Veterans of Foreign Wars,” Oxford Companion to American Military History. John Whiteclay Chambers, II, ed. New York: Oxford University Press, 1999. 754-55.

"Cowboys on Streetcars? Public Spurned 'Bread Stealers' Who Tried to Run Streetcars during 1889 Strike," Minnesota Union Advocate (December 8, 1997).

"Joan of Arc for St. Paul's Working People: Eva McDonald Valesh, Labor Organizer and Journalist," Minnesota Union Advocate (February 24, 1997).

"Marxist-Feminism," Oxford Companion to Women's Writing in the United States, Cathy N. Davidson and Linda Wagner-Martin, et al, eds. (New York: Oxford University Press, 1995), 349-51.

H. Book Reviews Published

1. Academic Journals

Book Review. Alan Dericksen, Dangerously Sleepy: Overwork and the Cult of Manly Wakefulness, Social History of Medicine (Fall 2014 forthcoming).

Book Review. Elizabeth McKillen, Making the World Safe for Workers: Labor, the Left, and Wilsonian Internationalism, Canadian Journal of History (Fall 2014 forthcoming).

Book Review. Jean-Christian Vinel, The Employee: A Political History, Business History Review (Fall 2014 forthcoming).

Book Review. Paul Michael Taillon, Good Reliable White Men: Railroad Brotherhoods, 1877-1917, Journal of Gilded Age and Progressive Era History 11:4 (2012), 621-623.

Book Review. Chad Montrie, Making a Living: Work and Environment in the United States. American Studies 51:3/4 (Fall/Winter 2010), 206-207.

Book Review. Edward Slavishak, Bodies of Work: Civic Display and Industrial Labor in Pittsburgh, Social History 37:1 (2012), 94-96.

Book Review. Brian Luskey, On the Make and Carole Srole, Transcribing Class and Gender, American Historical Review 116:4 (October 2011), 1125-26.

Book Review. Troy Rondinone, The Great Industrial War: Framing Class Conflict in the Media, 1865-1950. Journal of American History 97:4 (March 2011), 1151-1152.

- Book Review. Steven High and David W. Lewis, Corporate Wasteland: The Landscape and Memory of Deindustrialization, Labour History 98 (May 2010), 262-263.
- Book Review. Alice Kessler-Harris, Gendering Labor History. Labor History 50:3 (August 2009), 365-367.
- Book Review. Joshua Brown, Behind the Lines: Pictorial Reporting, Everyday Life, and the Crisis of Gilded Age America, Labor: Working Class Studies in the Americas 1 (Spring 2004), 141-43.
- Book Review. Suzanne Mettler, Divided Citizens. American Historical Review 106:2 (April 2001), 591-2.
- Book Review. Melinda Chateauvert, Marching Together: Women of the Brotherhood of Sleeping Car Porters. American Historical Review 104:3 (October 1999), 1327-8.
- Book Review. John Hoerr, You Can't Eat Prestige. New England Quarterly 71:2 (June 1998), 329-31.
- Book Review. Linda Gordon, Pitied But Not Entitled: Single Mothers and the History of Welfare. American Historical Review 102:2 (April 1997), 532-33.
- Book Review. Scott Molloy, Trolley Wars. Journal of American History 83:3 (December 1996), 1034-35.
- Book Review. Annelise Orleck, Common Sense and a Little Fire, Journal of American History 82:4 (March 1996): 1612.
- Book Review. Ardis Cameron, Radicals of the Worst Sort: Laboring Women in Lawrence Massachusetts, 1860-1912. H-Labor Net, Electronic Journal, (October 2, 1995).
- Book Review. Susan Lynn, Progressive Women in Conservative Times. Histoire Sociale/Social History 27:54 (November 1994), 490-92.
- Book Review. Peter Rachleff, Hard Pressed in the Heartland. Journal of American History 81:2 (September 1994): 830-31.
- Book Review. Sonya Rose, Limited Livelihoods: Gender and Class in Nineteenth Century England; Mary McFeely, Lady Inspectors; Arber and Gilbert, eds., Women and Working Lives. Signs: A

Journal of Women in Culture and Society 20:1 (Autumn 1994): 184-88.

Book Review. Arthur Shostak, Robust Unionism. Annals of the American Academy of Political and Social Science 527 (May 1993): 202-203.

Book Review. Elisabet Moutzan-Martinengou, My Story. Modern Greek Studies Yearbook 8 (1992): 517-19.

Book Review. Dorothy Sue Cobble, Dishing It Out: Waitresses and Their Unions. Journal of American History 79:3(December 1992), 1208-9.

Book Review. Claudia Goldin, Understanding the Gender Gap. International Labor and Working Class History 42 (Fall 1992): 148-50.

Book Review. Virginia Scharff, Taking the Wheel: Women and the Coming of the Motor Age. Western Historical Quarterly 23:3 (August 1992): 386-7.

Book Review. Salvatore Salerno, Red November, Black November. Pittsburgh History 73:3 (Fall 1990): 140-41.

Book Review. Richard Vaelly, Radicalism in the States: Minnesota's Farmer Labor Party and the American Political Economy. Minnesota History 52:2 (Summer 1990): 79.

Book Review. Hall, et al., Like a Family; Cooper, Once a Cigarmaker; Meyerowitz, Women Adrift. Signs: Journal of Women in Culture and Society 15:2 (Winter 1990): 391-94.

Book Review, Eleni Fourtouni, Greek Women in Resistance. Modern Greek Studies Yearbook 2 (1986): 336-38.

2. **In Magazines/Newspapers/Online Journals**

“Justice or Just-Us: Review of Steve Early, The Civil Wars in U.S. Labor: Birth of a New Workers’ Movement or Death Throes of the Old?, dissent (online), August 20, 2012; accessed: <http://dissentmagazine.org/online.php?id=623>

"Bauhaus Wives?" Book Review. Sigrid Wortman Weltge, Women's Work: Textile Art from the Bauhaus. Women's Review of Books. (February 1994).

"A New Deal for Women?" Review Essay. Barbara Melosh, Engendering Culture: Manhood and Womanhood in New Deal Public Art and Theater, and Paula Rabinowitz, Labor and Desire: Women's Revolutionary Fiction in Depression America." Women's Review of Books. (May 1992).

Film Review. Women of Summer. With Colette Hyman. Women Historians of the Midwest Newsletter 15 (Sept 1987), 4-5.

Book Review. Philip Foner, Women and the American Labor Movement. Minnesota Daily (April 21, 1980), 13.

Book Review. Hsiao Hung, The Field of Life and Death and Tales of Hulan River. Minnesota Daily (October 1, 1979), 14.

Book Review. Barbara Evans Clement, Bolshevik Feminist. Minnesota Daily (April 9, 1979), 14.

Book Review. Michael Ignatieff, A Just Measure of Pain. Minnesota Daily (February 19, 1979), 10, 13.

Book Review. Gerda Lerner, The Majority Finds Its Past. Minnesota Daily (January 21, 1979), 10.

Book Review. Sheila M. Rothman, Woman's Proper Place. Minnesota Daily (January 15, 1979), 16.

Book Review. Lynne Reid Banks, Path to the Silent Country. Minnesota Daily (October 30, 1978), 13.

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally in Last 5 Years

"Fix the Workplace, Not the Worker: Labor Feminism and the Shifting Grounds of Equality on the Road to *Johnson Controls*," **Social Science History Association**, Chicago, November 2013.

"The Precarious Work of Care: OSHA, AIDS, and Women Health Care Workers, 1983-2000" **Social Science History Association**, Vancouver, British Columbia, November 2012; also presented in **Daily Work/Daily Lives Series**, Michigan State University, April 5, 2013.

“Disappointment in the Law: Fight Legal and Judicial Barriers to Labor Organizing, 1914-1932,” **European Social Science History**, University of Glasgow, April 13, 2012.

“Rethinking U.S. Labor History: Methods,” **Social Science History Association**, Boston, November 18, 2011.

“Histories of Labour,” Roundtable, **Social Science History Association**, Boston, November 17, 2011.

“The Gendering of Economic Recovery: The Obama Administration in Year One,” **American Historical Association**, San Diego, January 8, 2010.

“Labor and the Memory of Justice,” **Social Science History Association**, Miami, October 25, 2008 [also presented in the **Humanities Center Brown Bag Series, Wayne State University**, November 11, 2008].

M. Invited Seminars or Lectures Presented in Last Five Years

“Citizen-Soldiers and a Grateful Nation: Veterans and the Postwar Politics of Obligation and Care,” **Center for the Study of Citizenship, Wayne State University**, November 11, 2013.

“Troubling Women: Women Labor Leaders in a World of Men,” 6th District Women’s Conference, **International Brotherhood of Electrical Workers**, Rochester, MN, September 17, 2013.

“‘Everybody Lies’: The Politics of Maids and Money,” **Humanities Center, Wayne State University**, April 17, 2013.

“Barriers and Gateways: Women, Gender, and the Professions,” **Legends of the Grand Traverse Region: Community out of Diversity, History Center of Traverse City**, Northwest Michigan Cultural Center, October 25, 2012.

“Lost Mothers: Women’s Lives, Social History, and Photography in the Making of Family Stories,” **History Center of Traverse City**, Northwest Michigan Cultural Center, October 25, 2012.

“Menardian Labor History: Or, What Happens When the Staples Thesis and World Systems Theory Meet the Logic of Collective Action,” **Symposium in Honor of Rus Menard**, Department of History and Minnesota Population Center, **University of Minnesota**, May 10, 2012.

“Swift Course: Women’s Work and Education in the Postwar Years,” **Henry Ford Health System, Women’s Improvement Network**, Women’s History Month Lecture, March 20, 2012.

“Remembering Justice: Labor and the Uses of Memory,” **Our Daily Work, Our Daily Lives** series, **Michigan State University**, March 30, 2009.

N. Other Scholarly Work in Past Five Years

Roundtable, Elizabeth Tandy Shermer, *Sunbelt Capitalism*, **Social Science History Association**, November 2013.

Comment. “The House Always Wins: Radical Politics, Militant Workers, and the State, **Social Science History Association**, November 2013.

Roundtable, Steve Early, *Labor’s Civil Wars*, **North American Labor History Conference**, October 2011.

Comment, “Perception and Power: Knowledge, Myth, Media, and the Construction of Class” and “Class, Class Action and Classification: Gender and Power at Work, **Social Science History Association**, Chicago, November 2010.

IV. SERVICE

A. Administrative Appointments at Wayne State

Director of Graduate Studies, Department of History, 2010-present

Interim Associate Dean, Graduate School, 2007-2009

B. Committee Assignments

1. University Committee Chair

Enrollment Committee, Graduate Council, **Wayne State University**, 2008-2009

Garrett T. Heberlein Excellence in Teaching Award for Graduate Students, **Wayne State University**, 2007-2009

Graduate Council, Executive Committee, **Wayne State University**, 2006-2007

Graduate Teaching Assistant Orientation Committee, Chair/Coordinator, **Wayne State University**, 2007-2009

MA Advisory Group, Graduate School, **Wayne State University**, 2013-2014

New Programs Committee, **Wayne State University**, 2007-2009

Outstanding Graduate Mentor Award Committee, **Wayne State University**, 2007-2009

Scholarly Communication for Graduate Students, **Wayne State University**, 2007-2009
Women's Studies Program Review, Internal Review Panel, **Wayne State University**, 2009

2. University Committee Membership

Affiliate, Douglas A. Fraser Center for Workplace Issues, **Wayne State University**, 2012-present
Board of Governors Faculty Recognition Award Committee, **Wayne State University**, 1992-1993
College of Education Review Committee, Vice President for Academic Affairs Office, **Wayne State University**, 1997-1998
Educational Development Grant Committee, **Wayne State University**, 2000
Faculty University Research Award Competition Evaluator, **Wayne State University**, 1996-1997
GEOC-Administration Bargaining Committee, **Wayne State University**, 2008-2009
Graduate Council, **Wayne State University**, 2001-2004, 2005-2008 (elected); Winter 2012 (sabbatical replacement), 2012-2014 (appointed); Executive Committee, 2002-2004, 2006-07, 2012-14; Academic Standards Committee Winter 2012; Credentials Committee, 2005-2006; New Program Committee, 2001-2002; Outstanding Graduate Mentor Committee, 2005-2007; Review Committee, Faculty GRA Grants, 2006-2009.
Graduate Council, ex-officio, **Wayne State University**, 2007-2009
Humanities Center Advisory Board, **Wayne State University**, 2011-2013; Subcommittee on Marilyn Williams Distinguished Faculty Award (2011-2012); Committee for 2013 Fall Faculty Symposium, "Truth" (2013)
Humanities Subcommittee, Supplemental Research Equipment Fund Review Committee, **Wayne State University**, 1993-1994
King-Chavez-Parks Future Faculty Fellowship Committee, Graduate School, **Wayne State University**, 2002
Presidents' Council, State Universities of Michigan, Provost's Representative, **Wayne State University**, June 2008
Program Review Committee, Graduate School/Associate Provost Representative, **Wayne State University**, Engineering Tech, History, Philosophy, 2007-2009
Review Committee, Humanities GRA Grants, **Wayne State University**, 2012-2013
Sam Fishman Travel Grant committee, Walter P. Reuther Library, **Wayne State University**, 2011-2014
Scholarship and Fellowship Review Panel, **Wayne State University**, 1992-1994, 1996-97

Search Committee, Dean of the Graduate School, **Wayne State University**, 2013-2014 (elected)
Search Committee, Director, Douglas A. Fraser Center for Workplace Issues, **Wayne State University**, 2007-2008; Labor Historian, Labor@Wayne, 2012-2013
Student Government Election Commission, **Wayne State University**, 2007-2009
Women's Faculty Resource Network, Office of the Vice President for Academic Affairs, **Wayne State University**, 1996-98
Women's Studies Advisory Board, **Wayne State University**, 1990-99

3. College/Department Committees Chaired

Chair, **Executive Committee, Department of History**, 2009-2010 (elected)

Chair, **North American Labor History Conference Committee** (1991-2003):

2003 *Labor, War, and Imperialism*
2002 *Class, Gender, and Ideology in National and International Contexts*
2001 *Labor, Migration and the Global Economy*
2000 *Labor and the New Millennium: Class, Vision, and Change*
1999 *Class and Politics in Historical and Contemporary Perspective*
1998 *Labor: Past and Present*
1997 *Workers and the City*
1996 *Memory and the Re-Telling of Working Class Lives*
1995 *Culture and Community in Working Class History*
1994 *International and Comparative Labor History*
1993 *Labor, Citizenship, and the State*
1992 *Remaking the Working Class: Work Force 2000 and the Labor Movement in Historical Perspective*
1991 *Men, Women, and Labor: Perspectives on Gender and Labor History*

Chair, **Graduate Committee**, 2010-2015

Chair, **Search Committee, Urban History**, 2010-2011

Chair, **Search Committee, African American History**, 2006-2007

Co-Chair, **Search Committee, African History**, 2001-2002

4. College/Department Committee Membership

Chair Review Committee, History, 2004

Chair Selection Advisory Committee, History, 1994

College of Liberal Arts Salary Committee, Department Representative, 2001, 2005 (elected)

Colloquia Committee, History, Fall 1991

Computer Committee, History, 1990-91, 1992-93

Curriculum and Instruction Committee, History, Fall 1997
 Department Representative, College Promotion and Tenure Committee,
 History, 2009-2010
 Director Review Committee, College of Liberal Arts and Sciences,
Wayne State University, Labor@Wayne, 2013-2014
 Executive Committee, History, 2009-2010 (chair; elected); 2010-2015
 (ex officio)
 Faculty Council, College of Liberal Arts and Sciences, 2013-16 (elected)
 Graduate Committee, History, Winter 1992-2015 (chair, 2010-present)
 Mentors Committee, History, Fall 1990
 North American Labor History Conference Committee, 1990-2015
 Personnel Committee, History, 1997-1999, 2003-2005, 2006-2008,
 2009-2015 (elected)
 Planning Committee, History, 1997-2002, 2003-2004
 Promotion and Tenure Committee, College of Liberal Arts and Sciences,
 2006-2009 (elected; ineligible 2007-2009)
 Public History Committee, History, 2001-2003, 2012-2015
 Salary Committee, History, 1992-94, 1996-98, 2000-2002, 2004-2005,
 2006-2007, 2012-2013 (elected)
 Search Committees, History, 1994, 1996-97, 2000-2001, 2001-2002,
 2002-2003, 2006-2007, 2010-2011
 Undergraduate Committee, History 2004-2005, 2010-2014 (ex officio)

D. Positions Held in Professional Associations

Publications Committee, **Social Science History Association**, 2012-2015
 Herbert G. Gutman Outstanding Dissertation in Labor and Working Class History
 Award, **Labor and Working Class History Association**, 2007-2009
 CLR James Book and Article Award Committee, Chair, **Working Class Studies
 Association**, 2006-2007, 2008-2009
 Working Group for the **Working-Class Studies Association**, 2004-2005
 Program Co-Chair, **Social Science History Association**, 2003
 Board of Directors, **Labor and Working Class History Association**, 1999-2002
 Joint Committee on the American Historical Association-Canadian Historical
 Association, **American Historical Association**, 2001-2003; chair 2002
 Executive Committee, **Social Science History Association**, 1994-1997
 Nominating Committee, **Social Science History Association**, 1997, 2010, 2013
 Program Committee, **Social Science History Association**, Labor Network
 Representative, 1991, 1995, 2012, 2013, 2014
 Herbert Feis Award Committee, **American Historical Association**, 1995-1998;
 chair, 1997-1998
 U.S. History Standards Focus Committee, **American Historical Association**,
 1992-1994
 Membership Committee, **Organization of American Historians**, 1995-1998
 Executive Board, **Women's Historians of the Midwest**, 1983-1987

G. Journal/Editorial Activity

Contributing Editor, Labor History, 2001-2003.
Contributing Editor, Labor: Working-Class Studies in the Americas, 2003-2006, 2009-2012.
Editorial Advisory Board, Workers of the World: International Journal of Strikes and Social Conflicts (Brazil), 2012-present.
Faculty Editor, Social Science History, Summer 1996-2001.
Board of Editorial Advisors, Samuel Gompers Papers, 1996-2000.
Consulting Editor, International Labor and Working Class History, 1996-present.
International Advisory Board, Labour History (Australia), 1998-present.
International Editorial Board, Labour History Review (Great Britain), 1996-
Editorial Board, Social Science History, 1991-1994.
News Notes editor, Labor History, 1993-1997.
Women Historians of the Midwest Newsletter, editor, 1983-87; book review editor, 1983-84.

Manuscript Reviews

D.C. Heath, Duke University Press, Greenwood Press, Macmillan, Minnesota Historical Society Press, New York University Press, Ohio State University Press, Oxford University Press, St. Martin's Press, University of Illinois Press, University of Minnesota Press, University of North Carolina Press, University of Nevada Press, University of North Carolina Press, University of Pennsylvania Press, Wayne State University Press, Yale University Press, Feminist Studies, Gender and Society, Journal of American History, Journal of Ethnic History, Journal of Policy History, Journal of Women's History, Labor: Working Class Studies in the Americas, Labor History, Labour History, Labour History Review, Law and Social Inquiry, Minnesota History, Social Science History, SECAC Review

H. Consulting

Detroit Historical Museum, Strategic Planning Focus Group, 2014

Women of Ford project, Edsel and Eleanor Ford House and Honors College, Consultant and Lecturer, Wayne State University, 2012, 2014

External Reviewer, *Dutch National Science Foundation*, 2012.

History Panel, Scholarly Editions and Translations, *National Endowment for the Humanities*, 2012

American History Development Project, *Oakland Public Schools*, 2007-2008

Honors Examiner, Labor and Urban History, *Swarthmore College*, 2004

Consultant, *History Themes Project, Michigan Educational Assessment Program*, Michigan Department of Education and Department of the Treasury, 2001.

Consultant, *Those Who Dare: Sky Walkers in the Motor City: Bridge, Structural, Ornamental and Reinforcing Ironworkers Local 25 in Detroit, 1901-2001*, 2000-2001.

Consultant, *Keys to Change*, Chippewa Falls Museum of Industry and Technology, 1999-2000.

Consultant, *The Price of Bread and Rubber: Building Tires in Eau Claire, 1917-1992*, Chippewa Valley Museum, Eau Claire, Wisconsin, 1999.

Consultant, KTCA-KTCI Public Television (Minneapolis-St. Paul), documentary film, *Minneapolis Past*, 1993.

I. Other: Promotion and Tenure External Evaluator

Baruch College-CUNY, College of William and Mary, Cornell University, Dalhousie University, Drew University, Franklin and Marshall University, Hunter College, Macalester College, Michigan State University, Northern Illinois University, Pennsylvania State University-Harrisburg, University of Minnesota, University of Nevada-Las Vegas, University of Wisconsin-Green Bay, Pomona College, Texas Tech, University of Tulsa, Wayne State University, West Virginia University, Western Washington University

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: DATE PREPARED: 3/20/07
Liette Gidlow DATE REVISED: 9/21/14

OFFICE ADDRESS: HOME ADDRESS:

3103 FAB

OFFICE PHONE: 313-577-2525 HOME PHONE:

DEPARTMENT/COLLEGE: Department of History, CLAS

PRESENT RANK & DATE OF RANK: Associate professor, 2004

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2006, associate professor with tenure
Year Awarded Tenure:
Year Promoted to Associate Professor:
Year Promoted to Full Professor: --

CITIZEN OF: USA

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: University of Chicago, Chicago, IL, 1985
Graduate: M.A., Ohio State University, Columbus, OH, 1990
Ph.D., Cornell University, Ithaca, NY 1997
Postgraduate (postdoctoral): Licensure: --
Certification: --

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

[Not administrative appointments; see below.]

Associate professor, Bowling Green State University, 2004-2006

Assistant professor, Bowling Green State University, 1998-2004

signature: _____

11/26/14

Visiting assistant professor, Hobart and William Smith Colleges, 1996-1998

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Historical Association
Berkshire Conference of Women Historians
Organization of American Historians
Phi Beta Kappa

HONORS/AWARDS:

National Endowment for the Humanities Summer Stipend, 2014 (\$6,000)
Faculty Fellowship, Wayne State University Humanities Center, 2014 (\$4500)
Excellence in Undergraduate Teaching Award, Wayne State University College of Liberal Arts and Sciences, 2014.
Undergraduate Research Mentor Stipend, Wayne State University, 2013 (\$750)
Wayne State University, President's Research Enhancement Grant, 2012-2013 (\$40,375)
Wayne State University Humanities Center, Open Competition grant award, 2010 (\$4000) (declined)
Contributor to an award-winning book, *The History of Michigan Law*, eds. Paul Finkelman and Martin Hershock (Athens: Ohio University Press, 2006), which won the Michigan State History Award for 2007 and was selected as a 2007 Michigan Notable Book.
In-Residence Semester Fellowship, Institute for the Study of Culture and Society, Bowling Green State University, spring 2006. (approx. \$27,000)
Moody Research Grant, LBJ Foundation, Lyndon Baines Johnson Presidential Library, Austin, TX, 2005. (\$1950)
Research grant, Harry S. Truman Library Institute, Harry S. Truman Presidential Library, Independence, MO, 2005. (approx. \$1100)
Travel grant, Eisenhower Foundation, Dwight D. Eisenhower Presidential Library, Abilene, KS, 2005. (\$450)
Teaching American History grant, U.S. Department of Education, 2004-2007. I served as the academic director for Year 1 of the grant (\$333,391) and served as co-principal investigator for the duration of the grant. The grant was for \$999,874.
Friends of the Library award for excellence in research, Bowling Green State University, 2003, 2004.
Instructional Improvement grant, Bowling Green State University, 2003. (Approx. \$3000)
Faculty Development Fund travel grant, Bowling Green State University, 2000-2003. (\$250 each)
Berkshire Conference Summer Fellowship, Mary Ingraham Bunting Institute, Harvard University, Cambridge, MA, 1999. (approx. \$9,000)
Merrill Grant for research in twentieth-century U.S. political history, Organization of American Historians, 1999. (approx. \$500)
First alternate, J. Franklin Jameson Fellowship, American Historical Association, 1999.
Faculty mentor award with honorarium, NFO Research, Inc. Competition for Undergraduate Research Papers in the Social Sciences, 1999 (I served as faculty supervisor for a student who wrote a winning paper). (approx. \$250)
Faculty research grant, Office of Sponsored Programs, Bowling Green State University, 1998.
Mellon Fellowship, Cornell University, 1995-1996. (approx. \$12,000)
Beatrice Brown women's studies award, Cornell University, 1995. (\$250)
Daughters of the American Revolution research fellowship, Cornell University, 1994. (approx. \$6000)
Bordin-Gillette Researcher Travel Fellowship, Bentley Historical Library, Ann Arbor, MI, 1994. (approx. \$1800)
Research grant, Herbert Hoover Presidential Library, West Branch, IA, 1994. (approx. \$2000)
Mellon Fellowship, Cornell University, 1993. (approx. \$20,000)
Research grant, Hagley Museum and Library, Wilmington, DE, 1993. (approx. \$250)
Research grant, Franklin Roosevelt Library, Hyde Park, NY, 1993. (approx. \$750)
Newton C. Farr Fellowship, Cornell University, 1990-1991. (approx. \$6000)

President's Fellowship, Ohio State University, 1989-1990. (approx. \$12,000)

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):
ProfNet (used by journalists), 2003-present

I. TEACHING

A. Years at Wayne State -- seven

B. Years at Other Colleges/Universities (please list)
Bowling Green State University, Bowling Green, OH (1998-2006)
Hobart & William Smith Colleges, Geneva, NY (1996-1998)

B. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

Hist 1050, U.S. since 1945

Hist 2050, U.S. since 1877

Hist 3998, The Cultural History of American Elections

Hist 5050, Modern America, 1877-1917

Hist 5060, Modern America, 1917-1945

Hist 5200, Women in America, from contact-present

Hist 5996, Capstone for Majors, on "Sixties America"

2. Graduate

Hist 6010, The Cultural History of American Elections

Hist 7050, Modern America, 1877-1917

Hist 7060, Modern America, 1917-1945

Hist 7200, Women in America, contact to present

Hist 7830, Graduate Methods Seminar

Hist 7990, Graduate Reading Seminar in Modern American Politics

Hist 7990, Graduate Reading Seminar in U.S. Women's History

Hist 8005, Introduction to U.S. Historiography

Hist 8030, Graduate Reading and Research Seminar, Modern U.S. Politics

3. Graduate Professional School

C. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

Beth Fowler, Ph.D., “‘Deliver Us from the Days of Old’: Civil Rights and Rock and Roll in the 1950s,” 2014 (member)

Sean McConnell, M.A. student, "American Intellectuals and the Iranian Revolution," 2014 (chair)

Melly Scofield, Ph.D., “Assumptions of Authority: The White House, the City, and Capital Society, 1801-1831,” 2014 (member)

Sakeena Fatima, B.A. honors student, "African American Standards of Beauty, 1940s-1970s," 2014 (advisor)

Matthew Thick, M.A. student, “The Influence of External Events on Native American Representations in the American Media 1803-1812,” 2013 (reader)

Melissa Luberti, M.A. student, "Millie Jeffrey," 2010 (reader)

Cathryn Eccleston, M.A., "A Subtle Revolution: English Recipes, American Ideology, and the Beginnings of a New Cuisine," 2009 (reader)

Matthew Kapell, M.A., "'Miscreants, Be They White or Colored': Detroit Press Reactions to the 1942 Sojourner Truth Housing Controversy and the 1943 'Race' Riot," 2009 (chair)

Edmund LaClair, Ph.D. student, “The Black Legion,” year undetermined (chair)

Paul Mengel, Ph.D. student, project untitled, year undetermined (member)

Wade Merrill, Ph.D. student, project untitled, year undetermined (chair)

Thomas A. Cragg, Ph.D. student, project untitled, year undetermined (chair)

Ann Marie Wambeke, Ph.D. student, project untitled, year undetermined (chair)

Lynda Litogot, Ph.D. student, project untitled, year undetermined (member)

Kim Steele, Ph.D. student, project untitled, year undetermined (member)

Tassie Zahner Palyka, Ph.D. student, project untitled, year undetermined (member)

David Hopkins, Ph.D. student, project untitled, year undetermined (member)

Amanda Hoover, Ph.D. student, project untitled, year undetermined (chair)

Scott Martin, Ph.D. student, project untitled, year undetermined (member)

Alaa Taher, M.A. student, project untitled, exp. 2015 (chair)

D. Course of Curriculum Development

E. Course Materials (Unpublished)

F. Other

Faculty Mentor, Undergraduate Research Opportunities Program (UROP), Wayne State University
(2012-2014)

Awards/recognition won by my advisees:

Sean McConnell, competitive internship at George H.W. Bush Presidential Library, 2014
Sakeena Fatima, Wayne State Undergraduate Research Award, Stern-Lion Research Award,
2013. Ms. Fatima is presenting her research at the National Undergraduate Research
Conference in Kentucky in fall, 2014.

Featured lecturer on C-SPAN American History series; episode aired in July 2011.

Panel discussant for lecture by National Endowment for the Humanities Chair James Leach,
"Civility in a Fractured Society," 2 February 2010.

Presentation, "The One-Room Schoolhouse: Teaching Undergraduates and Graduate Students Together."
History Department Colloquium, Wayne State University, 9 November 2006.

II. RESEARCH

A. Research in Progress, Not Funded

B. Funded Research in Last Five Years

The Struggle for Woman Suffrage After the 19th Amendment, a book-length study of the mass disfranchisement of U.S. women after ratification of the woman suffrage amendment

C. Fellowships/Grants/Special Awards in Last Five Years

National Endowment for the Humanities Summer Stipend, 2014 (\$6,000)
Faculty Fellowship, Wayne State University Humanities Center, 2014 (\$4500)
Excellence in Undergraduate Teaching Award, Wayne State University College of Liberal Arts and Sciences, 2014.
Undergraduate Research Mentor Stipend, Wayne State University, 2013 (\$750)
Wayne State University, President's Research Enhancement Grant, 2012-2013 (\$40,375)

III. PUBLICATION

A. Scholarly Books Published

1. Authored

The Big Vote: Gender, Consumer Culture, and the Politics of Exclusion, 1890s-1920s (Baltimore: The Johns Hopkins University Press: 2004) (paperback, 2007)

2. Co-Authored

Orfield, G., H. Mitzel, L. Gidlow et al. *The Chicago Study on Access and Choice in Higher Education*. (Chicago: University of Chicago Committee on Public Policy Studies, 1984).

B. Chapters Published

1. Authored

"The Michigan Women's Commission and the Struggle Against Sex Discrimination in the 1970s." In *The History of Michigan Law*, eds. Paul Finkelman and Martin Herschok (Athens: Ohio University Press, 2006). The book received a Michigan State History Award (2007) and was selected as a 2007 Michigan Notable Book.

Introduction in Gidlow, ed., *Obama, Clinton, Palin: Making History in 2008* (Urbana: University of Illinois Press, 2012).

2. Co-Authored

C. Editorships of Books/Proceedings

Ed., *Obama, Clinton, Palin: Making History in 2008* (Urbana: University of Illinois Press, 2012). Named a *CHOICE* Recommended Title by the American Library Association.

D. Journal Articles Published

1. Refereed Journals

"Delegitimizing Democracy: 'Civic Slackers,' the Cultural Turn, and the Possibilities of Politics."
Journal of American History 89 (December 2002): 922-957.

2. Invited Review Articles

"The Deeper Meaning of Tupperware: Consumer Culture and the American Home." *Journal of Women's History* 24 (Autumn 2012): 195-203.

Review of *The Cultural Turn in U.S. History: Past, Present, and Future*, James W. Cook, Lawrence B. Glickman, and Michael O'Malley, eds., *American Historical Review* 115 (December 2010): 1443-444.

Review of James J. Lopach, *Jeannette Rankin: A Political Woman*. *American Historical Review* 113 (Feb. 2008): 197-198.

Review of Meg Jacobs, *Pocketbook Politics: Economic Citizenship in Twentieth-Century America*. *Journal of American History* 92 (March 2006): 1476.

"Remembering Willie Wirehand: Consumer Culture and Consensus in Twentieth-Century America." *Reviews in American History* 30 (December 2002): 646-654.

3. Nonrefereed Journals

"The Great Debate: Kennedy, Nixon, and Television in the 1960 Race for the Presidency." *History Now* (on-line publication by the Gilder-Lehrman Institute of American History, ed. Carol Berkin), issue 1, September 2004, available at <http://www.historynow.org>.

E. Papers Published in Conference Proceedings

1. Refereed Papers

"Lincoln." In *Images of American Presidents in Film and Television*, ed. Peter Rollins (Film and History League, 2001).

2. Nonrefereed Papers

F. Translations of Other Authors Published

1. Books

2. Articles or Creative Works

G. Abstracts Published in Academic Journals

H. Book Reviews Published

1. Academic Journals

Review essay, "The Deeper Meaning of Tupperware: Consumer Culture and the American Home." *Journal of Women's History* 24 (Autumn 2012): 195-203.

Review of *The Cultural Turn in U.S. History: Past, Present, and Future*, James W. Cook, Lawrence B. Glickman, and Michael O'Malley, eds., *American Historical Review* 115 (December 2010): 1443-444.

Review of James J. Lopach, *Jeannette Rankin: A Political Woman*. *American Historical Review* 113 (Feb. 2008): 197-198.

Review of Meg Jacobs, *Pocketbook Politics: Economic Citizenship in Twentieth-Century America*. *Journal of American History* 92 (March 2006): 1476.

Review essay, "Remembering Willie Wirehand: Consumer Culture and Consensus in Twentieth-Century America." *Reviews in American History* 30 (December 2002): 646-654.

2. Magazines/Newspapers

H. Creative Shows/Exhibits

1. Refereed or Judged: National Competition
2. Refereed or Judged: Local/Regional Competition
3. Not Refereed

I. Creative Performances

1. Outside Metropolitan Area
2. Metropolitan Area
3. Campus

J. Instructional Materials Formally Published

1. Textbooks
2. Study Guides/Laboratory Workbooks
3. Other Published Materials

American History Development Project (<http://www.micitizenshipcurriculum.org>). Coordinated by the Oakland County Intermediate School district, I worked with half a dozen other faculty and fifteen teachers to develop teacher training materials to help teachers implement new State of Michigan curriculum standards for U.S. history. I developed the material for Unit 5 of the new 9th grade curriculum, "The Crisis of Capitalism and Responses" on the 1920s and 1930s. The guide is composed of bibliographies, scholarly articles, and lesson plans. (Published 2009)

K. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

Presenter, "Women of Color and the Fight for Voting Rights in the U.S. after 1920." *Freedom, Rights, and Power: Recasting Women's Struggles in the Americas after 1900*, St. Mary's University College, London, UK, April 2013.

Presenter, "After Ratification: Female Disfranchisement in the U.S. after the Nineteenth Amendment." Tenth Annual Conference, Center for the Study of Citizenship, Wayne State University, March 2013.

Presenter, "The 2012 Presidential Election in Historical Perspective." Wayne State University Humanities Center, 23 October 2012.

Presenter, "Revisiting the Nineteenth Amendment: Female Disfranchisement after 1920." *Liberty's Daughters and Sons: Celebrating the Legacy of Mary Beth Norton*, Ithaca, NY, Sept. 2012 (invited)

Presenter, "Consumer Culture and American Society," The Henry Ford, Dearborn, MI, May 2012 (invited)

Moderator, "Roundtable: The 2012 U.S. Presidential Election," Ninth Annual Conference in Citizenship Studies, Center for the Study of Citizenship, Wayne State University, March 2012.

Presenter, "'It's Time for a Change': Representing Female Citizenship on Television, 1952-2008," Organization of American Historians, April 2012.

Moderator, "Citizenship and the United States' Education System," Eighth Annual Conference in Citizenship Studies, Center for the Study of Citizenship, Wayne State University, April 2011.

Presenter, "Teaching Policy History Under the Radar," Policy History Conference, Columbus, OH, June 2010.

Presenter, "Brunch with Barry Goldwater: Women's Citizenship in Presidential Campaign Advertisements, 1952-2008." Great Lakes American Studies Association, University of Notre Dame, March 2009.

Organizer, chair, and panelist, "Obama and Clinton: Historians Reflect on Historic Candidacies." Berkshire Conference on the History of Women, Minneapolis, MN, June 2008.

Chair, "The Politics of Exclusion and U.S. Women's Struggle for Inclusion: Historical Perspectives." Policy History Conference, St. Louis, MO, May-June 2008.

Chair, "Making Women Work: Labor Training Programs and the Production of Good Citizens in Indian Schools, "Idiot Asylums," and Reformatories in the U.S., 1878-1957." Berkshire Conference on the History of Women, Minneapolis, MN, June 2008.

Chair and discussant, "Recovering Narratives of Intersectionality and Reading Race Through Gender." 4th Annual Conference in Citizenship Studies, Center for the Study of Citizenship, Wayne State University, March 2007.

Chair and discussant, "Crashing the Party: The Development of Female Partisanship Across Time and Space." Social Science History Association, Minneapolis, MN, November 2006.

Chair and discussant, "Personhood and Political, Social, and Cultural Standing,"

- American Historical Association, Philadelphia, PA, January 2006.
- Chair, organizer, and panelist, "Roundtable Discussion: Election 2004." Social Science History Association, Chicago, IL, November 2004.
- "'Repeating for a Chesterfield': Voting/Buying, Citizenship, and Consumer Culture in the 1920s U.S." New Scholars' Conference, Center for the Study of Citizenship, Wayne State University, Detroit, MI, February 2004.
- Chair and organizer, book panel on *Women and the Republican Party, 1854-1924* by Melanie Gustafson, Social Science History Association, Baltimore, MD, November 2003.
- Panelist, "Judging the Elders: Young Political Historians and *Contesting Democracy*, ed. Byron E. Shafer and Anthony J. Badger." Social Science History Association, St. Louis, MO, October 2002.
- Commentator, "Morals, Money, and Memory: Politics and Interest Groups." Social Science History Association, Chicago, IL, November, 2001.
- "Pushy Shoppers and 'Stay-at-Homes': The Contest Over Women's Citizenship in the Years After Suffrage." Paper presented at the Mid-America Conference on History, Oklahoma State University, September 2001.
- "The Official Story in Black and White: Race and Dominance in Civic Narrative in the Twentieth-Century U.S." Organizer and discussant for a panel at the American Historical Association, Boston, MA, January 2001.
- "Lincoln." Chair for a panel at "The American Presidency on Film: A National Conference," sponsored by Film and History, Los Angeles, CA, November 2000.
- "Looking Ahead: Citizenship and the Possibilities of U.S. Political History." Paper presented at the meeting of the Social Science History Association, Pittsburgh, PA, October 2000.
- "The State and Religious Transformations." Chair and commentator for this panel at the National Conference on Policy History, Bowling Green, OH, June 2000.
- "Civic Follies: Metaphor and Constructions of Civic Hierarchy in the Early Twentieth-Century U.S." Paper presented at the 32nd Modern Literature Conference, Michigan State University, Oct. 1999.
- "U.S. Political History and the Cultural Turn: Thoughts on the Possibilities." Paper presented at the Bunting Institute for Research on the Study of Women, Harvard University, August, 1999.
- "Retail Politics: Gender, Citizenship, and Consumer Culture in the Early 20th-Century U.S." Paper presented at the meeting of American Historical Association, Atlanta, GA, 1996.

2. Invited and/or Refereed Locally/Regionally

K. Invited Seminars or Lectures Presented in Last Five Years

- "American Conservatism: From New Deal Foes to the Tea Party Today." Great Lakes/Michigan Social Studies Conference, Michigan Council for Social Studies, Lansing, MI, Oct. 2013.
- "Consumer Culture and American Society," The Henry Ford, Dearborn, MI, May 2012
- "The Development of a Culture of Consumption"; "The Commodification of Politics"; "Women and Political Advertising," Teaching American History Seminar, Cleveland State University, Cleveland, OH, April 2008.
- "Brunch with Barry Goldwater: Women's Citizenship in Presidential Campaign Advertisements, 1952-2004." Institute for the Study of Culture and Society, Bowling Green State University, March 2006.
- "Brunch with Barry Goldwater: Women's Citizenship in Presidential Campaign Advertisements, 1952-2004." Modern American History Seminar, Ohio State University, Columbus, OH, Nov. 2005.
- "Selling the City on Citizenship: Grand Rapids and the Elections of the 1920s." Gerald R. Ford Presidential Museum, Grand Rapids, MI, March 2005.
- "Feminism and Policy History," Bowling Green Policy History Forum, March 2005.

"When is Equality Not Equal? The Case of Woman Suffrage." Presentation at the University of Michigan-Dearborn, January 2001.

Panelist, "Dissertation to Books: Perils and Pitfalls of the Publishing Process." BGSU Women's Center, March 2003.

"The Commodification of Political Culture." Paper presented to the Economics Department Colloquium, Bowling Green State University, April 1999.

"Getting Out the Vote: A Dissertation in Progress." Paper presented at the Women's History Month symposium at the State University of New York, Cortland, NY, 1995.

"Getting Out the Vote: Gender and Citizenship in the 1920s." Paper presented at the meeting of the Western Association of Women Historians, San Marino, CA, 1994.

L. Other Scholarly Work

American Historical Association. *Guide to Historical Literature*. 3rd ed. New York: Oxford University Press, 1995. Entries in the "Theory and Practice in Historical Study" section.

IV. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments in Last Five Years (Wayne only)

1. University Committee Chaired
2. University Committee Membership
3. College/Department Committee Chaired

Chair, CLAS merit/salary evaluation committee for the social sciences, 2013

4. College/Department Committee Membership

Member, CLAS merit/salary evaluation committee, 2011-2013

Member, departmental personnel committee, 2010-2012, 2013-2014

Mentor for junior faculty, 2007-present

Member, faculty advisory board, Center for Citizenship Studies, 2006-2013

Co-chair, Research Committee, 2011-2012

Member, departmental graduate committee, 2006-present

Member, departmental executive committee, 2006-2010, 2014

Member, departmental salary committee, 2014-2015

D. Positions Held in Professional Associations in Last Five Years

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

F. Professional Consultation

1. Public Presentations as an Expert in Discipline

Invited panel participant, "Women Empowering Women," sponsored by Detroit *Ambassador* Magazine, Cranbrook Institute of Science, 11 August 2014.

2. Testimony before Public Bodies

3. Consulting to Public Agencies, Foundations, Professional Associations

Consultant, "When Liberty Awakes: When Women Won the Vote," Washtenaw County Historical Society, Ann Arbor, MI, 2010-2011. Consulted on exhibit themes and provided exhibit material. Podcast of an interview, "After the Vote," available at <http://lwvann Arbor.org/people.html>.

4.

5. Consulting to Private Enterprises

Consultant, Pearson Higher Education, Upper Saddle River, NJ (2012)
Provided expert historical commentary for use as video tutorials in Pearson's "Key Topics in U.S. History" series, an online textbook supplement.

G. Journal/Editorial Activity

1. Editorships

2. Editorial Board Memberships

H. Other Professionally Related Service

Award selection committee, Bowling Green Prize for Best Book in Global Policy History, 2012

Manuscript reviewer for Wayne State University Press, 2008-present
Manuscript referee for *Social Science History*, the *Journal of Religion and Popular Culture*, and the
National Women's Studies Association Journal

Wayne State University

Professional Record
Faculty

NAME: Jennifer Anne Hart

DATE PREPARED: November 2011

DATE REVISED: March 2014

OFFICE ADDRESS: 3119 FAB

OFFICE PHONE: (313) 577-2525

DEPARTMENT/COLLEGE: History/CLAS

PRESENT RANK & DATE OF RANK: Assistant Professor/August 2011

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2011/Assistant Professor

Year Awarded Tenure:

Year Promoted to Associate Professor:

CITIZEN OF: United States of America

EDUCATION:

Baccalaureate: Denison University, Granville, OH, 2005

Graduate: Indiana University, Bloomington, IN 2007 (MA)

Indiana University, Bloomington, IN 2011 (PhD)

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:

2010-2011, Visiting Assistant Professor (Goshen College)

PROFESSIONAL SOCIETY MEMBERSHIPS:

American Historical Association

African Studies Association

Ghana Studies Council

I. TEACHING

A. Years at Wayne State: 3.0

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B. Years at Other Colleges/Universities: 1.0

Goshen College, 2010-2011

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

HIS 1600: Africa to 1800

HIS 1610: Africa since 1800

HIS 3996/AFS 5310: African Cities

HIS 3996/AFS 5310: Everyday Africa

II. RESEARCH

A. Research in Progress, Not Funded

Book Manuscript

Ghana Must Go: African Mobility in the Age of Motor Transportation, Book manuscript under review at Indiana University Press

B. Funded Research in Last Five Years

“Suffer to Gain”: Citizenship, Accumulation, and Motor Transportation in Late-Colonial and Postcolonial Ghana, PhD Dissertation, Indiana University, July 2011 (Fulbright-Hays, 2009 [Ghana and United Kingdom], \$60,000.00)

“Of Pirates and Honking Horns: Mobility, Authority, and Urban Planning in Interwar Accra”, 2012 Humanities Center Faculty Fellowship (\$5,000.00)

C. Fellowships/Grants/Special Awards in Last Five Years

Eisenberg Institute for Historical Studies, Residency Fellow, University of Michigan, 2012-2013

Humanities Center Faculty Fellowship, Wayne State University, summer 2012

Humanities Center Fellowship for Working Group—“Politics Culture and the City” (with Tracy Neumann, Andrew Newmann, and Krysta Ryzewski), 2011-2012, 2012-2013

Stoler Fellowship, Indiana University Department of History, summer 2010

Fulbright-Hays Dissertation Grant, 2008-2009

Fulbright IIE Dissertation Grant, 2008-2009 (declined)

Summer Pre-Dissertation Travel Grant, IU Office of International Programs, 2007

Stoler Fellowship, Indiana University Department of History, 2007

Program on African Expressive Traditions (POAET) Research Grant, Indiana University, 2007

Foreign Language and Area Studies Fellowship, summer 2007

Foreign Language and Area Studies Fellowship, academic year 2006-2007

History Department Fellowship, Indiana University, 2005-2010

III. PUBLICATIONS

D. Journal Articles Published

Jennifer A. Hart. "'One Man, No Chop': Licit Wealth, Good Citizens, and the Criminalization of Drivers in Postcolonial Ghana", *International Journal of African Historical Studies*, 46:3 (December 2013), 373-396.

E. Journal Articles in Press

Jennifer A. Hart, "Motor Transportation, Trade Unionism, and the Culture of Work in Colonial Ghana" (Special Issue: "Labor in Transport: Histories from the Global South [Africa, Asia, and Latin America] 1700 to 2000"), *International Review of Social History* 22 (December 2014), forthcoming

F. Encyclopedia Articles

Jennifer A. Hart. "El Anatsui." In *Dictionary of African Biography*. Edited by Henry Louis Gates, Jr. and Emmanuel Akyeampong. New York and Oxford: Oxford University Press, 2011.

Jennifer A. Hart. "Glover, Emmanuel Ablade." In *Dictionary of African Biography*. Edited by Henry Louis Gates, Jr. and Emmanuel Akyeampong. New York and Oxford: Oxford University Press, 2011.

H. Book Reviews Published

1. Casper Andersen, *British Engineers and Africa, 1875-1914*. *Journal of British Studies*, 51(4): October 2012, 1036-1037.

2. Emily Lynn Osborn, *Our New Husbands Are Here: Households, Gender, and Politics in a West African State from the Slave Trade to Colonial Rule*. *International Journal of African Historical Studies*, 46(1): February 2013.

3. Raymond Dumett, *Imperialism, Economic Development, and Social Change in West Africa*. Reviewed in *International Journal of African Historical Studies*, forthcoming.

L. Papers Presented

1. Invited and/or Refereed International/Nationally

“Precarious Histories: Automobility, Entrepreneurialism, and Insecurity in 20th Century Ghana”, *From Proletariat to Precariat: Changing Labor Relations in the Twentieth and Twenty-first Centuries*, Indiana University, Bloomington, IN. September 2014.

“Of Pirate Drivers and Honking Horns: Mobility, Authority, and Urban Planning in Interwar Accra”, *Mobility and Authority in Africa*, Rice University and Texas Southern University, Houston, TX. March 2014.

“Motor Transport and the Politics of Everyday Life in the Era of Ghanaian Decolonization” *Working on Globalization: Work and Transport in Global History after 1945*, Humboldt University, Berlin, Germany. October 2013.

