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.
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** deliberares 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 Chinea serves as Director of the Center for Latino/a and Latin American Studies Program
         b. Marc Krumen 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
   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
   - *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
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
   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>
<thead>
<tr>
<th>Field</th>
<th>Michigan State U</th>
<th>University of Michigan</th>
<th>Wayne State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>3Q (76 faculty)</td>
<td>1Q (133 faculty)</td>
<td>3Q (15 faculty)</td>
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<tr>
<td>Biochemistry</td>
<td>2Q (90)</td>
<td>2Q (105)</td>
<td>4Q (20)</td>
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<tr>
<td>Biomedical Engineering</td>
<td>4Q (39)</td>
<td>1Q (83)</td>
<td>4Q (16)</td>
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<td>Biomedical Engineering</td>
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<td>Cell Biology</td>
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<tr>
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<td>1Q (65)</td>
<td>3Q (21)</td>
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<tr>
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<td>1Q (59)</td>
<td>3Q (14)</td>
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<td>1Q (61)</td>
<td>4Q (19)</td>
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<td>3Q (33)</td>
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<td></td>
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<td>4Q(40)</td>
<td>1Q(69)</td>
<td>4Q(24)</td>
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<td>4Q(14)</td>
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<tr>
<td>2Q Depts</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>3Q Depts</td>
<td>6</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Bottom 4Q Depts</td>
<td>6</td>
<td>0</td>
<td>12</td>
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<tr>
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<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>26</td>
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<td>26</td>
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</tbody>
</table>
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. Chinea**
Professor Chinea 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 Gidlowl**
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 Chinea 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.
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:

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*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.

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<tr>
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<tr>
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<td>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</td>
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<td><strong>Faculty name</strong></td>
<td>Liette Gidlow</td>
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**Other**

- Editor of a 2012 volume of essays (*Obama, Clinton, Palin* published by the University of Illinois Press) designated as a "Recommended Title" by CHOICE, the publication of the American Library Association.
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<td>Grant proposals funded (#)</td>
</tr>
<tr>
<td>Total funded amount</td>
</tr>
<tr>
<td>Source(s) of funding received</td>
</tr>
<tr>
<td>Editorships (#)</td>
</tr>
<tr>
<td>Officer of professional</td>
</tr>
<tr>
<td>organizations</td>
</tr>
<tr>
<td>Chapters published (#)</td>
</tr>
<tr>
<td>Service on review panels</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Faculty name</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Classification</td>
</tr>
<tr>
<td>Rank</td>
</tr>
<tr>
<td>Tenure date</td>
</tr>
<tr>
<td>Year achieved graduate faculty status</td>
</tr>
<tr>
<td>Area of specialization</td>
</tr>
<tr>
<td>Date earned PhD</td>
</tr>
<tr>
<td>University where PhD was awarded</td>
</tr>
<tr>
<td>Place of postdoc experience</td>
</tr>
<tr>
<td>National honors/awards (#)</td>
</tr>
<tr>
<td>Publications in refereed journals (#)</td>
</tr>
<tr>
<td>Books published (#)</td>
</tr>
<tr>
<td>Chapters published (#)</td>
</tr>
<tr>
<td>Citations by other scholars (#)</td>
</tr>
<tr>
<td>Refereed abstracts (#)</td>
</tr>
<tr>
<td>Conference presentations (#)</td>
</tr>
<tr>
<td>Creative works (#)</td>
</tr>
<tr>
<td>Grant proposals submitted (#)</td>
</tr>
<tr>
<td>Grant proposals funded (#)</td>
</tr>
<tr>
<td>Total funded amount</td>
</tr>
<tr>
<td>Source(s) of funding received</td>
</tr>
<tr>
<td>Editorships (#)</td>
</tr>
<tr>
<td>Officer of professional organizations</td>
</tr>
<tr>
<td>Chapters published (#)</td>
</tr>
<tr>
<td>Service on review panels</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>
# Faculty – Individual data