“Of Pirates and Honking Horns: Mobility, Authority, and Urban Planning in Interwar Accra”, African Studies Seminar, School of Oriental and African Studies, University of London, October 2013.

“Labor Unions, Entrepreneurs, and the Politics of Driving in Twentieth Century Ghana”, African Studies Association Annual Meeting, Philadelphia, PA. December 2012.

“Labor Unions, Entrepreneurs, and the Politics of Driving in Twentieth Century Ghana”, North American Labor History Conference, Detroit, MI. October 2012.

“Occupational Histories and Life on the Road in the Gold Coast/Ghana”, Canadian Association of African Studies, Quebec City, Canada, May 2012

“‘No Respect’: Status, Security, and the Ambivalence of Decline in the Life of Drivers, 1960s-1980s”, African Studies Association Annual Meeting, Washington, D.C. November 2011

“‘Fear Not’: Public Danger, Public Safety, and the Culture of Driving in Late-Colonial Ghana”, *ECAS 2011: The 4th European Conference on African Studies*, Uppsala, Sweden, June 15-18, 2011

“‘Heaven’s Gate, No Bribe’: Development, Citizenship and Motor Transportation in Postcolonial Ghana”, *Sites of Citizenship Conference*, King’s College, London, June 10, 2011

“Cocoa, Markets and Mammy Trucks: Indigenous Enterprise and the Emergence of Motor Transport in Colonial Ghana”, American Historical Association Annual Meeting, Boston, MA, January 2011

“Steering the Fortunes of the Ga Shifimo Kpee: Drivers, Nationalism and the Writing of History”, African Studies Association Annual Meeting, San Francisco, November 2010

- “Mobility, Trade and Autonomy: Indigenous Entrepreneurship and the Politics of Motor Transportation in Colonial Ghana”, Conference in Honor of Terence Ranger, University of Illinois (Urbana-Champaign), October 14-16, 2010.
2. Invited and/or Refereed Locally/Regionally
- “Of Pirate Drivers and Honking Horns: Mobility, Authority, and Urban Planning in Interwar Accra”, African History and Anthropology Workshop, University of Michigan, April 2013.
- “Of Pirates and Honking Horns: Mobility, Authority, and Urban Planning in Interwar Accra”, Humanities Center Brown Bag, Wayne State University, December 2012
- “Occupational Histories and Life on the Road in the Gold Coast/Ghana”, Workshop on Methodology in African History, University of Michigan, April 2012
- “Pirate Passenger Lorries’, Overloading, and the Preference for Speed: Motor Transportation and the Construction of British Colonial Authority in the Gold Coast”, Midwest Conference on British Studies, Terre Haute, IN. November 2011
3. Invited Seminars or Lectures Presented in the Last Five Years
- “Modern Men”: Gender, Mobility, and the Culture of Driving, 1930s-1960s”, Kellogg Institute for International Studies, University of Notre Dame, South Bend, IN. April 2014.
- “Citizenship and Development in Ghanaian History”, African Democracy Project Seminar, Wayne State University, September 24, 2012.
- “Finding Timbuktu: Ancient African Kingdoms and the World”, Birmingham Public Library, January 20, 2012
- “Moving the Nation: Citizen, State, and Urban Transportation in Late-Colonial and Postcolonial Ghana.” US Embassy, Accra. Fulbright Lecture Series, September 3, 2009

IV. SERVICE

D. Committee Assignments in Last Five Years:

3. Department Committees Chaired

Colloquium Committee (2011-2014)

4. College/Department Committee Membership

Search Committee (Colonial North America) (2014)
Graduate Committee (2013-2014)
Salary Committee (2013-2014)
Fulbright Review Committee (2013)
Website Committee (2012-2013)
Undergraduate Committee (2011-2013)
North American Labor History Conference Organizing Committee (2011-2014)

H. Other Professionally Related Service:

1. Reviewer for Journal Articles:
 - a. International Journal of African Historical Studies (2012)
 - b. African Studies Review (2012, 2013)
 - c. Africa Today (2012)
 - d. International Labor and Working Class History (2014)

2. Organizer of Sessions at Professional Society Meetings
 - a. African Studies Association Annual Meeting 2013
 - b. North American Labor History Conference 2013
 - c. African Studies Association Annual Meeting 2012
 - d. North American Labor History Conference 2012
 - e. Canadian African Studies Association Annual Meeting 2012
 - f. American Historical Association Annual Meeting 2011
 - g. European Conference on African Studies Biannual Meeting 2011
 - h. African Studies Association Annual Meeting 2010

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: Hans Hummer

DATE PREPARED: 10-12-1999

DATE REVISED: 3-18-2014

OFFICE ADDRESS: FAB 3067

OFFICE PHONE: 313-577-2525

DEPARTMENT/COLLEGE: History, College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate Professor, 2005

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: Assistant Professor, 1999

Year Awarded Tenure: 2005

Year Promoted to Associate Professor: 2005

Year Promoted to Full Professor:

CITIZEN OF: USA

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: BS, Kansas State University, Manhattan, Kansas, 1987

Graduate: MA, University of Florida, Gainesville, Florida, 1992

PhD, University of California at Los Angeles, 1997

Postgraduate (postdoctoral):

Licensure:

Certification:

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

[Not administrative appointments; see below.]

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PROFESSIONAL SOCIETY MEMBERSHIP(S):

HONORS/AWARDS:

Career Development Chair, Wayne State University, 2006-2007
David Pinkney Prize: Best Book in French History Published by a North American Scholar in
2006, Society for French Historical Studies
Academy of Scholars' Junior Faculty Award, Wayne State University, 2005
College of Liberal Arts and Sciences Teaching Award, Wayne State University, 2004-2005
Barber Fund Grant for Interdisciplinary Legal Research, Center for Legal Studies, Wayne State
University, 2000-2002
University Research Grant, Wayne State University, 2000
Dissertation Fellowship, Deutscher Akademischer Austauschdienst, Universtitat Freiburg,
Freiburg Germany, 1995-96
Four-Year Departmental Fellowship, UCLA, 1993-97
Language - Training Grant, Deutscher Akademischer Austauschdienst, Herder Institut, Leipzig
Germany, summer 1992.
Book Award for Excellence in German, Dept. of German, UCLA, June 1994.

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

I. TEACHING

A. Years at Wayne State: 13

B. Years at Other Colleges/Universities (please list): 2

University of California at Los Angeles
California Institute of Technology

C. Courses Taught at Wayne Sate in Last Five Years

1. Undergraduate

History 1000 – World Civilization to 1500
History 5360: The Early Middle Ages
History 5370: The Later Middle Ages
History 5385: History of Christianity to 1500
History 3995: Fall of Rome/Birth of Europe

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History 3995: History of Christianity from the Reformation to the Present
History 3250: The Family in History

2. Graduate

History 7830: Research and Methods
History 7360: Readings, Early Middle Ages 300 - 1000
History 7370: Readings, The Later Middle Ages
History 7385: Readings, History of Christianity to 1500
History 6000: Readings, The Fall of Rome/Birth of Europe
History 6000: Readings, the Family in History

3. Graduate Professional School

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

Joshua Wright, MA, 2013: "Julian of Norwich as Lay Mystic"
George Zedan, MA 2012: "Popular Agitation for Local Control of Government and Individual Choice in Religion in Thirteenth and Fourteenth Century Languedoc"
Kimberly Dyer, MA, 2010: "Monegund: The Vita of a Unique Saint"
Natalie Kohout, MA, 2010: "Leprosy in the Latin East"
Sarah Vanneste, MA, 2010: "The Black Death and the Future of Medicine"

E. Course of Curriculum Development

History 5385: History of Christianity to 1500

F. Course Materials (Unpublished)

II. RESEARCH

A. Research in Progress, Not Funded

Reform and Lordship in Medieval Europe, 600-1100

B. Funded Research in Last Five Years

Career Development Chair, Wayne State University, 2006-2007 (\$16,500)

C. Fellowships/Grants/Special Awards in Last Five Years

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III. PUBLICATION

A. Scholarly Books Published

1. Authored

Politics and Power in Early Medieval Europe: Alsace and the Frankish Realm, 600-1000 (Cambridge University Press, 2005)

2. Co-Authored

B. Chapters Published

1. Authored

“The production and preservation of documents in Francia: the evidence of cartularies,” in Warren Brown, Marios Costambeys, Matthew Innes, and Adam Kostó, eds, *Documentary Culture and the Laity in the Early Middle Ages*, (Cambridge, 2013), pp. 189-230.

“Early Medieval Foundations: 4. Politics and Power,” *Blackwell Companion to the Medieval World*, ed. Edward English and Carol Lansing (Maldon, MA, 2009), pp. 36-66.

“The Reorganization of the Diocese of Strasbourg in the Late Tenth and Early Eleventh Centuries,” in *Adel und Königtum im mittelalterlichen Schwaben. Festschrift für Thomas Zotz zum 65. Geburtstag*, ed. Andreas Bihrer, Mathias Kälble and Heinz Krieg, Veröffentlichungen der Kommission für geschichtliche Landeskunde in Baden-Württemberg, Reihe B: Forschungen, vol. 175 (Stuttgart, 2009), pp. 145-154.

“A Family Cartulary of Hrabanus Maurus? Hessisches Staatsarchiv, Marburg, Ms. K 424, folios 75-82v,” in *Nomen et fraternitas: Festschrift für Dieter Geuenich zum 65. Geburtstag*, Reallexikon der germanischen Altertumskunde, Ergänzungsbände 62, ed. Uwe Ludwig and Thomas Schilp (Berlin, New York, 2008), pp. 645-664.

“Reform and Lordship in Alsace at the Turn of the Millennium,” in W. Brown and P. Gorecki eds., *Conflict in Medieval Europe* (Aldershot: Ashgate, 2003), pp 69-84.

“Franks and Alemanni: a Discontinuous Ethnogenesis,” in Ian Wood ed., *Franks and Alamanni in the Merovingian Period: An Ethnographic Perspective*, Studies in Historical Archaeoethnology 3 (Woodbridge, UK; Rochester, NY, 1998), pp. 9-21.

2. Co-Authored

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C. Editorships of Books/Proceedings

D. Journal Articles Published

1. Refereed Journals

“The Identity of Ludouicus piissimus Augustus in the Præfatio in librum antiquum lingua Saxonica conscriptum,” *Francia* 31, 1 (2004), 1-16.

“Die Herkunft der Vita Sadalbergae,” *Deutsches Archiv* 59 (2003), 1-35.

"The Fluidity of Barbarian Identity: the Ethnogenesis of Alemanni and Suebi, A.D. 200-500," *Early Medieval Europe* 7, 1 (1998): 1-27.

"B-Endorphin alters the course of central nervous system disease induced by a temperature-sensitive vesicular stomatitis virus in reconstituted nude mice," Hans J. Hummer, William J. Coons, Sharlene A. Watts and Terry C. Johnson, *Journal of Neuroimmunology*, 28 (1990) 73-82.

2. Invited Review Articles

3. Nonrefereed Journals

E. Papers Published in Conference Proceedings

1. Refereed Papers

2. Nonrefereed Papers

F. Translations of Other Authors Published

1. Books

2. Articles or Creative Works

Introductions to the Freisinger Handschriften (2008): (<http://www.bayerische-landesbibliothek-online.de/hsta/freisingertraditionen/index.html?pcontent=startseite>):
“Codex Commutationum,” “Cozroh Codex,” “Codex Traditionum ecclesiae Frisingensis a tempore Tassilonis usque ad annum 1651,” “Traditionen und Statuten der Kirche zu Freising,” “Liber Censualium,” “Codex of Conrad Sacristan”

Translator, with Professor Carol Lansing, "Heresy in Toulouse in 1198: Excerpt from a Letter of Henry, Abbot of Clairvaux," a supplementary document to the reprint of Joseph Strayer's *The Albigensian Crusades* (Ann Arbor, Mich., 1993), pp. 251-261.

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G. Encyclopedia or Dictionary Entries

Oxford Dictionary of the Middle Ages (Oxford, 2010): “Ardennes, Counts of; Arenga”; “Feme”; “Leihezwang”; “Naumberg, town and bishopric”; “Urbar, document”; “Verden, town and bishopric”; “Weissenberg, monastery”; “Westfalia; Württemberg”; and “Zürich”

“The Frankish Realm,” in *Historical Atlas: A Comprehensive History of the World*, ed. Geoffrey Wawro (Elanora Heights, Australia), pp. 110-111.

H. Book Reviews Published

1. Academic Journals

German Studies Review 35, 2 (2012), *Women and Aristocratic Culture in the Carolingian World* (Cambridge, 2009) by Valerie Garver

H-Net Review (January, 2013), *The Carolingian World* (Cambridge, 2011), by Marios Costambeys, Matthew Innes, Simon MacLean

Historical Methods 43, 4 (2010): pp. 165-170: “Were the Lords Really All That Bad,” a review essay of *The Crisis of the Twelfth Century* (Princeton, 2009) by Thomas Bisson

Speculum 85, 4 (2010), pp. 980-981: *The Penitential State: Authority and Atonement in the Age of Louis the Pious, 814-840* (Cambridge, 2009) by Mayke de Jong

Early Medieval Europe 18, 2 (2010), pp. 225-226: *The Earls of Mercia: Lordship and Power in Late Anglo-Saxon England* (Oxford, UK., 2007) by Stephen Baxter

Journal of Interdisciplinary History 41, 1 (Summer, 2010), pp. 131-132; *Charlemagne: The Formation of a European Identity* (Cambridge, 2008)

Early Medieval Europe 16, 3 (2008), pp. 391-396: *The Proprietary Church in the Medieval West* by Susan Wood (Oxford, 2006)

Central European History 40, 4 (December 2007), pp 721-722: *Reading in Medieval St. Gall* by Anna Grotans (Cambridge, 2006)

Speculum 81 (January, 2006), pp. 231-232: Simon MacLean, *Kingship and Politics in the Late Ninth Century: Charles the Fat and the End of the Carolingian Empire* (Cambridge, 2004)

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Central European History (2006): History and Memory in the Carolingian World, by Rosamond McKitterick. Cambridge: Cambridge University Press, 2004)

H-Net (August 2006): Charlemagne by Matthias Becher. Translated by David S. Bachrach (New Haven, London, 2005)

H-France, vol. 5 (May 2005): Alessandro Barbero, Charlemagne: Father of a Continent. Translated by Allan Cameron. Berkeley, Los Angeles, and London: University of California Press, 2004

Speculum 80, 2 (April 2005), pp. 584-586: Combined Review: Ludwig der Deutsche by Wilfried Hartmann (Primus: Darmstadt, 2002); and Ludwig der Deutsche und die Reichskirche im Ostfränkischen Reich (826-876) by Boris Bigott, *Historische Studien* 470 (Matthiesen: Husum, Germany, 2002)

The Medieval On-line Review (Nov. 11, 2004): Barnwell, P.S., and Marco Mostert, eds. Political Assemblies in the Earlier Middle Ages. *Studies in the Early Middle Ages*, v. 7. Turnhout: Brepols, 2003. [ix], 213 p.: ill., maps; 25 cm.

Speculum 78, 1 (January, 2003), p. 163: Der althochdeutsche Klerikereid. Bischöfliche Diözesangewalt, kirchliches Benefizialwesen und volksprachliche Rechtpraxis im frühmittelalterlichen Baiern by Stefan Esders and Heike Johann Mierau, *Monumenta Germaniae Historica Studien und Texte*, v. 28 (Hanover, 2000)

Speculum 77, 2 (July, 2002), pp. 944-945: Transalpine Beziehungen der Karolingerzeit im Spiegel der Memorialüberlieferung by Uwe Ludwig, *Monumenta Germaniae Historica Studien und Texte*, v. 25 (Hanover, 1999)

Early Medieval Europe 11, 2 (2002), pp. 180-181: Die Germanen by W. Pohl, *Enzyklopädie deutscher Geschichte*, v. 57 (Munich, 2000)

The Historian 64, 3-4 (2002), pp. 826-827: The Invasion of Europe by the Barbarians by J. B. Bury (1967; reprinted New York, 2000)

Speculum 76, 4 (October, 2001), pp. 1085-1086: Der Einfluss der Sarmaten auf die Germanen, by Urs Müller

The Historian 63 (2001), pp. 885-887: The Salian Century: Main Currents in an Age of Transition, by Stefan Weinfurter

2. Magazines/Newspapers

I. Creative Shows/Exhibits

1. Refereed or Judged: National Competition

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2. Refereed or Judged: Local/Regional Competition

3. Not Refereed

J. Creative Performances

1. Outside Metropolitan Area

2. Metropolitan Area

3. Campus

K. Instructional Materials Formally Published

1. Textbooks

2. Study Guides/Laboratory Workbooks

3. Other Published Materials

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

“Carolingian Cartularies in Context,” 47th International Congress on Medieval Studies, May 10–13, 2012, Kalamazoo, Michigan

“Family Continuity and Christian Monasticism in Late Antique Gaul,” 46th International Congress on Medieval Studies, May 12–15, 2011, Kalamazoo, Michigan

“Institutionalizing Kinship: Monasteries and Families in Early Medieval Europe,” 8th European Social Science History Conference, Gent, Belgium (April 13-16, 2010)

“Archiving Power: Monasteries and Lordship in Medieval Europe,” Monasteries and Secular Authorities in the pre-Millennial Medieval World, University of St. Andrews, St. Andrews, Scotland, (July 8-10, 2009)

“The Production and Preservation of Documents in Frankish Europe: The Evidence of Cartularies,” International Working Group on Lay Literacy in Late Antiquity and the Early Middle Ages V, November 21-22, 2008, Cambridge, England

“The Cartulary Evidence,” Lay People, Institutions and Documents in the Early Middle Ages: A Roundtable, Annual Meeting of the Medieval Academy of America, Vancouver, British Columbia, April 3-6, 2008

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“The Alemanni: From Gentes to Ducatus II,” Friends, Enemies, Neighbours: Romans and Alamanni in Late Antique Germany, University of Tennessee, Knoxville, 15-16 May 2007

“The Uses and Preservation of the Written Word in Early Medieval Europe: the Evidence of the Cartularies,” International Working Group on Lay Literacy in Late Antiquity and the Early Middle Ages IV, November 17-18, 2006, Canterbury, England

“The Alemanni: From Gens to Ducatus,” International Medieval Congress, July 10-13, 2006, Leeds, England

“Merovingian Charters in Alsace,” International Working Group on Lay Literacy in Late Antiquity and the Early Middle Ages III, Institut für Mittelalterforschung, Österreichische Akademie der Wissenschaften, November 17-19, 2005, Vienna, Austria

“Kinship and Record-Keeping Institutions,” International Working Group on Lay Literacy in Late Antiquity and the Early Middle Ages II, Huntington Library, November 19-20, 2004, Pasadena, California

“Power in the Ink: Monks, Patron Families and Notaries at Weissenburg, 660-860,” International Working Group on Lay Literacy in Late Antiquity and the Early Middle Ages I, University of London, November 21-22, 2003, London, England

“The Transformation of Lordship and Kinship in the Eleventh Century,” International Conference on Kinship in Europe: The Long Run, 1300-1900, September 15-20, 2002, Ascona, Switzerland

“The Conflict of Monastic Reform and Family Rights in the Transformation of the Aristocracy,” Conference on Conflict in Medieval Europe at the Huntington Library, April 6-7, 2001, Pasadena, California

“Monastic Property and the Construction of East Frankish Lordship in Alsace,” 34th International Congress on Medieval Studies, May 1999, Kalamazoo, Michigan

“Family Rights and Monastic Reform in Tenth-Century Burgundy,” American Society for Legal History Meeting, October 24, 1998, Seattle, Washington

“Family Structure and Family Memory: The Rodoins and the Saargau Section of the Cartulary of Weissenburg,” American Historical Association Meeting, January 9, 1998, Seattle, Washington

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“Back to the Future for a Precarial Kin-Group? The Rodoins and the Saargau Section of the Cartulary of Weissenburg,” University of California Medieval Seminar, November 16, 1996, Los Angeles, California

“The History of Franks and Alemanni: A Discontinuous Ethnogenesis,” symposium on the Franks and Alamans from the Migration to the Eighth Century, September 2-6, 1995, Republic of San Marino, sponsored by The Center for Interdisciplinary Research on Social Stress

“The Constitutional Transformation of the Alemanni and Suebi,” 29th International Congress on Medieval Studies, Kalamazoo, Michigan., May 5-9, 1994

2. Invited and/or Refereed Locally/Regionally

“Known Knowns, Known Unknowns, and Unknown Unknowns: The Uses and Preservation of the Written Word in Early Medieval Europe,” Rackham Interdisciplinary Workshop: “Boundary Crossing and Cultural Exchange,” University of Michigan, Ann Arbor, April 9, 2007

M. Other Conference Participation

1. Organizer of two panels, “Breaking Down Enclosures: Monks and Society in Early Medieval Europe I and II,” at the 48th International Congress on Medieval Studies, May 9–12, 2013, Kalamazoo, Michigan.

M. Invited Seminars or Lectures Presented in Last Five Years

N. Other Scholarly Work

I. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments in Last Five Years

1. University Committee Chaired

Chair, Curriculum and Instruction Committee of the Academic Senate
(2007-2009)

Chair, Social and Behavioral Sciences Law Group for the University
Research Award (2010)

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2. University Committee Membership

Academic Senate (2007-2009)

Curriculum and Instruction Committee of the Academic Senate (2006-2009)

3. College/Department Committee Chaired

Executive Committee, Dept. of History (2011-2012)

College Salary Committee (2011)

Director of Graduate Studies, Dept. of History (2006-2010)

China Search Committee, Dept. of History (2006-2007)

Director of Undergraduate Studies (2003-2006, 2013-14)

4. College/Department Committee Membership

Search Committee for Director of the Cohn-Haddow Center (2012)

Undergraduate Committee, Dept. of History (2012-2013)

Graduate Committee (2013-14)

College Salary Committee (2010, 2011)

Executive Committee, Dept. of History (2011-2012, 2009-2010)

Personnel Committee, Dept. of History (2011-2012, 2009-2010, 2006-2007, 2013-14)

Salary Committee, Dept. of History (2010-2011, 2007-2008)

College History Chair Review Committee (2009-2010)

Advisory Committee, Humanities Center (fall 2005-2007)

Faculty Council (fall 2004-2007)

D. Positions Held in Professional Associations in Last Five Years

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

F. Professional Consultation

1. Public Presentations as an Expert in Discipline

2. Testimony before Public Bodies

3. Consulting to Public Agencies, Foundations, Professional Associations

Presentation on the Paleolithic and Neolithic Periods, Workshop for middle school world history teachers, Oakland Public Schools, March 5, 2012

4. Consulting to Private Enterprises

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G. Journal/Editorial Activity

1. Editorships

2. Editorial Board Memberships

H. Other Professionally Related Service

1. Manuscript Evaluations

Book manuscript for Cornell University Press (2012)

Article for *Early Medieval Europe* (2012)

A Warrior Bishop of the Twelfth Century: The Deeds of Archbishop Alberic of Trier (Toronto, 2008) by Brian Pavlac for the University of Toronto Press.

Evaluation for translation into English with Columbia University Press:
Die Begründung Europas: Ein Zwischenbericht über die letzten tausend Jahre by Ferdinand Seibt (Fischer; Frankfurt am Main, 2002)

Scholarly evaluator, *The European World, 400-1450*, a volume in Oxford University Press's series for middle schoolers, *The Medieval and Early Modern World*

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11/26/14

WAYNE STATE UNIVERSITY

**Professional Record
Faculty**

NAME: Marc W. Kruman

DATE PREPARED: 11-02-84

DATE REVISED: 11-26-14

OFFICE ADDRESS: 3089 Fac Admin Bldg

HOME ADDRESS:

OFFICE PHONE: (313) 577-2592

HOME PHONE:

DEPARTMENT/COLLEGE:

History/Liberal Arts

PRESENT RANK & DATE OF RANK:

Professor, 1995

WSU APPOINTMENT HISTORY:

Year Appointed/Rank	1975/Instructor
Year Awarded Tenure	1982
Year Promoted to Associate Professor	1984
Year Promoted to Professor	1995

CITIZEN OF:

U.S.A.

EDUCATION:

Baccalaureate: B.S., New York State School of Industrial and Labor Relations
at Cornell University, 1971

Graduate: M.A., Yale University, 1973
M.Phil., Yale University, 1973
Ph.D., Yale University, 1978

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:

Mellon Faculty Fellow, Harvard University, 1980-1981

signature: _____

12/05/14

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Historical Association
Organization of American Historians
Society for Historians of the Early American Republic

HONORS/AWARDS:

Board of Governors Distinguished Faculty Fellowship, 2003-2005
Fulbright Senior Lecturer, University of Rome, January-June, 1999
Board of Governors Faculty Recognition Award, 1998, 1985
Richard Barber Research Award, WSU Center for Legal Studies, 1995
President's Award for Excellence in Teaching, 1994
Wayne State University Humanities Center Research Award, 1994
Best Article Award for the best article published in the Journal of the Early Republic, 1992
R.D.W. Connor Award for the best article published in the North Carolina Historical Review. 1987
National Endowment for the Humanities, Fellowship for Independent Study and Research, 1985-86
Andrew W. Mellon Faculty Fellowship in the Humanities at Harvard University, 1980-81
Wayne State University Faculty Research Award, 1979, 1983, 1988
Yale University Prize Teaching Fellowship (awarded for excellence in teaching), 1975
George D. Kilborn Memorial Fund Fellowship, Yale University, 1973-74
University Fellowship, Yale University, 1971-72, 1972-73, 1974-75

I. TEACHING

A. Years at Wayne State: 39

C. Courses Taught at Wayne State

1. Undergraduate

History 2040 (Regular and Honors sections): American Foundations
History 205 (Regular and Honors sections): Modern America
History 320: Slavery, Racism, and Anti-Semitism (team taught)
History 3995: The History of American Politics
History 3998: History of U.S. Presidential Elections
History 3998: History of Citizenship

2. Graduate

History 5030: The Early Republic, 1789-1850
History 5040: The Civil War and Reconstruction
History 6010: Studies in the History of Citizenship
History 7830: Methods and Research in History
History 8020: Seminar in the History of 19th Century America

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

David A. Collins, Ph.D. Dissertation, "Absentee Soldier Voting in Civil War Law and Politics," 2014
Merry Ellen Scofield, Ph.D. Dissertation, "Assumptions of Authority: Social Washington's Evolution from Republican Court to Self-Rule, 1801-1831," 2014
John Moore, Ph.D. Dissertation, "Interests and Ideas: Industrialization and the Making of Early American Trade Policy, 1789-1860," 2013
Matthew Thick, M.A. Essay, "The Influence of External Events on Native American Representations in the American Media, 1803-1812," 2013
Thomas Cragg, M.A. Essay, "Protection from the Mob: A Salaried Police Force for Civil War Detroit." 2012
Timothy Moran, M.A. Essay, "Leading with the News: The American Civil War as Journalism Change Agent," 2011
Gabriel Kikas, "Brook Farm and the Practice of Citizenship," M.A. Essay, 2008
John Moore, "The Black Tariff," M.A. Essay, 2008
Frederick Strickland, "Between Heaven and Earth: The 14th Amendment and Prohibition in Michigan," M.A. Essay, 2008
Jerold Sommerville, M.A. Essay, "Fort Pillow, Tennessee, 12 April 1864: An Investigation," 2008
James Johnson, M.A. Essay, "A Community Caught in the Cross-Fire: The Citizens of Sharpsburg, Maryland before, during, and after the Battle of Antietam," 2007
David Hopkins, M.A. Essay, "The Course Pursued by the President: Michigan Soldiers Respond to the Emancipation Proclamation," 2007
Steven Scherr, "Prelude to 2000: The Election Controversy in Florida during the Election of 1876," M.A. Essay, 2005.
Jeffrey Powell, M.A. Essay, "The American Centennial and the Transformation of American Patriotism," 2004.
David A. Collins, M.A. thesis, "'Words Become Things: Absentee Civil War Soldiers and Ohio Election Law," 2003
James Craft, M.A., thesis, "Federal Legislation to End the Slave Trade, December 1806 to March 1807, viewed as a Milestone in Sectional Relations," 1996.

- Kevin Pettit, M.A., thesis, "From Territory to Statehood: The Beginning of the Second Party System in Michigan, 1828-1937," 1995.
- John Mousty, M.A., thesis, "The Trammels of Territory: The Toledo Border War and Michigan's Admission Struggle," 1994.
- Johnie D. Smith, Ph.D. dissertation, "The Black Codes," 1994
- Kathleen Peltier, M.A. essay, "James K. Polk and Presidential War Powers," 1993
- Jon Rabin, M.A., thesis, "'A Firebrand Thrown Among Us:' Michigan Democrats and the Wilmot Proviso 1846-1850," 1993
- Michael O. Smith, M.A., thesis, "The First Michigan Colored Infantry: A Black Regiment in the Civil War," 1987.
- Peter D. Slavcheff, Ph.D. dissertation, "The Temperate Republic: Liquor Control in Michigan, 1800-1860," 1987.
- Suzanne Carol Schuelke, M.A. thesis, "Social Reform in Michigan in the 1870s," 1987
- Sabine Wyrsh, M.A., thesis, "James Gordon Bennett, Horace Greeley, and the American Response to the French Revolution of 1848," 1979
-

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

II. RESEARCH

A. Research in Progress, Not Funded

C. Fellowships/Grants/Special Awards

Graduate Research Assistantship, 2002-2005
WSU Board of Governors Distinguished Faculty Fellowship, 2003-2005
Fulbright Fellowship, University of Rome, 1999
WSU Board of Governors Faculty Recognition Award, 1998, 1985
Award for Best Article published in The Journal of the Early Republic in 1992
R.D.W. Connor Award for the best article published in the North Carolina Historical Review in 1987
National Endowment for the Humanities, Fellowship for Independent Study and Research, 1985-1986
Mellon Faculty Fellowship in the Humanities at Harvard University, 1980-1981
Wayne State University Faculty Research Award, 1979, 1983, 1988

III. PUBLICATIONS

A. Scholarly Books Published

1. Authored

- Between Authority and Liberty: State Constitution Making in Revolutionary America* (Chapel Hill: University of North Carolina Press, 1997, paperback ed., 1999).
- Parties and Politics in North Carolina, 1836-1865* (Baton Rouge: Louisiana State University Press, 1983).

2. Co-Authored

B. Chapters Published

1. Authored

- "William Henry Harrison," in Alan Brinkley, ed., *Reader's Companion to the American Presidency*, (Boston: Houghton-Mifflin, 2000).
- "John Tyler," in Alan Brinkley, ed., *Reader's Companion to the American Presidency* (Boston: Houghton-Mifflin, 2000).
- "Abraham Lincoln," in Howard R. Lamar, editor, *Reader's Encyclopedia of the American West* (New York: Thomas Y. Crowell, 1977,) revised ed., 1999 pp. 666-667.
- "Legislatures and Political Rights," in Joel H. Silbey, ed., *Encyclopedia of the American Legislative System* (New York: Scribners, 1994).
- "Suffrage," in Eric Foner and John Garrity, eds., *Reader's Encyclopedia of American History* (Boston: Houghton-Mifflin, 1991).
- "Democratic Party," in *Dictionary of Afro-American Slavery* (Westport, Conn.: Greenwood Press, 1988).
- "Historical Methods: Implications for Nursing Research," in Madeline M. Leninger (ed.), *Qualitative Research in Nursing* (New York: Grune and Stratton, 1985).

2. Co-Authored

- "Is Participation Decline Inevitable as Generations Age? Insights from African American Elders," co-authored with Jennie Sweet-Cushman, Mary Herring, Lisa J. Ficker, Cathy Lysack, and Peter A. Lichtenberg, *The Meaning of Citizenship*, Series in Citizenship Studies (Detroit: Wayne State University Press, 2015)

C. Editorships of Books

The Meaning of Citizenship, edited by Richard Marback and Marc W. Kruman, Series in Citizenship Studies (Detroit: Wayne State University Press, 2015)

D. Journal Articles Published

1. Refereed Journals

- "The Second American Party System and the Transformation of Revolutionary Republicanism," *Journal of the Early Republic*, 12 (Winter 1992), 509-537.
- "Thomas L. Clingman and the Whig Party in North Carolina: A Reconsideration," *North Carolina Historical Review*, LXIV (January, 1987), 1-18.
- "Dissent in the Confederacy: The North Carolina Experience," *Civil War History*, 27 (December 1981), 293-313.
- "Quotas for Blacks: The Public Works Administration and the Black Construction Worker," *Labor History*, 16 (Winter 1975), 37-51.

2. Invited Review Articles

- "Reconsidering the North Carolina Experience," *North Carolina Historical Review*, LXII (July, 1985).

3. Non-refereed Journals

E. Papers Published in Conference Proceedings

1. Refereed Papers
2. Non-refereed Papers

F. Translations of Other Authors Published

1. Books
2. Articles or Creative Works

G. Abstracts Published in Academic Journals

H. Book Reviews Published

1. Academic Journals

- Donald Cole, The Presidency of Andrew Jackson, in *Journal of American History* (1994)
- Greg Cantrell, The Limits of Southern Dissent, in *Georgia Historical Quarterly* (1994)
- Lloyd Ambrosius, ed., A Crisis of Republicanism: American Politics in the Civil War Era, in *Journal of American History*, (Sept., 1991).
- Lacy K. Ford, Origins of Southern Radicalism: The South Carolina Upcountry, 1800-1860, in *Georgia Historical Quarterly*, (1990).
- Don E. Fehrenbacher, Constitutions and Constitutionalism in the Slaveholding South, in *North Carolina Historical Review* (July, 1990), 462-463.
- Mark W. Summers, The Plundering Generation, in *Civil War History*, 1988.
- Eli N. Evans, Judah P. Benjamin: The Jewish Confederate, in *North Carolina Historical Review*, LXV (1988), 511-512.
- William E. Gienapp, The Origins of the Republican Party, 1852-1856, in *Georgia Historical Quarterly*, (1987) 556-558.
- Fredrick Siegel, The Roots of Southern Distinctiveness, in *Journal of the Early Republic* 8 (1988), 404-405.
- John Edmundson, Francis W. Pickens and The Politics of Destruction, in *Journal of American History* (1987), 1065.
- Joanna Shields, The Line of Duty: Maverick Congressman and the Development of American Political Culture, 1836-1860, in *Journal of the Early Republic*, 6 (1986), 322-324.
- Roberta Sue Alexander, North Carolina Faces the Freedmen: Race Relations during Presidential Reconstruction, 1865-1867 (Durham, N.C., 1985), in *Civil War History* (June, 1986), 159-160.
- Robert Durden, The Self-Inflicted Wound: Southern Politics in the Nineteenth Century, in *Virginia Magazine of History and Biography*, 94 (1986), 482-484.
- Leonard P. Curry, The Free Black in Urban America: The Shadow of the Dream and Phyllis F. Field, The Politics of Race in New York: The Struggle for Black Suffrage in the Civil War Era, in *Social Science History*, 9 (Winter, 1985), 115-120.
- Horace Raper, William W. Holden, North Carolina's Political Enigma (Chapel Hill, 1985) in *American Historical Review*, 90 (1985), 1273.
- Dale Baum, The Civil War Party System: Massachusetts, 1848-1876 in *Journal of American History* (1985), 150-151.
- William J. Cooper, Jr., Liberty and Slavery: Southern Politics to 1860 in *Journal of American History* (1984), 123-124.
- Terry L. Seip, The South Returns to Congress in *North Carolina Historical Review* (1984), 515-516.

2. Magazines/Newspapers

William S. Powell, *North Carolina* (New York: W.W. Norton, 1977), and Richard N. Current, *Wisconsin* (New York: W.W. Norton, 1977), in the *Greensboro Daily News*, November 6, 1977.

I. Creative Shows/Exhibits

1. Refereed or Judged: National Competition
2. Refereed or Judged: Local/Regional Competition
3. Not Refereed

J. Creative Performances

1. Outside Metropolitan Area
2. Metropolitan Area
3. Campus

K. Instructional Materials Formally Published

1. Textbooks
2. Study Guides/Laboratory Workbooks
3. Other Published Materials

L. Papers Presented

1a. Invited and/or Refereed Internationally or Nationally

- “The Creation of an American Political Community,” CISRUL Conference on Political Community,” University of Aberdeen, Aberdeen, Scotland, June 2014
- “Civic Education and the Liberal Arts,” Conference on Liberty and the Liberal Arts, Saint Anselm College, New Hampshire Institute of Politics, April 16-18, 2010.
- "Citizenship and Republicanism in Revolutionary America," Fulbright Lecture Series, University of Leipzig, Leipzig, Germany, April 7, 1999
- "Amistad," delivered at the conference on The Metaphor of the Journey in American Cinema, University of Macerata, Macerata, Italy, April, 1999.
- "The Suffrage in Revolutionary America," Organization of American Historians, Anaheim, California, 1993.

- "Political Economy, Citizenship, and Parties: The Transformation of Revolutionary Republicanism in the Nineteenth Century," Society for Historians of the Early Republic Meeting, Worcester, Mass., July, 1988.
- "Republican Ideology and 19th Century American Political Historiography," American Historical Association Meeting, Washington, D.C., December, 1987.
- "19th Century American Politics," Guest Lecturer, N.E.H. Summer Institute on the Constitution and American Politics, Grand Valley State College, Allendale, Michigan, July, 1986.
- "The Politics of Southern Sectionalism, 1843-1848," paper presented at the annual meeting of the American Historical Association, Chicago, December 1984.
- "Southern Politics and the Sectional Crisis," paper presented at the annual meeting of the Canadian Historical Association, Guelph, June, 1984.
- "The Secession Crisis in North Carolina," paper presented at the Citadel Conference on the South, Charleston, S.C., April, 1981; Charles Warren Center Seminar in the American History, Harvard University, Cambridge, Massachusetts, April, 1981; Faculty Seminar, North Carolina State University, April, 1981.
- Discussant at Symposium entitled, "John Brown: An Abolitionist's Values Reconsidered," at the Detroit Institute of Arts, October, 1978.

1b. Commentator at National Conferences

- Chair and commentator for session on nineteenth-century southern politics at the annual meeting of the Social Science History Association, Baltimore, Md., November, 1993.
- Commentator for session entitled "Southern Whigs and Reform" at the annual meeting of the Society for Historians of the Early American Republic, Gettysburg, Pa., July, 1992.
- Chair and commentator for session entitled "Unionism in the Upper South during the Secession Crisis," Citadel Conference on the South, Charleston, S.C., April, 1987.
- Commentator for session entitled, "Southern Violence during Reconstruction," at the annual meeting of the Organization of American Historians, Cincinnati, April, 1983.

2. Invited and/or Refereed Locally/Regionally

M. Invited Seminars or Lectures Presented

- "Civic Engagement and the University Curriculum," WSU Humanities Center, September 11, 2013
- "Tenure and Promotion," Chair Development Workshop, February 2015
- "The Tenure Process," WSU Panel Discussion, February 19, 2010

- “The Age of Industrialism,” Lecture, Macomb Intermediate School District and Oakland Schools, November 2009.
- “The History of Citizenship,” Lecture, WSU Honors Program, February 2007.
- “The Second American Party System,” Oakland Schools, December 2006
- “The Birth of the American Republic, Oakland Schools, October 2006.
- “The Coming of the Civil War,” Lecture, SOAR, Wayne State University, April 2005.
- “Altruism,” Panel Discussion, Academic Conference on Altruism, Holocaust Memorial Center, Farmington Hills, MI, November, 2004
- “The Underground Railroad and the Coming of the Civil War,” Fulbright Association Lecture, October, 2004
- “Constitutional Development in Revolutionary America,” University of Kassel, Kassel, Germany, June 1999.
- “The Suffrage in Revolutionary America”, University of Cologne, Cologne, Germany, June, 1999.
- “New York City in the Nineteenth Century, ” Center for American Studies, Rome, Italy, May, 1999.
- “Reconstruction,” Flint Public Library, June, 1991
- “The Coming of the Civil War,” Flint Public Library, April 8, 1991
- “Sister Republics? Reflections on the French & American Revolution,” with Samuel F. Scott, WSU, April 4, 1990.
- “The Impeachment and Trial of Andrew Johnson,” Civil War Roundtable, March 15, 1990.
- “Bruce and William Catton, Two Roads to Sumter,” Livonia Public Library, September 12, 1989.
- “Party Politics and Union Victory,” Civil War Regimental Roundtable, June, 1988.
- “Civil War Politics,” Abraham Lincoln Civil War Roundtable, April, 1988.
- “The Political Lincoln,” Detroit Rotary Club, February 10, 1988.
- “The Historian as Detective,” Merit Scholar Day Lecture, 1987.

N. Other Scholarly Work

- Coordinator, Conference in Citizenship Studies, 2007, 2008, 2011
- Coordinator, Annual New Scholars Conference in Citizenship Studies, 2004-2006
- Coordinator, Lecture Series in Citizenship Studies, 2003—
- Coordinator, The Many Faces of Patriotism Conference, September 2003
- Coordinator, *Brown v. Board of Education and Its Legacies*, 2004
- Coordinator, Annual Corporate Citizenship Symposium, 2004—
- My work as Director of the Center for the Study of Citizenship directly led to the following publications:
- The Many Faces of Patriotism*, edited by Philip Abbott, (Rowman & Littlefield, 2007)
- Brown v. Board of Education*, special edition, *Wayne Law Review* (Fall 2004)
- “Corporate Citizenship and the Law,” *Wayne Law Review* (Fall 2005)

I. SERVICE

A. Administrative Appointments at Wayne State

Founding Director, Center for the Study of Citizenship, 2003 -
Chair, Department of History, 1995 -
Acting Director of Graduate Studies, 1994-1995
Acting Director of Graduate Studies, Fall, 1991
Acting Chair, Department of History, May-June 1989
Director, Detroit-Dearborn History Teaching Alliance, 1988-1989

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments

1. University Committee Chaired

2. University Committee Membership

Member, Search Committee, Director, Walter L. Reuther Library, 2014
Reviewer, Community Leadership Awards, Martin Luther King Jr. Day Luncheon,
2014
Member, Search Committee, Director, Walter L. Reuther Library, 2011-12
Member, President's Taskforce for WSU—Arab-American Relations, 2011--
Member, Review Committee, Walter L. Reuther Library, 2010
Member, Review Advisory Panel, Art and Art History, 2009-10
Member, Review Committee, Undergraduate Research Awards, 2004
Member, Selection Committee, Distinguished Faculty Fellowship Award, 2004
Member, Steering Committee, Chair Development Seminars
Member, Administration Negotiating Committee, GEOC, 2001
Member, Search Committee, Law School Dean, 1997-1998
Review Panel for Graduate-Professional Scholarship, 1998
Review panel for Rumble Fellowship, 1993
Review Advisory Panel, Peace & Conflict Studies, 1993
Review Advisory Panel, Law School, 1991
Provost's Art XXIII Committee on Archives Promotion Procedures, 1987
General Education Implementation Committee, 1988-1991

3. College/Department Committee Chaired

Chair, Search Committee, Chair, Department of Sociology, 2012-13
Chair, Search Committee, Interim Chair, Department of English, 2008
Chair, Review Committee, Director of Chicano-Boricua Studies, 2008
Chair, Committee on Jewish Studies, 2007-2010
Chair, Economics Department Chair Search Committee, 2005
Chair, Sociology Department Chair Search Committee, 2003
Graduate Committee, 1994-1995; fall, 1991
Curriculum and Instruction Committee, 1988-1991, 1993-1994
Undergraduate Committee, 1982-1985
Honors Committee, 1983-1985

4. College/Department Committee Membership

Graduate Committee, 1991, 1993-1995
Undergraduate Committee, 1975-1985
Salary Committee -- numerous times
Personnel Committee -- numerous times
Honors Committee, 1983-1985
Planning Committee, 1982-1984
Labor History Conference Committee, 1982-1983
Subcommittee on Graduate Admissions, 1982
Liberal Arts Honors Council, 1983-1984
Honors Committee, for NEH Challenge Grant, 1983-84
College Task Force on the Curriculum, 1987-1989
Dean's Performance Evaluation Committee, (College Salary Committee) 1987

D. Positions Held in Professional Associations in Last Five Years

Program Committee, Society for Historians of the Early Republic, 1990
Membership Committee, Southern Historical Association, 1982-84

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

F. Professional Consultation

1. Public Presentations as an Expert in Discipline
2. Testimony before Public Bodies

3. Consulting to Public Agencies, Foundations, Professional Associations

Interview with Voice of America on the presidency of John Tyler, November 2014
Evaluator, Civic 50 (the top 50 corporate community engagement programs),
National Conference on Citizenship, 2013
Member, Taskforce to Establish Social Studies Standards, Michigan Department of
Education, 2007--
Member, Review Panel, National Endowment for the Humanities, Summer
Institutes and Seminars, 2005
Michigan Secretary of State, E-Democracy Working Group, 2004
Interview with Voice of America on the history of woman suffrage, aired May 14,
1993
Member, Review Panel, American Council of Learned Societies Grants-In-Aid,
1988
Reviewer of proposals for the National Historical Public Records Commission,
1984
Reviewer of proposals for the National Endowment for the Humanities, 1984
Member, Review Panel, National Endowment for the Humanities Summer
Stipends,
1985, 1987

4. Consulting to Private Enterprises

G. Journal/Editorial Activity

1. Editorships

Co-General Editor, "Citizenship Studies" Series, WSU Press, 2015—

2. Editorial Board Memberships

Member, Editorial Board, *Journal of the Early Republic*, 1993-1997

H. Other Professionally Related Service

Reviewed chapters of an American history textbook for Scott, Foresman, 1983
Reviewed article submitted for publication in *Civil War History*, 1984
Reviewed study guide for American history text published by Alfred A. Knopf,
August 1985
Reviewed proposal for a southern history textbook for Prentice-Hall, September 1985
Reviewed article for the *Journal of American History*, 1987, 1988, 1989
Review of book-length manuscript on pre-Civil War Kentucky politics for the
University of Kentucky Press, June 1986

Prepared examination questions for the Educational Testing Service, June 1986
Reviewed a manuscript for Brigham Young University, which is considering the author for tenure in the history department, September 1986
Reviewed book-length manuscript for the Louisiana State University on the slavery controversy in Missouri, February 1987
Reviewed American textbooks for Prentice-Hall, March 1987
Reviewed biography of General A. S. Williams for the Wayne State University Press, August, 1987.
Reviewed manuscript on DeWitt Clinton & New York politics for the Journal of the Early Republic, 1991
Reviewed manuscript on the concept of popular sovereignty for the Journal of the Early Republic, 1993
Reviewed manuscript on politics in the 1830s for the Journal of the Early Republic, 1993
Reviewed manuscripts on Jacksonian politics and on the Know-Nothings for the Journal of American History, 1993
Reviewed manuscripts on American constitutional thought in the 1790s and on the Anti-Masonic party for the Journal of the Early Republic, 1994
Reviewed manuscript for the Journal of Southern History, September, 1996
Reviewed manuscript for Journal of American History, 1997
Reviewed book manuscript of the History of the Right to Vote for Basic Books, 1999

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: Janine Lanza

DATE PREPARED: 3/15/2003

DATE REVISED: 9/23/2014

OFFICE ADDRESS: 3115 F/AB

HOME ADDRESS:

OFFICE PHONE: 577-2525

HOME PHONE:

DEPARTMENT/COLLEGE: History/Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate Professor, August 2008

WSU APPOINTMENT HISTORY: August 2002

Year Appointed/Rank: August 2002, Assistant Professor

Year Awarded Tenure: 2008

Year Promoted to Associate Professor: 2008

Year Promoted to Full Professor:

CITIZEN OF: United States

EDUCATION:

Baccalaureate: University of Chicago, Chicago, IL, June 1987

Graduate: Cornell University, Ithaca, NY, June 1992 (MA), August 1996 (PhD)

Postgraduate (postdoctoral): Mellon Postdoctoral Fellowship, Newberry Library,
Chicago, IL, 1999-2000 academic year

Licensure:

Certification:

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

Appalachian State University, Boone, NC – Assistant Professor, 1996-2002

Cornell University, Ithaca, NY – Lecturer, Spring 1996

SUNY - Cortland – Lecturer, 1995-96

signature: _____

11/26/14

PROFESSIONAL SOCIETY MEMBERSHIP(S):

Society for French Historical Studies

Western Society for French History

Sixteenth Century Studies

American Society for Legal History

I. TEACHING

A. Years at Wayne State – 12.1 years

B. Years at Other Colleges/Universities (please list) –

Appalachian State University (with one year off for a Postdoctoral grant), 5.0 years

Lecturer, Cornell University, 0.5 years

Lecturer at SUNY - Cortland, 1.0 years

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate:

History 1000 – World Civilization to 1500

History 1300 – Europe & the World, 1500 to 1945

History 2605/GSW 2600 – Women, Gender & Sexuality in the Modern World

History 3995 – Gender in Modern Europe

History 3995 – History of Paris

History 5400- Early Modern Europe

History 5410 – The French Revolution & Napoleon

History 5660 – France Since 1815

2. Graduate:

History 6000 – Gender in Modern Europe

History 6000 – History of Paris

History 5400/7400 – Early Modern Europe

History 5410/7410 – The French Revolution & Napoleon

History 5660/7660 – France Since 1815

History 8235 – Seminar in Early Modern Europe

History 8240 – Seminar in Modern Europe

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

Timothy Borbely, Masters Thesis, “Radical Journalism in Revolutionary Paris”
(March 2013)

Peter Dolan, Masters Thesis, “The Spanish Armada: Historiography and an
Examination of its Role in Empires” (December 2009)

Maureen MacLeod, Masters Thesis, “Madame Récamier and Reconstituted Salons
under Napoléon I” (May 2008)

Dwayne Little, Masters Essay, “Georges Clemenceau: Peace Among Friends” (May
2007)

Chris Swanson, Masters Essay, “The Polish Campaign” (May 2007)

Anna Dubosc, Undergraduate Honors Thesis, “Dr. Larrey and French Revolutionary
Medicine” (December 2006)

Meghan Mika, Undergraduate Honors Thesis, “Women of the Belle Époque:
Representation and Reality” (May 2005)

II. RESEARCH

A. Research in Progress, Not Funded

B. Funded Research in Last Five Years

“Home Rule: Gender, Law, and the Early Modern French State”

From Wives to Widows in Early Modern Paris: Gender, Economy and the Law

(Aldershot: Ashgate, 2007)

C. Fellowships/Grants/Special Awards in Last Five Years

Research Assistantship Award, February 2014 (for 2014-2015 academic year)

Career Development Chair Award, April 2012

Board of Governors Faculty Recognition Award for Scholarship and Learning, April 2009

Resident Fellow, Eisenberg Institute for Historical Studies, University of Michigan, Ann Arbor, January-August 2008

University Research Grant, Wayne State University, April 2007-April 2008

NEH Summer Seminar, “Revolution and Changing Identities in France, 1787-1799,” The Newberry Library, Chicago, Illinois, July 2001

University Research Council Grant, Appalachian State University, June 2001

NEH Postdoctoral Research Fellowship, The Newberry Library, Chicago, Illinois, August 1999-August 2000

Bernadotte E. Schmidt Research Fellowship, American Historical Association, Summer 1998

Andrew Mellon Dissertation Completion Fellowship, Cornell University, September 1993-August 1994

Bourse Chateaubriand, French Cultural Attaché, September 1992-July 1993

Einaudi Foundation Fellowship, September 1991-June 1992

Mario Einaudi Summer Research Fellowship – Summer 1989

III. PUBLICATION

A. Scholarly Books Published

1. Authored

From Wives to Widows in Early Modern Paris: Gender, Economy and the Law (in press: Aldershot: Ashgate, 2007). Part of series “Women and Gender in the Early Modern World.”