<table>
<thead>
<tr>
<th>Faculty name</th>
<th>Aaron Retish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification</td>
<td>Tenured</td>
</tr>
<tr>
<td>Rank</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure date</td>
<td>2009</td>
</tr>
<tr>
<td>Year achieved graduate faculty status</td>
<td>2009</td>
</tr>
<tr>
<td>Area of specialization</td>
<td>Russian and Eurasian history</td>
</tr>
<tr>
<td>Date earned PhD</td>
<td>2003</td>
</tr>
<tr>
<td>University where PhD was awarded</td>
<td>The Ohio State University</td>
</tr>
<tr>
<td>Place of postdoc experience</td>
<td></td>
</tr>
<tr>
<td>National honors/awards(#)</td>
<td></td>
</tr>
<tr>
<td>Publications in refereed journals(#)</td>
<td>3 articles, 12 book reviews</td>
</tr>
<tr>
<td>Books published(#)</td>
<td>1</td>
</tr>
<tr>
<td>Chapters published(#)</td>
<td>1</td>
</tr>
<tr>
<td>Citations by other scholars(#)</td>
<td>23</td>
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<tr>
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<td>Conference presentations(#)</td>
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<td>Creative works(#)</td>
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<tr>
<td>Grant proposals submitted(#)</td>
<td>14</td>
</tr>
<tr>
<td>Grant proposals funded(#)</td>
<td>8</td>
</tr>
<tr>
<td>Total funded amount</td>
<td>$112,750</td>
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</table>