B. Chapters Published

1. Authored

“Women and Work,” in *The Ashgate Research Companion to Women and Gender in Early Modern Europe* eds. Allyson Poska, Jane Couchman and Katherine McIver (March 2013) NOTE: This piece was blind refereed by four reviewers.

“Les veuves d’artisans dans le Paris du XVIIIe siècle,” in *Veufs, veuves et veuvage dans la France d’ancien régime*, Nicole Pellegrin and Colette H. Winn, eds. (Paris: Éditions Champion, 2003: 109-120).

C. Journal Articles Published

1. Refereed Journals

“Les veuves dans les corporations parisiennes au xviii^e siècle,” *Revue d’histoire moderne et contemporaine* 2009 (vol.56, #3) : 92-122.

“After Father’s Death: Authority and Conflict in the Eighteenth-Century French Household,” *The History of the Family* 2008(vol. 13, #1): 71-84.

“What is the Law if not the Expression of the Rights of Man and Reason? The Champ de Mars Massacre and the Language of Law,” *Law and History Review* 19(2) 2001: 283-310.

D. Book Reviews Published

1. Academic Journals

review of Matthew Gerber, *Bastards: Politics, Family and Law in Early Modern France* in *H-France Review* August 2013 (vol. 13, no. 98)

Review of Morag Martin, *Selling Beauty: Cosmetics, Commerce, and French Society, 1750-1830* in *Journal of Social History* September 2011 (vol.45, no. 3)

Review of Alessandro Stanziani, editor *La qualité des produits en France. (XVIII-XXe siècles)* in *H-France Review* October. 2010 (vol. 10, no. 167)

Review of Mary Trouille, *Wife-abuse in eighteenth-century France* in *Law and History Review* August 2010 (vol. 28, no. 3)

Review of Jef Tombeur, *Femmes et métier du livre* in *H-France Reviews* 2010 (vol. 10)

Review of Alyssa Sepinwall, *The Abbé Grégoire and the French Revolution: the Making of Modern Universalism* in *The Historian* 2008(vol. 70, #1).

Review of Bridget Hill, *Women Alone: Spinsters in England, 1660-1850* in *Albion* 35(1) 2003: 126-27.

E. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

“Laughing the Master Down: Artisans and Emotions in Eighteenth-Century France,” European Social Science History Conference, Vienna, Austria, April 2014

“Women Buying their Future: the Role of Credit in Female Financial Strategies,” Society for French Historical Studies, Boston MA, April 2013

“Monetary Policy and Assignats during the French Revolution: A Response,” Center for European Studies, Ann Arbor, MI December 2012

“Artisan Worker Resistance,” North American Labor History Conference, Detroit, MI October 2012

“Artisan Culture and Industrializing Europe,” Social Science History Association Conference, Boston, MA November 2011

“Women and the World of Work, 1500-1800,” Sixteenth Century Studies Conference, Fort Worth, TX, October 2011

“Women, Men and the Marriage Contract: How Families Shaped and Fulfilled Domestic Behavior,” Society for French Historical Studies, Phoenix, April 2010

“Siblings, Marriage and Wealth in Old Regime France,” European Social Science History Conference, Lisbon, Portugal, February 2008.

“Family Wealth and Marriage Settlements for Siblings in Early Modern Paris,” Western Society for French History, Albuquerque, NM, November 2007.

“Women and Guilds: Re-evaluating the Patriarchal Character of Corporate Work,”
Keynote Roundtable: “Women and the Economy: Challenging Paradigms of
Women’s and Gender History,” Western Society for French History, Colorado
Springs, September 2005.

“Inheritance, Wealth and Marriage in Early Modern Paris,” American Society for
Legal History, Austin, TX, October 2004

“Women as Entrepreneurs: Widow-Mistresses in Eighteenth-Century Paris,” Western
Society for French History, Lubbock, TX, September 2004

“The Use of Credit by Widows: Strategies for Survival and Prosperity,” Western
Society for French History, Los Angeles, California, November 2000.

“Widows and Guilds: Female Relationship to the Elite World of Work,” Society for
French Historical Studies, Phoenix, Arizona, March 2000.

“Civil Law and Family Relations in Old Regime France,” Society for French
Historical Studies, Washington, DC, March 1999.

“After Father’s Death: Gender and Violence in the Eighteenth-Century Family,”
American Society for Eighteenth-Century Studies, South Bend, Indiana, April 1998.

“Widows in the Workshop and the process of Mentorship,” Society for French
Historical Studies, Ottawa, Canada, March 1998.

“Unmarried Women and the Family of the Eighteenth-Century,” History of the
Family Conference, Ottawa, Ontario, May 1997.

“Women in the Guild Workshop: Old Regime Privilege in the Eighteenth-Century
World of Work,” Society for French Historical Studies, March 1996.

“Legal Space and Daily Practice of Widows in Early Modern Paris,” American
Historical Association, January 1996.

2. Invited and/or Refereed Locally/Regionally

“Laughing the Master Down: Emotions and Eighteenth-Century Parisian Guilds,”
Michigan State University, Lansing MI January 2013

“Women in Seventeenth Century France,” DSGR-French Heritage Society, Detroit
Public Library, November 2010

“Families and Inheritance in Early Modern Paris” Humanities Center, Wayne State
University, December 2005

“Women and the Public Sphere in France” for the Women’s History Month session on “Women as Leaders in the Public Sphere: Past & Present,” Wayne State University, March 2004

“Sharing the Wealth: Inheritance in Law and Practice,” Romance Languages Research Forum, Wayne State University, November 2003

F. Invited Seminars or Lectures Presented in Last Five Years

“Les maîtresses-veuves des corporations parisiennes du XVIII^e siècle: entre les normes et la nécessité,” Journée d’Études, École des Hautes Études en Sciences Sociales, Paris, May 2014

“Misogyny and the Law: How Early Modern Legal Commentators Interpreted Civil Law” Stanford Legal History Workshop, Stanford University, Palo Alto, February 2011

IV. SERVICE

A. Committee Assignments in Last Five Years

1. University Committee Membership

Advisory Board, Gender, Sexuality and Women’s Studies Program

Advisory Board, Center for the Study of Citizenship

CIAC-I Committee (2011-2014)

Selection Committee, Career Development Award (2013)

Selection Committee, Board of Governors Faculty Recognition Award (2012)

Selection Committee, Graduate Professional Scholarship Award (2012)

Faculty Senate (2009-2012)

University Research Grant Selection Committee (2008)

International Studies Co-Major Committee (April 2007-present)

Student Due Process Faculty Panel (2005-present)

2. College/Department Committee Chaired

Early American History Search, Chair (2013-14)

Executive Committee, Chair (2012-13)

Women's Studies Program Director Search (2010)

2003-2011

3. College/Department Committee Membership

North American Labor History Conference, formerly Coordinator and Chair

Undergraduate Committee (2013-2014)

Executive Committee (2011-2013)

Graduate Committee (2003-2007; 2010-2012)

United States Urban History Search Committee (2010-2011)

Salary Committee (2003-05; 2006-2007; 2009-2010; 2011-2012)

Undergraduate Committee (2007-2009)

Library Committee (2005-2006)

Modern German History and Russian History Search Committees (2002-03)

B. Positions Held in Professional Associations in Last Five Years

American Society for Legal History Conference Committee (2011-2013)

Council Member, Western Society for French History, National Governing Board (2006-2009)

Curriculum Vitae

Personal

Name: Osumaka Likaka

Work address:

3151 Faculty Administrative Bldg

Detroit, MI 48202

Email: ad5221@wayne.edu

EDUCATION

High School:

Institut du Sacré-Coeur, Kisangani

Universities:

University of Minnesota, Twin-Cities

Ph.D., University of Minnesota - Minneapolis, 1991.

Thesis title: "Forced Cotton Production in the Belgian Congo, 1917-1960."

University of Lubumbashi/DRC

B.A., Faculté des Lettres, Department of History.

M.A., Faculté des Lettres, Department of History.

Thesis title: « L'impacte de l'organisation politico-administrative dans le Territoire d'Opala, 1913-1960, » 1981.

Agrégation, University of Lubumbashi, Department of Education.

FACULTY APPOINTMENTS

Associate Professor, Wayne State University /August 23, 1998 to present

Assistant Professor, Wayne State University, 1994 to 1998

Assistant Professor, Hunter College, The City University of New York, 1992-1994

Postdoctoral Teaching Fellow, Frederick Douglass Institute, College of Arts and Science, University of Rochester, 1991-1992

Instructor, University of Minnesota, 1990-1991

Teaching Assistant, University of Minnesota, 1985-1987
 Assistant, University of Lubumbashi (DRC), 1981-1984.
 Research Associate: Centre d'Etudes et de Recherches Documentaires sur l'Afrique Centrale,
 Université de Lubumbashi, 1982-1984.

TEACHING

Courses Taught at Wayne State

HS 1610 African Civilizations to 1800
 HS 1610 African Civilizations since 1800
 HS 3950 History of Central Africa
 HS 3330 Civilizations of the Nile Valley: Egypt and Nubia
 HS 3996 Wars and Societies in Central Africa
 HS 6000 History of Central Africa
 HS 7830 Methods and Research in History

Ph.D. Reader:

Kofi Nsia-Peptra, "Robust Peacekeeping? Confronting the Failures of Traditional Peacekeeping in Preventing Human Rights Violations," Department of Political Science," July 17, 2008.
 Eric James Montgomery, "Converting the Converters: The Transforming Power of Ewe Gorovodu in Modernity," Wayne State University, Department of Anthropology, 2005
 M.A. Chair and director: Anita M. Williams, "Katherine Dunham: An African-American Cultural Icon," Wayne State University, Department of history, 2003.

Teaching Awards

College of Liberal Arts Teaching Award, 1998

Grants and Fellowships

- Career Development Chairs, Wayne State University, 2003
- National Endowment of Humanities Fellowship, 1999
- College of Liberal Arts Teaching Award, Wayne State University, 1998
- The Humanities Center Fellowship, Wayne State University, 1996-97
- Graduate School Grant, Wayne State University, 1996
- PSC-CUNY Research Award, 1993-1994, City University of New York
- Program in Agrarian Studies, Yale University, 1994 (Declined)
- The Frederick Douglass Institute Postdoctoral Fellowship, University of Rochester, 1991-2
- Graduate School Doctoral Dissertation Fellowship, The University of Minnesota 1990-1
- International Doctoral Dissertation Research Fellowship for Africa of the American Council of Learned Societies and the Social Science Research Council, 1987-1989.

Scholarship

Publications

- O. Likaka, *Naming Colonialism : History and Collective Memory in the Congo, 1870-1960*.
Madison: University of Wisconsin Press, 2009
- *Rural Society and Cotton in Colonial Zaire*. Madison: University of Wisconsin Press, 1997.
- « Colonial Response to Population Depletion in Early Congo, ca. 1890-1936, » *Anthropos* 101 (2006), 1-10.
- « Colonisation et conscience d'identité : L'administration belge et l'identité Mbole, 1910-1960, » *Revue Française d'Histoire d'Outre-Mer* 85 (1998)321 : 27-41.
- « Colonialisme et Clichés Sociaux au Congo Belge, » *Africa* (Rome) 52 (1997) 1: 1-27.
- “The Mbole *Conseil des Chefs et Notables* and the Politics of Negotiations, 1910-1960,” *Anthropos* 92 (1997): 471-483.
- “Forced Cotton Cultivation and Social Control in the Belgian Congo,” in *Cotton, Colonialism, and Social History in Sub-Sahara Africa*,” edited by A. Isaacman and R. Roberts, 200-220. Portsmouth: Heinemann, 1995.
- “Rural Protest: The Mbole Against the Belgian Rule, 1894-1959,” *International Journal of African Historical Studies* 27 (1994) 3: 589-617.

Presentations

- “Naming, Colonialism, and Everyday Life in the Congo, 1870-1960,” The Humanities Center, Brown Bag Colloquium Series, February 21, 2008.
- “Talking Under one’s Breath: Praise Names and Strategic Ambiguities,” Congo and Visuality Workshop, 11-13, April 2007, Ann Arbor, University of Michigan.
- “Colonialism, Nicknaming and the Collective Memory,” Department of History Colloquium, Wayne State University, Detroit, September 2006.
- “Talking Under One’s Breath: Praise as Voice of Protest.” The Humanities Center, 2005.
- “Introduction to African History,” presented at Museum of African American History, 2004 Summer Institute.
- “Cultural Transformation, Colonial Relations, National Formations: Africa and Europe,” Center for West European Studies, Washington University, Seattle, 2003.
- “Sobriquets et production d’histoire,” presented at the Université de Lubumbashi (RDC), Lubumbashi, Democratic Republic of the Congo, 2000.
- “Comparative Colonialism: Africa and Oceania,” presented at “Re-Imagining Indigenous Cultures,” University of Hawaii at Manoa, 14 Jun—16 July 1999.
- “Colonial Nicknames as Collective Memory and History,” presented at “Politics, Culture and Youth in the New Congo: A Symposium on Political Change in Africa,” University of Michigan-Ann Arbor, Oct. 26--28 1997.
- “Colonialism, Social Clichés and Collective memories in the Belgian Congo, 1870-1960,” The Humanities Center, Faculty Fellows Conference, Detroit, 14 February 1997.
- “Workers' and Peasants' consciousness in the Belgian Congo, 1890-1960,” Eighteenth Annual North American Labor History Conference, Detroit, October 17-19, 1996.

- “Colonialism and Social Clichés in the Belgian Congo,” Consortium- Oakland University, University of Michigan-Dearborn and Wayne State University, Oakland University, 1996.
- “Faces of Colonialism,” Detroit Teachers’ Conference, October, 1996
- “Commodity Production and Social Control in Colonial Zaire,” Jointly sponsored University of Minnesota-Stanford Conference on the Social History of Cotton, Minneapolis, June 1992.

SERVICE

Wayne State University and Professional Organizations:

Review Panels, University Of Minnesota-Duluth, Department of History, 2010.
 Selection Advisory Committee for the year 2007 Career Development Chair Award.
 Review Panels, University Of Minnesota-Duluth, Department of History, 2000.
 Manuscript Evaluations for The University of Wisconsin Press, Wayne State University Press, African-American Series, *International Journal of African Historical Studies*.
 Department: Co-chaired African Search, and served on several search committees and department of History committees.

Community Connections:

Advisory Pane for an exhibition at the Detroit Institute of Arts entitled, Through African Eyes: The European in African Art, 1500 to Present.

“Faces of Colonialism,” presented at Detroit Teachers’ Conference, October 1996.

“Introduction to African History,” presented at the 2004 Summer Institute, Museum of African-American History, Detroit.

“Introduction to African History,” Detroit High Schools (Wayne State University), Fall, 1994.

“African and African Diaspora Films Series,” 1995-2003 (Wayne State University).

Language Skills

Read, write and speak perfect Kimbole.

Read, write and speak perfect Lingala.

Read, write and speak Kiswahili.

Read, write and speak perfect French.

Read, write and speak English.

Read and translate Latin.

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: Osumaka Likaka
DATE PREPARED: 1/12/09
DATE REVISED: 11/13/2013

OFFICE ADDRESS: HOME ADDRESS:

3151 Faculty Administrative Bldg
Detroit, MI 48202
Email: ad5221@wayne.edu

DEPARTMENT/COLLEGE: Department of History, CLAS

FACULTY APPOINTMENTS

- Associate Professor, Wayne State University /August 23, 1998 to present
- Assistant Professor, Wayne State University, 1994 to 1998
- Assistant Professor, Hunter College, The City University of New York, 1992-1994
- Postdoctoral Teaching Fellow, Frederick Douglass Institute, College of Arts and Science, University of Rochester, 1991-1992
- Instructor, University of Minnesota, 1990-1991
- Teaching Assistant, University of Minnesota, 1985-1987
- Assistant, Université de Lubumbashi (DRC), 1981-1984.
- Research Associate: Centre d'Etudes et de Recherches Documentaires sur l'Afrique Centrale, Université de Lubumbashi, 1982-1984.

CITIZEN OF: USA

EDUCATION

High School: Institut du Sacré-Coeur, Kisangani, DRC

Universities:

University of Minnesota, Twin-Cities

Ph.D., University of Minnesota - Minneapolis, 1991.

Thesis title: "Forced Cotton Production in the Belgian Congo, 1917-1960."

Université de Lubumbashi/DRC

B.A., Faculté des Lettres, Department of History, 1981.

M.A., Faculté des Lettres, Department of History, 1981.

Thesis title: «L'impacte de l'organisation politico-administrative dans le Territoire d'Opala, 1913-1960,» 1981.

Agrégation, University of Lubumbashi, Department of Education, 1981.

PROFESSIONAL SOCIETY MEMBERSHIP(S):

Société des Historiens Congolais (SOHICO), African Studies Association (ASA)

HONORS/AWARDS

- The Anonymous Fund for the Humanities, University of Wisconsin–Madison, 2009
 - Publication subsidies, the College of Liberal Arts and the Department of History, Wayne State University, 2009
 - Career Development Chairs, Wayne State University, 2003
 - National Endowment of Humanities Fellowship, 1999
 - College of Liberal Arts Teaching Award, Wayne State University, 1998
 - The Humanities Center Fellowship, Wayne State University, 1996-97
 - Graduate School Grant, Wayne State University, 1996
 - PSC-CUNY Research Award, 1993-1994, City University of New York
 - Program in Agrarian Studies, Yale University, 1994 (Declined)
 - The Frederick Douglass Institute Postdoctoral Fellowship, University of Rochester, 1991-2
 - Graduate School Doctoral Dissertation Fellowship, The University of Minnesota 1990-1
 - American Council of Learned Societies and the Social Science Research Council, Research Fellowship for Africa, 1987-1989
-

TEACHING

Courses Taught at Wayne State

HS 1600 African Civilizations to 1800

HS 1610 African Civilizations since 1800

HS 3960-6000 History of Central Africa

HS 3330-6000 Civilizations of the Nile Valley: Egypt and Nubia

HS 3996-6000 Wars and Societies in Central Africa

HS 7830 Methods and Research in History

Evaluations of Classes by Students

Numerical Summaries

Term	Course	Mean	Mean	Mean	Q1+Q2+Q24	Sum	Mean Sum	Mean	Mean	Sum
F13	His1610	3.5	3.8	3.9	3.7	11.3	12.6	3.4	3.6	7.1
F13	His1610	3.2	3.6	3.6	3.4	10.4	12.6	4.3	3.7	8.0
W13	His3996	4	4.5	4.8	4.4	13.2	13.0	4.2	4.2	8.5
W13	His3330	4.4	4.4	4.8	4.5	13.6	13.0	4.2	4.2	8.4
W13	His1610	4	4.2	4.2	4.1	12.5	13.0	3.8	3.8	7.6

	Students	Q1	Q2	Q24	Class	A	B	Interest						
Term	Responding	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Rating
1610	F12	23/48	3.5	4	4	4	4.2	5	11.9	3.6	4	3.3	3	6.9
3330	F12	13/21	4.5	5	4.2	5	4.6	5	13.4	4.4	5	4.4	5	8.9
1610	F11	33/61	3.7	4	4.2	4.5	4.1	5	12	4.2	4	4	4	8.2
1610	F11	25/32	3.5	3.5	3.8	4	3.8	4	11.1	4	4	4	4	8
3330	W10	15/21	3.1	3	3.1	3	3.1	3.5	9.2	4.5	5	4.3	4.5	8.9
1610	W10	43/60	3.7	4	3.9	4	4.1	4	11.7	3.4	3	3.4	3	6.8

Ph.D. Reader

Kofi Nsia-Peptra, "Robust Peacekeeping? Confronting the Failures of Traditional Peacekeeping in Preventing Human Rights Violations," Department of Political Science, July 17, 2008.

Eric James Montgomery, "Converting the Converters: The Transforming Power of Ewe Gorovodu in Modernity," Wayne State University, Department of Anthropology, 2005

Essays/Theses/Dissertations Directed

M.A. Chair and director: Anita M. Williams, "Katherine Dunham: An African-American Cultural Icon," Wayne State University, Department of history, 2003.

Teaching Awards

College of Liberal Arts Teaching Award, 1998

RESEARCH

Publications

A. Scholarly Books Published

1 Authored

O. Likaka, *Naming Colonialism : History and Collective Memory in the Congo, 1870-1960*. Madison: University of Wisconsin Press, 2009.

O. Likaka, *Rural Society and Cotton in Colonial Zaire*. Madison: University of Wisconsin Press, 1997.

B. Chapters Published

1 Authored

O.Likaka, "Forced Cotton Cultivation and Social Control in the Belgian Congo," in *Cotton, Colonialism, and Social History in Sub-Sahara Africa*," edited by A. Isaacman and R. Roberts, 200-220. Portsmouth: Heinemann, 1995.

Journal Articles Published

Refereed Journals

O. Likaka, « Colonial Response to Population Depletion in Early Congo, ca. 1890-1936, » *Anthropos* 101 (2006), 1-10.

O. Likaka, « Colonisation et conscience d'identité : L'administration belge et l'identité Mbole, 1910-1960, » *Revue Française d'Histoire d'Outre-Mer* 85 (1998)321 : 27-41.

O. Likaka, «Colonialisme et Clichés Sociaux au Congo Belge, » *Africa* (Rome) 52 (1997) 1: 1-27.

O.Likaka, "The Mbole *Conseil des Chefs et Notables* and the Politics of Negotiations, 1910-1960," *Anthropos* 92 (1997): 471-483.

O.Likaka, "Rural Protest: The Mbole Against the Belgian Rule, 1894-1959," *International Journal of African Historical Studies* 27 (1994) 3: 589-617.

Papers Presented

Invited and/or Refereed Internationally or Nationally

"Talking Under one's Breath: Praise Names and Strategic Ambiguities," Congo and Visuality Workshop, 11-13, April 2007, Ann Arbor, University of Michigan.

"Cultural Transformation, Colonial Relations, National Formations: Africa and Europe," Center for West European Studies, Washington University, Seattle, 2003.

"Sobriquets et production d'histoire," presented at the Université de Lubumbashi (RDC), Lubumbashi, Democratic Republic of the Congo, 2000.

"Comparative Colonialism: Africa and Oceania," presented at "Re-Imagining Indigenous Cultures," University of Hawaii at Manoa, 14 Jun—16 July 1999.

"Colonial Nicknames as Collective Memory and History," presented at "Politics, Culture and Youth in the New Congo: A Symposium on Political Change in Africa," University of Michigan-Ann Arbor, Oct. 26--28 1997.

"Workers' and Peasants' consciousness in the Belgian Congo, 1890-1960," Eighteenth Annual North American Labor History Conference, Detroit, October 17-19, 1996.

“Commodity Production and Social Control in Colonial Zaire,” Jointly sponsored University of Minnesota-Stanford Conference on the Social History of Cotton, Minneapolis, June 1992.

Invited and/or Refereed Locally/Regionally

“Naming , Colonialism, and Everyday Life in the Congo, 1870-1960,” The Humanities Center, Wayne State University, Brown Bag Colloquium Series, February 21, 2008.

“Colonialism, Nicknaming and the Collective Memory,” Department of History Colloquium, Wayne State University, Detroit, September 2006.

“Talking Under One’s Breath: Praise as Voice of Protest.” The Humanities Center, 2005.

“Introduction to African History,” Summer Institute, Museum of African American History, 2004.

“Colonialism, Social Clichés and Collective memories in the Belgian Congo, 1870-1960,” The Humanities Center, Faculty Fellows Conference, Detroit, 14 February 1997.

“Colonialism and Social Clichés in the Belgian Congo,” Consortium- Oakland University, University of Michigan-Dearborn and Wayne State University, Oakland University, 1996.

“Faces of Colonialism,” Detroit Teachers’ Conference, Detroit, October, 1996

SERVICE

Wayne State University and Professional Organizations

Likaka served on the Board of Governors Faculty Recognition Award selection Committee in 2013.

Member, Selection Advisory Committee for the year 2007, Career Development Chair Award.

Member, The Humanities Center, Fellowship Selection Committee,

Member, Review Panels, University Of Minnesota-Duluth, Department of History, 2010.

Manuscript Evaluations for The University of Wisconsin Press, Wayne State University Press, African-American Series, *International Journal of African Historical Studies*, *The Canadian journal of African Studies*.

Department/College Committee

Co-chair, African Search Committee

Member, departmental graduate committee

Member, faculty search committee for position in German history

Member, faculty search committee for position in British history

Member, departmental personnel committee

Member, faculty search committee for position in African-American history

Member, social committee

Member, salary committee

“Faces of Colonialism,” Detroit Teachers’ Conference, October 1996.

“Introduction to African History,” the 2004 Summer Institute, Museum of African-American History, Detroit.

“Introduction to African History,” Detroit High Schools (Wayne State University), Fall, 1994.

Organizer, “African and African Diaspora Films Series,” 1995-2003 (Wayne State University).

Language Skills

Read, write and speak perfect Kimbole.
Read, write and speak perfect Lingala.
Read, write and speak Kiswahili.
Read, write and speak perfect French.
Read, write and speak English.
Read and translate Latin.

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: Elizabeth Dorn Lublin

DATE PREPARED: January 29, 2002

DATE REVISED: September 19, 2014

OFFICE ADDRESS:

HOME ADDRESS:

3095 Faculty/Administration Building

OFFICE PHONE: 313/577-2725
[Department office]

HOME PHONE:

DEPARTMENT/COLLEGE: History, College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate Professor, August 2010

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2001, Instructor

Year Awarded Tenure: 2010

Year Promoted to Associate Professor: 2010

Year Promoted to Full Professor:

CITIZEN OF: United States

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: Yale University, New Haven, CT, 1991

Graduate: A.M. in Japanese Studies, University of Michigan, Ann Arbor, MI, 1994

Ph.D. in History, University of Hawaii at Manoa, Honolulu, HI, 2003

Postgraduate (postdoctoral):

Licensure:

Certification: Inter-University Center for Japanese Language Studies, Yokohama, Japan,
1997

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

[Not administrative appointments; see below.]

signature: _____

11/26/14

PROFESSIONAL SOCIETY MEMBERSHIP(S):

Association for Asian Studies
Midwest Japan Seminar
Midwest Conference on Asian Affairs
Alcohol and Drugs History Society
American Society of Church History
American Association of University Professors

HONORS/AWARDS:

College of Liberal Arts and Sciences Excellence in Teaching Award, Wayne State University,
2008-09
Bunka-Bungaku Prize, Inter-University Center for Japanese Language Studies, 1997

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

Association for Asian Studies Member Directory
Directory of History Departments, Historical Organizations, and Historians
*Directory of Japan Specialists and Japanese Studies Institutions in the United States and
Canada*

I. TEACHING

A. Years at Wayne State

Thirteen

B. Years at Other Colleges/Universities (please list)

One year as a graduate assistant, University of Hawaii at Manoa, 1994-95

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

HIS 1400: The World Since 1945

HIS 1710, NE 2110, ASN 1710: History of Modern East Asia

HIS 3855/5855, ASN 3855/5855: History of Pre-modern Japan

HIS 3865/5865, NE 3865/5865, ASN 3865/5865: History of Modern Japan

HIS 3875/5875, NE 3875/5875, ASN 3875/5875: Women in Japanese History

HIS 5996: Capstone Course for Majors

2. Graduate

HIS 5855, ASN 5855: History of Pre-modern Japan
HIS 5865, NE 5865, ASN 5865: History of Modern Japan
HIS 5875, NE 5875, ASN 5875: Women in Japanese History

3. Graduate Professional School

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

Writing intensive essays for the undergraduate Asian Studies major:

Felicia Jackson, "Japanese Women on the Home Front during Wartime from 1931 to 1945," 2014

Michael Oben, "Delusive Regulation of the Sex Industry in Edo and Meiji Period Japan," 2014

Robert Shelton, "Fall of the Samurai Class in the Late Tokugawa and Early Meiji Periods," 2014

Victoria Eichbauer, "U.S. Perspectives on Japanese Women: How Stereotypes Affect a Cultural Understanding," 2014

James Quain, "Japan's Incursion into Manchuria," 2014

Stephanie Copeland, "The Rape of Nanjing and its Effects on Sino-Japanese Relations," 2013

Andrew Kauffman, "The Rise of Mitsui: *Jouzu* or Just Lucky?" 2013

Chelsea Miller, "Teenage Girls Developing Identity with *Shoujo Manga*," 2013

Christina MacLean, "Women's Influence on Men in Japanese Literature," 2012

Rebecca Emanuelsen, "Imported Doctrine and Japanese Contact with the Ainu," 2011

Bobinetta Lambert, "Suicide in Japan," 2011

Eric Fleury, "The People's Rights Movement," 2010

Laura Merucci, "Hiratsuka Raicho and the Development of Japanese Feminism," 2009

Ian Strzyzewski, "Taisho Democracy," 2009

Joseph Sindone, "Burakumin," 2009

Emily Roberts, "Geisha," 2006

Patrice Rapin, "Empress Dowager Cixi," 2006

Caren Bales, "Feminism in Japan," 2006

Reader for MA thesis:

James Campbell, "The Roots of Bloody Sunday," History, 2013

Moderator for MA defense:

Moira Saltzman, "Language Contact and Morphological Change in
Jejueo," *Linguistics*, 2014

E. Course of Curriculum Development

New course proposals approved for:

HIS 3825/5825, NE 3825/5825: History of Modern China

HIS 3855/5855, NE 3855/5855: History of Pre-modern Japan

HIS 5805/7805, NE 5751: History of Modern Japan

HIS 5810/7810, NE 5752: Women in Japanese History

Proposals approved to change name and/or numbering of courses:

HIS 1710, ASN 1710: History of Modern East Asia

HIS 3825/5825, ASN 3825/5825: History of Modern China

HIS 3855/5855, ASN 3855/5855: History of Pre-modern Japan

HIS 3865/5865, ASN 3865/5865: History of Modern Japan

HIS 3875/5875, ASN 3875/5875: Women in Japanese History

Proposal approved for General Education Historical Studies standing:

HIS 1710, ASN 1710: History of Modern East Asia

F. Course Materials (Unpublished)

II. RESEARCH

A. Research in Progress, Not Funded

"Battling the Evils of Alcohol: Christian Reformers in Meiji Japan"

This article discusses the origins, arguments, and activities of Christians who sought to cleanse Meiji Japan of alcohol use and abuse. As part of that history of the temperance movement, it explains the dominance of Christians in the arena of moral reform and the role their efforts played in diffusing opposition to Christianity as a foreign religion at odds with the basic nature of the Japanese polity.

B. Funded Research in Last Five Years

King Tobacco in Meiji Japan

This book project explores the development of the tobacco industry in the late 19th and early 20th centuries in Japan. More specifically, it examines the modernization of the industry following the introduction of cigarettes, the nature of Japan's smoking culture, the factors that led the state to impose a monopoly on production and sales in 1904, the evolution of tobacco-related advertising, and the impact of cigarette ads on the world of advertising as a whole. It also delves into the efforts of reformers, mostly Christian, to ban smoking, along with the arguments they made to achieve that goal. More broadly, this book considers the role tobacco played in the political, economic, and cultural formation of the modern Japanese nation state. To further this project, I

undertook a short-term research trip to work with the holdings of the National Diet Library in Tokyo in May 2011 and another in March 2012, with the first trip partially funded by two History Department Thomas N. Bonner Awards. A Career Development Chair will provide the means for two additional trips in May 2014 and again in May 2015. I will seek additional grant money from the Association for Asian Studies, the Japan Foundation, the Fulbright Foundation, and the National Endowment for the Humanities, as well as Wayne State, to facilitate other research trips and writing.

“Stopping the Train from ‘Cigaretville to Ruin’: Nemoto Shō and Japan’s 1900 Ban on Juvenile Smoking”

This article offers a history of smoking and the late 19th-century movement to limit tobacco consumption in Japan. It pays particular attention to the efforts of Christian legislator Nemoto Shō to win passage of a bill to ban smoking by youth and to the nature of the arguments he employed to generate public and official support.

C. Fellowships/Grants/Special Awards in Last Five Years

Triangle Center for Japanese Studies Library Travel Grant, 2014

Career Development Chair, Wayne State University, 2013-14

Thomas N. Bonner Award, Department of History, Wayne State University, 2010, 2011

Association for Asian Studies First Book Subvention Grant, 2009

III. PUBLICATION

A. Scholarly Books Published

1. Authored

Reforming Japan: The Woman’s Christian Temperance Union in the Meiji Period. Asian Religions and Society Series. Vancouver: University of British Columbia Press, 2010. Paperback issued in January 2011 by the University of Hawai’i Press for U.S. distribution and by the University of British Columbia Press for non-U.S. distribution.

2. Co-Authored

B. Chapters Published

1. Authored

Entries on “Ichikawa Fusae: 1893-1981,” 133-35; “*Senninbari* and ‘Comfort Bags,’” 373-74; “Women during WWII: Kokubo Fujinkai and Aikoku Fujinkai,” 469-72; “Yosano Akiko: 1878-1942,” 510-12. In *Japan at War: An Encyclopedia*, ed. Louis G. Perez. Santa Barbara, CA: ABC-Clio,

2013.

“Mary Clement Leavitt, Japan, and the Transnationalization of the World WCTU, 1886-1912.” In *Women and Transnational Activism in Historical Perspective*, eds. Kimberly Kuhlman and Erika Jensen, 13-36. History of International Relations, Diplomacy and Intelligence Series, vol. 14. Dordrecht, The Netherlands: Republic of Letters Publishing, 2010.

2. Co-Authored

C. Editorships of Books/Proceedings

D. Journal Articles Published

1. Refereed Journals

“Wearing the White Ribbon of Reform and the Banner of Civic Duty: Yajima Kajiko and the Japan Woman’s Christian Temperance Union in the Meiji Period.” *U.S.-Japan Women’s Journal*, nos. 30-31 (2006): 60-79.

“Crusading against Prostitution: The Woman’s Christian Temperance Union in the Meiji Period.” *Japanese Religions* 29, nos. 1-2 (January 2004): 29-43.

2. Invited Review Articles

3. Nonrefereed Journals

“Selected Bibliography of Japanese-Language Sources on Drinking, the Woman’s Christian Temperance Union, and Reform Activism in Japan.” *The Social History of Alcohol Review* 16, nos. 1-4 (Fall 2001/Spring 2002): 35-43.

“Pollution Relief and the Japan Woman’s Christian Temperance Union.” *Asian Cultural Studies* 27 (2001): 49-58.

E. Papers Published in Conference Proceedings

1. Refereed Papers

2. Nonrefereed Papers

F. Translations of Other Authors Published

1. Books

2. Articles or Creative Works

G. Abstracts Published in Academic Journals

H. Book Reviews Published

1. Academic Journals

Review of Mara Patessio's *Women and Public Life in Early Meiji Japan: The Development of the Feminist Movement* (Ann Arbor: Center for Japanese Studies, University of Michigan, 2011). Forthcoming in *The Journal of Japanese Studies*.

Review of Karen Garner's *Shaping a Global Women's Agenda: Women's NGOs and Global Governance, 1925-85* (Manchester: Manchester University Press, 2010). *The American Historical Review* 117, no. 4 (Dec. 2012): 1555-56.

2. Magazines/Newspapers

I. Creative Shows/Exhibits

1. Refereed or Judged: National Competition

2. Refereed or Judged: Local/Regional Competition

3. Not Refereed

J. Creative Performances

1. Outside Metropolitan Area

2. Metropolitan Area

3. Campus

K. Instructional Materials Formally Published

1. Textbooks

2. Study Guides/Laboratory Workbooks

3. Other Published Materials

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

“Controlling Youth and Tobacco in Meiji-Period Japan.” Under Control? Alcohol and Drug Regulation, Past and Present Conference, London, England, June 2013.

“Political Agency and Activism in the Fight against Prostitution: The WCTU in Meiji Japan.” Annual Meeting of the Association for Asian Studies, San Diego, CA, March 2013.

“Restoring Japan’s Honor: The WCTU and Opposition to Overseas Prostitutes in the Meiji Period.” Biennial Meeting of the Conference on Faith and History, Bluffton University, September 2008.

“The Japan Woman’s Christian Temperance Union and Efforts to Create a Sober Yet Modern Nation in the Meiji Period.” Berkshire Conference on the History of Women, Minneapolis, MN, June 2008.

“The Japan Woman’s Christian Temperance Union and Efforts to Create a Sober Yet Modern Nation in the Meiji Period.” Annual Meeting of the Association for Asian Studies, San Francisco, CA, April 2006.

“Pollution Relief and the Japan Woman’s Christian Temperance Union.” Annual Meeting of the Asian Studies Conference Japan, Tokyo, Japan, June 2000.

2. Invited and/or Refereed Locally/Regionally

“An American in Kyoto: Edward Parrish and the Japanese Tobacco Industry in the Early 20th Century.” Humanities Center Brown Bag Colloquium Series, Wayne State University, January 2015. [scheduled]

“Black Lungs and Spotted Livers: Making a Physiological Case for Abstinence in Meiji Japan.” Annual Meeting of the Midwest Conference on Asian Affairs, Michigan State University, October 2013.

“Iwaya Matsuhei and the Tobacco Advertising Wars of Meiji Japan.” Humanities Center Brown Bag Colloquium Series, Wayne State University, January 2013.

“Stopping the Train from ‘Cigaretville to Ruin’: Nemoto Shō and Japan’s 1900 Ban on Juvenile Smoking.” Department of History Colloquium Series, Wayne State University, March 2011.

“Stopping the Train from ‘Cigaretville to Ruin’: Nemoto Shō and Japan’s 1900 Ban on Juvenile Smoking.” Midwest Japan Seminar, Valparaiso University, February 2011.

“Citizens and Social Work in Meiji Japan.” Humanities Center Brown Bag

Colloquium Series, Wayne State University, March 2010.

“Turning Prostitutes and Destitute Women into ‘Proper’ Citizens: One Aspect of Christian Social Work in Meiji Japan.” Annual Meeting of the Midwest Conference on Asian Affairs, Miami University, October 2009.

“Educating Women, Educating the Public: The Case of Yajima Kajiko.” Annual Meeting of the Midwest Conference on Asian Affairs, Washington University, October 2007.

“In the Name of Reform: Christians and Buddhists in the Meiji Period.” Center for Japanese Studies Noon Lecture Series, University of Michigan, January 2005.

“Temperance and the Modernization of Japan.” Humanities Center Brown Bag Colloquium Series, Wayne State University, November 2004.

“‘For God, Home, and Country’: The Japan Woman’s Christian Temperance Union and Reform Efforts in the Meiji Period.” Humanities Center Faculty Fellows Conference, Wayne State University, April 2004.

“In the Name of Reform: Imperial Loyalty, Patriotic Service, and the Japan Woman’s Christian Temperance Union in the Meiji Period.” Midwest Japan Seminar, University of Wisconsin Oshkosh, November 2003.

“Trying to Create a Sober Japan: Christian Women and Temperance Outreach in the Meiji Period.” Annual Meeting of the Midwest Conference on Asian Affairs, Wittenberg University, September 2002.

“The Founding of the WCTU in Japan.” Department of History Works-in-Progress Brown Bag Series, Wayne State University, December 2001.

“For God, Home, and Country: Anti-Prostitution Work and the Japan Woman’s Christian Temperance Union.” Annual Meeting of the American Historical Association Pacific Coast Branch, Park City, UT, August 2000.

M. Invited Seminars or Lectures Presented in Last Five Years

“A Miracle or an Orchestrated Recovery?: Japan’s Postwar Economic Revival.” Society of Active Retirees (SOAR), Wayne State University, October 2014.
[scheduled]

“Japanese Women and Gender Ideals in the Early 20th Century.” Society of Active Retirees (SOAR), Wayne State University, April 2014.

- “Heian Japan and the ‘World of the Shining Prince.’” SOAR, Wayne State University, November 2013.
- “‘Under the Black Umbrella’: Korea’s Experience as a Japanese Colony.” Society of Active Retirees (SOAR), Wayne State University, May 2013.
- “North Korea: A Look at the History of the ‘Hermit Kingdom.’” SOAR, Wayne State University, October 2012.
- “Samurai in Japanese History.” SOAR, Wayne State University, April 2012.
- “From Pearl Harbor to the San Francisco Peace Conference: The Evolution of the U.S.-Japan Relationship.” SOAR, Wayne State University, October 2011.
- “South Korea since 1953: A Look at the Country’s Remarkable Political and Economic Transformation.” SOAR, Wayne State University, May 2011.
- “Japan in 1989: A Snapshot of the Year Emperor Hirohito’s Reign Ended.” SOAR, Wayne State University, November 2010.
- “Japan’s Conflicts with the West: From the Russo-Japanese War to Today.” SOAR, Wayne State University, April 2010.
- “An Early History of Chinese Communists: From the First Party Congress until the Creation of the People’s Republic.” SOAR, Wayne State University, October 2009.
- “From Myōrenji to Michigan: Promoting Japanese Studies along the Way.” Crown Prince Akihito Scholarship Foundation Symposium, Honolulu, HI, July 2009.
- “China at the Turn of the 21st Century.” SOAR, Wayne State University, May 2009.

N. Other Scholarly Work

- Comments. Annual Meeting of the North American Labor History Conference, Wayne State University, October 2012.
- Chair. Panel entitled “Vocal, Assertive, and Engaged: Japanese Christians in the Meiji and Taisho Periods.” Midwest Conference on Asian Affairs, Miami University, October 2009.
- Chair. Panel entitled “Ideology and the Commodification of Labor Power in Japan and Korea: Historical and Theoretical Considerations.” North American Labor History Conference, Wayne State University, October 2002.

IV. SERVICE

- A. Administrative Appointments at Wayne State in Last Five Years
- B. Administrative Appointments at Other College/University in Last Five Years
- C. Committee Assignments in Last Five Years

- 1. University Committee Chaired
- 2. University Committee Membership

Career Development Chair Selection Committee, 2014
General Education Oversight Committee, Jan. 2011-present
GEOC Assessment Subcommittee, 2012-present
Graduate Professional Scholarship Review Committee, 2010

- 3. College/Department Committee Chaired

Department: Colloquium, 2009-10
Undergraduate, 2012-13, 2014-present

Note: Director of Undergraduate Studies, Department of History, 2012-13, 2014-present

- 4. College/Department Committee Membership

College:

Gender, Sexuality, and Women's Studies Advisory Board, 2010-11, Jan. 2014-present
Faculty Council, 2009-12
Faculty Council Retention Subcommittee, 2010-11
Commencement Speaker Selection Committee, 2010-11
GSW Historical Studies Curriculum Subcommittee, March 2011-May 2011
Asian Studies Curriculum Subcommittee, 2009-11

Department:

Undergraduate, 2008-11, Jan. 2014-present
Executive, 2012-13, 2014-present [ex officio]
Graduate, 2012-13, 2014-present [ex officio]
Personnel, 2012-13
Modern Middle East History Search, 2010-11
Salary, 2010-11

D. Positions Held in Professional Associations in Last Five Years

Executive Committee, Midwest Japan Seminar, 2009-10

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

F. Professional Consultation

1. Public Presentations as an Expert in Discipline
2. Testimony before Public Bodies
3. Consulting to Public Agencies, Foundations, Professional Associations
4. Consulting to Private Enterprises

G. Journal/Editorial Activity

1. Editorships

Guest Editor, *Japanese Religions* 29, nos. 1-2 (January 2004). Special double issue on Meiji Christianity

2. Editorial Board Memberships

Assistant Editor, "Women in Modern Empires, 1840 to the Present" [an online archival database of 75,000 pages]. 2014-present.

Associate Editor, *Japanese Religions* 28, no. 2 (July 2003). Special issue on visual art and religion.

H. Other Professionally Related Service

External reviewer for an honorary research award, 2013, 2014

External reviewer for a tenure and promotion case, 2012

Grant reviewer: Denison University, 2013; Social Sciences and Humanities Research Council of Canada, 2010, 2013; Royal Military College of Canada, 2010

Manuscript reviewer: Midwestern Association of Graduate Schools, 2011;

University of British Columbia Press, 2007, 2008; Westview Press, 2008, 2013; academic journals, including *Japan Forum*, *Journal of Women's History*, *Frontiers: A Journal of Women Studies*, *The Journal of Japanese Studies*, *U.S.-Japan Women's Journal*, and *Pacific Historical Review*

Endorser: *American Missionaries, Christian Oyatoi, and Japan, 1859-73*, University of British Columbia Press, 2009; *Modern Japan: A Historical Survey*, 4th ed., Westview Press, 2008

Lecturer: AP Day, Wayne State University, April 2014

Interviewer: Japan Exchange and Teaching (JET) Program, Consulate General of
Japan in Detroit, 2002-present; Yale Alumni Association, 2003-present

Acting Chair: Midwest Japan Seminar, Illinois State University, February 2010

Host: Midwest Japan Seminar, April 2006, April 2014

Member: Executive Board, JET Alumni Association of the Michigan-Ohio Area,
2005-06

Volunteer: Japan Bowl, 2005

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: Howard Lupovitch

DATE PREPARED: 10/30/14

DATE REVISED:

OFFICE ADDRESS: 3139 FAB

OFFICE PHONE: 7-2679

DEPARTMENT/COLLEGE: History

PRESENT RANK & DATE OF RANK: Associate Professor

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2013
Year Awarded Tenure: 2013
Year Promoted to Associate Professor: 2013
Year Promoted to Full Professor:

CITIZEN OF: US

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: University of Michigan Ann Arbor 5/1986
Graduate: Columbia University New York 10/1996
Postgraduate (postdoctoral):
Licensure:
Certification:

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

[Not administrative appointments; see below.]