**Source(s) of funding received**
- Harry Frank Guggenheim, Illinois University Russian Research Laboratory, National Council for Eurasian and East European Research (NCEER), 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
<table>
<thead>
<tr>
<th>Faculty name</th>
<th>Marsha L. Richmond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification</td>
<td>Tenured</td>
</tr>
<tr>
<td>Rank</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure date</td>
<td>2000</td>
</tr>
<tr>
<td>Year achieved graduate</td>
<td>1996</td>
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<tr>
<td>faculty status</td>
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<tr>
<td>Area of specialization</td>
<td>History of Science</td>
</tr>
<tr>
<td>Date earned PhD</td>
<td>1986</td>
</tr>
<tr>
<td>University where PhD was</td>
<td>Indiana University,</td>
</tr>
<tr>
<td>awarded</td>
<td>Bloomington</td>
</tr>
<tr>
<td>Place of postdoc experience</td>
<td>Darwin Correspondence</td>
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<tr>
<td>National honors/awards (#)</td>
<td>1</td>
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<tr>
<td>Publications in refereed journals (#)</td>
<td>2</td>
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<td>Books published (#)</td>
<td>0</td>
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<td>Chapters published (#)</td>
<td>6</td>
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<td>Citations by other scholars (#)</td>
<td>125 (since 2009;</td>
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<td>Google Scholar Citations)</td>
<td></td>
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<td>Refereed abstracts (#)</td>
<td>0</td>
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<td>Conference presentations (#)</td>
<td>15</td>
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<td>Creative works (#)</td>
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<td>2</td>
</tr>
<tr>
<td>Grant proposals funded (#)</td>
<td>2</td>
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<td>$143,911</td>
</tr>
<tr>
<td>Source(s) of funding received</td>
<td>National Science</td>
</tr>
<tr>
<td>Foundation; Sydney Brenner Research Scholarship,</td>
<td>Cold Spring Harbor Laboratory, New York</td>
</tr>
<tr>
<td>Editorships (#)</td>
<td>0</td>
</tr>
<tr>
<td>Officer of professional organizations</td>
<td>2</td>
</tr>
<tr>
<td>Chapters published (#)</td>
<td>6</td>
</tr>
<tr>
<td>Service on review panels</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>Service on tenure committees: 3</td>
</tr>
<tr>
<td>Faculty name</td>
<td>Sandra VanBurkleo</td>
</tr>
</tbody>
</table>
|-------------|----------------|---
<p>| 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.) |</p>
<table>
<thead>
<tr>
<th>Faculty name</th>
<th>Kidada E. Williams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification</td>
<td>Tenured</td>
</tr>
<tr>
<td>Rank</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure date</td>
<td>2012</td>
</tr>
<tr>
<td>Year achieved graduate faculty status</td>
<td>2006</td>
</tr>
<tr>
<td>Area of specialization</td>
<td>African American History &amp; American History</td>
</tr>
<tr>
<td>Date earned PhD</td>
<td>2005</td>
</tr>
<tr>
<td>University where PhD was awarded</td>
<td>University of Michigan</td>
</tr>
<tr>
<td>Place of postdoc experience</td>
<td>University of Oregon – Visiting Assistant Professor</td>
</tr>
<tr>
<td>National honors/awards (#)</td>
<td>Ford Foundation Postdoctoral Fellowship</td>
</tr>
<tr>
<td>Publications in refereed journals (#)</td>
<td>1</td>
</tr>
<tr>
<td>Books published (#)</td>
<td>1</td>
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<tr>
<td>Chapters published (#)</td>
<td></td>
</tr>
<tr>
<td>Citations by other scholars (#)</td>
<td>12</td>
</tr>
<tr>
<td>Refereed abstracts (#)</td>
<td></td>
</tr>
<tr>
<td>Conference presentations (#)</td>
<td>12</td>
</tr>
<tr>
<td>Creative works (#)</td>
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<td>Grant proposals submitted (#)</td>
<td>3</td>
</tr>
<tr>
<td>Grant proposals funded (#)</td>
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</tr>
<tr>
<td>Total funded amount</td>
<td>$48,000</td>
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<tr>
<td>Source(s) of funding received</td>
<td>Ford Foundation, CLAS (WSU), Eisenberg Institute for Historical Studies (U-M), Humanities Center (WSU)</td>
</tr>
<tr>
<td>Editorships (#)</td>
<td></td>
</tr>
<tr>
<td>Officer of professional organizations</td>
<td>Council member Society for Historians of the Gilded Age &amp; Progressive Era (2011-2014); Publicity Director for the Association of Black Women Historians (2014)</td>
</tr>
<tr>
<td>Chapters published (#)</td>
<td></td>
</tr>
<tr>
<td>Service on review panels</td>
<td>2 manuscript reviews, 3 prize/award committees, 1 tenure review</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Doctoral - Comparable Programs</th>
<th>UW-Milwaukee</th>
<th>Georgia State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRITERIA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce a similar number of Ph.D. graduates</td>
<td>10*</td>
<td>16*</td>
</tr>
<tr>
<td>Ph.D. graduates similar in quality to ours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place Ph.D. graduates in similar types of positions</td>
<td>No placement info</td>
<td></td>
</tr>
<tr>
<td>Ph.D. program is organized into similar divisions</td>
<td>Yes—but they have three specializations—Global History, Urban History, and Modern Studies, plus a Public History specialization at the MA level</td>
<td>Yes, but offers an MA in Heritage Preservation and offer Public History as a major PhD field; otherwise, really nearly identical program</td>
</tr>
<tr>
<td>Ph.D. training curriculum is similar</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Students are drawn from a similar national pool</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Students drawn from a similar local pool</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Students drawn from a similar international pool</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty publish in similar journals</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Number of faculty</td>
<td>33</td>
<td>40</td>
</tr>
<tr>
<td>Generate about the same amount of external funds</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Receive funding from the same types of external sources</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Are part of an urban university</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Are ranked similarly to our department (indicate ranking and ranking index used for comparison)</td>
<td>No—they have no NRC ranking, or US News</td>
<td>US News #116</td>
</tr>
<tr>
<td>Faculty have similar research interests</td>
<td>Yes, but better coverage (particularly Latin America/Caribbean and US)</td>
<td>Yes, but better coverage in US and Europe; plus, several people doing imperialism; business/economic history; public history</td>
</tr>
<tr>
<td>Faculty publish similar number of books</td>
<td>They seem to publish more</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty members perform or exhibit their creative works as often as we do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty members have similar numbers and types of awards in the profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty members participate to a similar extent in national, professional organizations</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty members’ scholarly quality is similar</td>
<td>Yes (based on publications and PhD institutions)</td>
<td>Yes (based on publications and PhD institutions)</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