Cornell University Visiting Assistant Professor 9/96-5/97

Colby College 10/98—5/2008

University of Western Ontario 8/2008-6/2013

PROFESSIONAL SOCIETY MEMBERSHIP(S):

Association for Jewish Studies
Association for Slavic, East European, and Eurasian Studies
American Historical Association
Hungarian Studies Association

HONORS/AWARDS:

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

I. TEACHING

A. Years at Wayne State 1.5

B. Years at Other Colleges/Universities (please list)

Cornell University – 1

Colby College – 10

University of Western Ontario -- 4

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate History 3010, History 3015, History 3955

2. Graduate

3. Graduate Professional School

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

E. Course or Curriculum Development

F. Course Materials (Unpublished)

II. RESEARCH

A. Research in Progress, Not Funded – Jews of Budapest

B. Funded Research in Last Five Years

C. Fellowships/Grants/Special Awards in Last Five Years

III. PUBLICATION

A. Scholarly Books Published

1. Authored -- *Jews and Judaism in World History* (London: Routledge Press, 2010)

Jews at the Crossroads: Tradition and Accommodation During the Golden

Age of *the Hungarian Nobility* (Budapest: Central European University Press, 2007)

2. Co-Authored

B. Chapters Published

1. Authored

2. Co-Authored

C. Editorships of Books/Proceedings -- *Polin: Studies in Polish Jewry XXXI*, Co-editor with Antony Polonsky (2019)
(Theme: "Hungarian Jewry and Polish Jewry in Comparative Perspective")

D. Journal Articles Published

1. Refereed Journals -- "The Kohut-Kohler Debate: Conflicting European Visions of Judaism's Past and Future" *Nineteenth Century Prose* (Forthcoming, 2012)

"No Child left behind: Budapest Jewry's response to Juvenile Delinquency" in *Juvenile Delinquency and the Limits of Western Influence, 1850-2000* (Palgrave Studies in the History of Childhood) edited by Lily Chang and Heather Ellis (Palgrave-McMillan, 2014)

"Communal Protocols and the Daily Life of Hungarian Jews - Proposal for a New Research Tool" <http://www.ijg.org/Research/HungarianCommunalProtocols> (2011)

"Mór Jókai and the Hungarian Philo-Semitic Tradition" in *Philosemitism in History*, Adam Sutcliffe and Jonathan Karp editors, (Cambridge University Press, 2011) 128-145

"Jews and the Zichy Estate: a Case Study in Magnate-Jewish Relations" *Simon Dubnow Institute Yearbook* vol. 7, (2008) 15-37

"Navigating Rough Water: Alexander Kohut and the Hungarian Origins of Conservative Judaism" *AJS Review XXXII* no.1 (2008) 49-78

signature: _____

11/26/14

“Beyond the Walls: The Beginnings of Pest Jewry” *Austrian History Yearbook* XXXVI, (Winter, 2005) pp. 40-64.

“‘It would Never Happen Here’: The Dreyfus Affair in the Hungarian-, German-, and Russian-Jewish Press” *Historical Reflections* 31:2 (December/2005)pp. 393-407.

“Searching for Catholic Israel in Focsani: Solomon Schechter’s Childhood in Romania” *Studies in Jewish Civilization* 16 (2005) 313-328

“Between Orthodox Judaism and Neology: The Origins of the Status Quo Movement” *Jewish Social Studies* 9:2 (Winter/2003) pp. 123-153.

“Traversing the Rupture of Trianon: Anti-Semitism and the Holocaust in Hungary?”

Review article, *Patterns of Prejudice* 37:4 (December, 2003) pp. 429-436.

2. Invited Review Articles

3. Nonrefereed Journals

E. Papers Published in Conference Proceedings

1. Refereed Papers

2. Nonrefereed Papers

F. Translations of Other Authors Published

1. Books

2. Articles or Creative Works

G. Abstracts Published in Academic Journals

H. Book Reviews Published

1. Academic Journals -- Review of Coenen Snyder, Saskia, *Building a Public Judaism: Synagogues and Jewish Identity in Nineteenth-Century Europe*. H-Urban, H-Net Reviews. February, 2014.

Review of Silverman, Lisa, *Becoming Austrians: Jews and Culture between the World Wars*. H-Antisemitism, H-Net Reviews. April, 2013

Michael L. Miller, *Rabbis and Revolution: The Jews of Moravia in the Age of Emancipation* (Stanford University Press, 2010) Reviewed for *Journal of Modern History* (2013)

Rebecca Kobrin, *Jewish Bialystok and Its Diaspora* (Indiana University Press, 2010) Reviewed for *Austrian History Yearbook* (2013)

Susan Zimmerman, *Die bessere Hälfte: Frauenbewegung und Frauenbestrebung in Ungarn der Habsburgermonarchie 1848 bis 1918* Budapest: (Napvilág Kiadó,1999) Reviewed for *Austrian History Yearbook* 33 (2002).

Péter Hanák, *The Garden and the Workshop: Essays on the Cultural History of Vienna and Budapest*. Princeton: Princeton University Press, 1998. Reviewed for *H-Habsburg* 2/25/00.

Judit Frigyesi, *Béla Bartók and Turn-of-the-Century Budapest*. Berkely, Los Angeles, London: University of California Press: 1998. Reviewed for *Habsburg*, 2/25/00.

Eva H. Balazs. *Hungary and the Habsburgs, 1765-1800: An Experiment in Enlightened Absolutism*. Trans. Tim Wilkinson. Budapest: Central European University Press, 1997. Reviewed for *Habsburg*, 10/27/99.

Raphael Patai, *The Jews of Hungary: History, Culture, Psychology*. Detroit: Wayne State University Press 1996; and Zahava Szász Stessel, *Wine and Thorns in the Tokay Valley: The Jews of Abauj-Szanto*. New York, 1996. Reviewed for *AJS Review* XXIII: 2 (1998).

2. Magazines/Newspapers

I. Creative Shows/Exhibits

1. Refereed or Judged: National Competition
2. Refereed or Judged: Local/Regional Competition
3. Not Refereed

J. Creative Performances

1. Outside Metropolitan Area
2. Metropolitan Area
3. Campus

K. Instructional Materials Formally Published

1. Textbooks
2. Study Guides/Laboratory Workbooks
3. Other Published Materials

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally
2. Invited and/or Refereed Locally/Regionally

M. Invited Seminars or Lectures Presented in Last Five Years

N. Other Scholarly Work

I. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

Director, Cohn-Haddow Center for Judaic Studies

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments in Last Five Years

1. University Committee Chaired
2. University Committee Membership
3. College/Department Committee Chaired
4. College/Department Committee Membership -- Undergraduate Committee

D. Positions Held in Professional Associations in Last Five Years

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

F. Professional Consultation

1. Public Presentations as an Expert in Discipline
2. Testimony before Public Bodies

3. Consulting to Public Agencies, Foundations, Professional Associations

4. Consulting to Private Enterprises

G. Journal/Editorial Activity

1. Editorships

2. Editorial Board Memberships

H. Other Professionally Related Service

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: William T. Lynch

DATE PREPARED: March 13, 2014

DATE REVISED: September 25, 2014

OFFICE ADDRESS:

History Department

656 W. Kirby

F/AB, 3161

DEPARTMENT/COLLEGE: CLAS

PRESENT RANK & DATE OF RANK: Associate Professor/2003

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 1998/ Assistant Professor

Year Awarded Tenure: 2003

Year Promoted to Associate Professor: 2003

Year Promoted to Full Professor:

CITIZEN OF: USA

EDUCATION:

Baccalaureate:

Rensselaer Polytechnic Institute, Troy, New York

B.S., Physics, August 1987

Graduate:

Cornell University, Ithaca, New York

Ph.D., Science and Technology Studies, May 1996

M.A., Science and Technology Studies, May 1993

Virginia Polytechnic Institute and State University, Blacksburg, Virginia

M.S., Science and Technology Studies, December 1989

Postgraduate (postdoctoral):

Max Planck Institute for the History of Science, Berlin, Germany

signature: _____

11/26/14

Postdoctoral Research Fellow, January-August, 1999

PROFESSIONAL SOCIETY MEMBERSHIP(S):

Society for Social Studies of Science, 2012

HONORS/AWARDS:

General Education Faculty Summer Institute, May 17-21, 2010

Grant for developing Interdisciplinary Studies department anchor course in Science and Technology Studies, Spring/Summer 2005

University Research Grant, Wayne State University, 2003

Small Research Grant, Wayne State University, March 2002

Nominated for Bonner Award, Academy of Scholars, Wayne State University, 2002

Selected to give Academy of Scholars Junior Lecture, Wayne State University, March 22, 2001

Small Research Grant, Wayne State University, February 2001

Awarded 1998-99 Postdoctoral Research Fellowship, Max Planck Institute for the History of Science, Berlin, Germany

I. TEACHING

A. Years at Wayne State: 16

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

Science, Technology, and Society (online course), Winter 2013, Winter 2014

Society and the Economic Transition, Fall 2009, Winter 2010, Fall 2010, Winter 2011, Fall 2011, Winter 2012, Fall 2012, Winter 2013, Fall 2013, Winter 2014

Science, Technology, and War, Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013

History of Energy, Winter 2010

Society and the Economic Transition (Online course), Winter 2011, Winter 2012

2. Graduate

Science, Technology, and Society (online), Winter 2013

History of Energy, Winter 2010

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

Jeana Tall, Master's in Interdisciplinary Studies, "The Missions of Non-Profit Entities in Dakar, Senegal and Detroit, Michigan," Fall 2012.

Member of Committee:

Neam Zalzal, PhD, College of Education, in progress.

E. Course of Curriculum Development

Participant, General Education Faculty Summer Institute, May 17-21, 2010

II. RESEARCH

A. Research in Progress, Not Funded

The Future of Science, Technology, and Society, book in progress

The New Sciences of Evolutionary Mismatch, preliminary research

B. Funded Research in Last Five Years

C. Fellowships/Grants/Special Awards in Last Five Years

Participant, General Education Faculty Summer Institute, May 17-21, 2010

III. PUBLICATION

A. Scholarly Books Published

1. Authored

Solomon's Child: Method in the Early Royal Society of London, Stanford University Press, Writing Science series, 2001.

B. Chapters Published

1. Authored

“A Society of Baconians?: The Collective Development of Bacon’s Method in the Royal Society of London” in Julie Robin Solomon and Catherine Gimelli Martin, eds., **Francis Bacon and the Refiguring of Early Modern Thought: Essays to Commemorate *The Advancement of Learning* (1605-2005)**, Ashgate, 2005, 173-202.

“Surveying and the Cromwellian Reconquest of Ireland” in Steven A. Walton, ed., **Instrumental in War: Science, Research, and Instruments between Knowledge and the World**, Leiden: Brill, 2005, 47-84.

C. Editorships of Books/Proceedings

Thomas Brante, Steve Fuller, and William Lynch, eds., **Controversial Science: From Content to Contention**, Albany: State University of New York Press, 1993.

D. Journal Articles Published

1. Refereed Journals

“Second-Guessing Scientists and Engineers: Post Hoc Criticism and the Reform of Practice in Green Chemistry and Engineering,” **Science and Engineering Ethics**, published online Sept. 14, 2014, print version forthcoming.

“The Ghost of Wittgenstein: Forms of Life, Scientific Method, and Cultural Critique,” **Philosophy of the Social Sciences**, 35 (2), 2005, 135-74.

“The Utility of the Present in Reconstructing Science’s Past: Historical Counterfactuals and Contemporary Possibilities,” **Scientia Poetica**, 8 (2004): 241-50.

"Beyond Cold War Paradigms for Science and Democracy" (review essay of Steve Fuller, **Thomas Kuhn: A Philosophical History for Our Times**), **Minerva**, 41 (4), 2003, 365-79.

"Engineering Practice and Engineering Ethics," **Science, Technology & Human Values** (with Ronald Kline), 25 (2), 2000, 195-224.

"Teaching Engineering Ethics in the United States," **IEEE Technology & Society Magazine**, 16 (4), 1997-98, 27-36.

"Ideology and the Sociology of Scientific Knowledge," **Social Studies of Science**, 24 (2), 1994, 197-227.

"What Does the Double Hermeneutic Explain/Justify?," **Social Epistemology**, 7 (2), 1993, 193-204.

"Reply to Harbers and De Vries," **Social Epistemology**, 7 (2), 1993, 209-211.

"Ethnomethodology as Technocratic Ideology: Policing Epistemic Boundaries," **Science, Technology & Human Values**, (with Ellsworth Fuhrman), 17 (2), 1992, 234-36.

"Politics in Hobbes' Mechanics: The Social as Enabling," **Studies in History and Philosophy of Science**, 22 (2), 1991, 295-320.

"Recovering and Expanding the Normative: Marx and the New Sociology of Scientific Knowledge," **Science, Technology & Human Values**, (with Ellsworth Fuhrman), 16 (2), 1991, 233-48.

"Arguments for a Non-Whiggish Hindsight: Counterfactuals and the Sociology of Knowledge," **Social Epistemology**, 3 (4), 1989, 361-65.

2. Invited Review Articles

3. Nonrefereed Journals

"King's Evidence," **New Scientist**, Aug. 20, 2005, 39-40.

H. Book Reviews Published

1. Academic Journals

Harry Collins and Robert Evans, **Rethinking Expertise**. Reviewed in **Isis**, 100 (1), 2009, 205-206.

David N. Livingstone, **Putting Science in its Place: Geographies of Scientific Knowledge**. Reviewed in **Endeavour**, 29 (4), 2005, 137-38.

Marie Boas Hall, **Henry Oldenburg: Shaping the Royal Society**. Reviewed in *Isis*, 95 (2), 2004, 289-91.

Barbara J. Shapiro, **A Culture of Fact: England, 1550 – 1720**. Reviewed in *Metascience*, 12 (1), 2003, 121-24.

Stephen H. Cutcliffe and Carl Mitcham, eds., **Visions of STS: Counterpoints in Science, Technology, and Society Studies**. Reviewed in *Science, Technology & Human Values*, 28 (2), 2003, 26-31.

Alexander Bird, **Thomas Kuhn**. Reviewed in *Isis*, 93 (4), 2002, 665-666.

Galileo Galilei, **Galileo on the World Systems: A New Abridged Translation and Guide**. Translation and Guide by Maurice A. Finocchiaro. Reviewed in *Isis*, 90 (3), 1999, 595-96.

Rosa Lynn B. Pinkus, Larry J. Shuman, Norman P. Hummon, and Harvey Wolfe, **Engineering Ethics: Balancing Cost, Schedule, and Risk--Lessons Learned from the Space Shuttle** and Diane Vaughan, **The Challenger Launch Decision: Risky Technology, Culture, and Deviance at NASA**. Reviewed in *Isis* (with Ron Kline and Jamey Wetmore), 89, 1998, 761-63.

Christa Jungnickel and Russell McCormach, **Cavendish**. Reviewed in *Isis*, 89, 1998, 548-49.

Andrew Pickering, **The Mangle of Practice: Time, Agency, and Science**. Reviewed in *Historical Studies in the Physical and Biological Sciences*, 27 (1), 1996, 189-90.

Robert P. Kraynak, **History and Modernity in the Thought of Thomas Hobbes**. Reviewed in *Isis*, 83 (1), 1992, 130-31.

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

“Second-Guessing Engineers: Post Hoc Criticism and the Reform of Engineering Practice in Green Chemistry,” Society for Social Studies of Science annual meeting, Cleveland, Ohio, November 3, 2011.

“Second-Guessing Engineers: How to Learn from Blunders in Technology,” Bovay Lecture, Cornell University, November 7, 2007.

Commentary on Peter Taylor, **Unruly Complexity: Ecology, Interpretation, Engagement**, Society for Social Studies of Science annual meeting, Montreal, Canada, October 13, 2007.

“History in the Footnotes? Reconsidering the Philosophy of Lakatos and Feyerabend,” STS (R)evolutions conference, Virginia Tech, Blacksburg, Virginia, March 19, 2005.

"How the West was Won ... Starting in Ireland," Humanities Center, Wayne State University, December 9, 2004.

“Between the Open Society and the Elitism of Expertise: Lakatos, Feyerabend, and a Public Philosophy for Science Studies,” Society for Social Studies of Science annual meeting, Paris, France, August 27, 2004

“A Role for Science Criticism: Reconsidering the Lakatos-Feyerabend Debate after Science and Technology Studies,” Connecting S&TS: The Academy, the Polity and the World,” Cornell University, Ithaca, New York, September 26, 2003.

“Projectors in the Scientific Revolution: The Case of William Petty,” Society for Social Studies of Science annual meeting, Milwaukee, Wisconsin, November 9, 2002.

“Surveying and the Cromwellian Reconquest of Ireland,” Society for the History of Technology annual meeting, Toronto, Canada, October 18, 2002.

“Seeing, Doing, and Uncovering: Interpreting Bacon's Method in the Early Royal Society of London,” History of Science Society annual meeting, Denver, Colorado, November 10, 2001.

"Metaphors and Method: Historical Reflections on Science and Engineering Practice," Wayne State University Academy of Scholars Junior Lecture, March 22, 2001.

"Mapping Up: Surveying and the Cromwellian Reconquest of Ireland," Interdisciplinary Studies Program Brown Bag Colloquium, Wayne State University, March 22, 2000.

"Reconstructing Instrumental Skill in the Down Survey of Ireland," Society for the History of Technology annual meeting, October 8, 1999.

"Material Practice in Petty's Down Survey of Ireland," Experimental History of Science research group, Max Planck Institute for the History of Science, Berlin Germany, July 22, 1999.

Commentator, Patricia Fara, "The Apple Tree and Other Newtonian Myths," Scientific Personae Research Group, Max Planck Institute for the History of Science, February 23, 1999.

"How Science and Technology Studies Can Reform Engineering Ethics Pedagogy," Society for Social Studies of Science, Halifax, Nova Scotia, October 30, 1998 (Chair and Organizer of Session: "Engineering Ethics").

"Analogy, Baconian Method, and the Mechanical Philosophy in Hooke's Micrographia," History of Science Society, San Diego, California, November 1997.

"Meaning, Past and Present: Persisting Narrative Interrogations of Expertise," Knowledge in Practice Workshop, Cornell University, May 2, 1997.

"The Uses of Methodological Discourse: The Case of the Early Royal Society of London," Science and Technology Studies, Cornell University, January 22, 1996.

Commentator, Session on "The Perils of Pre-Modern Practice," Doing is Believing: Credibility and Practice in Science and Technology, Cornell University, April 22, 1995.

"The Place of Science," Society for Social Studies of Science, New Orleans, Louisiana, October 1994 (Chair and Organizer of Session: "Making a Place for Theoretical Exchanges").

Co-organizer and Commentator, Science Studies and Social Theory (2 sessions), Society for the Social Studies of Science, Bloomington, Indiana, November 1993.

"Explanation and Power in Latour," Society for Social Studies of Science, Cambridge, Massachusetts, November 1991.

"Counterfactual Reasoning in Interpreting Scientific Discourse: The Case of Anti-Enthusiasm in Restoration England," History of Science Society, Madison, Wisconsin, November, 1991.

"Constraints on Interpretative Flexibility: Rhetoric and the Legitimation of the Early Royal Society," Science and Rhetoric Conference, Virginia Polytechnic Institute, April 20, 1991.

"Social Epistemology for Metatheory," Social Epistemology and Social Theory of Knowledge, affiliated meeting of the International Congress for the Logic, Methodology, and Philosophy of Science, Uppsala, Sweden, August 1991.

"The Failure of Disciplines," Center for the Study of Science in Society, Virginia Polytechnic Institute, November 1, 1990.

"Ideology and the Sociology of Scientific Knowledge," Society for Social Studies of Science, Minneapolis, Minnesota, October 1990.

"Politics in Hobbes' Mechanics: A Case Study in the Sociology of Scientific Knowledge," Society for Social Studies of Science, Irvine, California, November 1989.

2. Invited and/or Refereed Locally/Regionally

Commentator, "Borders, Boundaries and Beyond," Annual Graduate Student Conference in Transnational and Comparative Historical Studies, Central Michigan University, April 13, 2012.

Presentation on Darwin's Nightmare, directed by Hubert Sauper, Friends of Detroit Film Theatre, April 2, 2006.

Presentation on Genesis, directed by Claude Nuridsany and Marie Perennou, Friends of Detroit Film Theatre, September 25, 2005.

"How the West was Won ... Starting in Ireland," Humanities Center, Wayne State University, December 9, 2004.

Presentation on Using the Web in the Classroom, Teaching with Technology Workshop, Wayne State University, March 24, 2000.

"Social Epistemology for Metatheory," Social Epistemology and Social Theory of Knowledge, affiliated meeting of the International Congress for the Logic, Methodology, and Philosophy of Science, Uppsala, Sweden, August 1991.

"The Failure of Disciplines," Center for the Study of Science in Society, Virginia Polytechnic Institute, November 1, 1990.

"Ideology and the Sociology of Scientific Knowledge," Society for Social Studies of Science, Minneapolis, Minnesota, October 1990.

"Politics in Hobbes' Mechanics: A Case Study in the Sociology of Scientific Knowledge," Society for Social Studies of Science, Irvine, California, November 1989.

M. Invited Seminars or Lectures Presented in Last Five Years

N. Other Scholarly Work

I. SERVICE

C. Committee Assignments in Last Five Years

3. College/Department Committee Chair

B. Department

Election Committee Chair, 2013-2014, 2012-2013

4. College/Department Committee Membership

B. College

CLAS Teaching Awards Committee, 2013-2014

C. Department

D. Election Committee, 2014-2015, 2013-2014, 2012-2013, Parliamentarian, 2014-2015, 2013-2014, 2012-2013, Salary Committee, 2013-2014, Undergraduate Committee, 2012-2013, Ad Hoc Committee on Statement of Plagiarism, 2010-2011. Library Committee, 2010-2011, Website Committee, 2010-2011, Salary Committee, 2010-2011, 2009-2010, Budget Committee, Winter 2010

G. Journal/Editorial Activity

1. Editorships

Editorial Consultant, **Social Epistemology: A Journal of Knowledge, Culture, and Policy**, 1992, vol. 6 to 2009, vol. 23.

Editorial Assistant, **Isis: An International Review Devoted to the History of Science and Its Cultural Influences**, 1994, Vol. 84, no. 1-3.

Assistant Editor, **Social Epistemology: A Journal of Knowledge, Culture, and Policy**, 1991, vol. 5.

Managing Editor, **Technoscience**, Newsletter of the Society for Social Studies of Science, 1990.

H. Other Professionally Related Service

Participant, Working Group on Science and Society, Humanities Center, 2002-2015: Arranged for talk by Paul Edwards (University of Michigan), "Global Warming Controversies: Data, Computer Models, and the Politics of Climate Change," February

14, 2011. Assisted in planning for Panel Discussion on Environmental Education and the University Curriculum, January 27, 2011.

Reader, Advanced Placement, European History, ETS, Kansas City, Missouri, June 2-8, 2012

Reader, Advanced Placement, European History, ETS, Kansas City, Missouri, June 1-7, 2011

Reader, Advanced Placement, European History, ETS, Colorado State University, Fort Collins, Colorado, June 12-18, 2011

Graduate Assistant and Participant, "Science as Cultural Practice," National Endowment for the Humanities Summer Institute, Wesleyan University, Summer 1991. Contributor to curricular document: "Teaching Science and Technology Studies: A Guide for Curricular Planners."

WAYNE STATE UNIVERSITY
Professional Record
Faculty

NAME: Karen Marrero

DATE PREPARED: September 25, 2014
DATE REVISED:

OFFICE ADDRESS:
3145 FAB, 656 W. Kirby
Detroit, MI 48202

HOME ADDRESS:

OFFICE PHONE: 313-577-2525

HOME PHONE:

DEPARTMENT/COLLEGE: History/Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Assistant Professor/August 19, 2014

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2014/Assistant Professor
Year Awarded Tenure:
Year Promoted to Associate Professor:
Year Promoted to Full Professor:

CITIZEN OF: United States and Canada

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: University of Windsor, Windsor, ON, Canada, 1988
B.A., English Language and Literature (with honors)

Graduate: Yale University, New Haven, CT, 2011
Ph.D., History

University of Windsor, 2000
M.A. History and Archival Studies

University of Windsor, 1994
M.A. English Language and Literature

signature: 

11/26/14

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):
[Not administrative appointments; see below.]

PROFESSIONAL SOCIETY MEMBERSHIP(S): American Historical Association; Canadian Historical Association; Organization of American Historians; Center for French Colonial Studies

HONORS/AWARDS:

- *National Endowment for the Humanities Summer Seminar fellowship for “Bridging National Borders in North America,” Newberry Library, June 2 – June 27, 2014
 - *Earhart Foundation on American History Post-Doctoral Fellowship, William L. Clements Library, University of Michigan, 2012
 - *Short-Term Fellowship for Individual Research at the Newberry Library, 2004
 - *Lamar Scholar Graduate Fellowship, Howard R. Lamar Center for the Study of Frontiers and Borders, Yale University, 2004-2005
 - *John F. Enders Fellowship from the Graduate School of Arts and Sciences, Yale University, 2004
 - *Archibald Hanna, Jr. Fellowship in American History at the Beinecke Rare Book and Manuscript Library, Yale University, 2004
 - *Price Visiting Research Fellowship at the William L. Clements Library, University of Michigan, 2004
 - *American Philosophical Society Phillips Fund Grant for Native American Research, 2003
 - *SSHRC (Social Sciences and Humanities Research Council of Canada Doctoral Fellowship), 2001-2004
-

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

I. TEACHING

- A. Years at Wayne State -- 1
- B. Years at Other Colleges/Universities (please list)
- C. Courses Taught at Wayne State in Last Five Years
 - 1. Undergraduate Fall 2014 -- HIS 2040
 - 2. Graduate
 - 3. Graduate Professional School
- D. Essays/Theses/Dissertations Directed
 - 1. Students by Name, Level, Title of Project, Year

E. Course of Curriculum Development

F. Course Materials (Unpublished)

II. RESEARCH

A. Research in Progress, Not Funded

Founding Families: Power and Authority of French-Native Families in Eighteenth-Century Detroit. Book manuscript in preparation.

B. Funded Research in Last Five Years

NEH Summer Seminar fellowship, Newberry Library, June 2014 and Earhart Foundation on American History Post-Doctoral Fellowship, William L. Clements Library, University of Michigan, 2012 to fund project currently in development tentatively titled -- *Making New Nations: Indigenous and French Worlds in Michigan and Upper Canada in the Late Eighteenth- and Early Nineteenth-Centuries.*

C. Fellowships/Grants/Special Awards in Last Five Years

*National Endowment for the Humanities Summer Seminar fellowship for "Bridging National Borders in North America," Newberry Library, June 2 – June 27, 2014

*Earhart Foundation on American History Post-Doctoral Fellowship, William L. Clements Library, University of Michigan, 2012

III. PUBLICATION

A. Scholarly Books Published

1. Authored

2. Co-Authored

B. Chapters Published

1. Authored

“‘Borders Thick and Foggy’: Mobility, Community, and Nation in the Northern Buffer Zone.” In *Warring for America: 1803-1818*. Eds. Fredrika Teute, Nicole Eustace, and Robert Parkinson. Chapel Hill: University of North Carolina Press (In Press).

“Women at the Crossroads: Trade, Mobility, and Power in Early French America and Detroit.” In *Women in Early America: Transnational Histories, Rethinking Master Narratives*. Ed. Thomas Foster. New York: New York University Press (In Press).

“On the Edge of the West: The Roots and Routes of Detroit’s Urban Eighteenth Century.”
Frontier Cities: Encounters at the Crossroads of Empire. Eds. Jay Gitlin, Barbara Berglund, and Adam Arenson. Philadelphia: University of Pennsylvania Press, 2013. 66-87.

“‘Quaint Customs and Beautiful Traditions’: Delineating Frenchness in Nineteenth-Century Detroit.” *Auguste Chouteau’s Journal: Memory, Mythmaking and History in the Heritage of New France*. Ed. Gregory P. Ames. St. Louis: St. Louis Mercantile Library of the University of Missouri – St. Louis, 2010.

2. Co-Authored

Extensive contribution to *Women of New France*. Eds. José António Brandão, Stacey L. Moore, and Michael Nassaney. Fort St. Joseph Archaeological Project Booklet Series, No. 1, Kalamazoo: Western Michigan University, 2011.

C. Editorships of Books/Proceedings

Marrero, Karen and Andrew Sturtevant, eds. *A Place in Common: Telling Histories of Early Detroit*, Lansing: Michigan State University Press (in preparation).

D. Journal Articles Published

1. Refereed Journals

“‘She is Capable of Doing a Good Deal of Mischief’: A Miami Woman’s Threat to Empire in the Eighteenth-Century Ohio Valley.” *Journal of Colonialism and Colonial History*, 6.3 (2005). Special Issue on Indigenous Women and Colonial Cultures.

“Finding the Space Between: The Means and Methods of Comparative History.” *Canadian Review of American Studies/Revue canadienne d’études américaines*. 33.2 (2003): 147-51.

2. Invited Review Articles

3. Nonrefereed Journals

E. Papers Published in Conference Proceedings

1. Refereed Papers

“Encountering Cadillac: Detroit before 1701.” *Le Passage du Détroit: 300 ans de présence francophone/Passages: Three Centuries of Francophone Presence at Le Détroit*. Ed. Marcel Bénéteau. Working Papers in the Humanities 11, Windsor: University of Windsor, 2003. 37-46.

Marrero, Karen. “Sharp Borders and Blurred Boundaries: Identities of the Americas.” *Proceedings of the Fourth International Conference on the Americas*. Tampa: University of South Florida, 1998. 103-7.

2. Nonrefereed Papers

Greci Green, Adriana and Karen Marrero. “‘Fixing Their Camp in Their Own Manner’: The Critical Role of the Miami in British Operations in the Revolutionary Era.” *Gateway* (Magazine of the Missouri History Museum) (in press).

F. Translations of Other Authors Published

1. Books

2. Articles or Creative Works

G. Abstracts Published in Academic Journals

H. Book Reviews Published

1. Academic Journals

2. Magazines/Newspapers

I. Creative Shows/Exhibits

1. Refereed or Judged: National Competition

2. Refereed or Judged: Local/Regional Competition

3. Not Refereed

J. Creative Performances

1. Outside Metropolitan Area

2. Metropolitan Area

3. Campus

K. Instructional Materials Formally Published

1. Textbooks

2. Study Guides/Laboratory Workbooks

3. Other Published Materials

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

“Indigenous Spaces and Shadow Republics: Potawatomi, Patriots and the Early Nineteenth-Century Northern Border.” Submitted for presentation to the 55th conference of the Western History Association, Portland, Oregon, October 21-24, 2015.

“From Bad Spirit to Good Conduct: Converting Character in Early Eighteenth-Century Detroit.” Submitted for presentation to the joint Omohundro Institute of Early American History and Culture and Society of Early Americanists Conference, Chicago, June 18-21, 2015.

“Roots of Rebellion: Anishinaabeg of Upper Canada and the Challenge of Transnationality.” Accepted for presentation at the 129th conference of the American Historical Association, New York, January 2-5, 2015.

“Roots and Routes: Mapping Women in the French Colonial World.” Presented at A Great City from the Start: The Founding and Lasting Significance of St. Louis, Missouri History Museum, February 14, 2014.

“‘Carry’d on by their Women’: Catherine, Angelique, and the Forgotten Story of Pontiac’s War.” Presented at The War Called Pontiac’s: 1763-2013, McNeil Center for Early American Studies, University of Pennsylvania, April 4-5, 2013.

“‘Borders Thick and Foggy’: The 1837 Upper Canada Rebellion and Emerging American Nationhood.” Presented at the Early American History Seminar, Scholl Center, Newberry Library, February 7, 2013.

“‘What the Indians Desired Them to Say’: The Complex Roles of Detroit’s French-Native Intermediaries in the Latter Eighteenth Century.” Presented at the Filson Historical Institute, Louisville, Kentucky, October 26-27, 2012.

“Independent Nations and Neutral Powers: Stories of Emerging Identities in the Early 19th-Century Midwest.” Presented at the William L. Clements, University of Michigan, July 12, 2012.

“History’s Silent Scapegoat: Stories of the Woman Who Thwarted Pontiac.” Presented at the Fourth Annual Meeting of the Native American and Indigenous Studies Association, Uncasville, CT, June 3-6, 2012.

“‘To Run After the Indians’: Women, Mobility, and Social Cohesion in the Eighteenth-Century Fur Trade.” Presented at the Thirty-Eighth Meeting of the French Colonial Historical Society/Société d’histoire coloniale française, New Orleans, May 20-June 2, 2012.

“Making New Nations: Natives, Euro-Americans and the Reconfiguration of the Midwest Region in the Nineteenth Century.” Presented at the Organization of American Historians Annual Meeting, Milwaukee, April 19-22, 2012.

“‘Unveiling the Conspiracy’: The Role of the Woman Informant in Pontiac’s Rebellion.” Presented at the Berkshire Conference on the History of Women, University of Massachusetts, Amherst, June 9-11, 2011.

Panelist speaking on Eighteenth-Century Detroit as part of “Roundtable: Defining and Recovering Frontier Cities in America,” The Urban History Association’s Fifth Biennial Conference, Las Vegas, October 20-23, 2010.

“The Strange Long Life of Pepé Rouge: Métis Identity in Nineteenth- Century Southwestern Ontario and Southeastern Michigan.” Presented at the American Society for Ethnohistory Annual Meeting, Ottawa, October 13-17, 2010.

“On the Edge of the West: The Roots and Routes of Detroit’s Urban Eighteenth Century.” Presented at “Frontier Cities” A Joint Conference Sponsored by the Howard R. Lamar Center for the Study of Frontiers and Borders, Yale University and The St. Louis Mercantile Library Association, University of Missouri-St. Louis, February 29-March 1, 2008.

“‘Father we hope your breasts have not gone dry’: The Use of Gendered Conversations between Native- and Euro-Americans to Negotiate Power Relations in the Late Eighteenth-Century Ohio Valley.” Presented at the Omohundro Institute of Early American History and Culture Twelfth Annual Conference, Laval University, June 9-11, 2006.

“Chief, Mother, Trader, and Sister: A Native Woman in an Eighteenth-Century Miami Community.” Presented at the North American Conference on British Studies, Philadelphia, October 29-31, 2004.

“Métis Family History and Locality”. Presented at Charles Darwin University, Darwin, Australia, August 9, 2004 as part of the conference “Narrating Frontier Families in Australia and North America”, sponsored jointly by Yale University, Australian Centre for Indigenous History at Australia National University, Canberra, Australia National Museum, and Charles Darwin University.

“Métis: The Local and the Familial”. Presented at the Australia National Museum, Canberra, Australia, August 5, 2004 as part of the conference “Narrating Frontier Families in Australia and North America”, sponsored jointly by Yale University, Australian Centre for Indigenous History at Australia National University, Canberra, Australia National Museum, and Charles Darwin University.

“Inheriting Tacumwah: Gender, Power, Authority, and Family in the Late Eighteenth-Century Ohio Valley.” Presented at the Omohundro Institute of Early American History and Culture Tenth Annual Conference, Smith College and Historic Deerfield, June 11-13, 2004.

“Gendered Expectations: Native Women in Eighteenth-Century British and American Contact Zones.” Presented as part of the Yale Group for the Study of Native America Colloquium Series, May 4, 2004.

Commentator on Keynote Presentation “Women and Colonization: The North American and Australian Frontiers Compared,” by Ann McGrath (Director, Australian Centre for Indigenous History, Australian National University), Yale University, September 19-20, 2003.

“Guy Johnson’s Laudable Ambition: The King’s Indian Agent on the Anglo-American Frontier in the Revolutionary Era.” Presented as part of Yale British Studies Colloquium Series, October 31, 2002.

“Finding the Space Between: The Means and Methods of Comparative History.” Presented as part of the session “Challenging the Boundaries of Geography: A Roundtable on Comparative History” at the Canadian Historical Association Annual Meeting, University of Toronto, May 27-29, 2002.

“The Mothers of Colonial Invention: Recreating French Founding Myths in the Midwest.” Presented at the Twenty-Eighth Meeting of the French Colonial Historical Society/Société d’histoire coloniale française, Yale University, May 15-19, 2002.

“Encountering Cadillac: Detroit before 1701.” Presented at Passages: Three Centuries of Francophone Presence at le Détroit/Le Passage du Détroit: 300 ans de présence francophone, University of Windsor, July 19-21, 2001.

“Determining Historical Significance: Alternate Histories of a Coureur de Bois and his Native Miami Wife in Early Eighteenth-Century Detroit.” Presented at the Omohundro Institute of Early American History and Culture Sixth Annual Conference, University of Toronto, June 9-11, 2000.

“Individual and Context: Stories from the Place Where History and Genealogy Meet.” Presented at the Annual Meeting of the Society of Indiana Archivists, Indianapolis, November 18, 1999.

“Sharp Borders and Blurred Boundaries: Identities of the Americas.” Presented at the Fourth International Conference on the Americas, University of South Florida, Tampa, January 28-31, 1998.

2. Invited and/or Refereed Locally/Regionally

“Recalling Community: Family Stories as Historical Markers at le détroit.” Presented at meeting of the French-Canadian Heritage Society of Michigan, Mount Clemens Public Library, May 10, 2014.

“A Tale of Three Marguerites: Women’s Lives and Roles in New France and Detroit.” Western Michigan University Speaker Series, Niles Public Library, July 28, 2010.

M. Invited Seminars or Lectures Presented in Last Five Years

N. Other Scholarly Work

I. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments in Last Five Years

1. University Committee Chaired

2. University Committee Membership

3. College/Department Committee Chaired:
-- Colloquium Committee, Department of History, 2014-15

4. College/Department Committee Membership:
-- Executive Committee, Department of History, 2014-15
-- Search Committee, Chair of Department of History, 2014-15

D. Positions Held in Professional Associations in Last Five Years

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

President, Center for French Colonial Studies, 2012-2014

Member, Board of Directors, Center for French Colonial Studies, 2011-2014

F. Professional Consultation

1. Public Presentations as an Expert in Discipline
2. Testimony before Public Bodies
3. Consulting to Public Agencies, Foundations, Professional Associations
4. Consulting to Private Enterprises

G. Journal/Editorial Activity

1. Editorships

Book Review Editor, *Le Journal* (journal of the Center for French Colonial Studies)

2. Editorial Board Memberships

Member, Editorial Advisory Board, *Journal of the Illinois State Historical Society*, 2012-

H. Other Professionally Related Service

WAYNE STATE UNIVERSITY
Professional Record
Faculty

NAME: **Danielle L. McGuire**

Date Prepared: September 7, 2008

Date Revised: September 22, 2014

Office Address:
Wayne State University
656 W. Kirby
Detroit, MI 48202
Office: 313-577-2525

DEPARTMENT/COLLEGE: College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate Professor, May 2013

WSU APPOINTMENT HISTORY:

Year Appointed/Rank:	2007/Assistant Professor
Year Awarded Tenure:	2013
Year Promoted to Associate Professor:	2013
Year Promoted to Full Professor:	N/A

CITIZEN OF: United States

EDUCATION:

Baccalaureate: Bachelor of Arts, University of Wisconsin, Madison, 1997

Graduate: Master of Arts, University of Wisconsin, Madison, 1999
Doctor of Philosophy, Rutgers, the State University of New Jersey, 2007

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:

2004-2007, Upper Division Faculty, Department of History, Horace Mann School, Riverdale, New York

2003-2004, Instructor, Department of History, Rutgers, the State University of New Jersey

PROFESSIONAL SOCIETY MEMBERSHIPS:

Society of American Historians (elected)
Organization of American Historians
American Historical Association
Southern Association for Women Historians
Southern History Association

Signature:



9/22/2014

HONORS/AWARDS:

2013: Distinguished Lecturer, Organization of American Historians, **National**. Distinguished Lecturers are chosen by the president-elect of the OAH based on the importance and national impact of their scholarship. I am one of 400 historians chosen to participate in the program. OAH Distinguished Lecturers speak around the country not only visiting college campuses and addressing undergraduate and graduate student conferences, but also leading teacher seminars and engaging general audiences at public events sponsored by historical societies, museums, libraries, and humanities councils. Acceptance requires presenting one lecture on behalf of the organization each academic year and donating his or her lecture fee to the OAH.

2013: Scholar Advisor, NEH Created Equal Grant (with Baldwin Public Library, Birmingham, MI). **National**.

2012: Deep South Book Prize, Honorable Mention, Summersell Center for the Study of the South, University of Alabama. **National**. This award is given biennially for the best book on the Deep South.

2012: College of Liberal Arts and Science Teaching Award, Wayne State University, **College-wide**.

2012: Elected member, Society of American Historians, National. Membership, by invitation only, is limited to 250 authors (both academic historians and professional writers of American history) and 14 publishers. Members are chosen based on a demonstrated commitment to the concept of literary distinction in the writing and publishing of history and biography. Members include winners of the Pulitzer Prize, the National Book Award, and the Bancroft Award and are nationally and internationally distinguished historians.

2012: Board of Governor's Faculty Recognition Award, Wayne State University, **University-wide**. Awarded annually to five full-time faculty members for a work of merit, which constituted an outstanding contribution to scholarship and learning.

2012: Selected for "Professors Who Do" Ad Campaign, Wayne State University, **University-wide**.

2012: Japanese Residency Award, Yamaguchi University, Organization of American Historians, US-Japan Friendship Commission, and the Japanese Association of American Studies. **National**. Given annually to two historians who give lectures and seminars in Japan. They also meet individually and in groups with Japanese scholars, graduate students, and undergraduate students studying American history and culture, and participate in the collegial life of their host institutions. The purpose of this exchange program is to facilitate scholarly dialogue and contribute to the expansion of scholarly networks among students and professors of American history in both countries. Round trip airfare, housing, and a per-diem are included in the award.

2012: Distinguished Lecturer, Organization of American Historians, **National**.

2012: Outstanding Academic Title, *Choice: Current Reviews for Academic Libraries* **National**. Given to the best in scholarly titles reviewed by *Choice*. An Outstanding Academic Title award brings with it the extraordinary recognition of the academic library community and is quite selective: it contains approximately ten percent of some 7,000 works reviewed in *Choice* each year. Awards are given to books that display overall excellence in presentation and scholarship, importance relative to other literature in the field, distinction as a first treatment of a given subject in book or electronic form, originality or uniqueness of treatment, value to undergraduate students, and importance in building undergraduate library collections.

2011: Outstanding Achievement by a Wisconsin Author, Wisconsin Library Association **National**. Given annually to ten authors by the Wisconsin Library Association for outstanding literary achievement (fiction/non-fiction).

2011: Julia Cherry Spruill Book Prize, Southern Association for Women Historians, **National**. Awarded by the Southern Association of Women Historians, the Julia Cherry Spruill Book prize is given to the author of the best-published book on southern women's history.

2011: Academy of Scholars Junior Faculty Award, Wayne State University, **University-wide**.

2011: Lillian Smith Book Award, the Southern Regional Council and the University of Georgia Libraries, **National**. The Southern Regional Council (a pioneering civil rights organization) and the University of Georgia Libraries select two books each year that are outstanding creative achievements, worthy of recognition because of their literary merit, moral vision, and honest representation of the South, its people, problems, and promises.

2011: Frederick Jackson Turner Book Award, Organization of American Historians, **National**. This award is given each year for the best first book on a significant phase of American history.

2011: Darlene Clark Hine Book Award, Honorable Mention, Organization of American Historians, **National**. This award is given each year for the best book in African American women's and gender history.

2011: Trumpet Award, Detroit-Windsor Metropolitan Christian Council, **Regional**. Given annually to a community leader who promotes racial justice and equality through their work and service.

2011: Distinguished Lecturer, Organization of American Historians, **National**.

2010: Distinguished Lecturer, Organization of American Historians, **National**.

2009: Distinguished Lecturer, Organization of American Historians, **National**.

2008: Lerner-Scott Prize, Organization of American Historians, **National**. Given annually for the best doctoral dissertation in U.S. women's history.

2007: Postdoctoral Fellowship: \$45,500 plus health insurance, Center for the Study of the American South, University of North Carolina, Chapel Hill, **National**. Given annually to two outstanding junior historians whose work focuses on the American South.

2007: Allan Nevins Prize, runner up, Society of American Historians, **National**. Awarded annually for the best-written doctoral dissertation on an American subject.

2007: Deans Award for Excellence in Research, Rutgers, the State University of New Jersey, **University-wide**.

2007: Deans Award for Excellence in Teaching, Rutgers, the State University of New Jersey, **University-wide**.

2007: Distinguished Lecturer, Organization of American Historians, **National**.

2006: Best American History Essays, Organization of American Historians, **National**.

2005: A. Elizabeth Taylor Prize, Southern Association for Women Historians, **National**. Given annually to the author of the best-published essay in southern women's history.

2005: Louis Bevier Dissertation Fellowship, \$19,000, Rutgers, the State University of New Jersey, **University-wide**. Given annually to 12 graduate students.

2004: John Hope Franklin Research Grant, \$1000, Duke University, **National**. Travel grants given annually to support research in the University's special collections.

2003: Louis Pelzer Memorial Award, Organization of American Historians, **National**. Given annually to the best essay on an American topic written by a graduate student. Committee members evaluate essays based upon the significance of the subject matter, literary craftsmanship, and competence in the handling of evidence. Winning essays are published in the *Journal of American History*, the preeminent journal of record in the History profession.

2002: Plan 2008 Chancellor's Award for Excellence, Awarded to faculty and staff for excellence in recruitment and retention of students of color University of Wisconsin, Madison. **University-wide**.

2001: Best Summer School Course, The North American Association of Summer Sessions, for the course, "Freedom Ride 2001: Sites and Sounds of the Freedom Struggle" **National**.

2000: Anonymous Fund Grant, \$30,000 for "Freedom Ride 2001: Sites and Sounds of the Freedom Struggle," Department of Afro-American Studies, University of Wisconsin, Madison. **University-wide**. Awarded for the purpose of strengthening and enlarging the cultural and artistic undertakings of the University through block grants that support extensive public outreach.

I. TEACHING

- A. Years at Wayne State 5 years
- B. Years at Other Colleges/Universities 3 (as a Grad TA)
- C. Courses Taught at Wayne State in Last Five Years
 - 1. Undergraduate
 - (a) HIS 3150: African American History II: From 1865 to the Present (Fall 2008, Winter 2009, Fall 2009, Winter 2010, Fall 2011, Winter 2012, Fall 2012, Fall 2013, Winter 2014)

- (b) HIS 3998: The Civil Rights Movement: Sex and Civil Rights (Fall 2008); HIS 3998: The Civil Rights Movement: Documenting the Struggle (Winter 2009)
- (c) HIS 3998: From Black Power to Barack Obama (Fall 2009, Winter 2012)
- (d) HIS 3230: The Civil Rights Movement (new, Winter 2010, Winter 2014)
- (e) HIS 1050: American Civilization Since 1945 (Fall 2011, Fall 2012, Fall 2013, Fall 2014)
- (f) HIS 5070: Readings in American History—the United States since 1945 (Fall 2014)

2. Graduate

- (a) HIS 6010: Studies in American History: The Civil Rights Movement: Sex and Civil Rights (Fall 2008); The Civil Rights Movement: Documenting the Struggle (Winter 2009)
- (b) HIS 6010: Studies in American History: From Black Power to Barack Obama (Fall 2009, Winter 2012)
- (c) HIS 5230: Studies in American History: The Civil Rights Movement (Winter 2010, Winter 2014)
- (d) HIS 7070: Readings in American History—the United States since 1945 (Fall 2014)

D. Essays/Theses/Dissertations Directed

2. Master's Essays

- (a) Matthew Kappell, “‘Miscreants, be they white or colored’: Detroit Press Reaction(s) from the 1943 Sojourner Truth Housing Controversy to the 1943 ‘Race’ Riot,” April 2009. (Second Reader)
- (b) Peter McGrath, “Eminent Domain: Taking and Remaking Detroit,” September 2012 (Second Reader)
- (c) Ebone McClean, “Black Power, Black Pride,” (First Reader) (in progress)
- (d) Michael Varlamos, “Greektown,” (Second Reader) (in progress)

3. PhD Dissertation

- (a) Michael Murphy, “Detroit Blues Women,” May 2011 (Second Reader)
- (b) Beth Fowler, “Deliver Me From the Days of Old: How Rock and Roll Music Created the Potential for Racial Tolerance” (Second Reader) (September 2014)
- (c) Elizabeth Ryan, “Transforming Motherhood,” (Committee member) (in progress)
- (d) Camille Ward, “Northern Civil Rights Movements,” (First Reader) (in progress)
- (e) Kim Steele (committee member) (in progress)
- (f) Samuel Hogsette (First Reader) (in progress)

II. RESEARCH

A. Research in Progress, (not funded)

1. My second book project, for which Knopf has already secured exclusive publishing rights, will investigate the ways in which ordinary people experienced the 1967 Detroit racial uprising. I will use the murder of three African American men by Detroit police at the Algiers Motel and their subsequent trials as the main narrative thread to investigate larger themes central to the uprising, especially police brutality and racial discrimination in the urban North. Other historians have documented the significance of the Detroit riot in the “long, hot summers” that rocked the country in the late 1960s and exposed America’s urban centers as racial tinderboxes to the rest of the world. Most of these are top-down, macro histories that focus on state and national responses to the disorder and document the aftermath of disaster. I am interested in smaller stories that can illuminate larger truths—the businessmen who lost their life investments; the children whose innocence was punctured by the sight of armed soldiers and tanks stationed on their blocks, the forty-three people who lost their lives so violently and so ruthlessly, the black power advocates filled with the spirit of revolution and seething with rage and bitterness; the fearful, but trigger-prone National Guardsmen who were in Detroit instead of—or immediately after returning from—Vietnam; the political and community leaders who searched for meaning amidst the shattered glass and charred brick; and the ordinary citizens who were filled with despair and disillusionment. My research on the uprising will build upon the work I have already done to illuminate the ways in which racialized violence threatens democracy, how fears about interracial sex serve as catalysts for violence, and the ways in which violence can spark campaigns for justice. It will also add to the rich scholarship on the African American freedom struggle in the North, the growing field of Black Power Studies, the new genre known as the “Long Civil Rights Movement,” and the history of police violence and mass incarceration. More importantly, I hope that a book filled with intimate, personal narratives will make a complex national story more immediate and accessible to academic and popular audiences and that it will profoundly affect communities that are still struggling with these memories to achieve racial justice and reconciliation.

I used my spring 2013 sabbatical to compile primary and secondary resources, interviewed numerous local people and did archival research at the National Archives and Yale University. In the summer of 2014, I plan to apply for outside funding to conduct archival research and oral histories, the latter of which I hope will become part of a permanent collection at either the Detroit Public Library or the Walter Reuther Archives. I will conduct the bulk of my research in 2014 and summer 2015, and begin writing in 2015. I hope to submit a complete manuscript to Knopf in the fall of 2016 so that it is available by summer 2017, which is the 50th Anniversary of the riot. Part of my efforts to understand and historicize the ways in which violence and trauma reverberate over time and space will, I hope, culminate in a national conference that will bring the campus and community together for a historical retrospective and reconciliation effort for the fiftieth anniversary.

B. Funded Research in Last Five Years

1. Research related to my second book project: (Retention funds from Wayne State University)
2. Research related to my manuscript, *At the Dark End of the Street: Black Women, Rape and Resistance, a New History of the Civil Rights Movement from Rosa Parks to Black Power* (Knopf 2010) (Start-up funds from Wayne State)

University, postdoctoral fellowship from the University of North Carolina, Chapel Hill; and a significant advance from Knopf)

C. Fellowships/Grants/Special Awards in Last Five Years

1. Japanese Residency Award, approximately \$10,000, Organization of American Historians, Japanese Association of American Studies, Japan-US Friendship Committee, May-June 2012
2. Postdoctoral Fellowship, \$45,500, Center for the Study of the American South, University of North Carolina, Chapel Hill, 2007
3. Louis Bevier Dissertation Fellowship, \$19,000, Rutgers, the State University of New Jersey, 2005

III. PUBLICATIONS

A. Scholarly Books Published

1. Authored

At the Dark End of the Street: Black Women, Rape and Resistance: a New History of the Civil Rights Movement from Rosa Parks to Black Power (Knopf, 2010; Vintage paperback, 2011). 45 citations.

B. Chapters Published

1. Authored

- (a) "Introduction," in Danielle McGuire and John Dittmer, eds., *Freedom Rights: New Perspectives of the Civil Rights Movement* (University Press of Kentucky, 2011, p. 1-8)
- (b) "Joan Little and the Triumph of Testimony," in Danielle McGuire and John Dittmer, eds., *Freedom Rights: New Perspectives of the Civil Rights Movement* (University Press of Kentucky, 2011, p. 191-222)

C. Editorships of Books

- (a). Danielle L. McGuire and John Dittmer, eds, *Freedom Rights: New Perspectives of the Civil Rights Movement* (University Press of Kentucky, 2011). 2 citations.

D. Journal Articles Published

1. Refereed Journals

(a). “A Tribute to the Women: Rewriting History, Retelling Herstory in Civil Rights” with Evelyn Simien, *Politics and Gender*, Vol.10, Issue 3, September 2014, pp. 413-431.

(b). “The Radical Rosa Parks” *Journal of Cross-Cultural Studies* (Japan), Vol. 7, March 2013, p. 53-60. Translated into Japanese by Masa Fujinaga.

(b.) ““It Was Like All of Us Had Been Raped”: Sexualized Violence, Community Mobilization and the African American Freedom Struggle,” *Journal of American History*, Vol. 91, No. 3, December 2004, p. 906-931. 29 citations. The *Journal of American History* has an Impact Factor of 1.100 and is the journal of record for the discipline

Reprinted in:

- ““It Was Like All of Us Had Been Raped”: Sexualized Violence, Community Mobilization and the African American Freedom Struggle,” in Nancy Hewitt, Kirsten Delegard, eds., *Women, Families and Communities, Volume II, from 1865: Readings in American History* (Pearson, Longman, New York, 2008, p. 191-212)
- “It Was Like We Were All Raped: Sexualized Violence, Community Mobilization and the African American Freedom Struggle,” in Pippa Holloway, ed., *Other Souths: Diversity and Difference in the US South, Reconstruction to the Present* (University of Georgia Press, Athens, Ga., 2008, p. 298-327)
- “It Was Like We Were All Raped: Sexualized Violence, Community Mobilization and the African American Freedom Struggle,” in Joyce Appleby, Ed., *The Best American History Essays, 2006* (Palgrave, New York, 2006, p. 123-150)

H. Book Reviews Published

1. Academic Journals

- (a) *Race, Rape and Injustice: Documenting and Challenging Death Penalty Cases in the Civil Rights Era* by Barrett J. Foerster (University of Tennessee Press, 2012), Reviewed in the *Journal of African American History* (forthcoming)
- (b) *Redefining Rape: Sexual Violence in the Era of Suffrage and Segregation*, by Estelle Freedman (Harvard University Press, 2013) Reviewed in the *Women’s Review of Books* (forthcoming)
- (c) *Rape in Chicago: Race, Myth, and the Courts*, by Dawn Rae Flood (University of Illinois Press, 2012), Reviewed in the *Journal of American History* *Journal of American History* 100, no. 1 (2013): 275-275.

- (d) *Dynamics of Idealism: Volunteers for Civil Rights, 1965-1982*, <http://www.disc.wisc.edu/Idealism/index.html> Created and maintained by the Data and Information Services Center, University of Wisconsin-Madison; and *Freedom Now! An Archival Project of Tougaloo College and Brown University* <http://www.stg.brown.edu/projects/FreedomNow/> Created and maintained by the Scholarly Technology Group, Brown University. Reviewed in the *Journal of American History* (March 2010)
- (e) *Pure Fire: Self Defense as Activism in the Civil Rights Era*, by Christopher B. Strain (University of Georgia Press, 2004, p. 305-307). Reviewed in *Alabama Review*, October 2006
- (f) *Radio and the Struggle for Civil Rights in the South*. by Brian Ward (University of Florida Press, 2004). Reviewed in *Georgia Historical Quarterly*, Vol. 89, Summer 2005
- (g) *Reconstruction in the Cane Fields: From Slavery to Free Labor in Louisiana's Sugar Fields, 1862-1880*, by John Rodrigue (Louisiana State University Press, 2001) Reviewed in *Labor/Le Travail*, No. 51, Spring 2003

K. Instructional Materials Formally Published

3. Other Published Materials

- (a) "On Rosa Parks's 100th Birthday, Let's remember her courage," *CNN.com*, February 4, 2013 <http://inamerica.blogs.cnn.com/2013/02/04/opinion-on-rosa-parks-100th-birthday-lets-remember-her-courage/>
- (b) "It's time to free Rosa Parks from the bus," *CNN.com*, December 1, 2012 <http://inamerica.blogs.cnn.com/2012/12/01/opinion-its-time-to-free-rosa-parks-from-the-bus/>
- (c) "Rosa Parks's political journey didn't begin on the bus," *TheGrio.com*, December 6, 2010. <http://www.thegrio.com/black-history/rosa-parks-political-journey-didnt-begin-on-the-bus.php> (accessed 11/12/2012)
- (d) "At the Dark End of the Street: A New History," *The Huffington Post*, September 10, 2010. http://www.huffingtonpost.com/danielle-mcguire/at-the-dark-end-of-the-st_b_708185.html (accessed 11/12/2012)
- (e) "How the Civil Rights Movement Overshadowed the Abuse of Women," *TheGrio.com* September 7, 2010. <http://thegrio.com/2010/09/07/how-abuse-of-women-was-overshadowed-in-civil-rights-movement/> (accessed 11/12/2012)

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

- (a) Commentator, "Dangerous Bodies and the Boundaries of Public Peril," OAH, April 12, 2014.

- (b) Commentator and Chair, ““Living with the Legacies of Violence in the Jim Crow South: Memory, Trauma and the Civil Rights Movement.” Berkshire Conference of Women’s History May 24, 2014 Toronto, Canada.
- (c) Presenter, “A Debt and a Dream: the Afterlives of the March on Washington,” American Studies Association, Washington DC, November 22, 2013.
- (d) Presenter, “But for Birmingham: Black Women’s Organizing in the Magic City,” Southern Historical Association, St. Louis, MO, November 1, 2013.
- (e) Invited speaker, “The Maid and Mr. Charlie: Race, Sex and Intersectional Violence,” Solidarity and Social Justice: Recasting Histories of Sex, Class and Race in America, Rutgers University, October 25, 2013.
- (f) Keynote speaker, “Myth, Memory, and History: New Approaches to an Elusive Past,” 35th Annual Warren Susman Graduate Student Conference, Rutgers University, April 20, 2013.
- (g) Presenter, “Sex and Civil Rights: Women in the Movement,” Louisiana State University Mansfield School of Journalism and Communication Civil Rights Conference, April 18, 2013.
- (h) Presenter, “Rosa Parks: the Madonna of Montgomery?” American Studies Association Annual Conference, San Juan Puerto Rico, November 18, 2012
- (i) Discussant, Japanese Association for American Studies Tokyo Proseminar, Sophia University, Tokyo Japan, June 7, 2012. (Papers discussed: “A Study of Ward McAllister as a Social Arbiter in the late 19th Century New York Society by Mayumi Tanaka, Shirayuri College, and “The Crime of Poverty: a New Perspective in the Study of American Nativism and Immigration Policy,” by Hidetaka Hirota, Boston College)
- (j) Commentator, “Comparative Empire and the Making of the Pacific World: Views from the Other Shore,” Japanese Association for American Studies Annual Meeting, Higashiyama Campus, Nagoya University, Nagoya, Japan, June 3, 2012
- (k) Presenter, ““The Freedom Land That Wasn’t: Rosa Parks, Detroit, and the Long Civil Rights Movement,” Yamaguchi University, Yamaguchi-shi, Japan, May 30, 2012
- (l) Commentator and Chair, “Unsung Heroes and Difficult Subjects: Biography and the Long Civil Rights Movement,” Organization of American Historians, Milwaukee, Wisconsin, April 2012
- (m) Presenter, “The Radical Rosa Parks”, 9th Annual Conference in Citizenship Studies, Wayne State University, Detroit, MI, March 2012

(n) “Joan Little and the Triumph of Testimony,” “Bending Toward Justice: the African American Struggle for Freedom Rights, a national conference sponsored by Rutgers History Department, the School of Arts and Sciences, the Center for Race and Ethnicity and Rutgers University Libraries, New Brunswick, NJ, October 2010

(o) “A Tradition of Testimony: Rape, Race and the Movement for Equal Justice for Recy Taylor,” American Historical Association (AHA), San Diego, CA January 2010

(p) “America’s Dungeon: Sexualized Violence and Black Women in the Mississippi Freedom Movement,” Civil Rights and the Body, a conference sponsored by the Center for the Study of the American South, University of North Carolina, Chapel Hill, NC, February 2008

(q) “From Perkins to Parks: the Forgotten History of the Montgomery Movement,” Organization of American Historians (OAH), Washington D.C., April 2006

2. Invited and/or Refereed Locally/Regionally.

- (a) Keynote address: “Powerful Beyond Our Imagination,” Turning Point, Spirit of Leadership Annual Gala, Detroit, MI, May 16, 2013
- (b) Invited speaker, “Children of the Black Power Movement,” University of Wisconsin-Madison, Department of Afro-American Studies 40th Anniversary Conference, April 2011
- (c) Invited speaker, “Black Women, Rape and Resistance: a New History of the Civil Rights Movement,” Program in Gender, Race and History, University of Michigan, March 2011
- (d) Invited speaker, “At the Dark End of the Street: Sexualized Violence, Community Mobilization and the African American Freedom Struggle,” Wayne State University Humanities Center, Detroit, MI, April 2009
- (e) “‘Like Lightning Striking’: Sex and Race in the 1964 Freedom Summer,” Wayne State University History Department Colloquium, Detroit, MI, October 2008

M. Invited Seminars or Lectures Presented in Last Five Years

1. Invited speaker, “At the Dark End of the Street: Sexual Violence and the Civil Rights Movement”

- 1. University of Michigan September 25, 2014
- 2. Dearborn Heights Public Library March 5, 2014
- 3. Southfield Public Library, February 26, 2014
- 4. Hamline University, Minneapolis, MN, January 24, 2014

5. "But for Birmingham": NEH Teacher Workshop Birmingham, AL, June 17, 2013
6. Brown University, March 18, 2013
7. University of West Virginia, February 25, 2013 (skype)
8. University of Michigan, Ann Arbor, February 20, 2013
9. New Bethel Baptist Church, Detroit, MI February 9, 2013
10. Hamline University, January 22, 2013 (skype)
11. Ohio State University, Columbus, OH November 29, 2012
12. Society of Active Retirees, (Wayne State University), Farmington, MI October 25, 2012
13. Marshall University, Huntington West Virginia, October 23, 2012
14. Sophia University, Tokyo, Japan, June 7, 2012
15. Doshisha University, Kyoto, Japan, June 4, 2012
16. Carleton College, Minneapolis, MN May 8, 2012
17. Oakland Community College Adult Learning Institute, May 1, 2012
18. DePaul University, Chicago, IL, April 27, 2012
19. Alabama A&M University, Huntsville, AL, April 24, 2012
20. Wayne County Community College, Detroit, MI April 3, 2012
21. Hamline University, (skype), March 28, 2012
22. University of Mary Washington, Fredericksburg, VA, March 22, 2012
23. Oakland Community College, Royal Oak, MI March 20, 2012
24. University of Missouri, Columbia, MO, March 13, 2012
25. Emory University, Atlanta, GA, February 29, 2012
26. Duke University, Durham, NC, February 28, 2012
27. El Shaddai Missionary Baptist Church, Detroit, MI February 26, 2012
28. Jefferson County Public Schools, Louisville, KY, February 23, 2012
29. College of Charleston, Charleston SC, February 16, 2012
30. Academy of Scholars, Wayne State University, February 14, 2012
31. Institute for Gerontology, Wayne State University November 29, 2011
32. National Congress of Black Women, Detroit, MI November 20, 2011
33. University of Alabama, Tuscaloosa, AL, November 18, 2011
34. University of Detroit Mercy, Detroit, MI, November 10, 2011
35. Jewish Book Festival, Detroit, MI, November 7, 2011
36. Albany Civil Rights Institute, Albany, GA, October 28, 2011.
37. University of Louisville, Louisville, KY, October 20, 2011
38. Birmingham Public Library, Birmingham, MI, October 17, 2011
39. Gilman School, Baltimore, MD, October 6, 2011
40. Wesleyan University, Middletown, CT, September 22, 2011
41. Josie Odum Morris Literacy Day, Inkster, MI, September 17, 2011
42. Decatur Book Festival, Decatur, GA, September 4, 2011
43. Huntington Woods Library, Huntington Woods, MI, June 29, 2011
44. National Press Club, Washington, DC, May 12, 2011
45. University of Chicago, Illinois, May 5, 2011
46. Cleveland State, Cleveland, OH April 20, 2011
47. University of Wisconsin-Madison, April 13, 14, 15, 2011
48. Kean University, New Jersey, March 29, 2011
49. Michigan State University, Lansing, MI, March 24, 2011
50. University of Michigan, Dearborn, Dearborn, MI, March 23, 2011

51. Oak Park Library, Oak Park, MI, March 17, 2011
52. Grand Valley State University, Grand Rapids, MI, March 14, 2011
53. University of Michigan, Ann Arbor, MI March 11, 2011
54. Wolverine Bar Association, Detroit, MI March 8, 2011
55. Occidental College, Los Angeles, CA, March 3, 2011
56. Capital Area District Library, Lansing, MI February 26, 2011
57. Grinnell College, Grinnell, IA, February 23, 2011
58. Troy University, Troy, AL, February 15, 2011
59. Troy University, Montgomery, AL, February 14, 2011
60. University of Michigan, History Department, February 10, 2011
61. Bowling Green University, Toledo, OH, February 3, 2011
62. Detroit Public Library, Detroit, MI, January 22, 2011
63. Ethical Society of Northern Westchester, Ossining, NY January 16, 2011
64. University of California Berkeley, (skype) November 4, 2010
65. Temple University, Philadelphia, PA, October 25, 2010
66. Princeton University, Princeton, NJ, October 21, 2010
67. Rutgers University-Newark, Newark, NJ, October 21, 2010
68. Nicola's Book Store, Ann Arbor, MI, October 11, 2010
69. Wisconsin Book Festival, October 3, 2010
70. Regulator Book Store, Durham, NC, September 30, 2010
71. Georgia Center for the Book, Atlanta, GA, September 28, 2010
72. Border's Book Store, Birmingham, MI, September 16, 2010

Declined invitations:

1. Drew University, March 2014
2. Michigan State, January 2014
3. City University of New York, January 2014
4. Trinity University, February 2013
5. University of California, Berkeley School of Law, February 2013

2. Invited Speaker, other topics

Invited Speaker, "King and Kennedy," Troy Public Library, Troy MI, November 19, 2013

Invited Speaker, "The Death of the Dream," Society of Active Retirees, Birmingham, MI November 14, 2013

Invited Speaker, "1968: The Year that Changed Everything," Adult Learning Institute, Detroit, MI, October 3, 2013

Invited speaker, "Rosa Parks: Radical Activist," National Day of Courage, Henry Ford Museum, Dearborn, MI February 4, 2013

2. Invited speaker, "The Real Rosa Parks," 100th Anniversary Celebration, Rosa Parks Scholarship Foundation, Charles Wright Museum, Detroit, MI February 2, 2013.

3. Invited Speaker, “The Radical Rosa Parks,” University of Kitakyshu, Kokura, Japan, May 26, 2012
4. Invited Speaker, “The Real Rosa Parks,” Yamaguchi University, Yamaguchi-shi, Japan, May 31, 2012
5. Invited Speaker, “Breaking Down Barriers to Positive Race Relations,” Our Lady of Fatima Church, Oak Park, MI May 5, 2012
6. Invited Speaker, “How Black Women Remade the Civil Rights Movement as a Women’s Movement,” Ryan Correctional Center, Detroit, MI, May 3, 2012
7. Invited speaker, “Black Women and the Civil Rights Movement,” Martin Luther King Day Luncheon, Fellowship Chapel Church, January 12, 2012
8. Invited Speaker, “R-E-S-P-E-C-T: Black Women and the Long Struggle for Bodily Integrity,” Keynote Address, National Congress of Black Women, Detroit, MI, November 20, 2011
9. Invited Speaker, “The Power and Promise of Black History,” Hartford Memorial Baptist Church (Sunday morning guest speaker with Rev. Charles Gilchrist Adams), October 24, 2011
10. Invited speaker, “Social Justice and the Global Village: the Role of Women,” Hartford Memorial Baptist Church, October 22, 2011
11. Invited speaker, “The Real Rosa Parks,” Gilman School, Baltimore, MD, October 7, 2011
12. Invited speaker, “Reintroducing Rosa,” National Press Club, Washington DC, May 12, 2011
13. Invited speaker, “Rosa Parks—Beyond Myth and Legend,” Rosa Parks Legacy Committee, Detroit, MI, March 22, 2011
14. “A Tradition of Testimony: Black Women’s Long History of Speaking Out,” keynote address, Michigan Kidney Foundation, Detroit, MI , February 26, 2011
15. Invited speaker, “Rosa Parks, the Radical,” University Liggett School, Grosse Point Woods, MI, January 27, 2011
16. Invited Speaker, “Women and the Montgomery Bus Boycott,” Annual Interfaith Martin Luther King Day Celebration, Ossining, NY, January 17, 2011
17. Invited speaker, “Women and the Montgomery Bus Boycott,” 55th Anniversary of the Montgomery Bus Boycott, Montgomery, Alabama, December 3, 2010

18. Invited speaker, "Joan Little and the Triumph of Testimony," New Brunswick, NJ, October 22, 2010
19. Invited speaker, "Black Women, Rape and Resistance: a New History of the Civil Rights Movement," Program in Gender, Race and History, University of Michigan, March 26, 2010
20. Invited speaker, "Civil Rights and the 14th Amendment," School District of Manatee County, Florida, February 25, 2010. (Part of the OAH Distinguished Lectureship Program)
21. "Rape and the Roots of the Montgomery Bus Boycott," James A. Hutchins Lecture, University of North Carolina, Chapel Hill, NC, January 2008

N. Other Scholarly Work

1. Manuscript reviewer, *University of Illinois Press*, September 2013
2. Manuscript reviewer, *University Press of Kentucky*, March 2013
3. Manuscript reviewer, *University of North Carolina Press*, March 2013
4. Manuscript reviewer, *Left Review*, October 2012
5. Manuscript Reviewer, *Southern Cultures*, March 2012
6. Manuscript Reviewer, *Journal of American History*, February 2012, April 2012, May 2012, July 2012
7. Manuscript reviewer, *Signs: Journal of Women in Culture and Society*, November 2011
8. Manuscript reviewer, University of Virginia Press, September 2011
9. Manuscript reviewer, *Journal of Women's History*, May 2011; August 2010

IV. SERVICE

C. Committee Assignments in Last Five Years

1. University Committee Membership
 - (a) Graduate Professional Scholarship Committee, 2012
 - (b) Faculty Council, 2012-2015
 - (c) Gender, Sexuality and Women's Studies Advisory Committee (2012-13)
 - (d) Campus representative AAUW, 2013-14
 - (e) Wayne State University Press Editorial Board (2014-2017)

2. College/Department Committee Chaired

- (a) Chair, History Department Newsletter Committee

3. College/Department Committee Membership

- (a) Member, History Department Undergraduate Committee, 2012-2013; 2013-2014
(b) Secretary, History Department Executive Committee, 2011-2012
(c) Member, History Department Graduate Committee, 2011-2012
(d) Member, History Department Budget Committee, 2011-2012
(e) Member History Department Executive Committee, 2009-2010; 2013-2014
(f) Member, History Department Election Committee, 2008-2009; 2013-14
(g) Member, History Department Colloquium Committee, 2008-2009

D. Positions Held in Professional Associations in Last Five Years

1. Member, A. Elizabeth Taylor Prize Committee, Southern Association of Women Historians, 2010-2011
1. Member, Working Group/Task Force on the Future, American Historical Association, 2006-2007
2. Member, Executive Council, Association of Southern Women Historians, 2006-2007
3. Member, Graduate Student Committee, Association of Southern Women Historians, 2005-2007

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

1. Member, Society of American Historians (elected 2012)
2. Member, Organization of American Historians (2005-present)
3. Member, American Historical Association (2005-present)
4. Member, Southern Association of Women Historians (2007-present)
5. Member, Southern History Association (2005-present)

F. Professional Consultation

1. Public Presentations as an Expert in Discipline

A. Radio Appearances

- (1) As an expert on Rosa Parks

WDET (Detroit), January 30, 2013
National Public Radio, February 4, 2013
Michigan Public Radio, February 4, 2013
Marc Steiner Show, (Baltimore), August 3, 2011
British Broadcast Corporation, August 3, 2011

Canadian Broadcast Corporation, August 2, 2011
WEUPTalk (Huntsville, AL), August 1, 2011
NPR, “The Takeaway”, August 1, 2011

(2) On my book, “At the Dark End of the Street: Black Women, Rape and Resistance—A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power”

WEUPTalk (Huntsville, AL), May 19, 2011
“What’s at Stake,” WPFW, (Pacifica Radio) Washington DC, March 23, 2011
WEUPTalk (Huntsville, AL), March 21, 2011
“Craig Fahle Show,” WDET, Detroit, March 17, 2011
“Joy of Resistance: Multicultural Feminist Radio” WBAI New York, NY March 10, 2011
“Tell Me More with Michelle Martin” (NPR syndicated) February 28, 2011
“Michael Eric Dyson Show” (NPR syndicated), February 2, 2011
“Howard Jordan Show” WBAI (Pacifica Radio/New York City), January 28, 2011
WVON (Chicago) January 26, 2011
WILL (Illinois Public Radio), January 11, 2011
WellWoman Radio, November 17, 2010
WHYY, “Radio Times with Marty Moss-Coane” (Philadelphia, PA) October 25, 2010
WRIF (Detroit) October 17, 2010
Marc Steiner Show (Baltimore, MD) October 14, 2010
“Left of Black with Mark Anthony Neal”, Duke University, October 12, 2010
Michigan Radio (Ann Arbor) October 11, 2010
WMXX (Madison, WI), September 24, 2010
“Lake Effect” (Milwaukee Public Radio), September 21, 2010
WORT (Madison, WI) September 21, 2010
“Craig Fahle Show” WDET, September 9, 2010
WAMC (Northeast Public Radio), September 9, 2010
National Public Radio, “The Takeaway,” September 7, 2010
WKTSU-FM (Houston, TX) September 4, 2010
Time Magazine.com September 3, 2010
Mildred Gaddis Show WCHB Detroit September 1 and 2, 2010

(3) On the death of Rosa Parks:

Canadian Broadcast Corporation, October 2005

B. Television appearances

WXYZ Detroit, February 4, 2013
Detroit Public Television, February 4, 2013
CBS Early Show, August 2011
CNN Headline News, Jane Velez Mitchell Show, March 31, 2011
Fox 2 News Morning Show, Detroit, February 25, 2011
Book TV—CSPAN, September 28, 2010

H. Other Professional Related Service

1. Scholar Advisor, NEH Grant, *Created Equal: America's Civil Rights Struggle*, Baldwin Public Library, Birmingham, MI 2013-2014
2. Faculty mentor to Andrea Ferrara, Undergraduate Research and Creative Projects Award, Fall 2012
3. Co-organizer: "Bending Toward Justice: the African American Struggle for Freedom Rights," a national conference sponsored by Rutgers History Department, the School of Arts and Sciences, the Center for Race and Ethnicity and Rutgers University Libraries, October 22, 2010, Rutgers University, New Brunswick, NJ
4. Author's Day Q and A, Fellowship Chapel Church, Detroit, MI October 14, 2010
5. Co-organizer and moderator, "Freedom Now? The History and Legacy of the Student Non-Violent Coordinating Committee (SNCC) 50 Years After the Formation, February 18, 2010, Wayne State University
6. Invited panelist, "Kappa Kontroversies", panel discussion about controversial topics affecting students of color at Wayne State University, October 28, 2009, Wayne State University
7. Advisor for McNair Fellow, Kendra Boyd, "Selling Salons: An Analysis of Newspaper Advertisements for African-American Salons Throughout Detroit in the 1930s," (Research Project, Summer 2009)
8. Invited panelist, "Things I Wish I Knew Before Going on the Job Market," presentation to the History Graduate Student Association, February 2009, Wayne State University
9. Organizer, "Civil Rights and the Body," a national conference sponsored by the Center for the Study of the American South, University of North Carolina, Chapel Hill, and the Duke University Trent Center for Bioethics, Humanities and History of Medicine, Durham, NC, February 29 and March 1, 2008

WAYNE STATE UNIVERSITY
Professional Record
Faculty

NAME: Tracy Neumann

DATE PREPARED: November 2011

DATE REVISED: November 26, 2014

OFFICE ADDRESS:

656 W. Kirby, 3094 FAB
Detroit, MI 48202

OFFICE PHONE: 313.577.2525

DEPARTMENT/COLLEGE:

History/CLAS

PRESENT RANK & DATE OF RANK:

Assistant Professor/August 2011

WSU APPOINTMENT HISTORY:

Year Appointed/Rank

2011/Assistant Professor

Year Awarded Tenure:

Year Promoted to Associate Professor:

Year Promoted to Full Professor:

CITIZEN OF:

United States

EDUCATION:

Baccalaureate:

University of Michigan, Ann Arbor, MI, 1998

BA in History (with honors) and Russian & East European Studies

Graduate:

Cornell University, Ithaca, NY, 2001

MA in Historic Preservation Planning (Advisor: Michael Tomlan)

New York University, New York, NY, 2011

PhD in History (Advisor: Thomas Bender)

PROFESSIONAL SOCIETY MEMBERSHIPS:

American Historical Association

Canadian Historical Association

signature:



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Organization of American Historians
Urban History Association
Social Science History Association
Society of American City and Regional Planning History

HONORS/AWARDS:

2014-2015	University Research Grant, Wayne State University
2013-2014	Humanities Center Faculty Fellowship, Wayne State University
2012-2013	Eisenberg Institute Residency Research Fellowship, University of Michigan
2012	Educational Development Grant, Wayne State University
2008–2009	CLIR/Mellon Fellowship for Dissertation Research in Original Sources
2008	Scholar-in-Residence, Pennsylvania State Archives
2008	Graduate Student Scholarship, International Council for Canadian Studies
2007	Graduate Student Fellowship, Government of Canada

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

I. TEACHING

A. Years at Wayne State 3 years

B. Years at Other Colleges/Universities

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate
 - (a) HIS 1050: American Civilization Since WWII (F11, W12, F12, W13, F12, W14)
 - (b) HIS 3998: The Post-Industrial City (W12)
 - (c) HIS 3650*: History of Detroit (F12)
 - (d) HIS 5665: Cities in the World (F13)
 - (e) HIS 5670*: Modern American Cities (W13)
2. Graduate
 - (a) HIS 6010: The Post-Industrial City (W12)
 - (b) HIS 6010: History of Detroit (F12)
 - (c) HIS 7665: Cities in the World (F13)
 - (d) HIS 7670*: Modern American Cities (W13)
 - (e) HIS 7830: Methods & Research in History (W14)
 - (f) HIS 7990: Directed Study
 - (i) Comparative Urban History, Andrew Hnatow (S12)
 - (ii) The Cold War and Urban Development, Alan Hurvitz (F13)
 - (iii) 1960s Detroit, Jana Alpaslan (W14)

*Initially taught under a special topics course number (HIS 3998 or HIS 6010)

D. Essays/Theses/Dissertations Directed

1. Master's Essays

- (a) Amanda Walter, "Becoming a Priority: Unionizing University Clerical Workers through SEIU District 925," 2013 (second reader)
- (b) Andrew Hnatow, "The Port Huron Statement: SDS and the Creation of the New Left in the United States, 1959-1962," in progress (second reader)
- (c) Mitchell Fleischer, in progress (advisor)
- (d) Jonathan Hunter, in progress (advisor)

2. PhD Dissertations

- (a) Scott Martin, "Skilled Craftsmen and the Furniture Manufacturing Industry in Grand Rapids, Michigan," in progress (committee member)
- (b) Wade Merrill, "Stonewall, Briggs and the Gay Conservative Moment," in progress (committee member)
- (c) Ann Marie Wambeke, "The Significance of Gendered Intraparty Rivalry: How Women Battled to Change the Michigan Republican Party," in progress (committee member)
- (a) Josiah Rector, "Bodies on the Line: Social Movements, the State, and the Politics of Pollution in Detroit, 1910-2010," in progress (committee member)

E. Course of Curriculum Development

- 1. HIS 3650: History of Detroit (added 2014)—service learning course that covers the history of Detroit from European contact to the present, with an emphasis on the twentieth century; students conduct original research in support of a project developed by a community partner. (Developed with support of 2012 WSU Educational Development Grant)
- 2. HIS 5665/7665: Cities in the World (added 2013)—advanced seminar that employs a world history approach to urban history from the early modern period to the present; students produce original scholarship in the form of a review essay suitable for publication in an academic journal.
- 3. HIS 5670/7670: Modern American Cities (added 2013)—advanced seminar on the social, political, and economic development of metropolitan America since 1945; students conduct archival research to produce a work of original historical scholarship.
- 4. HIS 7835: Public History (added 2013)—graduate seminar on the theory and practice of public history, required of all students who wish to pursue a public history concentration.

II. RESEARCH

A. Research in Progress, Not Funded

1. *The Urban International: Planning and Development from the Marshall Plan to Microfinance*. Book project on the circulation and adaptation of US and British urban and economic development models in Western nations and in the global South by international institutions such as the UN, the World Bank, and the Ford Foundation (proposal in progress; will apply for external funding in Fall 2014)

B. Funded Research in Last Five Years

1. Book Manuscript, *Remaking the Rust Belt: Space, Citizenship, and the Post-Industrial Transformation in North America* (under contract to the University of Pennsylvania Press)

C. Fellowships/Grants/Special Awards in Last Five Years

1. External Awards:
 - (a) Eisenberg Institute Residency Research Fellowship, University of Michigan, 2012-2013 (\$5000)
 - (b) CLIR/Mellon Fellowship for Dissertation Research in Original Sources, 2008-2009 (\$15,000)
 - (c) Scholar-in-Residence, Pennsylvania State Archives, 2008 (\$1500)
 - (d) International Council for Canadian Studies Graduate Student Scholarship, 2008 (\$6000)
 - (e) Canadian Government Graduate Student Fellowship, 2007 (\$10,000)
 2. Internal Awards:
 - (a) University Research Grant, Wayne State University, 2014-2015 (\$10,000)
 - (b) Humanities Center Faculty Fellowship, Wayne State University, 2013-2014 (\$6000)
 - (c) Margaret Brown Fellowship, New York University, 2009-2010 (\$22,000)
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III. PUBLICATION

D. Journal Articles Published

1. Refereed Journal
 - (a) "Renaissance and Retrenchment in the 1970s," *Journal of Urban History* (January 2015)
 - (b) "Privatization, Devolution, and Jimmy Carter's National Urban Policy," *Journal of Urban History* (March 2014), 283-300

H. Book Reviews Published

3. Academic Websites/Mailing Lists
 - (a) *Confronting Decline: The Political Economy of Deindustrialization in Twentieth-Century New England*, by David Koistinen. Reviewed for EH.net,

May 2014.

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally
 - (a) "Library-Faculty Collaboration for Digital Scholarship: Partnerships, Knowledge Sharing and Skill Building from the Ground Up," Freedman Center for Digital Scholarship Colloquium: Pedagogy and Practices, Case Western University, Cleveland, November 2014 (with Alexandra Sarkozy and Janine Lanza)
 - (b) "'Pardon My Lunchbucket': Postindustrialism in Hamilton, Ontario," Canadian Historical Association annual meeting, St. Catharines (ON), May 2014
 - (c) "Urban Space and the Post-Industrial Imagination," Organization of American Historians annual meeting, Atlanta, April 2014
 - (d) "Renaissance and Retrenchment in the 1970s," Society for American City and Regional Planning History biennial meeting, Toronto, October 2013
 - (e) "The Failure of Comprehensive Planning and the Decline of the Liberal State in Ontario, 1966-1975," Social Science History Association annual meeting, Vancouver, November 2012
 - (f) "Rebranding the Steel City," Urban History Association biennial conference, New York, October 2012
 - (g) "Jimmy Carter's Urban Policies," Policy History Conference, Richmond (VA), June 2012
 - (h) "Hamilton's 'Pittsburgh Solution': 'Post-Industrial' As Public Policy," Urban Affairs Association annual conference, Pittsburgh, April 2012
 - (i) "Neoliberalization in Canada, 1968-1984," Transformation: State, Nation, and Citizenship in a New Environment conference, York University, Toronto, October 2011
 - (j) "'Steeltown Radicals': Labor and the Politics of Urban Development in Pittsburgh," North American Labor History Conference, Detroit, October 2011
 - (k) "'More than a Lunchbucket Town': Planning Postindustrial Cities in North America," European Association for Urban History biennial conference, Ghent, 2010
 - (l) "Hamilton's Postwar Urban Development in a North American Context," Association for Canadian Studies in the United States biennial meeting, San Diego, November 2009
 - (m) "'Goodbye, Steeltown'? Postindustrial Urban Landscapes in the Great Lakes Region," TKG Berlin-New York annual conference, New York, September 2008
 - (n) "Inside Out: The Othering of Pittsburgh's Manufacturing Workers," *Local Space and Social Conflict* workshop, Technische Universität Berlin Center For Metropolitan Studies, Berlin, May 2007
2. Invited and/or Refereed Locally/Regionally

- (a) "From Sites of Production to Sites of Consumption: The Politics of Redevelopment in Pittsburgh," Humanities Center Faculty Fellows Conference, Wayne State University, April 2014
 - (b) "Neoliberal Urban Governance and the Post-Industrial Transformation in North America," Urban Disruptions symposium, Wayne State University, Detroit, February 2013
 - (c) "Pittsburgh's Cultural Strategy," Wayne State University Humanities Center annual symposium, Detroit, November 2011
 - (d) Panelist, Closing Roundtable, "Your Town Tomorrow? Detroit in a Time of Crisis," at Detroit: Global City conference, Wayne State University, Detroit, September 2011
3. Chair and Comment
- (a) Chair, book talk for Charles Hyde's *Arsenal of Democracy: The Automobile Industry in WWII*, North American Labor History Conference, Detroit, October 2014
 - (b) Panel moderator, "Space and a Sense of Place," Conference in Citizenship Studies, Wayne State University, Detroit, March 2014
 - (c) Chair and organizer, author-meets-critics roundtable for Elizabeth Tandy Shermer's *Sunbelt Capitalism: Phoenix and the Transformation of American Politics*, Social Science History Association annual meeting, Chicago, November 2013
 - (d) Panel moderator, "Localized Citizenship," Conference in Citizenship Studies, Wayne State University, March 2013
 - (e) Chair, book talk for George Galster's *Driving Detroit*, North American Labor History Conference, Detroit, October 2013
 - (f) Panel chair and comment, "Perceptions, Power, and Possible Revival in the Rustbelt," Urban History Association biennial conference, New York, October 2012
 - (g) Comment, book talk for Scott Martelle's *Detroit: A Biography*, North American Labor History Conference, Detroit, October 2012
 - (h) Co-organizer (with Roger Picton and Matthew Wendeln), "Postwar Planning in Transnational Perspective," major session for the European Association for Urban History biennial meeting, Prague, August 2012

M. Invited Seminars or Lectures Presented in Last Five Years

- 1. "Space and Place in Recent US History," Humanities Center Brown Bag series, Wayne State University Detroit, February 2014
- 2. "Goodbye, Steeltown," invited paper at the Pittsburgh History Roundtable, Heinz History Center, Pittsburgh, February 2013
- 3. "Social, Spatial, and Economic Transformations in Deindustrializing Cities," invited lecture at the UCSUR Urban and Regional Brownbag Seminar, University of Pittsburgh, Pittsburgh, February 2013

N. Other Scholarly Work

1. Co-organizer (with Roger Picton and Matthew Wendeln), “Postwar Planning in Transnational Perspective,” major session for the European Association for Urban History biennial meeting, Prague, August 2012
-

IV. SERVICE

C. Committee Assignments in Last Five Years

1. University Committee Chaired
2. University Committee Membership
 - (a) 2014-15 Graduate-Professional Scholarship Committee, 2014
 - (b) Yamasaki Advisory Committee, 2012
3. College/Department Committee Chaired
 - (a) CLAS/History—Colloquium Committee (co-chair), 2011—present
4. College/Department Committee Membership
 - (a) CLAS/History—Salary Committee, 2014-2015 (elected)
 - (b) CLAS/History—Executive Committee, 2013-2014 (elected)
 - (c) CLAS/History—Graduate Committee, 2012—present
 - (d) CLAS/History—NALHC Steering Committee, 2011—present
 - (e) CLAS/History—Website Committee, 2012—2013
 - (f) CLAS/History—Award Committee for Graduate Studies, 2012
 - (g) CLAS/History—Graduate Placement Committee, 2011—2012

F. Professional Consultation

1. Public Presentations as an Expert in Discipline
 - (a) “Detroit in the Classroom,” Library of Congress Teaching With Primary Sources program, Wayne State University, 2014
 - (b) “Detroit in the Classroom,” Library of Congress Teaching With Primary Sources program, Wayne State University, 2014
 - (c) “Teaching the History of Detroit,” Detroit Historical Museum, 2012
2. Consulting to Public Agencies, Foundations, Professional Associations
 - (a) Oakland County Public Schools, American History Curriculum Development Project, 2012

H. Other Professionally Related Service

1. Participant, WSU Office of Undergraduate Admissions Postcard Campaign, 2014
2. Creator and moderator, historyevents@lists.wayne.edu, 2013-present
3. Creator and moderator, grad_announcements@lists.wayne.edu, 2013-present
4. History Department AAUP-AFT Council Representative, 2014-present
5. Presentation on Professional Development, Graduate Orientation, Department of History, 2013, 2014
6. Session Leader, CV Workshop for Graduate Students, Department of History, 2012
7. Panelist, Job Market Panel, Department of History, 2012

8. Session Leader, "Using Teaching Skills to Build Your Resume," CLAS GTA Orientation, 2012

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: **Andrew Ian Port**

DATE PREPARED: **May 1, 2005**

DATE REVISED: **September 24, 2014**

OFFICE ADDRESS: **3137 FAB**

HOME ADDRESS:

OFFICE PHONE: **313-577-2525**

HOME PHONE:

DEPARTMENT/COLLEGE: **History / Liberal Arts & Sciences**

PRESENT RANK & DATE OF RANK: **Associate Professor**

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: **2003 / Assistant Professor**

Year Awarded Tenure: **2007**

Year Promoted to Associate Professor: **2007**

Year Promoted to Full Professor:

CITIZEN OF: **USA**

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: **Yale University, New Haven, CT (1989)**

Graduate: **Harvard University, Cambridge, MA: Ph.D. (2000), A.M. (1995)**

Certification: **Institut d'Etudes Politiques, Paris, Certificat d'Etudes Politiques (1987)**

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

[Not administrative appointments; see below.]

Yale University, Lecturer, Dept. of History (Jan.-May 2001, July 2002 – July 2003)

Harvard University, Lecturer, Dept. of Social Studies (Sept. 2000 – June 2001)

signature: _____

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PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Historical Association

Central European History Society

Council of Europeanists

German Studies Association

German History Society (UK)

Research Associate, Center for Russian and East European Studies, Univ. of Michigan

HONORS/AWARDS:

DAAD Prize for Distinguished Scholarship in German and European Studies

(American Institute for Contemporary German Studies, Washington, DC, 2013)

President's Award for Excellence in Teaching (WSU, 2012)

Career Development Chair (WSU, 2010-2011)

Excellence in Teaching Award (CLAS, WSU, 2008)

Board of Governors Faculty Recognition Award (WSU, 2008)

University Research Grant (WSU, 2004)

**Fritz Stern Dissertation Prize of the German Historical Institute (Washington, DC):
finalist and first runner-up (2001)**

Whiting Fellowship in the Humanities (1997-1998)

Derek Bok Award for Distinction in Teaching (Harvard University, 1997)

Chancellor Fellowship, Alexander von Humboldt Foundation (1995-1996)

Krupp Foundation Fellowship (Harvard University, 1994-1995)

Max Weber Fellowship (Harvard University, 1991-1993)

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

I. TEACHING

- A. Years at Wayne State **11**
- B. Years at Other Colleges/Universities (please list) **2 (please see above)**
- C. Courses Taught at Wayne Sate in Last Five Years

Undergraduate:

- i) Capstone for History Majors**
- ii) World History since 1945**
- iii) Twentieth-century Europe**
- iv) Genocide in the Modern World**
- v) Modern Germany, 1918-pres.**
- vi) Nazi Germany**

Graduate:

- i) Historical Methods and Research**
- ii) Modern Europe seminar**
- iii) Twentieth-century Europe**
- iv) Genocide in the Modern World**
- v) Modern Germany, 1918-present**
- vi) Nazi Germany**

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

**Jeff Lambrecht, PhD thesis, "Eisenhower's Vietnam Policy 1953-1955,"
2011 (2nd reader)**

**Christoph Schiessel, PhD thesis, "The Search for East European Nazi
Collaborators in the United States," 2009 (2nd reader)**

**Hani Bawardi, PhD thesis, "Arab Immigrant Political Organizations
from 1915 to 1951: Transnationalism as a Marker of Arab-American
Identity Development," 2009 (2nd reader)**

Skander Harkati, MA essay, "Britain and the European Community" (adviser)

**Phil Beckert, MA essay, "The Reich and the Holy See: The Concordat of
1933," 2007 (adviser)**

**George DiMichele, MA essay, "Nightmares in February: Johnson,
Westmoreland, and the Battle of Khe Sanh," 2007 (2nd reader)**

Theory Reading Group

Independent studies:

Lynda Litigot, PhD, *Origins of the French Revolution*, Winter 2008

Jason Black, undergr., *Nationalist Violence in Former Yugoslavia*, Fall 2007

Daniel Beneteau, MA, *Twentieth-century Europe*, Spring/Summer 2007

Gabriel Kikas, MA, *Scottish Nationalism and the European Community*, Summer 2006

Matthew Kapell, PhD, *West German Historians' Controversy*, Fall 2005

Charlotte Massey, undergr., *Resistance during the Third Reich*, Spring 2005

George DiMichelle, MA, *Twentieth-century Europe*, Winter 2005

II. RESEARCH

A. Research in Progress, Not Funded

B. Funded Research in Last Five Years

“German Reactions to Post-Holocaust Genocide since 1945” (current project)

C. Fellowships/Grants/Special Awards in Last Five Years

Humanities Center Research Fellowship (summer 2013)

Alexander-von-Humboldt Research Fellowship (summer 2013)

Career Development Chair, WSU (2010-2011)

**Leibniz Summer Fellowship, Zentrum für Zeithistorische Forschung (ZZF),
Potsdam, Germany (summer 2010)**

III. PUBLICATIONS

A. Scholarly Books Published

1. Authored

Conflict and Stability in the German Democratic Republic (Cambridge University Press, 2007; paperback, 2008)

German translation:

Die Rätselhafte Stabilität der DDR. Alltag und Arbeit im sozialistischen Deutschland (Ch. Links Verlag, 2010) (2nd edition: 2010)

Die Rätselhafte Stabilität der DDR. Alltag und Arbeit im sozialistischen Deutschland (Bundeszentrale für politische Bildung, 2011) (2nd edition: 2012).

B. Chapters Published

“People’s History/Everyday life,” in James Wright, ed., *International Encyclopedia of Social and Behavioral Sciences*, 2nd ed. (Elsevier) (in press).

“There Will Be Blood”: The Violent Underside of the ‘Peaceful’ East German Revolution of 1989,” in José Brunner, ed., *Tel Aviver Jahrbuch für deutsche Geschichte* (Wallstein Verlag, 2014), 217-35.

“Introduction: The Banalities of East German Historiography,” in Mary Fulbrook and Andrew Port, eds., *Becoming East German: Structures and Sensibilities after Hitler* (Berghahn Books, 2013), 1-30.