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

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  ____1
   b. Training practitioners for industry, business, or government  ____2
   c. Providing advanced learning opportunities independent of career objectives  ____3
   d. Other (please explain)  

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
      xxi. 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
xlii. 7665(HIS 5665) Readings in Cities in the World. Cr.4
xliii. 7670 Modern American Cities. Cr. 4
xliv. 7685 (LIS 7685) Practicum: Archives. Cr. 3
xlv. 7745 (LIS 7740) Archives and Libraries in the Digital World. Cr. 3
xlvi. 7810 (LIS 7750) Introduction to Archival and Library Conservation. Cr. 3
xlvii. 7820 (LIS 7780) Electronic Archives. Cr. 3
xlviii. 7830 Methods and Research in History. Cr. 3
xlix. 7840 Archival Administration. (LIS 7710) Cr. 3
i. 7860 Oral History: A Methodology for Research. (ANT 6360) (LIS 7770) Cr. 3
ii. 7870 (LEX 7521) Comparative Legal History. Cr. 3
iii. 7880 Administration of Historical Agencies. (LIS 7885) Cr. 3
l. 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
lx. 8180 Seminar in Immigration History. Cr. 3 (Max. 12)
lxi. 8225 Seminar in European Historiography. Cr. 3
lxii. 8235 Seminar in Early Modern European History. Cr. 3
lxiii. 8240 Seminar in Modern European History. Cr. 3 (Max. 12)
lxiv. 8310 Seminar in World History. Cr. 3
lxv. 8320 (LIS 8320) Information Issues and the Digital Environment. (HIS 8320) Cr. 3
lxvi. 8999 Master’s Thesis Research and Direction. Cr. 1-8 (Max. 8)
lxvii. 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

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### Doctoral – Student Profile

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<td>3.78</td>
<td>3.81</td>
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</table>

| 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 |
## Doctoral – Student Profile

<table>
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<th>Year1</th>
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<td>F10</td>
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<td>152</td>
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<th>Year5</th>
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<th>Year8</th>
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2. What is the number of students graduated by term?

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<th>Year 2</th>
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</table>

75
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

<table>
<thead>
<tr>
<th>Students</th>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
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<td># who failed qualifying exams</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year*</th>
<th>Completed (#)</th>
<th>In Progress (#)</th>
<th>Published (#)</th>
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<tbody>
<tr>
<td>Year of last review</td>
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<tr>
<td>2007-08</td>
<td>4</td>
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<tr>
<td>Year 2 – 2008-09</td>
<td></td>
<td>5</td>
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<tr>
<td>Year 3 - 2009-10</td>
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<td>Year 4 - 2010-11</td>
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<td>Year 6 - 2012-13</td>
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<tr>
<td>Year 7 – 2013-14</td>
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<td>Current semester – F14</td>
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#### Faculty Name: Denver Brunsman (no longer at WSU but completing students)

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### Doctoral - Dissertation Supervision

**Faculty Name:** John J. Bukowczyk

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### Doctoral - Dissertation Supervision

**Faculty Name:** Elizabeth V. Faue

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### Doctoral - Dissertation Supervision

**Faculty Name:** Liette Gidlow

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### Doctoral - Dissertation Supervision

**Faculty Name:** Charles K. Hyde (now retired)

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### Doctoral - Dissertation Supervision

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### Doctoral - Dissertation Supervision

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### Doctoral - Dissertation Supervision

**Faculty Name:** Danielle McGuire

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### Doctoral - Dissertation Supervision

#### Faculty Name: Tracy Neumann

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### Doctoral - Dissertation Supervision