“Predispositions and the Paradox of Working-Class Behavior in Nazi Germany and the German Democratic Republic,” in Mary Fulbrook and Andrew Port, eds., *Becoming East German: Structures and Sensibilities after Hitler* (Berghahn Books, 2013), 201-218.

“‘To deploy or not to deploy’: The Erratic Evolution of German Foreign Policy since Unification,” in Konrad Jarausch, ed., *German Unification: Processes, Problems, and Prospects* (Berghahn Books, 2013), 267-277.

“The Dark Side of *Eigensinn*: East German Workers and Destructive Shopfloor Practices,” in Hartmut Berghoff and Uta Balbier, eds., *Falling Behind or Catching Up? The East German Economy, 1945-2010* (Cambridge University Press, 2013) (in press).

“Democracy and Dictatorship in the Cold War: The Two Germanies, 1949-1961,” in Helmut Smith, ed., *The Oxford Handbook of Modern German History* (Oxford University Press, 2011), 619-643.

“A Cold-War Cudgel? The West German Print Media and the Cambodian Genocide,” in Martin Sabrow, ed., *ZeitRäume. Potsdamer Almanach des Zentrums für Zeithistorische Forschung 2010* (Wallstein Verlag, 2011), 147-159.

„Deutsche Gesellschaft und Mentalität im Wandel?“, in Heiner Timmermann, ed., *Historische Erinnerung im Wandel. Neuere Forschungen zur deutschen Zeitgeschichte* (LIT Verlag: Berlin, 2007), 92-97.

“American Perceptions of Europe: A Curious Ambivalence,” in Institut für Auslandsbeziehungen and Robert-Bosch-Stiftung, eds., *Kulturreport. Fortschritt Europa* (ifa, 2007), 35-37 (also appeared in French, German, and Polish translation).

“Revolution and Reciprocity: Transatlantic Relations during the Baroque Era”, in *The Glory of Baroque Dresden* (Hirmer Verlag, 2004), 15-16.

“Ringens um die Macht: Konflikte an der Basis der frühen DDR. Die Zeiss-Fertigungsstätte Saalfeld in den fünfziger Jahren”, in Rüdiger Stutz, ed., *Macht und Milieu. Jena zwischen Kriegsende und Mauerbau* (Hain Verlag: Rudolstadt, 2000), 307-326.

“The ‘Grumble *Gesellschaft*’: Industrial Defiance and Worker Protest in Early East Germany,” in Klaus Tenfelde and Peter Hübner, eds., *Arbeiter in der SBZ/DDR* (Essen: Klartext, 1999), 787-810.

C. Editorships of Books/Proceedings

Mary Fulbrook and Andrew I. Port, eds., *Becoming East German: Structures and Sensibilities after Hitler* (Berghahn Books, 2013).

D. Journal Articles Published

1. Refereed Journals

“*Central European History* since 1989: Historiographical Trends and Other Post-*Wende* ‘Turns,’” *Central European History* (forthcoming).

“Courting China, Condemning China: East and West German Reactions to Beijing’s Role in the Cambodian Genocide,” *German History* (in press).

“Triumphalist History and Totalitarian Theory,” *RARITAN* (Spring 2014): 141-156.

“Love, Lust, and Lies under Communism: Family Values and Adulterous Liaisons in the German Democratic Republic,” *Central European History* (Sept. 2011), 478-505.

“Der erste Arbeiteraufstand in der DDR,” in *Deutschland Archiv* 4 (2007), 605-613.

“When Workers Rumbled: the Wismut Upheaval of August 1951 in East Germany,” *Social History* 22/2 (May 1997): 145-173.

2. Invited Review Articles

“Ein verständiger Patriot. Zum Tod von Peter Bender (1923-2008),” in *Deutschland Archiv* 6 (2008): 969-971.

3. Nonrefereed Journals

“Why Not Leave History to the Historians: The Problematic Popularization and Politicization of Modern Germany,” *H-German* (May 2011).

“Das Land der verpassten Geschichte(n), or Wie es eigentlich gewesen wäre,” *H-German* (June 2009).

E. Papers Published in Conference Proceedings

1. Refereed Papers **See chapters published.**

F. Translations of Other Authors Published

1. Books, Articles or Creative Works

“Dictatorship and Democracy in the Age of Extremes,” travelling contemporary history exhibition, Institut für Zeitgeschichte and Bundestiftung zur Aufarbeitung der SED-Diktatur, Sept. 2013 (from German).

“Youth Opposition in the German Democratic Republic,” travelling contemporary history exhibition, Robert-Havemann-Gesellschaft and Bundestiftung zur Aufarbeitung der SED-Diktatur, July 2013 (from German).

“We want to be free men! The East German People’s Uprising of 17 June 1953,” travelling contemporary history exhibition, Bundestiftung zur Aufarbeitung der SED-Diktatur, Oct. 2012 (from German).

Peter Bender, “America: The New Roman Empire?,” *Orbis: A Journal of World Affairs* (Winter 2003), 145-159 (translated from German). Reprinted as “The New Rome”, in Andrew J. Bacevich, ed., *The Imperial Tense: Prospects and Problems of American Empire* (Ivan R. Dee: Chicago, 2003), 81-92.

A. Abstracts Published in Academic Journals

B. Book Reviews Published

Academic Journals

Detlev Brunner and Mario Niemann, eds., *Die DDR – eine deutsche Geschichte. Wirkung und Wahrnehmung* (Ferdinand Schöningh, 2011), in *English Historical Review* 128 (Oct. 2013): 1311-1313.

Patrick Major, *Behind the Berlin Wall: East Germany and the Frontiers of Power* (Oxford University Press, 2010), and Pertti Aho, *Death at the Berlin Wall* (Oxford University Press, 2011), in *American Historical Review* (Oct. 2012): 1316-1318.

Juliane Schütterle, *Kumpel, Kader und Genossen: Arbeiten und Leben im Uranbergbau der DDR. Die Wismut AG* (Ferdinand Schöningh, 2010), in *English Historical Review* 127 (2012): 1027-1028.

Paul Betts, *Within Walls: Private Life in the German Democratic Republic* (Oxford University Press, 2010), in *History: Reviews of New Books* 40:1 (2012): 18-19.

Jan Palmowski, *Inventing a Socialist Nation: Heimat and the Politics of Everyday Life in the GDR, 1945-1990* (Cambridge University Press, 2009), in *Central European History* 44/4 (2011): 770-772.

Silke Satjukow, *Befreiung? Die Ostdeutschen und 1945* (Leipziger Univer-

sitätsverlag, 2009), in *Journal of Modern History* 83/2 (2011): 472-474.

Gerhard Schulz, *Mitteldeutsches Tagebuch. Aufzeichnungen aus den Anfangsjahren der SED-Diktatur 1945-1950* (Oldenbourg Verlag, 2009), in *Journal of Modern History* 83/2 (June 2011): 474-476.

Ilko-Sascha Kowalczyk, *Endspiel. Die Revolution von 1989 in der DDR* (Verlag C.H. Beck, 2009), in *German History* 29/2 (2011): 351-354.

Esther von Richthofen, *Bringing Culture to the Masses: Control, Compromise and Participation in the GDR* (Berghahn Books, 2009), in *American Historical Review* 115/4 (2010): 1246-1247.

Zeithistorische Forschungen/Studies in Contemporary History vols. 1-4 (2004-2007), on *H-German* (July 2009).

Gerhard Wettig, *Stalin and the Cold War in Europe: The Emergence and Development of East-West Conflict, 1939-1953* (Rowman & Littlefield, 2008), in *Journal of Cold War Studies* 11/1 (2009): 161-164.

Jeannette Madarasz, *Working in East Germany: Normality in a Socialist Dictatorship, 1961-1979* (Palgrave Macmillan, 2007), in *Slavic Review* 68/1 (2009): 148-149.

Jonathan Zatlin, *The Currency of Socialism: Money and Political Culture in East Germany* (Cambridge University Press, 2007), on *H-German* (Nov. 2008).

Mark Landsman, *Dictatorship and Demand: The Politics of Consumerism in East Germany* (Harvard University Press, 2005), in *Journal of Cold War Studies* 10/1 (2008): 161-163.

Dirk Spilker, *The East German Leadership and the Division of Germany: Patriotism and Propaganda 1945-53* (Oxford University Press: Oxford and New York, 2006), in *Central European History* 41/1: 169-171.

Kevin McDermott & Matthew Stibbe, eds., *Revolution and Resistance in Eastern Europe: Challenges to Communist Rule* (Berg: Oxford and New York, 2006), in *German History* 26 (2008), 144-146.

Mark Landsman, *Dictatorship and Demand: The Politics of Consumerism in East Germany* (Harvard University Press, 2005), in *Journal of Cold War Studies* 10:1 (Winter 2008), 161-163.

Adelheid von Saldern, ed., *Inszenierte Einigkeit. Herrschaftsrepräsentationen in DDR-Städten* (Franz Steiner, 2003); Adelheid von Saldern, ed., *Inszenierter Stolz. Stadt-repräsentationen in drei deutschen Gesellschaften, 1935-1975* (Franz Steiner, 2005), in *Social History* 32/2 (2007), 229-232.

Heinz Hoffman, *Als privater Unternehmer in der DDR. Eine Dresdner Firemengeschichte* (Sax Verlag, 2003), on *H-German* (March 2007).

Frank Ebbinghaus, *Ausnutzung und Verdrängung. Steuerungsprobleme der SED-Mittelstandspolitik 1955-1972* (Duncker & Humblot: Berlin, 2003): in *H-German* (January 2006).

Theresia Bauer, *Blockpartei und Agrarrevolution von oben* (Oldenbourg Verlag: Munich, 2002): in *Social History* 30:3 (August 2005): 411-413.

Rainer Karlsch and Zbynek Zyman, *Urangeheimnisse. Das Erzgebirge im Brennpunkt der Weltpolitik 1933-1960* (Ch. Links Verlag: Berlin, 2003): in *German History* 23:2 (May 2005): 287-289.

Padraic Kenney, *Rebuilding Poland: Workers and Communists, 1945-1950* (Cornell UP, 1996), in *Social History* (January 1999): 103-105.

Jonathan Osmond, *Rural Protest in the Weimar Republic* (St. Martin's Press, 1993), in *German Politics and Society* (Spring 1994): 148-152.

1. Magazines/Newspapers

“Deklassierte Elemente’: Wie Arbeiter in Thüringen schon 1951 den Aufstand probten”, in “Die Gegenwart”, *Frankfurter Allgemeine Zeitung* (June 17, 2002).

Papers Presented

Invited and/or Refereed Internationally or Nationally:

Invited Lecture: “To Intervene or Not To Intervene – in Foreign Genocides: The Political Use of the Holocaust in German Intervention Debates in the 1990s.” To be delivered at “Public History of the Holocaust,” Clark University, Worcester, MA, March 2015.

Invited Lecture: “The Long-Term Repercussion of German Unification: A Historian’s View.” To be delivered at “1989 and its Aftermath: A ‘New’ Germany? Taking Stock of the Berlin Republic,” University of Pittsburgh, Pittsburg, PA, February 2015.

“Central European History since 1989: Historiographical Trends and Other Post-*Wende* ‘Turns.’” Delivered at the German Studies Association Annual Conference, Kansas City, MO, Sept. 2014.

Roundtable Participant: “How has a Yale Education – and a College Education – Changed Since 1989.” To be held at Yale University, New Haven, CT, May 2014.

“In Search of a Masterable Past.” To be delivered at “What Was the Twentieth Century? A Roundtable Event in Honor of Charles S. Maier,” Center for European Studies, Harvard University, Cambridge, MA, April 2014.

Commentator: “‘Havarien’: A Communist Type of Disaster? Regime Society Interaction in States of Emergency and Trauma.” Delivered at the German Studies Association Annual Conference, Denver, CO, Oct. 2013.

“The Ties that Bind: The Unexpected Similarities between East and West Germany.” Delivered at the American Historical Association Annual Meeting, New Orleans, LA, Jan. 2013.

“Courting Mao, Condemning Mao: East and West German Reactions to China’s Role in the Cambodian Genocide.” Delivered at the German Studies Association Annual Conference, Milwaukee, WI, Oct.. 2012.

Commentator: “Working Women Before and Behind the Camera: Iris Grusner Rediscovered.” German Studies Association Annual Conference, Milwaukee, WI, Oct. 2011.

Invited Lecture: “Diplomacy, Ideology, and Morality during the Cold War: The Two Germanys and the Cambodian Genocide.” Delivered at the Max Kade Center for European and German Studies, Vanderbilt University, Nashville, TN, October 2011.

Commentator: “The German Democratic Republic and Responses to the World Around It.” German Studies Association Annual Conference, Louisville, KY, Sept. 2011.

Invited Lecture: “Debating East Germany: A dictatorship – but what kind?”
Public lecture and debate at the Centre for German Studies, University of Waterloo, Canada, March 2011.

“Human Rights during the Cold War: East and West German Political, Diplomatic, and Media Reactions to the Cambodian Genocide, 1975-1992.”
Delivered at Zentrum für Zeithistorische Forschung, Potsdam, Germany, December, 2010.

Commentator: “Debating the Results of Unification: Foreign Troop Deployment in the New Germany.” German Studies Association Annual Conference, Oakland, CA, Oct. 2010.

“‘It’s the economy, stupid!’ -- or is it?: The Paradox of Working-Class Behavior in Nazi Germany and the GDR.” Delivered at the German Studies Association Annual Conference, Oakland, CA, Oct. 2010; colloquia on modern German history, Free University, Berlin, November, 2010, University of Göttingen, December 2010.

Commentator: “Generation und Milieu,” DFG-Graduiertenkolleg: “Option Generation. Zur generationellen (Selbst-)Verortung in Ostdeutschland,” University of Göttingen, Germany, Oct. 2009.

“Beyond the Stasi: The Resourceful Use of East German Sources.” Delivered at the Colloquium in Honor of Henry A. Turner, Jr., Yale University, New Haven, CT, Oct. 2009.

“Democracy and Dictatorship in the Cold War: The Two Germanies, 1949-1961.” Delivered at the German Studies Association Annual Conference, Washington, DC, Oct. 2009.

““The Dark Side of Eigensinn.” Delivered at “Falling Behind or Catching up? The East German Economy in the Twentieth Century,” German Historical Institute, Washington, DC, Sept. 2009.

“The Nature of the East German Regime: A Matter of Perspective.” Delivered at “Writing East German History: What Differences Does the Cultural Turn Make?” University of Michigan, Ann Arbor, December 2008.

“Rethinking the East German Revolution *Manquée* of June 1953.” Delivered at the German Studies Association Annual Conference, St. Paul, MN, Oct. 2008.

“‘A Holocaust Like the Others?’ German Reactions to Non-German Genocides since 1945”. American Academy, Berlin, Germany, June 2008.

“Wäre es schön? Es wäre schön! oder: Die frühe DDR als Möglichkeitsraum,” 4th Annual Literature Festival, Frankfurt/M, Germany, May 2008.

“Family Values and Adultery in the German Democratic Republic”. Delivered at the University of Erfurt, Germany, May 2008.

“West German Reactions to the Genocide in Cambodia”. Delivered at the German Studies Association Annual Conference, San Diego, CA, Oct. 2007.

“The Silence of the Lambs, and Other Myths about the German Democratic Republic”. Delivered at “Past and Future: East Germany before and after 1989,” Munk Centre of International Relations, University of Toronto, March 2007.

“Three German Postwar Societies: Mental Continuities and Caesura”. Delivered in German at the 2005 German Democratic Republic Researcher Conference (sponsored by the Akademie Rosenhof and Bundeszentrale für Politische Bildung), Weimar, Germany, November 2005.

Chair and Commentator: “Strategies of Survival and Advancement in German Dictatorships: Professionals in Industry in Nazi Germany and the German Democratic Republic”. German Studies Association Annual Conference, Milwaukee, WI, Oct. 2005.

“Moralizing ‘from Above’ and ‘from Below’: Social Norms, Family Values, and Adultery in the German Democratic Republic.” Delivered at the Conference of Europeanists, Chicago, IL, March 2004.

“‘I want to enjoy my life’: Working-Class Pacifism and Opposition to Rearmament in the German Democratic Republic”. Delivered at the North American Labor History Conference, Wayne State University, Detroit, MI, October 2003.

“Generational and Biographical Views of Power: the Atlantic Relationship and Competing Perspectives for a Civil Society”. Delivered at the CES-Berlin Dialogues, Berlin, Germany, October 2002.

“The Limits of *Eigen-Sinn*: A Response to the ‘So-What?’ Question of East German ‘Resistance Studies’”. Delivered at the German Studies Association Conference, San Diego, CA, October 2002.

“‘You’re just here for popular amusement’: Gender Relations in the German Democratic Republic.” Delivered in German in the colloquium on modern German history, Unive. of Jena, Germany, April 2002, and at the Univ. of Chemnitz, July, 2002.

“Moralizing ‘from Above’ and ‘from Below’: Social Norms, Family Values, and Adultery in the German Democratic Republic.” Delivered at the German Studies Association Conference, Salt Lake City, Utah, October 1998.

“The ‘Uprising *Manqué*’: June 1953 in East Germany.” Delivered at the Graduate Student Conference on New Directions in the Study of East European State Socialism, Center for European Studies at Harvard

University, November 1997.

“The History of Worker Conflict in Thuringia.” Delivered in German at the Conference on East German Workers, Institut zur Erforschung der europäischen Arbeiterbewegung, Ruhr University in Bochum, Germany, October 1997.

“Worker Opposition in the German Democratic Republic in the 1950s.” Delivered at the Southern Labor Studies Conference, College of William and Mary, September 1997.

“The Wismut Upheaval of August 1951 in East Germany.” Delivered in German in the colloquium on modern German social history, University of Bielefeld, Germany, January 1996, and in the colloquium on modern German history, University of Jena, Germany, January 1996.

“East German Local Studies: the Advantages and Disadvantages of Studying the GDR ‘from below’”. Delivered in German in the colloquium on modern German history, University of Jena, Germany, May 1995.

Invited and/or Refereed Locally/Regionally

“‘There Will Be Blood’: The Violent Underside of the ‘Peaceful’ East German Revolution of 1989,” Wayne State University Humanities Center, March 2014.

“‘We had suddenly become Jews’: The German Jewish Community on the Eve of the Holocaust.” Delivered at the Holocaust Memorial Center, Farmington Hills, MI, February 2013.

“The Altruism of the German Human Rights Activist Rupert Neudeck”. Delivered at the Fourth Annual Symposium on Altruism, Holocaust Memorial Center, Farmington Hills, MI, April 2008.

“The Rise of Adolf Hitler and the Nazis”. Delivered at the Advanced Placement European History Mini-Conference, Wayne State University, Detroit, MI, May 2006.

“Nazi Germany and the Perversion of the Rule of Law”. Delivered at the Holocaust Remembrance Day Program (organized by the Oakland County Circuit and Probate Courts, Oakland County Board of Commissioners, and Oakland County Bar Association), Pontiac, MI, May 2005.

“The Essence of Fascism”. Delivered at the Advanced Placement European History Mini-Conference, Wayne State University, Detroit, MI, May 2005.

“Moralizing ‘from Above’ and ‘from Below’: Social Norms, Family Values, and Adultery in the German Democratic Republic”. Delivered at the History Dept. Colloquium, Wayne State University, Detroit, MI, March 2004.

“‘I want to enjoy my life’: Working-Class Pacifism and Opposition to Rearmament in the German Democratic Republic”. Delivered at the War Studies Group, University of Michigan, Ann Arbor, MI, January 2004.

N. Other Scholarly Work

Co-Organizer (with Konrad Jarausch, University of North Carolina, Chapel Hill), “Debating the Results of Unification,” German Studies Association Annual Conference (Oakland, CA, 2010)

Co-Organizer (with Mary Fulbrook, University College London), “Taking Stock of the GDR,” German Studies Association Annual Conference (Oakland, CA, 2010)

Co-Organizer: “Past and Future: East Germany before and after 1989,” Munk Centre of International Relations, University of Toronto: international /interdisciplinary conference co-organized with Prof. Jeffrey Kopstein (Dept. of Political Science, University of Toronto) and Prof. Raj Kollmorgen (Dept. of Sociology, University of Magdeburg/Germany), March 2007.

Co-Organizer: “New Directions in the Study of East European State Socialism,” Center for European Studies, Harvard University: international/interdisciplinary conference co-organized with Jason Wittenberg (currently Professor, Dept. of Political Science, University of California/Berkeley), Nov. 1997.

SERVICE

- C. Administrative Appointments at Wayne State in Last Five Years
- D. Administrative Appointments at Other College/University in Last Five Years
- E. Committee Assignments in Last Five Years
 - 1. University Committee Chaired
 - 2. University Committee Membership

General Education Oversight Committee (2007-2010)

Selection Committee, BOG Faculty Recognition Award (2009)

- 3. College/Department Committee Chaired

Chair, Library Committee (2007-2008, 2012-2013)

Interim Chair, Undergraduate Committee (Fall 2005)

Co-chair, History Dept. Colloquium (2003-2004)

Co-chair, Social Committee (2003-2004)

- 4. College/Department Committee Membership

College:

Humanities Center Advisory Board (2013-pres.)

Undergraduate Research Committee (2013-pres.)

Central European Studies Working Group (2003-pres.)

Selection Committee, CLAS Excellence in Teaching Award (2009)

North American Labor History Conference (2003-2008)

Department:

Executive	2012-13
Personnel	2009, 2012-13
Graduate	2009-10, 2011-12, 2012-13, 2013-15
Undergraduate	2004-2005, 2007-2008
Salary	2009-10, 2011-12, 2013-15
Library	2012-13
Colloquium	2003-2004

F. Positions Held in Professional Associations in Last Five Years

Member (*ex-officio*), Executive Board, Central European History Society

Program Committee and Sessions Coordinator, 20th- and 21st-century History, German Studies Association Annual Conference (2008-2010)

G. Journal/Editorial Activity

1. Editorships

Editor, *Central European History* (2014-2019) (Cambridge UP)

Review Editor, *German Studies Review* (2012-2014) (Johns Hopkins UP)

2. Editorial Board Memberships

***German History in Context* book series (2012-pres.) (Rochester, NY: Camden House)**

H. Other Professionally Related Service

manuscript reviewer for:

**Berghahn Books
Bloomsbury
Cambridge University Press
Continuum
Louisiana State University Press
Oxford University Press
University of Toronto Press**

***Central European History*
Contemporary European History
German History
German Studies Review
International History Review
Journal of Cold War History
*Social History***

**Rapporteur, Economic & Social Research Council (United Kingdom)
(2011)**

**Advanced Placement European Exam
--Reader: 2008, 2011, 2012, 2013**

**Wayne State University
Professional Record**

NAME: **Aaron Benjamin Retish**

DATE PREPARED: April 1, 2004

DATE REVISED: September 19, 2014

OFFICE ADDRESS: 3107 FAB,
Department of History
Wayne State University, Detroit MI 48202

HOME ADDRESS:

OFFICE PHONE: 313-577-6509

HOME PHONE:

DEPARTMENT/COLLEGE: History Department/College of Liberal Arts

PRESENT RANK & DATE OF RANK: Associate Professor (August 2009)

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2003/Assistant Professor

Year Awarded Tenure: 2009

CITIZEN OF: United States of America

EDUCATION:

Baccalaureate: University of Wisconsin, Madison, WI, 1992

Graduate: M.A. The Ohio State University, Columbus, OH, 1996

Ph.D. The Ohio State University, Columbus, OH, 2003

PROFESSIONAL SOCIETY MEMBERSHIP(S):

Association for Slavic, East European, and Eurasian Studies, British Association of Slavic and East European Studies, Russian Peasant Consortium, Study Group on the Russian Revolution, Allan K. Wildman Group for the Study of Russian Politics, Society, and Culture in the Revolutionary Era, Center for the Study of Citizenship, Southern Slavic Studies Association, Suomalais-Ugrilainen Seura (Finno-Ugrian Society)

HONORS/AWARDS: Career Development Chair (2011-2012)

Extra Mile Award, Student Disability Services (2011)

signature: _____

A. B. Retish

11/26/14

Board of Governors Award (2009)
Presidential Award for Excellence in Teaching (2008)
Russian Language Honors Society

I. TEACHING

A. Years at Wayne State: Eleven Years

B. Years at Other Colleges/Universities

Instructor, University of Michigan-Ann Arbor, Summer
2010

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate:
 - History 1300 (Europe Since 1500): Fall 2008, Fall 2009, Fall 2010
 - History 1400 (The World Since 1945): Winter 2005, Fall 2005, Winter 2006, Winter 2008, Winter 2009, Winter 2014
 - History 3995 (The Russian Revolution): Winter 2007
 - History 3995 (Examining The First World War 100 Years After), Fall 2014
 - History 5450 (History of Interwar Europe): Fall 2010, Fall 2011
 - History 5490 (History of Russia to 1917): Fall 2007, Fall 2009
 - History 5495 (The Russian Revolution): Winter 2009
 - History 5500 (History of the Soviet Union): Winter 2008, Winter 2010, Winter 2012
 - History 5996 (Capstone Course for Majors): Winter 2011, Summer 2011, Winter 2012
2. Graduate:
 - History 6000 (The Russian Revolution): Winter 2007
 - History 6000 Examining The First World War 100 Years After), Fall 2014
 - History 7450 (Readings in Interwar Europe): Fall 2010, Fall 2010
 - History 7490 (Readings in Russian History): Fall 2007, Fall 2009
 - History 7495 (The Russian Revolution): Winter 2009
 - History 7500 (Readings in Soviet History): Winter 2008, Winter 2010, Winter 2012
 - History 8225 (Readings in Modern European History): Fall 2011

History 8240 (Seminar in Modern European History):
Winter 2007, Winter 2010
History 8310 (Seminar in World History): Fall 2008,
Winter 2014

C. Essays/Theses/Dissertations Directed

Maria Rotia, PhD thesis (committee member), 2014
James Campbell, Master's thesis (directed), 2013
Benjamin Tigay, Master's thesis (directed), 2012
Guolin Yi, PhD thesis (committee member), 2012
Sean McDaniel, Master's thesis (directed), 2011
Cornelius Geerts, Master's thesis (directed), 2011
Mark Comfort, Master's thesis (directed), 2010
Neil Butt, PhD thesis (committee member), 2010
Richard Fry, PhD thesis (committee member), 2010
Randy Groseclose (oversaw undergraduate research
award), 2010
Kevin Singer (oversaw undergraduate research award),
2009
Kristina Rozic, undergraduate honors thesis (directed),
2008
David DeSilvio, PhD thesis (committee member), 2008
Caroline Arnold, undergraduate honors thesis (committee
member), 2008
Meghan Mika, Master's thesis (committee member), 2008
Maureen MacLeod, Master's thesis (committee member),
2008
Christopher Swanson, Master's thesis (committee
member), 2006
Ankica Rozic, undergraduate honors thesis, (directed),
2006
John Stanton, Master's thesis (committee member), 2005

D. Course or Curriculum Development

Developed survey course in the history of women, gender,
and sexuality in the modern world (HIS 2605/GSW
2605), 2012
Developed "History of Russia and Eurasia" (HIS 3490),
2012
Developed Graduate Readings Seminar in European
History (HIS 8225), 2010-11
Developed Graduate Student Seminar in World History
(HIS 8310), 2007-08
Helped develop graduate-level bridge certificate in world
History, 2007-08
Redesigned Russian history series (HIS 5450, 5495, 5500),

2007-08

E. Graduate Adviser

Saeed Khan (preparing for qualifying exams)

F. PhD Field Exams

Amanda Walter (minor field) current
David McGrann (minor field) current
Saeed Khan (major field) current

II. RESEARCH

A. Research in Progress, Not Funded

“A Kaleidoscope of Revolutions: Russia in Regional Perspective, 1914-1921.” Edited volume forthcoming with Dr. Sarah Badcock (University of Nottingham) and Dr. Liudmila Novikova (Moscow State University) under contract with *Slavica* Publishers.

“Social Revolutions: Peasant Aspirations,” chapter in edited volume “A Companion to the Russian Revolution” by Daniel Orlovsky. Under contract with John Wiley & Sons.

“Document 101. Or Everything Solid Melts into Air,” short film based on a court document, with Tracy McDonald (McMaster University).

B. Funded Research in Last Five Years

“In the Courts of Revolution: Legality, Vengeance, and Citizenship in the Rural Soviet Courtroom, 1917-1953.” Manuscript in progress.

Research funded by competitive grants from the Eisenberg Institute, Kennan Institute, Wayne State University, Harry Frank Guggenheim, American Philosophical Society, National Council for Eurasian and East European Research

Russia's Peasants in Revolution and Civil War: Citizenship, Identity, and the Creation of the Soviet State, 1914-1922. Cambridge: Cambridge University Press, 2008

Research funded by competitive grants from: Fulbright-Hays; American Council of Teachers of Russian/USIA; Foreign Language Area Studies Fellowship; The Ohio State University, Wayne State University, International Research and Exchanges Board, and Social Science Research Council.

C. Fellowships/Grants/Special Awards in Last Five Years:

Harry Frank Guggenheim, 2012-2013 (\$1,588 in 2012; \$36,198 in 2013)
Scholar in Residence, Illinois University Russian Research Laboratory, 2013
(awarded administrative costs and lodging)
National Council for Eurasian and East European Research, Short Term Travel Grant, 2013
(\$3000)
American Philosophical Society, 2011-2012 (\$6,000)
Research Enhancement Award, Wayne State University, 2011-12 (\$38,864)
Career Development Chair, Wayne State University, 2011-12 (\$19,000)
Board of Governors Award, for *Russia's Peasants in Revolution and Civil War: Citizenship, Identity, and the Creation of the Soviet State, 1914-1922* (Cambridge, 2008) (awarded \$2500)
Kennan Institute of the Woodrow Wilson Center Short-term Research Fellow, 2008
(awarded \$2,100)
Eisenberg Institute for Historical Studies Residency Research Grant, U. of Michigan, 2007-08
(awarded \$6,000)
Humanities Center Faculty Fellowship, Wayne State University, 2006-07
(awarded \$6,000)
Humanities Center Scholar in Residence, Wayne State University, 2006-07
(awarded \$800)

III. PUBLICATION

A. Scholarly Books Published

1. Authored

Russia's Peasants in Revolution and Civil War: Citizenship, Identity, and the Creation of the Soviet State, 1914-1922. Cambridge: Cambridge University Press, August 2008. Republished in paperback, February 2012.

B. Chapters Published

1. Authored

“Eastward Ho! Russian Migratory Networks of Viatka Province during Peace and Revolution, 1850-1921,” in *The Making of Russian History: Society, Culture, and the Politics of Modern Russia*. Essays in Honor of Allan Wildman (Slavica Press, 2009).

C. Edited Works

Revolutionary Russia, volume 27, number 1. June 2014

Revolutionary Russia, volume 26, number 2. December 2013

Revolutionary Russia, volume 26, number 1. June 2013

Revolutionary Russia, volume 25, number 2. December 2012

Revolutionary Russia, volume 25, number 1. June 2011

Revolutionary Russia, volume 24, number 2. December 2011

D. Journal Articles Published

1. Refereed Journals

“Controlling Revolution: Victims of Social Violence and the Rural Soviet Courts 1917-1923,” *Europe-Asia Studies* (November 2013): 1789-1806.

“*Массовая политика и роль простых людей в Гражданской войне*” (Popular Politics and the Role of Ordinary People in the Civil War) *Roundtable Discussion, Rossiiskaia istoriia* 5 (Sept.-Oct.) 2013: 19-24.

Review Essay of A. V. Bushmakov, et al, eds. *1917 god v Permskoi gubernii: Sbornik dokumentov* and A. A. Ivanov, ed., *Pervaia sovetskaia vesna v derevne: Krest'ianstvo Mariiskogo kraia i zemel'nyi vopros v 1918 godu: Dokumenty i materialy*, *Revolutionary Russia*, June 2011.

“Creating Peasant Citizens: Rituals of Power, Rituals of Citizenship in Viatka Province, February-October 1917,” *Revolutionary Russia*, June 2003, pp. 47-67.

“Becoming Enlightened: National Backwardness and Revolutionary Ideology,” *Proceedings of the Ohio Academy of History* 2002, (published in 2003), pp. 79-90.

“Sotsial'nye konflikty v srede viatskogo krest'ianstva v khode provedeniia zemel'noi reformy v 1918 g.” (Social Conflicts Among the Viatka Peasantry During the Implementation of the Land Reform in 1918). *Nauchnyi vestnik. Kirovskogo filiala Moskovskogo gumanitarno ekonomicheskogo instituta. Nauchno-metodicheskii zhurnal*, no. 5. Kirov, 2000, pp. 81-85.

“Statisticheskie istochniki i ikh znachenie pri izuchenii viatskogo krest’ianstva (1914-1921 gg.)” (Statistical Sources and their Significance in the Study of the Viatka Peasantry, 1914-21). *165 let gosudarstvennoi statistike v Kirovskoi oblasti: Etapy stanovleniia i razvitiia. Materialy mezhregional’noi nauchno-prakticheskoi konferentsii 18 maia 2000 g.* Kirov, 2000, pp. 90-92.

Review essay of Jeffrey Burds, *Peasant Dreams and Market Politics: Labor Migration and the Russian Village, 1861-1905* and O. G. Bukhovets, *Sotsial’nye konflikty i krest’ianskaia mental’nost’ v Rossisskoi imperii nachala XX veka: Novye materialy, metody, rezul’taty.* *Kritika*, Winter 2000, pp. 208-12.

“A Foreign Perception of Russia: An Analysis of Anthony Jenkinson’s Map of Russia, Muscovy and Tartaria,” *The Portolan*, Summer 1995, pp. 1-10.

H. Book Reviews Published

1. Academic Journals

Kenneth M. Pinnow, *Lost to the Collective: Suicide and the Promise of Soviet Socialism, 1921-1929*, *Canadian American Slavic Studies*, forthcoming.

Burton R. Miller, *Rural Unrest during the First Russian Revolution: Kursk Province, 1905-1906*, *Russian Review*, October 2013.

Olga Morozova, *Dva akta dramy: boevoe proshloe i poslevoennaia povsednevnost’ veteranov grazhdanskoi voiny*, *Slavic Review*, Spring 2013.

Hugh D. Hudson, Jr, *Peasants, Political Police, and the Early Soviet State: Surveillance and Accommodation under the New Economic Policy*, *American Historical Review*, February 2013.

Catherine Evtuhov, *Portrait of a Russian Province: Economy, Society, and Civilization in Nineteenth-Century Nizhnii Novgorod*, *The Russian Review*, January 2013.

Boris B. Gorshkov, *Russia’s Factory Children: State, Society, and Law, 1800-1917*, *Journal of Social History*, Summer 2011.

Jonathan Daly and Leonid Trofimov, eds. *Russia in War and Revolution, 1914-1922: A Documentary History*, *Canadian Slavonic Papers*, March 2011.

Sharon Kowalsky, *Deviant Women: Female Crime and Criminology in Revolutionary Russia, 1880-1930*, *Nep Era Journal*, January 2011.

S. A. Smith, *Revolution and the People in Russia and China: A Comparative History Review*, *European History Quarterly*, summer 2010.

Aaron J. Cohen, *Imagining the Unimaginable: World War, Modern Art, and the Politics of Public Culture in Russia, 1914-1917*, *Europe-Asia Studies*, January 2010.

Erik C. Landis, *Bandits and Partisans: The Antonov Movement in the Russian Civil War*, *Russian Review*, April 2009, pp. 346-47.

Mary Buckley, *Mobilizing Soviet Peasants: Heroines and Heroes of Stalin's Fields*, *Revolutionary Russia*, December 2008, pp. 221-22.

Francine Hirsch, *Empire of Nations: Ethnographic Knowledge and the Making of the Soviet System*, *Canadian-American Slavic Studies*, January 2008, pp. 210-12.

Brian Bonhomme, *Forests, Peasants, and Revolutionaries: Forest Conservation and Organization in Soviet Russia, 1917-1929*, *Revolutionary Russia*, December 2006, pp. 233-34.

Brian Murphy, *Rostov in the Russian Civil War, 1917-1920: The Key to Victory*, *Revolutionary Russia*, June 2006, pp. 106-07.

Simon Franklin and Emma Widdis, eds., *National Identity in Russian Culture: An Introduction*. *Revolutionary Russia*, June 2005, pp.91-92.

Seppo Lallukka, *From Fugitive Peasants to Diaspora: The Eastern Mari in Tsarist and Federal Russia*. *The Russian Review*, January 2005, pp. 132-33.

Mark Steinberg, *Voices of Revolution, 1917*. *Revolutionary Russia*, December 2004, pp.145-47.

Bertrand M. Patenaude, *The Big Show in Bololand: The American Relief Expedition to Soviet Russia in the Famine of 1921*. *The Russian Review*, October 2003, p. 658.

K. Instructional Materials Formally Published

3. Other Published Materials

“Marxism” in Teacher’s manual for Advanced Placement History, 2003. Located at:
<http://apcentral.collegeboard.com/members/article/1,3046,151-165-0-29422,00.html>.

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

“At Court in the USSR: Peasants, the Law, and the Early Soviet Legal System,” New York University Jordan Russia Center, October 2014

“Daily Grievances and Stalinist Justice: Local Courts in the Lower Volga Countryside in the 1930s,” Association for Slavic, East European, and Eurasian Studies/Central Asian Studies Joint

Regional Conference, Astana, Kazakhstan, May 2014

“The Russian Revolution: The Next 40 Years,” Study Group on the Russian Revolution, Norwich, UK, January 2014

“Disputes before the Local Courts in the Stalinist Countryside: Lay Courts and Legal Culture in the 1930s,” Association for Slavic, East European, and Eurasian Studies, Boston, November 2013

“Teaching the Russian Revolution in the Twenty-First Century,” Association for Slavic, East European, and Eurasian Studies, Boston, November 2013

“Securing the Benefits of Socialism: Understanding Peasant Legal Culture and Gender Dynamics in the People’s Courts, 1917-1929,” invited lecture, University of Illinois, June 2013

“Lies, Slander, and Runaway Brides in the Rural Comrade Courts: Keeping up Legal Appearances in Stalinist Russia,” British Association for Slavonic and East European Studies/International Council for Central and East European Studies Conference, Cambridge, UK, April 2013

“Paramilitarism and Bolshevik Power: Workers and Soldiers in the Izhevsk Revolt of 1918,” British Association for Slavonic and East European Studies/International Council for Central and East European Studies Conference, Cambridge, UK, April 2013

“The People’s Court in the Village: Peasants and Soviet Legal Norms in the 1920s,” Association for Slavic, East European, and Eurasian Studies, New Orleans, November 2012

Roundtable participant, “Reassessing the Peasant and State Nexus in Imperial and Soviet Russia,” Association for Slavic, East European, and Eurasian Studies, New Orleans, November 2012

“Meting Out Justice in Civil War: Understanding The Cases and Decisions of Provincial Tribunals, 1918-22,” Study Group on the Russian Revolution international conference, Glasgow, January 2012

“Political Control and Social Order: Surprising Cases Before Provincial Revolutionary Tribunals,” Association for Slavic, East European, and Eurasian Studies, Washington, DC, November 2011

Chair on panel, “Radical Change and Women’s Health in Modern Russia,” Association for Slavic, East European, and Eurasian Studies, Washington, DC, November 2011

“Creating Socialist Justice in the People's Courts: Soviet Law and Popular Legality, 1917-1924,” The Practice of Law and Justice in Russia (from the 18th century to the present), Moscow, May 2011

Discussant on panel, “The Russian Homefront during World War I,” Association for Slavic, East European, and Eurasian Studies, Los Angeles, CA, November 2010

Chair on panel, “Endangered Women and the State from the Revolutionary Era to the Present,” Association for Slavic, East European, and Eurasian Studies, Los Angeles, CA, November 2010

“Peasant Identity and State Formation in Russia’s Periphery,” VII World Congress of the International Council for Central and East European Studies, Stockholm, July 2010

“Controlling Revolution: Victims of Social Violence and the Rural Soviet Courts, 1917-1923,” Victims and Villains: Justice, Violence and Retribution in Late Imperial and Early Soviet Russia, Nottingham, England, April 2010

“Soviets against the Bolsheviks: The Izhevsk Revolt of 1918,” American Association for the Advancement of Slavic Studies national convention, Boston, MA, November 2009

Roundtable participant, “Vlast’ from the Past: State Building, State Practices, and Conceptions of State Power in 1917–1921,” American Association for the Advancement of Slavic Studies national convention, Boston, MA, November 2009

“Constructing Narratives of Violence: Understanding Murder and Some Other Heinous Crimes in Revolutionary Russia,” Eisenberg Institute Fellows Symposium on Topographies of Violence, Ann Arbor, MI, April 2009.

“The Trials of Revolution: Confronting Social Breakdown and Violence through the Rural Soviet Courts 1917-1922,” the British Academy of Slavic and East European Studies conference, Cambridge, England, March 2009

Discussant on panel, “The Politics of Language and Nationhood in Central and Southeast Europe from the Late Nineteenth Century to the Early Twenty-First Century,” American Association for the Advancement of Slavic Studies national convention, Philadelphia, November 2008

“Seeking Justice under Socialism: Peasants and Law in the Early Soviet Courts,” American Association for the Advancement of Slavic Studies national convention, Philadelphia, PA, November 2008.

Discussant on panel, “The Politics of Language and Nationhood in Central and Southeast Europe from the Late Nineteenth Century to the Early Twenty-First Century,” American Association for the Advancement of Slavic Studies national convention, Philadelphia, PA, November 2008.

“Sacred Grounds, Contested Spaces: Meadows, Forests, and Church Lands in Revolutionary Russia,” American Association for the Advancement of Slavic Studies national convention, New Orleans, November 2007.

Roundtable participant, “Academic Job Searches: Tales from the Trenches,” American Association for the Advancement of Slavic Studies national convention, New Orleans,

November 2007.

“Constructing the New Soviet Peasant: Bolshevik Enlightenment Campaigns in the Civil War,” Midwest Slavic Conference, Columbus, OH April 2007.

Discussant on panel, “People on the Margins of Society in Revolutionary Russia,” Southern Slavic Studies Association conference, Montgomery, AL, March 2007.

“Social Identities and Political Power in the Revolutionary Countryside,” The Study Group on the Russian Revolution international conference, Aberdeen, Scotland, January 2007.

“Making Nations Revolutionary: The Creation and Mobilization of National Identities in Viatka Province, 1914-1921,” American Association for the Advancement of Slavic Studies national convention, Washington, DC, November 2006.

Roundtable participant on panel “‘Myths’ Written about the Russian Peasantry,” American Association for the Advancement of Slavic Studies national convention, Washington, DC, November 2006.

“The Masses Mobilized: Militarization, Conscription, and the First World War in the Village, 1914-17,” Midwest Historians of Russia Workshop, Bloomington, IN, April 2006.

“Drinking, Ethnicity, and Revolution: Discourses on Samogon (*kumyshka*) and the “Corruptive” Influence of Udmurt Culture,” American Association for the Advancement of Slavic Studies national convention, Salt Lake City, Utah, November 2005.

“The Civil War, Revolutionary Movements and the Dissemination of Power in Viatka Province,” The Study Group on the Russian Revolution, Nottingham, England, April 2005.

“The Establishment of Soviet Power in the Viatka Countryside,” American Association for the Advancement of Slavic Studies national convention, Boston, MA, December 2004.

Roundtable participant on panel “Interpreting and Misinterpreting the Russian Revolution: New Approaches, Sources, and Periodization,” American Association for the Advancement of Slavic Studies national convention, Boston, MA, December 2004.

“Eastward Ho! Russian Peasant Migratory Networks During Peace and Revolution, 1850-1921,” Social Science History Association national convention, Baltimore, November 2003.

Chair on panel, “Sedimentary Society in the Countryside: Rural Russia and the Challenges of Modernization, 1880-1917,” American Association for the Advancement of Slavic Studies national convention, Toronto, Canada, November 2003.

“Peasant Agency and Revolutionary Politics, a Reexamination,” American Association for the Advancement of Slavic Studies national convention, Toronto, Canada, November 2003.

2. Invited and/or Refereed Locally/Regionally

“Workers against Bolsheviks: The 1918 Izhevsk Revolt and What it Tells us about Soviet Power, The North American Labor History Conference, Detroit, MI October 2010

“The Many Histories of Russia’s Jews,” Seminar for the Cohn-Haddow Center for Jewish Studies, Wayne State University, Detroit, MI, January 2010

“Birth of the Soviet Prison: Creating a Humane Prison in a Socialist World,” Wayne State University Humanities Center Colloquium, Detroit, MI, January 2010

“In the Courts of Revolution,” University of Michigan Russian/Soviet History Workshop, Ann Arbor, MI, November 2009

Organizer and Chair on roundtable, “Organizing Knowledge Workers in Higher Education: Issues in Contract Negotiation, The North American Labor History Conference, Detroit, MI, October 2009

“The People’s Courts: Legality, Violence, and Citizenship and the Early Soviet Rural Courtrooms,” Wayne State Department of History Colloquium, April 2009.

“Teaching the Russian History Survey,” Midwest Russian History Workshop, East Lansing, MI, April 2009.

Moderator, “Revolution and Reform,” Wayne State University Undergraduate Research Conference, November 2008.

“Interactive Lecturer—How can you engage students in your lecture?” Wayne State University GTA orientation, August 2008.

“Peasants in a Modern State: Power and Identity in Russia’s Age of War and Revolution, 1914-1921,” Wayne State University Humanities Center Conference “Translation and Representation,” March 2007.

“Illuminating ‘Everything is Illuminated,’” Wayne State University Ukrainian Film Series, March 2007.

“Cultivating Peasants and Revolutionary Power,” Humanities Center Roundtable, Wayne State University, Detroit, MI, December 2006.

“The First Word War in Russia: Militarization, Mobilization and Revolution in the Village,” The War Studies Reading Group, Ann Arbor, February 2006.

Chair, “Rosa Luxemburg and Working-Class Strategy in the Wake of the 1905 Labor Upsurge,” The North American Labor History Conference, Detroit, MI October 2005.

“The History of the Conflict Between Russia and Chechnya,” Rochester Hills Museum, June 2005.

“Contesting Hegemony: Peasant and State Relations During Russia's Civil War, 1918-21,” Wayne State University Humanities Center Colloquium, Detroit, MI, March 2005.

Organizer, Chair, and Commentary on panel “Faith in the Revolution: Literature and Religion in the Russian Revolutionary Movement,” The North American Labor History Conference, Detroit, MI, October 2004.

Gender, Ethnic, and Class Tensions Over Citizenship in Russia’s Constituent Assembly Elections of 1917,” Center for the Study of Citizenship New Scholar’s Conference, Detroit, February 2004.

Chair on panel, “Labor, State, and War in Global Perspective,” North American Labor History Conference, Detroit, October 2003.

“Presentation on Multimedia Database, Recipient of Innovative Technology Grant,” Technology and Learning Round Table, Detroit, February 2004.