#### Faculty Name: Alan Raucher (now retired)

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### Doctoral - Dissertation Supervision

**Faculty Name:** Aaron Retish

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### Doctoral - Dissertation Supervision

**Faculty Name:** Marsha Richmond

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</table>
### Doctoral - Dissertation Supervision

**Faculty Name:** Melvin Small (emeritus, finishing students)

<table>
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### Doctoral - Dissertation Supervision

**Faculty Name:** Sandra F. VanBurkleo

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# Doctoral - Dissertation Supervision

**Faculty Name:** Kidada Williams

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</table>
Part 4: Doctoral Program – Student Recruitment

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

<table>
<thead>
<tr>
<th>University name</th>
<th>First year after last review</th>
<th>2 years prior to this review</th>
<th>1 year prior to this review</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Mason University</td>
<td></td>
<td>Indiana University at Bloomington</td>
<td>California State Polytechnic Univ. at Pomona</td>
</tr>
<tr>
<td>University of Michigan, Ann Arbor</td>
<td></td>
<td>University of Detroit Mercy</td>
<td>Eastern Kentucky University</td>
</tr>
<tr>
<td>Wayne State University</td>
<td></td>
<td>University of Michigan, Ann Arbor</td>
<td>Lourdes College</td>
</tr>
<tr>
<td>Wayne State University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Chester University of Pennsylvania</td>
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</tr>
</tbody>
</table>

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

- Creating program-specific, print recruitment materials
- 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
- Sending students to give talks at other schools
- Having students contact prospective students
- Inviting prospective student to campus
- 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 [x]
   - Nominating students for the Heberlein award [x]
   - Offering a course on teaching in the discipline [x]
   - Providing teaching mentors for GTAs [x]
   - Encouraging the use of the Office for Teaching and Learning [x]
   - Other (please specify) [x]

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.

<table>
<thead>
<tr>
<th></th>
<th>Doctoral– Sections Taught by GTAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1%</td>
</tr>
<tr>
<td>Winter</td>
<td>1%</td>
</tr>
<tr>
<td>Spring/Summer</td>
<td>17%</td>
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</tbody>
</table>
Part 6: Doctoral Program – Student Support

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

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<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Graduate research assistantships</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Graduate teaching assistantships</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Fellowships</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Not supported</td>
<td>25</td>
<td>27</td>
<td>27</td>
<td>32</td>
<td>31</td>
<td>34</td>
<td>35</td>
<td>31</td>
</tr>
<tr>
<td>Other (please explain)</td>
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<td></td>
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<td></td>
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</table>

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)  
   - Encouraging student to present at conferences  
   - Having a graduate student organization  
   - Having a graduate research day (participates in Graduate School Exhibition)  
   - Encouraging students to give talks at departmental seminars  
   - Conducting a workshop on grant writing  
   - Conducting a workshop on publishing (HGSA)  
   - Conducting a workshop on how to prepare a vitae (HGSA)  
   - Conducting a workshop on interviewing (HGSA)

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
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):

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postdoctoral fellowship/training</td>
<td>0</td>
</tr>
<tr>
<td>at an academic institution</td>
<td></td>
</tr>
<tr>
<td>Research associate at an academic institution</td>
<td>2</td>
</tr>
</tbody>
</table>

91
Tenure-track faculty position 5
Non-tenure-track faculty position 6
Private researcher at a center/lab 0
Other non-academic position 2

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 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 doctoral program, please go to part 2).

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

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.
February 2015

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.

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

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>APPLIES</th>
<th>RESPONSIBLE PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducts an orientation for new students</td>
<td>x</td>
<td>CHAIR</td>
</tr>
<tr>
<td>Advises students on plan of work</td>
<td>x</td>
<td>ASSOC. CHAIR</td>
</tr>
<tr>
<td>Approves plans of work</td>
<td>x</td>
<td>GRAD. OFFICER</td>
</tr>
<tr>
<td>Chairs graduate committee</td>
<td>x</td>
<td>Other</td>
</tr>
<tr>
<td>Oversees graduate recruitment</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Oversees graduate admissions</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Approves thesis committees</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Distributes fellowship/scholarship information to students</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Oversees information on program website</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Serves as advisor for program graduate student organization</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Distributes information about career options/job placement</td>
<td>x</td>
<td></td>
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<tr>
<td>Oversees student record-keeping</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Assigns teaching assistantships</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Supervises/evaluates performance of GTAs</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Oversees appointments of GRAs</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Hears grievances of undergraduates concerning GTAs</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Hears grievances of graduate students involving faculty members</td>
<td>x</td>
<td>X</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Also faculty advisor**

Also current graduate listserv

In collaboration with dept academic advisor

Dept academic advisor

Few masters students receive GTA

Course instructor/supervisors and Graduate Committee
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 __1__
   b. Training practitioners for industry, business, or government __3__
   c. Providing advanced learning opportunities independent of career objectives __4__
   d. Other (please explain) Continuing education (specifically, for teachers) __2__

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
     xxii. 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
     xxx. 5460 History of the Holocaust. (HIS 7465) Cr. 4
     xxxi. 5470 Modern Germany. (HIS 7470) Cr. 3-4
     xxxii. 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
     xlii. 5665 Cities in the World. (HIS 7665) Cr.4
     xliii. 5670 Modern American Cities. (UP 5670) Cr. 4
     xliv. 5855 (HIS 3855) Readings in History of Pre-Modern Japan. (ASN 3855) (ASN 5855) Cr. 4
     xlv. 5865 (HIS 3865) Readings in the History of Modern Japan. (ASN 3865) (ASN 5865) Cr. 4
     xlv. 5875 (HIS 3875) Readings in Women in Japanese History. (ASN 3875) (ASN 5875) Cr. 4
xlvii. 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
xl. 6005 (N E 3010) Survey of Jewish Civilization and History. (HIS 3010) (N E 6005) Cr. 4
li. 6010 Studies in American History. Cr. 2-4 (Max. 9)
lii. 6025 (HIS 3425) Studies in American Environmental History. (HIS 6025) Cr. 4
liii. 6170 (HIS 3170) Studies in Ethnicity and Race in American Life. (AFS 3170) (AFS 6170) Cr. 3-4
liii. 6435 (HIS 3435) Studies in Evolution and Its Critics. (HIS 6435) Cr. 3
lv. 6440 (HIS 3440) Studies in American Medicine in the Twentieth Century. (SOC 3440) (HIS 6440) Cr. 3
lvi. 6780 (LIS 6780) Introduction to Records and Information Management. Cr. 3
lvii. 7010 (HIS 5010) Readings in Colonial North America. Cr. 4
lviii. 7020 (HIS 5020) Readings in Revolutionary America. Cr. 4
lix. 7030 (HIS 5030) Readings in the Early American Republic: 1789-1850. Cr. 4
lx. 7040 (HIS 5040) Readings in the Civil War and Reconstruction: 1850-1877. Cr. 4
lxi. 7050 (HIS 5050) Readings in the Emergence of Modern America: 1877-1917. Cr. 4
lxxii. 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. 7252 (HIS 5252) Readings in American Labor History. (HIS 5250) 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
lxxii. 7385 (HIS 5385) Readings in the History of Christianity to the Reformation. (HIS 7385) Cr. 3
lxxiii. 7395 (HIS 5395) Readings in the Social History of the Roman Empire. Cr. 3-4
lxxiv. 7400 (HIS 5400) Readings in Early Modern Europe. Cr. 4
lxxv. 7407 (HIS 5407) Readings in The Scientific Revolution. Cr. 3
lxxvi. 7410 (HIS 5410) Readings in the French Revolution and Napoleon. Cr. 4
lxxvii. 7440 (HIS 5440) Readings in Twentieth Century Europe. Cr. 4
lxxviii. 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
xci. 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 Nazi Germany. Cr. 3
xcv. 7560 (HIS 5660) Readings in Cities in the World. Cr. 4
xcvi. 7665 (HIS 5665) Readings in Cities in the World. Cr. 4
xcvii. 7670 Modern American Cities. Cr. 4
xcviii. 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 (NE 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 European Historiography. Cr. 3 (Max. 12)
ctx. 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 (PS 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