N. Other Scholarly Work

Co-coordinator of conference, “Networks,” the 7th Annual Conference on Citizenship Studies, April 2010

Lead editor, H-citizenship (leading international listserv on citizenship studies), 2009-present

IV. SERVICE

C. Committee Assignments in Last Five Years

3. College/Department Committee Chaired

Director of Undergraduate Studies/ Chair History Department Undergraduate Committee, 2010-12

History Department Elections Committee, chair, 2005-12
History Department Website Committee, chair, 2005-2009
History Department Colloquium Committee, chair, 2004-2005
History Department Colloquium Committee, co-chair, 2003-2004
History Department Social Committee, co-chair, 2003-2004

College/Department Committee Member

College of Liberal Arts and Sciences, Salary Committee, 2013-14
College of Liberal Arts and Sciences, Elections Committee, 2011-14
History Department Executive Committee, 2008-12, 2014
History Department Graduate Committee, 2008-12, 2014
History Department Personnel Committee, 2009-11, 2014
History Department Chair Review Committee, 2010
History Department Undergraduate Committee, 2004-07, 2009
History Department Salary Committee, 2005-08
History Department Bylaws Committee, 2008
History Department Mentorship Ad hoc Committee, 2008

University Committee Member

Member, Wayne State University Press Editorial Board
Member, Wayne State University Cohn-Haddow Center for Jewish Studies Board
Member, Wayne State Humanities Center Advisory Board
General Education Oversight Committee, 2014
Art History Task Force, 2011-12
Academic Senate, 2010-12
Curriculum and Instruction Committee, 2011-12
Career Development Chair Selection Committee, 2012
Student Affairs Committee, 2010-11
Presidential Award for Excellence in Teaching Selection Committee, 2011
Board of Governors Faculty Recognition Award Selection Committee, 2010
AAUP-AFT liaison, Curriculum and Instruction Committee, 2009-11
Interviewer for Wayne State University Scholars' Day, 2006, 2007, 2008
Evaluator for Graduate Professional Scholarship, 2007, 2008
Union Representative of Bargaining Unit, 2007-2012, 2014
Faculty Hearing Panel, 2006-2007

D. Other Professionally Related Service

Co-Editor, *Revolutionary Russia*, 2011-present
General Co-Editor, Homefront volumes, "Russia's Great War and Revolution," an international multi-volume project under contract with Slavica Press.
Board Member, Abraham Lincoln Brigade Archive Committee
Associate Editor, *The Volunteer* (journal of ALBA), 2013-present
Peer Mentor, Association for Slavic, East European, and Eurasian Studies

Evaluator of manuscripts for University of Toronto Press, Palgrave-Macmillan, Routledge, Pearson, Oxford University Press, 2008-present
Evaluator of applications for the American Philosophical Society, 2014
Evaluator of manuscripts for *Slavic Review*, 2012-present
Evaluator of manuscripts for *The Russian Review*, 2003-present
Evaluator of manuscripts for *Revolutionary Russia*, 2011-present
Evaluator of manuscripts for *Soviet and Post Soviet Review*, 2011-present
Evaluator of manuscripts for *Kritika*, 2011-present
Evaluator of manuscripts for *Cahiers du monde Russe*, 2012-present
Webmaster for the North American Labor History conference website, 2006-2011
Committee member, North American Labor History Conference Program, 2003-present
Creator and Moderator, Wayne State University Slavic and Eurasian Scholars Listserv, 2004-present
Associate, University of Michigan-Ann Arbor, Center for Russian and East European Studies, 2004-present
Invited participant, Russian/Soviet History Workshop, University of Michigan, 2006-present
Member Faculty Advisory Board, Wayne State University Center for Citizenship Studies, 2007-Present
Participant in Wayne State University Park(ing) Day, 2014
Participant in Wayne State University undergraduate orientation, 2010-2012
Member, Police and Fire Board, Ferndale, MI, 2008-2010
Wayne State University Global Studies Grant, 2006-2007
Reader for Advanced Placement European history College Board exam, 2003, 2007
Wayne State University Innovative Technology Grant, 2003-04

F. Professional Consultation

1. Public Presentations as an Expert in Discipline

“‘37 Days to War’: The Centennial of the Start of the First World War,” Cinema Detroit, Aug. 4, 2014

“‘Royal Cousins at War’: Marking the End of Autocratic Europe with the Beginning of the First World War,” Cinema Detroit, Aug. 3, 2014

“The Downing of Malaysian Airlines in Ukraine,” WCHB, July 18, 2014

“The Presidential Elections in Ukraine,” WDET, May 19, 2014

“Is Ukraine on the Brink of Civil War?” WDET, April 15, 2014

“Russia and the Crisis in Ukraine,” Huntington Woods Library, March 27, 2014

“Negotiating New Paths: Poland, Ukraine, Russia, and the EU,” Panel Discussion, March 25, 2014, Wayne State

“Crimea, Place and Citizenship,” Conference on the Study of Citizenship, March 20, 2014

“Crimean Vote Has ‘No Credibility Whatsoever,’” WDET, March 17, 2014

“Ukraine Update,” WDET, March 3, 2014

“Kiev Citizen, Experts Discuss Roots of Ukraine Clashes,” WDET, February 20, 2014

“Russian Politics and Security at the Olympics in Sochi,” WDET, January 8, 2014

“Russia, Gays, and the Olympics,” WDET, November 7, 2013

Panel on Syria and the Russian Chemical Arms Proposal, WDET, September 11, 2013

“Panel on Possible War with Syria,” WDET, August 29, 2013

“Russia and US Relations on the Rocks,” WDET, August 8, 2013

“Chechnya and the Boston Bombings” WDET, April 19, 2013

2. Testimony before Public Bodies

Expert witness in Russian history, Court Case, Flint, MI, November 2004

WAYNE STATE UNIVERSITY

Professional Record

Date Prepared: 12/15/1997

Date Revised: 9/19/2014

Name: Marsha Leigh Richmond

Office Address: 3163 F/AB
656 West Kirby
Detroit, MI 48202

Telephone: 734-277-2421
Fax: 313-577-6987

Email: marsha.richmond@wayne.edu
Web page: <http://www.clas.wayne.edu/richmond>

Faculty Appointment:

Department of History, College of Liberal Arts and Sciences

Present Rank and Date:

Associate Professor, May 2000

WSU Appointment History:

Year Appointed: 1994, Assistant Professor

Year Promoted to Associate Professor: 2000

Citizenship:

United States

Education:

High School: Muskogee Central High School, Muskogee, OK, 1968
Baccalaureate: University of Oklahoma, 1972
Graduate: University of Oklahoma, M.A. Program, 1976
Indiana University-Bloomington, Ph.D., 1986

Dissertation

"Richard Goldschmidt and Sex Determination: The Growth of German Genetics, 1910–1935,"
Indiana University, 1986. (University Microfilms International, #8707816).

Appointments at Other Institutions:

Editor, *Correspondence of Charles Darwin*, American Council of Learned Societies, Cambridge
University Library, Cambridge, England, 1987-1993

Editorial Board Membership:

Advisory Board, *Journal of the History of Biology* (Dordrecht/Boston/London: Kluwer), April 2004-
Previous memberships:
U.S. Advisory Committee, *Correspondence of Charles Darwin* Project, 1994-2009
History and Philosophy of the Life Sciences (London: Taylor & Francis), 2003-2010
Advisory Board, *Annals of the History and Philosophy of Biology*, 2005-2010
Advisory Board, *Isis* (History of Science Society), 2006-2008
Advisory Board, *NTM. International Journal of History and Ethics of Natural Sciences, Technology
and Medicine*, 1994-2008

Signature: _____

11/26/14

Professional Society Memberships:

History of Science Society:

Secretary and member of the Executive Committee, 2010-present
Council, 2006-2008; 2010-present
Program Co-Chair, Washington, D.C. meeting, 2007
Co-Chair, Women's Caucus, 2007-2009

British Society for the History of Science

International Society for the History, Philosophy, and Social Studies of Biology

Program Co-Chair, Brisbane, Australia meeting, July 2009
Nominee for president, 2011-2012 (not elected)
Council, 2007-2009

American Association for the Advancement of Science: candidate for Chair of Section L (History and Philosophy of Science), 2014

Honors/Awards:

External:

Margaret W. Rossiter History of Women in Science Prize, Best article: "The Domestication of Heredity: The Familial Organization of Geneticists at Cambridge University, 1895-1910," History of Science Society, 2010.

Sydney Brenner Research Scholarship, Cold Spring Harbor Laboratory Genentech Center for the History of Molecular Biology and Biotechnology, 2009.

Visiting Scholar, Vrije University, Amsterdam, The Netherlands, March-April 2009

Internal:

Faculty Fellowship Award, Humanities Center, 2013-2014, "'Speaking Truth to Power: The Challenge by Twentieth-Century Women Scientists to State Policy and Corporate Power'"

Faculty Mentor Award, Wayne State Undergraduate Research Award, 2011

Faculty Fellowship Award, Humanities Center, 2010-2011, "Sex and Gender viewed through the Lens of Three 20th Century Women Geneticists"

Resident Scholar, Humanities Center, 2008-2009

WSU Educational Development Grant, "American Environmental History," April 2008

Teaching Award, College of Liberal Arts and Sciences, May 2006

Teaching Award, College of Lifelong Learning, May 1999

Biographical Citations:

Who'sWho in America, Who'sWho in the Midwest, United Who'sWho, Who'sWho of American Women

I. Teaching:

A. Years at Wayne State University: 19

B. Years at other colleges/universities: 0

C. Courses taught at Wayne State in last five years:

Undergraduate:

HIS 2240: History of Michigan

HIS 3440: American Medicine in the 20th Century

HIS 3435: Evolution and Its Critics

HIS 3998: History of American Agriculture and Food

HIS 5425: American Environmental History

Graduate:

HIS 7425: American Environmental History
HIS 6440: American Medicine in the Twentieth Century
HIS 6000: Evolution and Its Critics
HIS 6010: History of American Agriculture and Food

Master's Theses Directed in the last 5 years:

Barb Flis, "A Manifesto for Parents: Getting Sex Education out of the Closet," (March 2012).
Jonathan Shafer, "Redefinition of Nature in the American West, 1890-1930," (May 2011).
Erica Giorda, "Greening Motown: The Environmental Movement in Post-Industrial Detroit,"
(December 2010).

Master's Theses Committees in the last 5 years:

Angelina Meadows Kreger, "PBB: Five Years of Frustration, Devastation, and Death" (April 2012)
Josiah Rector, "Environmental Justice at Work: The War on Cancer in the United Auto Workers,
1970-1992" (May 2012)

Doctoral Committees in the last 5 years:

Barry Johnson, "Wastewater Treatment Comes to Detroit: Law, Politics, Technology, and
Funding," (2010).
Josiah Rector, "Bodies on the Line: Social Movements, the State, and the Politics of Pollution in
Detroit, 1910-2010" (in progress)
Joelle Del Rose, "Recasting Luxury: Status, Sexuality, and Space in the Eighteenth-Century British
Urban Milieu" (in progress)

II. Research:

A. Research in progress:

*The Making of a Heretic: Richard Goldschmidt, Sex Determination, and the Birth of Physiological
Genetics, 1900-1935.* Book manuscript sent out to publishers, Fall 2014.
Women in the Early History of Genetics, book project in collaboration with Ida Stamhuis (Vrije
University, Amsterdam), with the assistance of Elena Aronova (Max Planck Institute for the
History of Science, Berlin). Book prospectus under consideration by the University of Chicago
Press.

B. Funded research in the last five years:

"Images of Women at the Cold Spring Harbor Department of Genetics," Sydney Brenner
Research Scholarship, Cold Spring Harbor Laboratory, The Genentech Center for the History
of Molecular Biology and Biotechnology, Cold Spring Harbor, New York, 2009-2010, \$6,000
"Women in the Early History of Genetics," National Science Foundation, Scholars Award, SES-
0620308, 2007-2009; 2010, \$136,065.

III. Publications

A. Editorships of books

Marsha L. Richmond and Thomas Junker, eds. *Charles Darwin's Correspondence with German
Naturalists. A Calendar with Summaries, Biographical Register and Bibliographical Appendix.*
Marburg an der Lahn: Basilisken-Press, 1996.

A. Editorships of books (cont.)

Marsha L. Richmond, Janet Browne, Anne Secord, Frederick Burkhardt, Duncan Porter, and Sydney Smith, eds. *The Correspondence of Charles Darwin*, vols. 3-9 (Cambridge: Cambridge University Press, 1988-1994).

Supervising Editor for Zoology, *Dictionary of Nineteenth-Century British Scientists*, London and Chicago: Thoemmes Press/University of Chicago Press, 2004.

B. Editorships of books (in progress)

With Tina Gianquitto, *Women in Science, 1830-1930: A Sourcebook*, Pickering & Chatto, Commissioning Editor, Janka Romero.

C. Chapters published

With Ida Stamhuis, "Opportunities for Women in Early Genetics – An International Perspective," in *Elisabeth Schieman (1881–1972): Vom Aufbruch der Genetik und der Frauen in den Umbrüchen des 20. Jahrhunderts* (Rangsdorf: Basiliken-Presse im Verlag Natur & Text, 2014).

"Charles Darwin and the Barnacles," in *The Cambridge Encyclopedia of Darwin and Evolutionary Thought*, ed. Michael Ruse (Cambridge: Cambridge University Press, 2013).

"A Model Collaborative Couple in Genetics: Anna Rachel Whiting and Phineas Westcott Whiting's Study of Sex Determination in *Habrobracon*," in *For Better or For Worse: Collaborative Couples in the Sciences*. Ed. Annette Lykknes, Donald Opitz, and Brigitte Van Tiggelen. (Basel: Birkhäuser/Springer, 2012), pp. 149-169.

"Women in Mutation Studies: The Role of Gender in the Methods, Practices, and Results of Early Twentieth-Century Genetics," in *Making Mutations: Objects, Practices, Contexts*. Eds. Louis Campos and Alexander von Schwerin. Preprint #393, (Berlin: Max-Planck-Institut für Wissenschaftsgeschichte, 2010), pp. 11-48.

"William Bateson's Pre-Mendelian Research Program in 'Heredity and Development,'" in *A Cultural History of Heredity IV: Heredity in the Century of the Gene*. Eds. Staffan Müller-Wille and Hans-Jörg Rheinberger. Preprint #343 (Berlin: Max Planck Institute for the History of Science, 2008), pp. 214-242.

"The Cell as the Basis for Heredity, Development, and Evolution: Richard Goldschmidt's Program of Physiological Genetics," in *From Embryology to Evo-Devo: A History of Evolutionary Development*, ed. Jane Maienschein and Manfred D. Laubichler (Cambridge, Mass.: MIT Press, 2007).

"A Lab of One's Own': The Balfour Biological Laboratory for Women at Cambridge University, 1884-1914," reprinted in *History of Women in the Sciences: An Isis Reader*, ed. Sally Gregory Kohlstedt (Chicago: University of Chicago Press, 1999); reprinted in *Gendered Spaces in the Physical Sciences: History and Architecture of the Laboratory*, ed. Maria Rentetzi (Heraklion, Greece: Crete University Press/Foundation for Research and Technology, 2008).

"Darwin's Study of the Cirripedia," in *The Correspondence of Charles Darwin*, vol. 4 (1989), Appendix II, pp. 388-409.

D. Chapters (under consideration)

With Staffan Müller-Wille, "Revisiting the Origin of Genetics," in *Heredity Explored*. ed. Staffan Müller-Wille and Hans-Jörg Rheinberger. Under consideration by MIT Press, Cambridge, Mass.

E. Journal articles published

- "Muriel Wheldale Onslow and Early Biochemical Genetics," *Journal of the History of Biology*, 40 (2007): 389-426.
- "Opportunities for Women in Early Genetics," *Nature Reviews Genetics* 8 (2007): 897-902.
- "The 'Domestication' of Heredity: The Familial Organization of Geneticists at Cambridge University, 1895-1910," *Journal of the History of Biology*, 39 (2006): 565-605.
- "The Darwin Celebration of 1909: Re-evaluating Evolution in the Light of Mendel, Mutation, and Meiosis," *Isis*, 97 (2006): 447-484.
- "Richard Goldschmidt and the Crossing-Over Controversy," co-authored with Michael R. Dietrich, *Genetics*, 161 (June 2002): 477-482.
- "Thomas Henry Huxley's Developmental View of the Cell," *Nature Reviews Molecular Cell Biology*, 3 (January 2002): 61-65.
- "Women in the Early History of Genetics: William Bateson and the Newnham College Mendelians, 1900-1910," *Isis*, 92 (2001): 55-90.
- "British Cell Theory on the Eve of Genetics," *Endeavour: A Quarterly Magazine for the History and Philosophy of Science*, 25, #2 (2001): 55-59.
- "T. H. Huxley's Criticism of German Cell Theory: An Epigenetic and Physiological Interpretation of Cell Structure," *Journal of the History of Biology*, 33 (2000): 247-289.
- "'A Lab of One's Own': The Balfour Biological Laboratory for Women at Cambridge University, 1884-1914," *Isis*, 88 (1997): 422-455.
- "The Darwin Archive in Cambridge: Two Centuries of Family History," co-authored with Janet Browne, *Darwin College Magazine* (Winter 1992), 64-69.
- "Protozoa as Precursors of Metazoa: German Cell Theory and its Critics at the Turn of the Century," *Journal of the History of Biology*, 22 (1989): 223-246.

F. Journal Articles (in press)

- "Women as Mendelians and Geneticists," *Science and Education*, DOI 10.1007/s11191-013-9666-6, published online 3 December 2013.

G. Journal Articles (submitted)

- "Science in Wartime: Richard Goldschmidt's Internment during the First World War," submitted to *Endeavour*, October 2014.

H. Biographical Articles / Newsletter Articles / Articles in Popular Magazines

- "Malaria: A Michigan Affliction," *Michigan History*, 97(5), September-October 2013, pp. 54-59.
- "Adam Sedgwick (1854-1913)," *Oxford Dictionary of National Biography*. Oxford: Oxford University Press, 2004.
- "Women in the Early History of Genetics," *Mendel Newsletter*, n.s. 12 (February 2004), ed. Michael Dietrich. <http://www.amphilsoc.org/library/mendel/>
- "Marion Greenwood Bidder," and "Rachel Alcock," in *Dictionary of Nineteenth-Century British Scientists*, London and Chicago: Thoemmes Press/University of Chicago Press, 2004.
- Richard Benedict Goldschmidt," *American National Biography*, ed. John A. Garraty and Mark C. Carnes, 24 vols. New York: Oxford University Press, 1999), vol. 9, pp. 204-206.

I. Articles published on the Internet

- "What If Darwin Hadn't Written *On the Origin of Species*?" National Science Foundation, Special Report: "Evolution of Evolution: 150 Years of Darwin's *Origin of Species*," Published online 12 February 2009, http://nsf.gov/news/special_reports/darwin/darwin.jsp
- "Darwin's Study of the Cirripedia," in *The Complete Work of Charles Darwin Online*, Dr. John van Wyhe, ed., 2007, http://darwin-online.org.uk/EditorialIntroductions/Richmond_cirripedia.html

J. Book reviews

- Sex Itself: The Search for Male and Female in the Human Genome*, by Sarah S. Richardson (Chicago and London: University of Chicago Press, 2013), *Isis* 105, 4 (2014).
- Differenz und Vererbung: Geschlechterordnungen in der Genetik und Hormonforschung 1890–1950*, by Helga Satzinger. (Berlin: Merve Verlag, 2010), *History and Philosophy of the Life Sciences*, 35 (2013): 641-42.
- Hands-On Nature Study in North America, 1890-1930*, by Sally Gregory Kohlstedt. (Chicago and London: University of Chicago Press, 2010), *Journal of the History of Biology* 44, no. 2 (2011): 357-360.
- Choosing Selection. The Revival of Natural Selection in Anglo-American Evolutionary Biology, 1930-1970*, by Stephen G. Brush. (Philadelphia: American Philosophical Society, 2009), *Isis* 102, no. 3 (2011): 584-585.
- Francis Crick: Hunter of Life's Secrets*, by Robert Olby (Cold Spring Harbor, NY: Cold Spring Harbor Laboratory Press, 2009), in *Journal of the History of Biology*, 43 (2010), pp. 617-619.
- Teaching Children Science: Darwins Korallen: die frühen Evolutionsdiagramme und die Tradition der Naturgeschichte*, by Horst Bredekamp. 2nd Ed. (Berlin: Klaus Wagenbach, 2006), *Isis*, 100 #3 (2009).
- "Good Observers of Nature": American Women and the Scientific Study of the Natural World, 1820-1885*, by Tina Gianquitto (Athens, GA and London: University of Georgia Press, 2007), *History and Philosophy of the Life Sciences*, 30 (2008): 266-268.
- Heredity Produced: At the Crossroads of Biology, Politics, and Culture, 1500-1870*, ed. Staffan Müller-Wille and Hans-Jörg Rheinberger (Cambridge, Mass.: MIT Press, 2007), *Integrative and Comparative Biology*, 48 (2008): 536-538.
- Science Has No Sex: The Life of Marie Zakrzewska, M.D.*, by Arleen Marcia Tuchman (Chapel Hill: University of North Carolina Press, 2006), *Isis* 98 (2007): 658-659.
- Making Modern Science: A Historical Survey*, by Peter J. Bowler and Iwan Rhys Morus (Chicago: University of Chicago Press, 2005), *Historical Studies in the Physical and Biological Sciences*, 37 (September 2006), 175-176.
- An Elusive Victorian: The Evolution of Alfred Russel Wallace*, by Martin Fichman (Chicago: University of Chicago Press, 2004), *University of Toronto Quarterly*, 75:1 (Winter 2006), 307-309.

K. Papers presented in the past five years

- "Speaking Truth to Power": Persona and Authority Among Women Post-World War II Activists," in the session "The Biologist as Public Intellectual in the 20th Century," History of Science Society, 7 November 2014.
- "Women in the History of Restriction Enzyme Research," poster, History of Restriction Enzymes, Cold Spring Harbor Laboratory, Cold Spring Harbor, New York, October 2013.
- "Women and scientific practice within experimental institutes of genetics, 1900-40," International Congress for the History of Science, Technology, and Medicine, Manchester, England, 22-26 July 2013.
- "Science During Wartime: Richard Goldschmidt's Internment during the First World War," International Society for the History, Philosophy, and Social Studies of Biology," Montpellier, France, 7-11 July 2013.
- "Malaria in Michigan," Michigan Academy of Arts, Sciences, and Letters, Hope College, 22 March 2013.

K. Papers presented in the past five years (cont.)

- “What's Gender Got To Do With It? Women and Academic Biology, 1880-1940,” Workshop on the History of Biology in Honor of Fred Churchill, Indiana University, Bloomington, IN, 7-8 December 2012.
- “What's Gender Got To Do With It? Women and Scientific Practice Within the New Experimental Institutes of Genetics, 1900-1940,” in the session “Gender and the Dynamics of Scientific Practice in the United States and Britain, 1850-1930,” History of Science Society, San Diego, CA, November 2012.
- “What's Gender Got to Do With It? Women and Biological Laboratories and Research Institutes after 1900,” Conference on “The Humanities in Science, Engineering, and Medicine,” University of Notre Dame, 8 June 2012.
- “Women's Work in Genetics,” presented at the International Symposium Women and Gender Studies: Where Do We Stand?, Commission on Women and Gender Studies of the Division of the History of Science and Technology, International Union of the History and Philosophy of Science, École Normale Supérieure, Paris, 14-17 September 2011.
- “Richard Goldschmidt and *Entwicklungsgeschichte*,” in the session Debating Entwicklungsgeschichte -- Disputed Interpretations, Disputed Legacies, Organizers: Sabine Brauckmann (Estonia) and Scott F. Gilbert (USA), International Society for the History, Philosophy, and Social Studies of Biology, Salt Lake City, Utah, July 2011.
- “Sex and Gender in the Lab: The Strategies for Studying Sex Determination Employed by Anna Rachel Whiting and Phineas Wescott Whiting,” in the session I organized, “Women's Strategies for Participating in Science,” at the History of Science Society annual meeting, November 2009.
- “Women in the New Private Research Institutes in Genetics: Comparisons Between the Station for Experimental Evolution (USA) and the John Innes Institute Horticultural Institute (England),” in the symposium 'Gender and the secrets of succession: Women scientists working in early genetics (1900-1945),' Groningen University, The Netherlands, 11 September 2009.
- “Institutionalizing Mendelism: Women in the John Innes Institute Workforce,” at the 'History of Genetics Day' conference celebrating the centennial of the John Innes Centre, Norwich, England, September 2009.
- “Images of Women in Early Genetics,” at the biennial meeting of the International Society for the History, Philosophy, and Social Studies of Biology, Brisbane, Australia, 12-16 July 2009.
- “Women in Mutation Studies: The Role of Gender in the Methods, Practices, and Results of Early Twentieth-Century Genetics.” Invited participant: Making Mutations: Objects, Practices, Contexts, Max-Planck-Institut für Wissenschafts-geschichte, Berlin, 13-15 January 2009.

L. Invited lectures presented in the last five years (international and national)

- “What Can the History of Biology Tell Us about Women's Participation in Science?,” Plenary Lecture, Associação Brasileira de Filosofia e História da Biologia (Brazilian Association of the Philosophy and History of Biology), 6-8 August 2014, University of São Paulo, Ribeirão Preto, State of São Paulo, Brazil.
- “What's Gender Got To Do With It? Women and Genetics Research Institutes, 1900-1940,” History and Philosophy of Science and Medicine Seminar Series, Washington University, St. Louis, Missouri, 2 April 2014.
- “Women's Work in Science: Women in the Genetics Department at Cold Spring Harbor,” History and Philosophy of Science Department, University of Notre Dame, May 2011.

L. Invited lectures presented in the last five years (international and national) (cont.)

“Darwin and Genetics, 1909 and 2009,” Lady Margaret Beaufort Lecture, Christ’s College, Cambridge University, 11 March 2009.

“Darwin and Genetics,” University of Michigan-Dearborn, Darwin Year 2009, 25 February 2009.

M. Invited lectures presented in the last five years (regional and local)

African Americans in Detroit Before the Civil War, African American History Month, Bethel Deliverance Tabernacle International, Taylor, Michigan, 16 February 2014.

Charlotte Perkins Gilbert and Late 19th c. Women’s History, NIH Traveling Exhibition, November 2013.

“Women’s Work in Science: Women in the Genetics Department at Cold Spring Harbor,” Department of History, Michigan State University, 17 March 2011.

History of Medicine in Detroit, NIH Travel Exhibition, Spring 2013

“Darwin and His Critics,” WSU SOAR, Oakland Center, April 2014; April 2013; November 2009.

IV. Service

A. Committee Assignments in the last five years

1. University Committees

Accessibility 2-N Committee, 2013-2014

Academic Senate, 2013-2016

Curriculum and Instruction Committee

Sustainability Committee, 2012-present

Sabbatical Leaves Committee, Provost’s Office, 2010-2011

1. College Committees:

CLAS Faculty Council, 2010-2013

2. Department Committees:

Executive Committee, 2014-2015 (Chair); 2013-2014 (Chair); 2011-2012; 2010-2011 (Chair)

Personnel Committee, 2014-2015; 2011-12

Undergraduate Committee, 2009-2015

Salary Committee, 2012-13

Bylaws Committee, 2008-2009

B. Other University Service

Peace and Conflict Studies Task Force, 2013-2014

Advisory Board, Gender, Sexuality, and Women’s Studies, 2013-2014.

Presented on “The Emergence of the Modern Environmental Movement” at Advanced Placement Day, April 2013.

Midwestern Association of Graduate Schools (MAGS) thesis review, January 2013

WSU Water Strategy Taskforce, Dr. Carol Miller, Chair, 2011

Coordinator, Working Group on Science and Society, Humanities Center, 2002-present

Coordinator, Year of the Environment Lecture Series, 2009-2010

Coordinator, Darwin Year Lecture Series, 2009

D. Professional Service in the last five years

1. Journal / Editorial Activity

Manuscript referee: *Journal of the History of Biology*, 2000-2014; *Endeavour*, 2013, 2012; *Notes and Records of the Royal Society of London*, 2014; *Science and Culture*, 2012; *Science and Education*, 2013; *Isis*, 2002-2011; *Journal of Experimental Zoology, Part B: Molecular and Developmental Evolution*, 2011; *British Journal for the History of Science*, 2012, 2009.

- E. Grant Reviews:** National Science Foundation: Science and Technology Studies Program:
October 2011; May 2011.
- F. Book Manuscript Reviews:** Michigan State University, 2013; Chicago University Press, 2012;
Rutgers University Press, 2011; WH Freeman's Environmental Science Project Review,
2014, 2010; University Press of Florida, 2006; Springer Publishers, April 2007.
- G. Tenure and Promotion Reviews:** University of New Mexico, 2013; DePaul University, 2012;
Yeshiva University, Israel, 2010.

CURRICULUM VITAE

Rev. 2014

NAME Sandra Frances VanBurkleo

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PRESENT EMPLOYER Wayne State University, Department of History.
Lecturer, 1982-89; Assistant Professor, 1989-94; Associate Professor of History (with tenure), 1994- ; Adjunct Professor of Law, 1995-

BIRTH DATE/PLACE St. Paul, MN -- U. S. Citizen

EDUCATION

High School Worthington High School, Worthington MN, 1962
Baccalaureate B.A., History, Summa Cum Laude, Hamline University, St. Paul, MN, 1974

Graduate M.A., United States History, Univ. of Minnesota, Minneapolis, MN, 1978
Ph.D., United States History, Univ. of Minnesota, Minneapolis, MN, 1988-89

[Ph.D. Advisor: Paul L. Murphy]

APPOINTMENTS AT OTHER INSTITUTIONS

University of Minnesota (instructor, Criminal Justice Studies, 1978; Dept. of History, 1980)
United States Supreme Court, Documentary History of the U. S. Supreme Court (asst. editor, 1981-1983, with Maeva Marcus, et al.)

PROFESSIONAL AND COMMUNITY MEMBERSHIPS

Organization of American Historians (life membership)
American Historical Association (life membership)
American Society for Legal History (life membership)
Law and Society Association
National Women's Studies Association
Society for Historians of the Early American Republic
Institute of Early American History and Culture (Associate)
Ninth Federal Judicial Circuit Historical Society
Historical Society of Eastern District of Michigan
Southern Historical Association (life membership)
Michigan Women's Studies Association and Hall of Fame

Association for Documentary Editing (life membership)
American Studies Association
Folger Shakespeare Library, Washington DC (readership)
Friends of the Legal Papers of Abraham Lincoln
AAUW; AAUP; NOW; NAACP; MARAL; other community and civil rights groups

HONORS, AWARDS, and GRANTS:

Visiting Scholar, Public Policy Program, Woodrow Wilson International Center for Scholars, Washington, DC, September-December 2006.
Choice "Outstanding Academic Book for 2002," for *Constitutionalism and American Culture*.
Wayne State University Outstanding Graduate Mentor Award, 2002.
Wayne State University Board of Governors Outstanding Faculty Recognition Award, 2002.
Wayne State University College of Liberal Arts teaching award, 2000.
Career Development Chair, Wayne State University, 1999-2000.
Wayne State University Center for the Humanities Research Grant, 1998-99, 1999-2000.
Nominated for US Professor of the Year (Carnegie Foundation), Wayne State University (1997, 1998).
Richard Barber Legal Studies Research Grant, WSU Center for Legal Studies (1997).
OAH-NCHS Pre-Collegiate Teaching Unit Grant (with two grad students) (1997).
Michigan Association of Governing Boards Distinguished Faculty Award (1993).
WSU President's Bonus Award for Service (1993).
WSU President's Award for Excellence in Teaching (1991-92).
Probus Club Award (1991).
Best Article Award, *Journal of the Early Republic* (1989).
Ford Family Fund Grant, \$40,000 (to support WSU-Detroit Public Schools Teaching Alliance, 1989).
Gannett Foundation Grant, \$1,000 (to support WSU-DPS Teaching Alliance, 1990).
Michigan Council for the Humanities Grant, \$1,000 (to support WSU-DPS Teaching Alliance, 1989-90).
American Historical Association Littleton-Griswold Legal History Research Award (1989).
WSU Special and/or Small Research Grants (1989, 1990, 1993, 1995).
WSU Summer Research Grant (1989).
Wayne State Research Stimulation Grants (1989, 1995 -- the latter to support new history teaching alliance with WSU College of Education).
University of Minnesota Dissertation Fellowship (1980).
Thomas Wallace Dissertation Fellowship (University of Minnesota 1979).
University of Minnesota Special Research Grant (1979).
University of Minnesota McMillan Travel Grants (1979, 1980).
Tozer Foundation Fellowships (Stillwater, MN -- 1974, 1975).
St. Paul (MN) Chamber of Commerce Academic Excellence Award (1974).
Phi Beta Kappa (1974).
Summa Cum Laude (Hamline University, 1974).
Pi Gamma Mu (National Social Studies Honor Society, 1973); Hamline Honor Society (1973).

RESEARCH

Research in Progress

“Words as Hard as Cannon-Balls”: Experiences of Liberty of Speech during the Long Nineteenth Century,” a book-length examination of the ways in which dependent or disadvantaged classes (women, blacks, white men without property, the poor) have experienced and understood their relationship to liberties now associated with the First Amendment – in preliminary stages.

“Breaking Promises: Legislative Divorce, Marital Contracts, and Constitutional Limitations in Nineteenth-Century America,” article circulating to journal referees.

PUBLICATIONS

Books

Gender Remade: Citizenship, Suffrage, and Statehood in the New Northwest, 1879-1912 (under contract, July 2014, Cambridge University Press).

‘Belonging to the World’: Women’s Rights and American Constitutional Culture (Oxford University Press, 2001, cloth and paperback).

Sandra F. VanBurkleo, Kermit Hall, and Robert Kaczorowski, eds., Constitutionalism and American Culture: Writing the New Constitutional History (2002, University Press of Kansas, cloth and paper), served as organizer and senior editor.

Articles

“In Defense of ‘Public Reason’: Supreme Court Justice William Johnson,” Journal of Supreme Court History, Volume 32, issue 2 (August, 2007), pp. 115-132. Revision of Leon Silverman lecture at the United States Supreme Court, 2006.

“Response”, Symposium on Brown v. Board of Education, Wayne Law Review, Winter 2005.

“The Human Subject in American Constitutional History,” article published electronically on H-LAW website (www.h-law,msu.edu), 1999; originally read at conference at University of Maryland, March 1999 (see “Conferences”).

"The History Standards Crisis and the Culture Wars of Our Time," Michigan Historical Review (Fall 1996): 150-180.

"'Instruments of Seduction': A Tale of Two Women," Magazine of History (Winter 1995): 8-18 (part of the National History Day Issue for 1995-96).

"'No Rights But Human Rights': The Emancipation of American Women," Constitution (Spring-Summer 1990): 4-19.

"'The Paws of Banks': The Origins and Significance of Kentucky's Decision to Tax Federal Bankers, 1818-1820," Journal of the Early Republic (Vol. IX, No. 4, 1989): 457-487 (**winner of the 1989 "Best Article" Award, JER**).

"'Honour, Justice, and Interest': John Jay's Republican Politics and Statesmanship on the Federal Bench," Journal of the Early Republic (Vol. IV, No. 3, 1984): 239-274.

Chapters

"'Words as Hard as Cannon-Balls: Women's Rights Agitation and Liberty of Speech in Nineteenth-Century America,'" in VanBurkleo, et al., eds., Constitutionalism and American Culture... (see above), 307-358.

"'Honour, Justice, and Interest': John Jay's Republican Politics and Statesmanship on the Federal Bench," in Scott Gerber, ed., Seriatim: The Supreme Court Before John Marshall (NYU Press, 1998) (a substantially revised and expanded version of 1984 JER article): 26-69.

"'To Bee Rooted Out of Her Station': The Ordeal of Anne Hutchinson," in Michal Belknap, ed., American Political Trials, 2nd ed. (Greenwood/Praeger, 1994): 1-24.

"The Right to Privacy," in Kermit Hall, ed., By and For the People: Constitutional Rights in American History (Harlan Davidson 1991): 113-131 (volume sponsored by Organization of Amer. Historians Ad Hoc Committee for the Bicentennial).

"'Desperate Deeds, Desperate Motives': Legal Politics in Kentucky after 1818," in W. P. Shively, ed., The Research Process in Political Science (Peacock 1984): 67-116.

Other Editorships

Co-editor, with Heidi Gottfried and Mary Garrett, Re-Mapping the Humanities (Wayne State University Press, February 2007).

Associate Editor, American National Biography (Oxford, 1999; ed. for 19th c. jurists).

Assistant Editor, Documentary History of the Supreme Court of the United States, with Maeva Marcus, et al. (Columbia University Press 1984), Volume One.

Entries:

In M. Urofsky, ed, 100 Americans Making Constitutional History (CQ Press, 2004), three long essays (Myra Bradwell, Norma McCorvey, Virginia Minor) – several editions.

For Oxford Companion to American Law, entries on John Jay (1500 words) and the Trial of Susan B. Anthony, 1000 words (2002), 27, 433-434. This edition has been abridged (separate editions) and revised several times.

For Encyclopedia of the United States in the Nineteenth Century , genl. ed. Paul Finkelman (Scribners, 2001):

Gender and the Law (3,500 words) — sole authorship
Abortion and Contraception (1,500 words) — with Debra Viles
Republican Motherhood (1,000 words) — with Erika Hansinger

For American National Biography, ed. John Garraty (Oxford, 1997-98): Major Essay (4,000 words): Roger Taney; Minor Essays (900-1,500 words): Grace Abbott, Mary Anderson, Henry Brown Blackwell, Sarah Moore Grimke, Lucy Bagby Johnson, Julia Ward Howe, and others (many co-written with graduate students).

In Melvin Urofsky, ed., Biographical Dictionary of U. S. Supreme Court Justices (Garland Press, 1994), reissued in 2002 and several more times:

Chief Justice John Jay, pp. 263-269.
Associate Justice William Johnson, pp. 273-276.
Associate Justice Thomas Todd, pp. 479-482.

In Kermit Hall, ed., Oxford Companion to the Supreme Court (Oxford University Press 1992):

President John Quincy Adams, pp. 8-9.
John Jordan Crittenden, pp. 207-208.
Fletcher v. Peck, pp. 304-305.
Green v. Biddle, pp. 346-347.
Chief Justice John Jay, pp. 446-447.
Associate Justice Thomas Johnson, pp. 448-449.
Associate Justice William Johnson, pp. 449-450.
New York v. Miln, p. 589.

[Many of these essays are reprinted in the abridged version].

In John E. Kleber, ed., The Kentucky Encyclopedia (University Press of Kentucky 1992):

William T. Barry, pp. 55-56.
Green v. Biddle, p. 390.
Amos Kendall, p. 486.
Old Court-New Court Controversy, pp. 693-694.
Relief Crisis, pp. 762-763.
Associate Justice Robert Trimble, p. 900.

In Dictionary of American Biography, Supplement V (1977), with Paul L. Murphy:

Arthur Garfield Hayes, pp. 279-280.

Review Essays

“A Prostitution of Her Sex,” essay reviewing Sally Kenney, Gender and Justice, and Jill Norgren, Rebels at the Bar, in Women’s Review of Books (May-June, 2014), pp. 8-9.

Essay reviewing Linda V. Carlisle, Elizabeth Packard: A Noble Fight in Women's Review of Books (November-December, 2011), pp. 12-16.

Essay reviewing Peggy Pascoe, What Comes Naturally: Miscegenation law and the Making of Race in America, in Women's Review of Books (Spring-Summer 2010), pp. 20-24; invited (paid) blog entry as well at WRB website to memorialize Peggy Pascoe.

"Equity and Difference," essay reviewing Gretchen Ritter, The Constitution as Social Design..., in Women's Review of Books (September-October, 2007), pp. 9-11.

"The Devil's Snare," essay reviewing Mary Beth Norton, In the Devil's Snare: The Salem Witchcraft Crisis of 1692, in Women's Review of Books, Nov. 2002, 14-16.

Review essay, biography of Elizabeth Murray, Women's Review of Books, May 2001.

"Movers and Quakers," an essay reviewing Rebecca Larson, Daughters of Light: Quaker Women Preaching and Prophesying in the Colonies and Abroad, 1700-1775, in Women's Review of Books, January 2000: 8-10.

"A Delusion of Women," an essay reviewing Frances Hill, A Delusion of Satan: The Full Story of the Salem Witch Trials, and Elizabeth Reis, Damned Women: Sinners and Witches in Puritan New England, in Women's Review of Books, May 1998: 16-18.

"Little Monarchies," an essay reviewing Mary Beth Norton, Founding Mothers and Fathers: Gendered Power and the Forming of American Society, in Women's Review of Books (Sept. 1996): 22-23.

"Broken Promises," an essay reviewing Susan Juster, Disorderly Women, in Women's Review of Books (June 1995): 25-26.

"Was Life a 'Pic Nick'?" an essay reviewing Karen Hansen, A Very Social Time: Crafting Community in Antebellum New England, in Women's Review of Books (January 1995): 6-7.

Review of Stephen Presser, The Original Misunderstanding (1991), for Law and History Review (Winter 1994): 409-415.

Essay reviewing John Phillip Reid, Constitutional History of the American Revolution: The Authority to Legislate (1992), for American Journal of Legal History (July 1994): 79-90.

Essay reviewing John Phillip Reid, Concept of Liberty (1988), Constitutional History of the American Revolution: The Authority of Rights (1986) and Constitutional History of the American Revolution: The Authority to Tax (1987), in Amer. Journal of Legal Hist. (Oct. 1989): 378-385.

"Denaturing Count Fosco's Crocodile: The Limits of Critical Documentary Editions," reviewing Charlene Bickford, et al., eds., Documentary History of the First Federal Congress, Vols. 4-6 (1986), in Documentary Editing (Sept. 1987) (bulletin of Assn. for Documentary Editing), 11-15.

Essay reviewing R. Kent Newmyer, Supreme Court Justice Joseph Story: Statesman of the Old Republic, in Constitutional Commentary (Winter 1986), pp. 244-254.

Book Reviews (Partial List)

Review of Herbert A. Johnson, Gibbons v. Ogden: John Marshall, Steamboats, and the Commerce Clause (UP Kansas), for Journal of the Early Republic (2012).

Review of Richard Beeman, Plain Honest Men, in Journal of American History (2010).

Review of Nancy Cott, Broken Vows, in Journal of Interdisciplinary History (2002).

Review of David Richards, Women, Gays, and the Constitution, in Journal of American History (1999).

Review of Maeva Marcus, et al., eds., Documentary History of the Supreme Court of the United States, 1789-1800, Vol. 2, in Journal of Southern History (February 1991), pp. 95-97.

Review of Kermit Hall, The Magic Mirror, in Western Legal Histo. (Winter-Spr. 1991), 118-19.

Review of William Pencak and C. Wright, eds., New York and the Rise of American Capitalism, in History (Winter 1990), 55-56.

Review of Michael Kammen, Sovereignty and Liberty, in North Carolina Historical Review (January 1990), 115-116.

Review of David Narrett and Joyce Goldberg, eds., Essays on Liberty and Federalism: The Shaping of the U.S. Constitution, in Journal of the Early Republic (Fall 1989), 388-390.

Review of M. Marcus, et al., eds., Documentary History of the Supreme Court of the United States, Vol. 1, Parts 1 and 2, in Journal of Southern History (May 1987), 318-320.

Review of David Currie, Constitution in the Supreme Court, in Journal of the Early Republic (Fall 1986), 304-306.

Review of Ronald Satz, Tennessee's Indian Peoples, in Journal of the Early Republic (Vol.I, No. 1, Spring 1981), pp. .

Review of Pauline Maier, The Old Revolutionaries, in Minnesota Daily (January 13, 1981).

Conference, Institute, and Symposium Activities

Moderator, Center for the Study of Citizenship Annual Conference, WSU, March 2013 (2 sessions).

Commentator, Preyer Award Session, annual meeting of the American Society for Legal History, Dallas, Texas, November 2009 (three papers by junior scholars, discussion by ‘leading figures’ in their field – topic, women and the law).

Organizer and discussion leader, “Constitutional History Redux: Rethinking ‘Major Cases,’” the first annual workshop for collegiate instructors, sponsored by the Institute for Constitutional Studies at SUNY Albany, Summer 2007 – syllabus available.

Presenter, Symposium on Critical Legal Studies, University of Alabama Law School, October 2005 (with Chris Tomlins, M. Horwitz, et al.) – honoring the career of Prof. Wythe Holt.

Commentator, Panel on citizenship and nationalism, annual meeting of the American Historical Assn. in Seattle (January 2005).

Presenter, “Breaking Promises: Legislative Divorce, the Marital Contract, and Constitutional Limitation in 19th Century America,” meetings of the American Society for Legal History, Austin, Texas (October 28-30, 2004).

Chair/Commentator, session on policing the west, “Regionalism and the Humanities,” a conference at University of Nebraska, Lincoln, November 2003.

Chair and Commentator, session on Race and Law, American Society for Legal History meetings, Nov. 2003.

Chair, session on “The Bill of Rights and Problems of Interpretation,” annual meeting of American Society for Legal History, October 2000, Princeton, NJ.

Chair and Commentator, session on “The Market and 19th Century Culture,” Society for Historians of the Early American Republic meeting, July 2000, Buffalo, NY.

Panelist and Presenter, symposium at University of Sussex, UK, January 14, 2000 (on women’s rights in the United Kingdom); organizer, Prof. Vivien Hart, University of Sussex.

Chair and Commentator, “Lochnerism Redux,” American Society for Legal History, Toronto, Oct. 23, 1999.

Presenter, “‘Padlocks on My Lips’: Speech Freedom and Suffragism in Antebellum American Culture,” a paper read at the Comparative Literature Conference (topic: “Cultural Citizenship”) at Michigan State University, October 22, 1999.

Presenter, “The Human Subject in American Constitutional History,” paper read at conference at University of Maryland, March 1999, sponsored by Supreme Court Historical Society and University of South Carolina School of Law, to assess the state of undergraduate teaching in the field of American constitutional history.

Presenter, "'A Double Head Is A Monstrosity of Nature': 'Re-Covering' the Married Woman in Frontier Washington Territory, 1879-1893," a paper presented at annual meeting of the American Society for Legal History, Seattle, October 21-24, 1998.

Presenter, "'Padlocks on My Lips': Women's Experiences of Speech Freedom in the United States," a paper read at the Conference of the International Federation for Research in Women's History, June 30-July 2, 1998, University of Melbourne, Australia.

Panelist, "Should Constitutional Historians Move Beyond the History of the Supreme Court?" annual meeting of the American Society for Legal History, Minneapolis, MN, October 15-18, 1997.

Chair and Commentator, "Gender, Class, and Federal Policy in the Emancipation Era," a conference held at Bowling Green State University, June 5-7, 1997 (The Unintended Consequences of Policy Decisions: A National Policy History Conference).

Chair, "Law and Sexual Identity in the 20th Century," annual meeting of American Society for Legal History, Richmond, VA, October 1996.

Keynote Speaker, "Culture Wars and the History Standards Crisis," a convocation held at Central Michigan University, Mt. Pleasant, Michigan, 22 March 1996; funded in part by a grant from the Organization of American Historians.

Presenter, "Integrating American Constitutional History Into the History Curriculum" (paired with a paper by Michael Grossberg on the integration of legal history), annual meeting of the American Historical Association, Atlanta, GA, January, 1996.

Chair, "Women and the Law," Northern Great Plains History Conference, Brandon, Manitoba, October, 1995 (session featured a paper by graduate advisee, Debra Viles).

Presenter, "'Man is the Race and Woman His Dependent': Gender and the Master Narrative in American Constitutional History," meeting of Law and Society Assn., Toronto, June 1995.

Commentator, "Murphy's Law Revisited," annual meeting of American Society for Legal History, Washington, DC, Oct. 1994.

Discussant, "Race, Gender, and the Supreme Court in Antebellum Texas," annual meeting of the Law and Society Assn., Phoenix, AZ, June 1994.

Commentator, "Free Labor and Citizenship under the Law," 15th Annual North American Labor History Conference, WSU, Detroit, MI, October 14-17, 1993.

Commentator, "What Did Medieval English Villagers Mean by 'Customary Law'?", annual meeting of the American Society for Legal History, Memphis, TN, October 1993.

Panelist, "Working Lives," annual mtg. of Organization of American Historians, Anaheim CA, April 1993.

Chair/Discussant, "Legal Constructions of Dependence: Divorce and Conservatorship," Law and Society Association, Chicago, IL, June 1993.

Presenter, "Women and Constitutionalism: Re-Thinking the State Action/Private Action Construct in American Constitutional History," Law and Society Assn., Philadelphia, May 1992.

Presenter, "Toward an 'Equality of Chances': Women's Conceptions of Equality in Antebellum America," 22nd Annual Leadership Conf., Center for Study of the Presidency, Richmond, VA, Nov. 1991.

Commentator/Chair, "John Marshall, Henry Clay, and the Law," Society for Historians of the Early American Republic, Madison, WI, July 1991.

Panelist/Presenter, "The Right of Privacy," Organ. of Amer. Hist., Louisville, KY, April 1991.

Presenter, "Women's Rights Consciousness in Antebellum America: Re-Reading the History of Woman Suffrage," at U. of Minn., Minneapolis, "200 Years of Liberty," celebrating the career of Paul Murphy, May 2-4, 1991 [with Kermit Hall and Robert Kaczorowski, co-organizer].

Commentator, "Comparative Perspectives on Early Constitutional Culture," Society for Historians of Early American Republic, North York, Ontario, Canada, August 1990.

Commentator, "Federal Jurisdiction in the Early Republic," American Society for Legal History, Atlanta, GA, February 1990.

Commentator, "Louisiana and the Law," Society for Historians of Early American Republic, Charlottesville, VA, July 1989.

Presenter, "'The Paws of Banks': Kentucky's Campaign Against the Second Bank of the United States, 1818-1820," Society for Hist. of the Early Amer. Republic, Worcester, MA, July 1988.

Presenter, "'The Spirit of Seven and Six-Pence': Disorganized, Organized, and Re-Organized Relief Agitation in Kentucky, 1818-1824," Amer. Hist. Assn., Washington DC, December 1987.

Chair/commentator, "Michigan and the Law," 29th annual Michigan Local History Conference, WSU, Detroit, April 1987.

Commentator, "Federal Response to Southern Dissent," Southern Historical Association, Charlotte, NC, November 1986.

Chair/Commentator, "Fifty Years of the Wagner Act," 7th annual North American Labor History Conference, Detroit, MI, October 1985.

Organizer/Commentator, "Federalism and the Common Law," Society for Historians of the Early American Republic, Washington, DC, July 1985.

Presenter, "Possibilities and Pitfalls: Historical Editing and the Writing of American Constitutional History," Association for Documentary Editing, Nashville, TN, October 1985.

Chair, "The History of Law Enforcement in Michigan: The Case of Bail," 25th Mich. Local Hist. Conf., Detroit, MI, April 1983.

Organizer, "Labor at the Bar," 5th North Amer. Labor History Conference, Detroit, Oct. 1983.

Presenter, "Republicanism versus the 'Commercial Spirit': The Debate in Kentucky after 1818," Society for Historians of the Early American Republic, Indianapolis, IN, July 1984.

Presenter, "'Desperate Deeds, Desperate Motives': Legal Politics in Kentucky, 1818-1832," Society for Historians of Early Amer. Republic, Loudonville, NY, July 1981.

Presenter, "Securing the Commonwealth: Law, Politics, and Finance in Kentucky," American Historical Association, Washington DC, December 1980.

Institutes for Pre-Collegiate Teachers

Institute Faculty, "Teaching the Bill of Rights," NEH-sponsored in-training institute for college-level instructors of social studies teachers; Univ. of Tulsa (organized and directed by Prof. and Dean Kermit Hall), July 1994 (3rd week of 4, exploring black and women's rights).

Institute Faculty, James Madison Memorial Fellowship Foundation Summer Institute, Washington DC (American University), week of July 18-24, 1993 (for 1993 fellows, 3rd week of 4 weeks); directed by James Banner.

Institute Faculty, "The Bill of Rights and Beyond," NEH-sponsored summer institute for K-12 social studies teachers, Library of Congress, Washington DC, July 1991 (leading the group for one week of four; directed by Dr. Carolyn Brown, Office of Cultural Affairs, Libr. of Congress, allied with Catholic University).

Institute Faculty, NEH-sponsored summer institute for elementary school teachers, "Citizenship and the Constitution," Oklahoma State University, Stillwater, OK, July 1989 (led discussion and provided lectures for one week of four).

Visiting Scholar, NEH-sponsored summer institute for high school teachers, "American Constitutionalism," Grand Valley State College, Allendale, MI, July 1986.

Seminars, Lectures, and Meeting Organization

“In Defense of Public Reason: Supreme Court Justice William Johnson,” the Leon Silverman Lecture, May 2, 2006, United States Supreme Court.

Commentary, conference on Brown v. Board, sponsored by WSU Center for the Study of Citizenship, 2005.

“Breaking Promises: The Strange Career of Legislative Divorce in the 19th Century,” Brown Bag Seminar, Justice Studies Group, the Humanities Center, WSU (November 7, 2003).

Same topic, Dept. Of History brownbag lunch, colloquium series, November 2003.

“History and Social Change,” paper presented at 10th Anniversary Conference of the Humanities Center, WSU, on “The Humanities and Social Change,” November 10, 2003.

“The Curious Career of the Woman’s Voice,” Phi Alpha Theta President’s Day Lecture, Oakland University (MI), February 19, 2003.

Brown Bag Luncheon Series Colloquium, “Poetry and Prose for Celebration and Memory,” with John Reed (Dept. Of English, WSU), Humanities Center (WSU), February 14, 2003.

Roundtable, WSU Ctr. for the Humanities, “Statehood and Citizenship in Frontier Washington,” April 2000.

Lecture, Annual Convocation, WSU Center for the Humanities, “Relief and Constitutional Regeneration in Trans-Appalachia, 1818-1832,” November 1999.

Brownbag Lecture, WSU Center for the Humanities, “The Problem of the ‘Unmanly’ Citizen in Frontier Washington, 1879-1913,” October 1999.

Brownbag Lecture, WSU Center for Legal Studies, “A Double Head in Nature is a Monstrosity: Women, Jury Service, and the Suffrage in Frontier Washington,” January 1999.

Brownbag Lecture, WSU Center for legal Studies, “Toward Moral Justice: Community Relief and Constitutional Regeneration in the Trans-Appalachian West,” April 8, 1998.

Conference Organizer, 3rd Annual WSU Conference for Pre-Collegiate Teachers, Dec. 5-6, 1997.

Keynote Speaker, Regional AAUW Meeting, Novi, MI (“Women and Speech Freedom”), March 11, 1997.

Brownbag Lecture, History Colloquium (WSU), “The Federal Contract Clause, Legislative Divorce and the Marital Contract in 19th-Century America,” March 4, 1997.

Keynote Speaker, Regional Meeting of AAUW, Dearborn, MI ("75 Years of Woman Suffrage: A Stillborn Revolution?"), Dearborn, MI, November 10, 1995.

Organizer, "Woman Suffrage in American Legal Culture: A Symposium," held November 30, 1995, at WSU (featuring Ann Gordon, Ellen DuBois, Sally Gordon, Randi Warne, several federal judges, other presenters); an interdisciplinary convocation supported by the Center for Legal Studies, the Law School, Dept. of History, Women's Studies, other academic units at Wayne State, and seven community organizations.

Brownbag Lecture, WSU Ctr. for Legal Studies; "From Speech Communities and Republican Co-Equality to Woman Suffrage and Democratic Equality"; Oct. 1995.

Conference Co-Organizer for Second Annual Conference for and with Pre-Collegiate Teachers, Wayne State University, October 10, 1995; also session leader, "'Cosmos Crumbling': Religion and Reform in the Early Nation."

Keynote Speaker, Organizational Meeting, Detroit Chapter, AAUW ("Celebrating 75 Years of Woman's Suffrage? Why I Use A Question Mark"), May 23, 1995.

Session Leader, "Race and Gender in American Law," at a conference for pre-collegiate teachers, March 23, 1995, Wayne State University (sponsored by Department of History).

Visiting Faculty, "Second Annual Legal History Course," Washington DC Bar Association (presentation on women in legal history in the 19th century), October 22, 1994.

Invited participant, American Bar Association Commission on College and University Legal Studies annual conference, "Insiders, Outsiders and the Law," Atlanta GA, March 18-20, 1994.

Speaker, Plenary Session ("History: Studying the Past Impacts the Future"), 1994 State Conference, Michigan Council for the Social Studies, presentation of the National Council for History Education, Inc., Dearborn MI, February 7 1994.

Women's Studies Brown Bag Lecture, "'To Bee Rooted Out of Her Station': The Ordeal of Anne Hutchinson," March 24, 1993, Wayne State University.

Various presentations (1990-1992) for AAUW on rights of women; e.g., Grosse Pointe, Pontiac, Livonia, Michigan.

Women's Studies Brown Bag Lecture, "Toward an Equality of Chances: Re-Thinking the History of Woman Suffrage," February 1991, Wayne State University.

Lecture, "Women and the Bill of Rights," Central Michigan University symposium sponsored by Dept. of History, Mt. Pleasant, MI, March 18, 1991.

Keynote Speaker, AAUW Joint Legislative Day, Lansing, MI, March 21, 1991 ("Sameness or Difference? The Women's Rights Agenda, Past and Present").

Address, "Background of the Equal Rights Amendment," Mott Comm. College Brownbag Series, Flint, MI, March 25, 1991.

Humanities Scholar, "Dynamics of Democracy" programs sponsored by State Library of Michigan and Michigan Council for the Humanities in celebration of Bicentennial; invited by public libraries in Flint, Livonia, Monroe, Detroit, and other Mich. cities (1990-1991, 1 to 6 weeks each).

Visiting Humanities Scholar/Discussion Leader, "The Dynamics of Democracy Workshop," sponsored by the Library of Michigan, March 9, 1990, Lansing, Michigan (to lay foundations for establishment of "Dynamics of Democracy" programs at local libraries -- see previous entry).

Lecture, "Women and American Law," Oakland Community College Symposium, March 1990.

Appearances on Channel 50 and WJR Radio, Detroit, July 4, 1989.

Lecture/Discussion Leader, "Women and the Constitution," St. Clair Community Coll. Symposium, Port Huron, MI, October 1989.

Visiting Humanities Scholar, NEH-sponsored TV series on ratification of Bill of Rights, taped in South Carolina, April 1989; sponsored by SC Bar Association, Pro Bono Education Dept.

Lecture/discussion, "Rethinking the Events of 1789," WSU faculty colloquium sponsored by President's Bicentennial Commission, October 19, 1988.

Lecture, "Women and the American Constitution," Flint Public Library, Flint, MI, September 18, 1987.

Lectures, First Presbyterian Church, Dearborn, "The American Revolution and the Constitution," June 1985; First Congregational Church, Detroit, "Separation of Church and State," Nov. 1984.

TEACHING

Wayne State University Undergraduate Courses

HIS 1030 -- History of American Political Institutions (annually from 1984 to 1994)

HIS 2040 -- Survey of U.S. History to 1877 (taught periodically)

HIS 2050 — Survey of U.S. History, 1877 to the present (taught annually since 2002)

HIS 5010 -- History of British North America (taught biannually to 2002, then 2013-)

HIS 5020 – History of the American Revolution (2013)

HIS 5160 -- US Constitutional History I, to 1860 (annually from 1983 to date)

HIS 5170 -- US Constitutional History II, from 1860 to 1937 (annually, 1983 to date).

HIS 5090 -- US Constitutional History III, after 1937 (new course as of winter 1995, triannual offering; no longer offered – merged with 5170/7170)

HIS 5280 -- US Legal History (taught 1985, 1987, 1994, 1998, and then periodically)

HIS 5900 -- Age of Exploration (taught once, 1984, replacing Prof. Richard Place at mid-term)

HIS 5900 -- Honors Seminar in American Legal History (honors section of HIS 8050 below)

A²P² (Advanced Academic Placement Program, 1984 only)

HIS 5930 -- Writing Intensive Requirement Papers (for majors – several annually).

HIS 5996 -- Capstone Course for History Majors (majors only -- created and first taught in 1998; a course that made use of the city, including physical artifacts, to explore the historian's craft)

Wayne State University Graduate and Law Courses (law-related courses all carry LEX numbers as of 2006-2007):

HIS 7010 -- Readings in History of British North America

HIS 7020 -- Readings in History of the American Revolution.

HIS 7090 -- Readings in Modern Constitutional History

HIS 7280 -- Readings in American Legal History

HIS 7160 -- Readings in Amer. Constitutional History to 1860

HIS 7170 -- Readings in Amer. Constitutional History after 1860

HIS 7830 -- Historical Methods and Theory (grad degree requirement, occasionally since 1994)

HIS 7900 -- Directed Readings/Tutorials (2 to 6 topical programs each year)

HIS 8005 -- American Historiography and Social Theory (grad seminar, occasionally since 2008)

HIS 8050 -- Seminar in US Constitutional-Legal History and Culture (every 2-3 years)

Graduate Advising--Degrees Carried to Completion or Pending (excludes beginning MA candidates):

[LIST OFFERS EXAMPLES ONLY].

Andrew Geffen, JD/MA – MA essay about abolitionist groups in Michigan and “popular constitutionalism” before the Civil War.

Eric Haddon, MA – essay underway.

Michael O’Shea, MA – admiralty courts in the early nation (health problems – not completed).

Karen Turlay, Ph.D., ABD as of winter 2008 (dissertation about on spiritism and social reform in 19th century Michigan – focusing on a single sensationalized criminal trial in Michigan).

Andrew Hall, ABD: Dissertation about the shifting role/ status of state militias in society and in law, late 19-early 20th centuries – Hall is in training at Quantico.

Amy Holtman French, Ph.D. – dissertation focused on protective legislation and regimes in Michigan as they affected unionized men – defended March 2013.

Bonnie Speck (Ph.D., defended 2010)—Neighborhood justice in Missouri.

James Schwartz, Ph.D. — ‘Taming Wildness’ in Early Michigan Popular Fiction (2003) (book published with Northern Illinois U Press, on staff at Eastern Illinois University).

Michael O’Shea, MA – Colonial Vice Admiralty Courts and Juries (in progress).

Debra Viles, Ph.D. — Married Women’s Agency in the Antebellum Midwest; ABD.

Joan Arnstein, M.A. — Susan B. Anthony, Myra Bradwell, and the Language of Law (2000).

Bonnie Speck, M.A.— Custody Cases and Judicial Reform in Antebellum Ohio (1998); Ph.D. comps completed 2004.

Enoch Baker, MA/Ph.D. – Separation of Church and State in the New Nation; ABD since 2002 (on leave for catastrophic illness).

Robert Olender, MA, Regulation in Michigan and Wisconsin in the 19th century (2008, winner of Student Essay Prize, Michigan Historical Review, 2006 – now in advanced law program at University of Michigan).

Gary Mitchell, MA, Civil Rights and Liberties in Crisis Times: The Case of Michigan during World War II (2006).

Dominic DeBrincat, JD/MA — Virginia Constitutional Convention and Human Rights (2000) – finishing Ph.D. at U Connecticut.

Karen Turlay (MA): MA paper: Father Coughlin and Michigan Jews, 2005.

Justin Absher, JD/MA — Anti-Federalism and the Problem of Human Nature (2000).

R.J. Webber, MA — New Deal Constitutionalism and Print Culture (2005).

Mary Jo Miles, Ph.D. — The Law of Slavery and Dependency in the Colonial Chesapeake (not active).

Yvonne Pitts, M.A. — Emma Hall and the Detroit House of Corrections in Detroit (1998), Ph.D. University of Iowa, now at Purdue Dept. of History.

Mary Gilbert, M.A. — Catholic Charity and Black Liberation in Antebellum Michigan (inactive).

Nickolas Kyser, M.A. — Republicanism, Constitutional Review, and the Case of Matthew Lyon (defended 2009).

Tiffany Dziurman, M.A. — Women at War: The Search for a Public Personality, 1850-1870 (1998).

Tony McEachern, M.A. — The Detroit Recorder's Court and Urban Justice, 1853-1880 (2006).

Mark Harvey, M.A. — Tobacco and White-Indian Exchanges in New France (1997).

Donald Burke, M.A. — Marcia: The Political Synthesis of Mercy Otis Warren (1996).

Beth Onusko Savalox, M.A./Ph.D. — Law of Abortion and Contraception in 19th-Century Mich. (1995); admitted to Ph.D. status but inactive.

Debra Viles, M.A. — Gender and the Law of Property in 19th-Century Michigan (1995).

Johnie Smith, Ph.D. — The State As Master: An Analysis of the Black Codes in the Reconstruction South, 1861-1865 (co-directed with Marc Kruman, 1994) – deceased.

Robert Wydra, M.A. — Joseph Story, the Steamboat Thomas Jefferson, and States' Rights Agitation in the Early Republic (1993)

Kyle Zelner, M.A. — The First Essex Expeditionary Force During King Philip's War (1993)—book in print, finished Ph.D. at College of William and Mary.

Sue Carter, MA/JD — Women, Broadcast Journalism, and the Law (1991)

Jim LaLiberte, M.A. — Puritanism and Economy (1991)

Joseph Shively, M.A. — William Blackstone and Joseph Story (1990)

Marty Hershock, MA — Plan C degree (1989); Ph.D., University of Michigan, now member of University of Michigan Dearborn history faculty and chair).

Mary Farmer (Ph.D., Bowling Green State University; advisor, Don Nieman – served as member of Ph.D. committee, 2000-2003) – Ph.D. secured, joined faculty at Lafayette, Louisiana.

2010-11 GRADUATE ADVISING LOAD: 7 students (2 Ph.D., 1 JD/MA, 4 M.A.).

At Other Universities:

Instructor, Dept. of History, Extension Div., Univ. of Minn., Survey of U.S. History to 1877 (1980).

Instructor, Dept. of Criminal Justice Studies, Univ. of Minnesota, Origins of the Fifth Amendment (1978).

Teaching Assistant, "Interplay '80," an interdisciplinary course for senior citizens exploring the period 1890 through 1920 in Europe and America, Univ. of Minnesota, Summer, 1980.

Teaching Assistant, Department of History, University of Minnesota, as discussion leader in Surveys of U.S. History (8 terms) and seminar leader, Major Research Paper (3 terms) (1974-76, 78-79).

Reader/Grader, Depts. of History and Criminal Justice Studies, Univ. of Minnesota (e.g., Amer. Foreign Relations, Surveys of U.S. and 19th century U.S. History, Princ. Criminal Law, Principles of Crim. Procedure, Women in Crim. Justice System)

RA/TA, U. Minn. 1981; creation of TV study guide ("Amer. Business History") with Prof. George Green.

SERVICE

Administrative Appointments at Wayne State University

Co-Director, Women's Studies Program (1990-92 -- to reorganize the program).

Chair, Committee W, AAUP Chapter, WSU (1999-2000).

Committee Assignments: University and College Committees

Member of advisory board, Center for the Study of Citizenship, 2003-2007.

Member of the Chair Review Committee, 1999-2000 (for CLA and Department of History).

Member, WSU College of Liberal Arts Faculty Council (Dean's Council), 2002- .

WSU Academic Senate (1997-98, candidate for 1998-99, elected again 2002-) (committees of the Senate: Curriculum and Instruction).

WSU Center for the Humanities Board of Directors (1995-1997).

WSU Undergraduate Research Council (1997-98).

President's Committee for a Bicentennial Campus (1988-92) (chair).

WSU Center for Legal Studies Advisory Board (1994-1999).

Cultural Studies Center Program Committee (1993).

Excellence in Teaching Award Committee (1993).

President's Committee to Develop a Middle School, Social Studies Curriculum Sub-Committee (1992-95).

Africana Studies Faculty Search Committee (1993).

Women's Studies Program Advisory Board (1989-1993; 1995-).

Professional and Graduate Scholarship Committee (1990-92).

Legal Studies Director Search Committee (1991-1992).

Race and Ethnic Studies Search Committee (CULMA) (1991-92).

University Library Committee (1985-86, 1996-97).

Committee Assignments: Department of History

Chair, By-Laws Revision Committee (Ad Hoc Governance Committee), 2008.

Member, Search Committee, two American history positions, 2005-6.

Chair, Search Committee, tenure-track position in colonial/British North Amer./Indian history (2003-4).

Chair, Search Committee, tenure-track position in colonial/British North American history (2000-2001).

Department of History Planning Committee (1997).

Ad Hoc Committee for Pre-Collegiate Teacher Conferences (1994-95).

Permanent Committee for Annual Pre-Collegiate Teachers Conf. (chair, 1995-98).

Salary Committee (1987-88; 1990-92; 1994-95, 1997-1999, 2001-03, 2010-).
Graduate Studies Committee (1995-2009 intermittently).
Personnel Committee (1989-91; 1995-97; 2002-05; 2008-2009).
Curriculum and Instruction Committee (1989-91; 1994- ; chair, 1997-98, 1999-).
Computer Committee (1992-93).
History Teaching Alliance Committee (chair, 1986-89) – funding, AHA and Ford Family Fund.
Colloquium Committee (1988-89; 1995-98; 2010-2011).
North Amer. Labor History Committee (1983-87).
Elections Committee (1983-85).
Library Liaison (1983-93; 2010-11 to help us deal with financial emergency); Library Committee chair (1992-1993).
History Day Committee (1983-84).
JD-MA Program Coordinator in History (1988-).

Positions Held in (or Services Undertaken for) Professional Associations

Chair, Committee to administer the Paul L. Murphy Memorial Award, American Society for Legal History (ASLH), 1999-2000; member of committee, 2000 - ; chair, 2004-2007.

Member, Committee for the Endowment, American Society for Legal History, 2005- .

Member, Ad Hoc Committee to Establish a Willard Hurst Memorial Prize, ASLH (1997-1998).

Member, Ad Hoc Committee to Establish a Paul L. Murphy Memorial, ASLH (1997).

Member, Board of Directors, American Society for Legal History, 3-year term (Oct., 1995-1998).
[also Member of the ASLH Executive Committee, 1997, 1998].

Member, Program Committee, American Society for Legal History, 1996 meeting in Richmond, Virginia (chair: Michal Belknap).

Group Leader, session undertaken by AHA (Atlanta, Jan. 1996) for graduate students about to enter the job market and engage in job interviews (involving mock job interviews).

Member, Organization of American Historians' (OAH) Focus Group on History Stds., 1993-95.

Chair, Nominating Committee, Amer. Society for Legal History, 1994; member, 1992 - 94.

Member, OAH Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award Committee, 1993- .

Chair, Ad Hoc Committee to Develop a Teaching Award, OAH (resulting in establishment and funding of Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award in April 1993), 1991-1993.

Member of Program Committee, Society for Historians of the Early American Republic, 1991.

Member of Ad Hoc Committee on the Bicentennial of Ratification of the Bill of Rights, OAH, 1989-1991.

Member of Best Article Award committee, Society for Historians of the Early Republic, 1988.

Member, Membership Committee, Southern Historical Association (1989-1991).

Consulting to Agencies, Foundations, or Associations

James Madison Fellowship Foundation Selection Committee, Washington DC, April 6-9, 1995.

Consultant, "The Northwest Ordinance," traveling exhibit created in 1985-86 by the Ohio Hist. Society.

Member, Bicentennial Speakers' Bureau, Organ. of American Historians (1989-91), and Speakers' Bureau, Burger Committee for the Bicentennial (1987-91).

Constitutional Specialist, NEH Project '87 Program Bureau.

Consultant, The Legal Papers of Abraham Lincoln (Springfield, IL, 1985 only).

Project Director, History Teaching Alliance (1986-88) (see fellowships/grants) -- creation of an ongoing colloquium of Detroit Public School teachers and WSU faculty; sponsored by Amer. Hist. Assn.

Occasional referee for NEH grant proposals (1986-), especially in collaborate programs.

Occasional referee for journals such as Law and Society Review, Journal of the Early Republic, Feminist Studies, Law and History Review, Georgia Journal of Southern Legal History, Michigan Historical Review, William and Mary Quarterly, Law and Society Review.

Occasional referee for National Bicentennial Commission grant programs, Project '87 grant programs, and articles submitted to Project '87 magazine, this constitution (1988-91).

Editorial Board Memberships

Board of Advisors, Magazine of History (published by Organ. of American Historians to encourage communication with pre-collegiate teachers), 3-year terms, 1993-1997, 2004-2007.

Board of Editors, Journal of the Early Republic, 1987-1991.

Board of Editors, Michigan Historical Review, 1995-2010.

PROFESSIONAL REFERENCES

Teaching Historians:

R. Kent Newmyer, University of Connecticut at Storrs, Dept. of History (emeritus).
Sarah Barringer Gordon, University of Pennsylvania Law School.
Yvonne Pitts, Department of History, Purdue University (former MA advisee).
Cynthia Harrison, Dept. of History/Women's Studies, George Washington University.
Linda Kerber, Department of History, University of Iowa.
Michael Les Benedict, Department of History, The Ohio State University (emeritus).
Michal Belknap, California Western School of Law and San Diego State, Dept. of History.
Norman Rosenberg, Professor of History, Macalester College, St. Paul, MN.
Marc Kruman, Wayne State University, Department of History (professor and chair).
Janine Lanza, Department of History, Wayne State University.
Charles K. Hyde, Department of History, Wayne State University (emeritus).
Denver Brunsman, Department of History, Wayne State University.
Harry Scheiber, University of California at Berkeley, School of Law, Boalt Hall.
Stanley Katz, Princeton University, History, Woodrow Wilson Institute....
Joan Wallach Scott, Center for Advanced Studies, Princeton University.
Vivien Hart, American Studies/Women's Studies (retired), University of Sussex, England.
David Konig, Dept. of History, Washington University, St. Louis.
Robert Baker, Dept. of History, Georgia State University.
Anca Vlasopolos, Dept. of English, Wayne State University (also women's studies).
Joan Mahoney, Former Dean, Wayne State University Law School.

Public Historians, Archivists, and Research Scholars:

E. Lee Shepard, Manuscripts Curator, Virginia Historical Society, Richmond, VA.
Victoria S. Woeste, Research Fellow, American Bar Foundation (Chicago, Illinois).
Maeva Marcus, Director, Institute for Constitutional Studies, GWU, Washington DC.

Listing of graduate/law students willing to write letters of recommendation provided upon request.

WAYNE STATE UNIVERSITY

Professional Record
Faculty

Name: **Kidada E. Williams**

Date Prepared: September 1, 2006

Date Revised: 4/15/14

Office Address:

Wayne State University
656 W. Kirby, 3069 F/AB
Detroit, MI 48202

Office Phone: 313.577.2525

Home Address:

Home Phone:

DEPARTMENT/COLLEGE: History/College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate Professor, 2012

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2006/Assistant Professor

Year Awarded Tenure: 2012

Year Promoted to Associate Professor: 2012

Year Promoted to Full Professor:

EDUCATION:

Baccalaureate: 1996 Central Michigan University, Mt. Pleasant MI
B.S. in History & Political Science

Graduate: 1998 Central Michigan University, Mt. Pleasant, MI,
M.A. in History

2005 The University of Michigan, Ann Arbor, MI,
Ph.D. in History (Advisor: Prof. Michele Mitchell)

Signature:  Date: 4/15/2014

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:

2005-2006 Visiting Assistant Professor, The University of Oregon

PROFESSIONAL SOCIETY MEMBERSHIPS:

American Historical Association, Organization of American Historians, Southern Historical Association, Association of Black Women Historians (lifetime), Association for the Study of African American Life and History, Southern Association of Women Historians (lifetime), Society for Historians of the Gilded Age and Progressive Era

HONORS & AWARDS:

2014 Career Development Chair (Wayne State University)
2013 Board of Governor's Faculty Recognition Award (Wayne State University)
2011 President's Award for Excellence in Teaching (Wayne State University)
2011 College of Liberal Arts and Sciences Award for Teaching (Wayne State University)
2008 Ford Foundation Diversity Postdoctoral Fellowship
2002 Ford Foundation Dissertation Fellowship

I. TEACHING

A. Years at Wayne State: 8 (2006-present)

B. Years at Other Colleges/Universities (please list)

1. 2005-2006 Visiting Assistant Professor – The University of Oregon
2. 1999-2000 Graduate Student Instructor—The University of Michigan

C. Courses Taught at Wayne Sate in Last Five Years

1. Undergraduate:

- (a) AFS/HIS 3140—African American History I (F07, F09, F10, W10, F11, W12,

F12, F13, F14)

This lecture/discussion course engages the history of African Americans from circa 1400 West/Central Africa through the Civil War. Because much of early African American history is centered on slavery, students learn about the institution's complexities and how people experienced it by analyzing primary and secondary sources. The majority of the students in the course are future teachers who welcome engagement with and discussion of the best teaching practices on the subject.

(b) AFS/HIS 3150—African American History II (F 06, W08, W11, W13)

This lecture/discussion courses explores the history of African Americans from 1865-1968. Reconstruction, Jim Crow, and the Civil Rights Movement form the core of modern African American history so students investigate primary and secondary sources to understand African Americans' quest to ensure the U.S. honors its national creed with respect to people of African descent. Future teachers who take the course benefit from engaging some of the best scholarship on the subject.

2. Undergraduate/Graduate:

(a) HIS 5040/7040: Civil War & Reconstruction (F12, F13, F14)

In this seminar students think through the history and historiography of the causes and consequences of the Civil War and Reconstruction by examining the latest scholarship in the field. To add depth and breadth to our examination of this period, students also analyze the different ways Americans have remembered and forgotten the war and its aftermath by looking at museums, memorials, and popular culture.

(b) HIS 3998/6010: then AFS/HIS 5241/7241: American Slavery (W10, F10, W12)*

Students in this seminar examine the history and historiography regarding the rise, expansion, and fall of slavery in the United States. One critical intervention this course makes is its engagement with memory work on slavery in popular culture, memorials, and K-12 education.

(c) HIS 3998/6010: African Americans, History & Memory (F11, W13)

In this seminar, students investigate the different ways the United States as a nation, African Americans, as well as different public institutions have engaged or ignored different parts of African American history. How should African American history be engaged, by whom, where, and when are questions that form the nucleus of the course and its investigation of the representation of African American history in museums, memorials, reparations, trials of civil rights era assassins, and popular culture. Students engage diverse texts including monographs, theoretical essays, novels, art, and film.

(d) HIS 3998/6010: Lynching in American Life and Culture (F07, F09)

The history and historiography of the rise and fall of lynching as a commonly accepted practice is the subject of this course. Students also explore re-presentations of lynching in literature, film, art, and music.

(e) HIS 3998/6010: then HIS 5235/5230: The Civil Rights Movement (F06, W08, W11)*

This course explores African Americans' fight to make the promises of the American Revolution and Reconstruction real in terms of their civil and political rights. Students engage the history and historiography of the movement and assess its successes and shortcomings by dissecting the history of Jim Crow and the rise of the movement and pulling from historical limbo some lesser known activists at the local and national level as well as the diversity (of thought, style, and practice over such issues as gender, self-defense, class, and race) within the movement.

D. Essays/Theses/Dissertations Directed

1. Dissertations

(a) Beth N. Fowler, "Deliver Me from the Days of Old" (F14)

2. MA Theses & Essays

3. Undergraduate Honors Theses

(a) Scott Jankowski, Undergraduate Honors Thesis, Disabled Civil War Union Veterans (W12)

(b) Christopher Sempowski, Undergraduate Honors Thesis, Beyond Nationalism (S10)

E. Course of Curriculum Development

1. HIS 5040/7040: The Civil War and Reconstruction

The upper division nature of this course combined with low enrollment inspired me to teach it as a seminar (I have placed lectures on Blackboard but find students prefer to focus on the readings and our discussions). The seminar format allows students to read the latest scholarship on the CWR, including recent efforts to consider how Americans remember and forget the causes and consequences of the war. Students conduct primary research on topics of interest to them and write up their findings.

2. HIS 5241/7241: American Slavery (added F11)

This online seminar is designed to teach students about the rise and fall of slavery in the United States and to understand the imprint slavery left on American cultural products and on the American people's collective memory. Students also learn how to conduct primary research using digital sources and how to write up their findings. The online feature of this course gives students scheduling flexibility without sacrificing the quality of a traditional course. I have also taught this as a face-to-face seminar.

3. HIS 3230/5235 AFS 3230/5230: The Civil Rights Movement (added F09)

This seminar helps students to understand the rise and fall of the American Civil Rights Movement. The students learn about the history of segregation, disfranchisement, and violence and the processes required for African Americans to mobilize successfully against Jim Crow as well as the ways that historians have written about the movement. Students learn how social movements form and how they function to achieve their objectives.

4. AFS/HIS 3140: African American History I

I developed a primary source analysis component and a historiographical component so that students understand the theories and methods of historical production. I also added a trip to the Wright Museum of African American History so that students can apply knowledge that they acquire about history to the world outside of the classroom. I also added to the course curriculum significant Blackboard content to supplement each lesson plan so that students have available resources to learn more about the subject than we have time to cover in class.

5. AFS/HIS 3150: African American History II

I developed a primary source analysis component and a historiographical component so that students can understand the theories and methods of historical production. I also added to the course curriculum significant Blackboard content to supplement each lesson plan so that students have available resources to learn more about the subject than we have time to cover in class.

6. HIS 3998/6010: Lynching in American Life & Culture

Developed a scholarly engagement component so that students can speak directly to the scholars whose work we examine throughout the term.

F. Course Materials (Unpublished)

1. Orientation Manual for Graduate Students who specialize in African American History (2007)

II. RESEARCH

A. Research in Progress

1. Book Manuscript, *When Violence Came Home: Black Families and Racial Violence during Reconstruction*
2. Chapter in edited collection, "The Wounds that Cried Out: Reckoning with African Americans' Testimonies of Trauma and Suffering," Greg Downs and Kate Masur, eds., *The World the Civil War Made* (forthcoming University of North Carolina Press, 2015).
3. Book Manuscript, *After the Lynching Show: Without Sanctuary and American Collective Memory*
4. Book Review, *Lynching Beyond Dixie* edited by Michael Pfeifer for The Journal of American History (submitted December 2013)

B. Funded Research in Last Five Years**1. External**

- (a) National Academies-Ford Foundation Diversity Postdoctoral Fellowship *They Left Great Marks on Me* 9/2008-8/2009 \$40000
- (b) National Academies-Ford Foundation Employing Institution Allowance
5/2010 \$1500
- (c) National Academies-Ford Foundation Diversity Dissertation Fellowship
"In the Space of Violence" (University of Michigan)
9/2002-8/2003 \$24000

2. Internal

- (a) Dean (CLAS) Bridge Funding for Ford Fellowship
They Left Great Marks on Me
9/2008-8/2009 \$24000
- (b) Dean (CLAS) Matching National Academies-Ford Foundation Employing
Institution Allowance
They Left Great Marks on Me
5/2010 \$1500

C. Fellowships/Grants/Special Awards in Last Five Years:**1. External**

- (a) Topographies of Violence-Residency Research Grant, Eisenberg Institute for Historical Studies at The University of Michigan
They Left Great Marks on Me 9/2008-12/2008 \$3000

2. Internal

- (a) WSU Humanities Center Faculty Fellowship
After the Lynching Show
 5/2011-8/2011 \$6000

III. PUBLICATION**A. Scholarly Books Published**

1. Authored
They Left Great Marks on Me: African Americans' Testimonies of Racial Violence from Emancipation through World War One—(New York University Press, 2012).

B. Chapters Published

- 1.

C. Editorships of Books/Proceedings**D. Journal Articles Published**

1. Refereed Journals
 (a) "Regarding the Aftermaths of Lynching," Journal of American History State of Field Forum on Lynching (forthcoming December 2014)
 (b) "Resolving the Paradox of our Lynching Fixation" American Nineteenth Century History 6, no. 3 (September 2005): 323-350.

2. Invited Review Articles
3. Nonrefereed Journals

E. Papers Published in Conference Proceedings

F. Translations of Other Authors Published

G. Abstracts Published in Academic Journals

H. Book Reviews Published

1. Academic Journals

- (a) “Reconsidering the Lynching Archive,” review of *The End of American Lynching* by Ashraf Rushdy and *Vigilantes and Lynch Mobs* by Lisa Arellano in Reviews in American History 41:3 (2013): 501-506.
- (b) Book Review, *Troubled Ground: A Tale of Murder, Lynching and Reckoning in the New South* for The African American Review 42:2-3 (2013), 37-38.
- (c) Review of Michael J. Pfeifer, *The Roots of Rough Justice: The Origins of American Lynching* and Robert W. Thurston, *Lynching: American Mob Murder in Global Perspective* in the Journal of Southern History 78:4 (November 2012): 1011-1013.
- (d) Review of Patricia Ann Schechter, *Ida B. Wells-Barnett and American Reform in Peace and Change* 29:1 (January 2004): 111-114.

I. Creative Shows/Exhibits

J. Creative Performances

K. Instructional Materials Formally Published

L. Public Scholarship

- (a) “Black People Have a Duty to Bear Witness to Racial Violence.” History News

Network. [July 24, 2013](#); Republished African Americans and the Duty To Bear Witness to Racial Violence. New York University Press Blog. [July 25, 2013](#).

- (b) “Revisiting the Emancipation Proclamation, 150 Years Later.” New York University Press [Blog](#). December 31, 2012.
- (c) “Michelle Obama’s White Family History: Confronting the Historical Reality of Rape in the Lives of Enslaved Girls and Women.” New York University Press [Blog](#). July 3, 2012.
- (d) “Trayvon Martin Killing: The Historical Legacy of Extralegal Racial Violence Continues On.” New York University Press [Blog](#). March 22, 2012.
- (e) “Rethinking Black History Month.” New York University Press [Blog](#). February 24, 2012.

M. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

- (a) “The Wounds that Cried Out: African Americans’ Suffering from Racial Violence”—The World the Civil War Made Conference, The George and Ann Richards Civil War Era Center, Pennsylvania State University June 2013
- (b) Through the Veil of Racial Violence—Annual Meeting of the American Historical Association, New Orleans, LA. January 2013
- (c) “Caught in the Crosshairs: African American Children and Youth in the Context of Reconstruction Violence”—Annual Meeting of the Organization of American Historians, Houston, TX. March 2011
- (d) “The Colored Women Gives the Lady a Little Jaw: Intrasex Tensions as a Causative Factor of Racial Violence against Black Women after Slavery”—Annual Meeting of the Southern Association of Women Historians, Columbia, SC. June 2009
- (e) “Re-Presenting the Violence of Racialization for the Public Spheres”—Annual Meeting of the Association for the Study of African American Life and History, Birmingham, AL. October 2008
- (f) “If You can the Colored [People] Needs Help: African Americans’ letters to Presidents Taft, Wilson, and Harding”—Rupture, Repression and Uprising

Conference, African American Studies and Research Program, University of Illinois, Urbana-Champaign, Urbana, IL. April 2008

- (g) “After the Lynching Show”—Annual Meeting of the Association for the Study of African American Life and History, Charlotte, NC. October 2007
- (h) “Historicizing the Trauma of Lynching and Racial Violence”—Lynching in America: A State-of-the-Field Panel on Mob Violence, Annual Meeting of the Organization of American Historians, Minneapolis, MN. March 2007
- (i) “When Violence Comes Home”—Annual Meeting of the Southern Historical Association, Birmingham, AL. November 2006
- (j) “In the Space of Violence,” Department of History Workshop, The University of Oregon, April 2006
- (k) “Revisiting Racialized Violence in the Postemancipation American South,” The Pennsylvania State University, Emerging Scholars Speaker Series Presentation, February 2006

2. **Invited and/or Refereed Locally/Regionally**

- (a) “African Americans’ Appeals for Relief from Violence,” Race and Citizenship Conference, Wayne State University, Detroit, MI. March 2007
- (b) “Silencing Black Women’s Runaway Tongues and Acts of Discursive Insubordination” at the Gender, Race and History Workshop for the Institute for Research on Women and Gender, The University of Michigan, Ann Arbor, MI. November 2009
- (c) “American ‘Horror Show’: Re-presenting the Violence of Racialization Responsibly for the Public Spheres,” at Workshop for the Eisenberg Institute for Historical Studies, The University of Michigan, Ann Arbor, MI. January 2009
- (d) “Some Costs of White Supremacist Violence for the African American Family,” Humanities Center Brownbag Series, Wayne State University, Detroit, MI. February 2008

N. Comments

- 1. “Borders of Allegiance: Slave and Freed People’s Encounters with the Nation-State in the Civil War Era”—Organization of American Historians, Atlanta, GA. April 2014

2. "Black Women, Crime, and Violence in the Age of Freedom"--Southern Historical Association St. Louis, MO. November 2013
3. "Soldiers, Citizens, and Race in War and Peace from the Nineteenth to the Twenty-First Centuries"--Association for the Study of African American Life and History Pittsburgh, PA. October 2012

O. Invited Seminars or Lectures Presented in Last Five Years

1. African Americans and the Vernacular History of Racial Violence SUNY Buffalo, Buffalo, NY. March 2014

P. Other Scholarly Work

1. Manuscript Reviewer, Oxford University Press, 2014
2. Tenure Reviewer, Texas Tech University, 2014
3. Article Manuscript Reviewer, *Civil War History*, September 2013
4. Manuscript Reviewer, Cambridge University Press, November 2012
5. Manuscript Reviewer, Oxford University Press, November 2012

IV. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments in Last Five Years

1. University Committee Chaired

2. University Committee Membership

- (a) President's Award for Excellence in Teaching (2013)
- (b) Humanities Center Advisory Board (2013-2015)

3. College/Department Committee Chaired

- (a) CLAS/History--Website Committee (2014-2015)

4. College/Department Committee Membership

- (a) CLAS/History--Graduate Committee (2013-2014)
- (b) CLAS/History—Salary Committee (2012-2013)
- (c) CLAS/History—Personnel Committee (2012-2013)
- (d) CLAS/History—Website Committee (2013-2013)
- (e) CLAS/History—Graduate Committee (2012-2013)
- (f) CLAS—College Award for Excellence in Teaching (2012)
- (g) CLAS/History—Undergraduate Committee (2011-2012)
- (h) CLAS/History—Executive Committee (2009-2010 and 2010-2011)
- (i) CLAS/History—Budget Committee (2009-2010)

- (j) CLAS/History—Graduate Committee (2007-2008 and 2009-2010)
- (k) CLAS/American Studies—Advisory Committee (2010-2011)
- (l) CLAS—Academic Misbehavior Panel (2009-2010 and 2010-2011)
- (m) CLAS/History—Mentoring Committee (2008-2009)
- (n) CLAS/History—Search Committee (2006-2007)

D. Positions Held in Professional Associations in Last Five Years

1. Publicity Director --Association of Black Women Historians (2014-2016)
2. Fishel-Calhoun Prize Selection Committee--Society of Historians of the Gilded Age and Progressive Era (SHGAPE) (2013)
3. Program Committee for Annual Meeting—SHGAPE (2012)
4. Council—(SHGAPE) (2011-2014)

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

F. Professional Consultation

1. Public Presentations as an Expert in Discipline
 - (a) Detroit Historical Museum’s “Created Equal” Scholar Series (March 2014)
 - (b) Interview--Craig Fahle Show on “Slavery by Another Name” (March 13, 2014)
 - (c) Wright Museum Liberation Film Series on “Slavery by Another Name” (December 2013)
 - (d) Wright Museum Documentary & Exhibit: [Voices of the Civil War](#) Emancipation Proclamation Episode (Published January 2013)
 - (e) Wright Museum Documentary & Exhibit: A Very Present Force: Celebrating a Century of the Detroit Branch NAACP (Published November 2012)

(f) Interview--Craig Fahle Show on African Americans and Civil War Medicine (March 2012)

2. Testimony before Public Bodies

3. Consulting to Public Agencies, Foundations, Professional Associations

(a) Detroit Public Schools Teachers' Symposium Inspiring Teachers' Minds STEM to STEAM + HISTORY July 2014

This was a 3 day symposium developed by the Wright Museum and DPS to help K-12 teachers develop lesson plans that encourage student interest in STEM via the [Inspiring Minds: African Americans in Science and Technology](#) exhibit. As the historian presenting alongside scientists and doctors, I illuminated the historical context for African American innovation (or lack thereof because of slavery or Jim Crow) and encouraged teachers to move beyond a traditional focus on historical icons (Who? based questions) and towards research-based lesson plans centered around Why? When? and How? based questions that would help students think historically and improve their critical thinking/analytical skills.

(b) Oakland County Public Schools, American History Development Project (2007-2008)

4. Consulting to Private Enterprises

G. Journal/Editorial Activity

1. Editorships

2. Editorial Board Memberships

(a) The Organization of American Historians, [The American Historian](#), 2014-2016

(b) [Wayne State University Press](#) Editorial Board, 2012-2015

3. Related Positions

(a) WSU Press Board Development Committee 2014

H. Other Professionally Related Service

1. Advanced Placement Lecture, Rise and Fall of Jim Crow (2012)

2. Keynote Address, “The Civil Rights Movement,” Henry Ford Museum (2012)
3. Welcome Presentation, New Student Days (2011)
4. Address, “African Americans and the Civil War,” U.S. Attorney’s Office for the Southeastern District of Michigan (2011)
5. Keynote Address, “Abraham Lincoln and the Arc of American Freedom and Democracy,” Henry Ford Museum Rejuvenate! American History Educator’s Workshop (2011)
6. Advanced Placement Lecture on The Rise and Fall of Jim Crow (2011)
7. Panelist, Professional and Academic Seminar Series: Grants and Fellowships for the Office of the Vice President for Research (2010)
8. Writing Workshop for History Graduate Students Association (2010)
9. Advanced Placement Lecture on the Harlem Renaissance (2010)
10. Faculty-Student Lunch, iStart: New Student Days (2009)
11. Welcome Lecture for New Student Orientation (2009)
12. Advanced Placement Lecture on the Rise of Jim Crow Segregation (2008)
13. History Department AFT/AAUP Union Council Representative (2007-2008)

V. ADVISEES

A. Graduate Students

1. Ph.D.

- (a) David P. Hopkins, Jr. (chair, 2012-present): Dissertation title: “A Lonely Wandering Refugee”: The Western Refugee Crisis During the American Civil War, 1861-1868

- (b) Nathan Kuehnl (chair, 2013-present)
- (c) Christopher Giroux (member; Dissertation: “The Traumatized/Traumatizing Subject in Anna Deavere Smith, Suzan-Lori Parks, and August Wilson”; Defended November 2013)
- (d) David Collins (member; defended 2014)
- (e) John Moore (member; Dissertation: defended 2012)
- (f) Timothy Moran (member)

2. M.A.

- (a) Adam Geffen (reader)
- (b) Camille Ward (reader)
- (c) Dana Greene (chair)
- (d) Timothy Marks (chair)
- (e) Danielle Dinuzzio (reader)

3. Directed Studies

- (a) Nate Kuehnl, African Americans & the History of Medicine (F13)
- (b) Camille Ward, On Feminism and Sexualities (S/SU 13)
- (c) Ann-Marie Wambeke, Black Women’s Conservatism (W12)
- (d) Beth Fowler, Civil Rights/Black Power Movements (F07)
- (e) Beth Fowler, Modern African American History (F07)

B. Undergraduate students

1. Honors Thesis

- (a) Scott Jankowski (W12): Northern Americans’ reaction to physically disabled Union veterans.

(b) Christopher Sempowski (S10): The religious nationalism of Elijah Muhammad.

2. Independent History Department Capstone Course

(a) Psuantia Reed (W11): Control over Her Body: Physical and Sexual Violence against Freedwomen in the Postbellum South

(b) Scott David Fleming (W10): Slaveholder Paternalism: Understanding Slaveholding Ideologies in the Antebellum South

3. Mentoring

(a) Amber Mitchell, Paid Internship at Smithsonian National Museum of American History 2013 & admission to MA program at Indiana University - Purdue University Indianapolis

*Denotes class that began as a special topics course with the HIS 3998/6010 designation that I added to the curriculum.

Appendix F

Doctoral Student Review Template

Doctoral Student Annual Review, 2014-2015

Student Name:

Access ID:

Advisor Name:

Admit Term:

Time Expires [admit term plus 7 years]:

Last Registered:

Cumulative credit hours earned:

Cumulative GPA:

Transcript [Attached]: _____ Curriculum Vitae [Attached]: _____

Plan of Work Filed [Date]: _____

Written Comprehensive Exams Passed: _____yes _____no

Oral Comprehensive Exams Passed: _____yes _____no

Oral Comprehensive Exam Form Filed [Date]: _____

Language Proficiency Exam(s) passed (Date) _____ and (European) _____

Or (US) Oral History* _____ (term for HIS 7860 or LIS 7660)

Or Statistics Competency (describe and date):

Candidacy Form Filed [date] _____

Prospectus Meeting [date] _____

Dissertation Outline and Prospectus Filed [identify date]: _____

Dissertation Committee Members [indicate department for outside members]:

Hours of Pre-Doctoral Candidacy Credit Taken: _____

Candidacy Credit Taken:

HIS 9991 – Candidacy Credit I _____

HIS 9992 – Candidacy Credit II _____

HIS 9993 – Candidacy Credit III _____

HIS 9994 – Candidacy Credit IV _____

Currently taking Candidacy Maintenance Credit: _____

Awards and Achievements:

Funding Received:

Teaching Experience:

Presentations at Professional Conferences:

Service:

Professional Memberships:

Advisor Comments:

APPENDIX G

Master's Student Annual Review Template

Department of History
MA Student Status Report Form – Fall 2014
(Attach a transcript)

Student Name: _____

Access ID: _____

Term Admitted: _____

Currently Enrolled _____ **Last Enrolled:** _____

Credits Completed: _____

Cumulative GPA: _____

Plan of Work Filed: _____

HIS 7830 Term Taken _____ **Grade:** _____

Seminar #1 HIS _____ **Title** _____ **Term:** _____

Seminar #2 HIS _____ **Title** _____ **Term:** _____

Other Req. 7xxx or 8xxx Course HIS _____ **Title** _____ **Term:** _____

PLAN A _____

PLAN B _____

Major Field: _____ **Minor Field:** _____

Proposed MA Essay or Thesis Topic (if known):

Progress over the Year:

Advisor's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____