<table>
<thead>
<tr>
<th></th>
<th>Year1 W08</th>
<th>Year2 F08</th>
<th>Year2 W09</th>
<th>Year3 F09</th>
<th>Year3 W10</th>
<th>Year4 F10</th>
<th>Year4 W11</th>
<th>Year5 F11</th>
<th>Year5 W12</th>
<th>Year6 F12</th>
<th>Year6 W13</th>
<th>Year7 F13</th>
<th>Year8 W14</th>
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<tbody>
<tr>
<td>Students Applied</td>
<td>5</td>
<td>28</td>
<td>8</td>
<td>11</td>
<td>2</td>
<td>19</td>
<td>8</td>
<td>21</td>
<td>13</td>
<td>47</td>
<td>19</td>
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<td>14</td>
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<td>(completed applications)</td>
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</tr>
<tr>
<td>International Students Admitted</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
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<td>Minority Students Admitted</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Other Students Admitted</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>9</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td>8</td>
<td>2</td>
<td>18</td>
<td>1</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Total Admitted</td>
<td>3</td>
<td>11</td>
<td>4</td>
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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:

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### Master’s – Thesis/Essay Supervision

**Faculty Name:** Brunsman, Denver (no longer with WSU but completing students)

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### Master’s – Thesis/Essay Supervision

**Faculty Name:** Bukowczyk, John

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### Master's – Thesis/Essay Supervision

**Faculty Name:** Cuello, José

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### Master's – Thesis/Essay Supervision

**Faculty Name:** Faue, Elizabeth

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### Master’s – Thesis/Essay Supervision

**Faculty Name:** Gidlow, Liette

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### Master’s – Thesis/Essay Supervision

**Faculty Name:** Hummer, Hans

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### Master’s – Thesis/Essay Supervision

**Faculty Name:** Hyde, Charles (now retired)

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### Master’s – Thesis/Essay Supervision

**Faculty Name:** Kruman, Marc

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### Master's – Thesis/Essay Supervision

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### Master's – Thesis/Essay Supervision

**Faculty Name:** McGuire, Danielle

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## Master’s – Thesis/Essay Supervision

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## Master’s – Thesis/Essay Supervision

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### Master’s – Thesis/Essay Supervision

**Faculty Name:** Richmond, Marsha

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### Master’s – Thesis/Essay Supervision

**Faculty Name:** Shor, Francis

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### Master’s – Thesis/Essay Supervision

**Faculty Name:** Small, Melvin (now retired)

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### Master’s – Thesis/Essay Supervision

**Faculty Name:** VanBurkleo, Sandra

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Part 4: Master’s Program – Student Recruitment

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

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<th>1 year prior to this review</th>
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<td>Michigan State Univ.</td>
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<td>Univ of Michigan</td>
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<td>Univ. Wisconsin, Milwaukee</td>
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<tr>
<td>Univ. of British Columbia</td>
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</table>

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.

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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?

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<td>31</td>
<td>21</td>
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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 [x]  
- Conducting a workshop on publishing [x]  
- Conducting a workshop on how to prepare a vitae [x]  
- Conducting a workshop on interviewing [x]  

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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).

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>University of Wisconsin – Milwaukee</th>
<th>University of Cincinnati</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce a similar number of undergraduates</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Undergraduates similar in quality to ours</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Place undergraduates in similar types of positions</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Undergraduate program organized into similar divisions</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Undergraduate training curriculum is similar</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Students are drawn from a similar national pool</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Students drawn from a similar local pool</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Students drawn from a similar international pool</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

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.

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>APPLIES</th>
<th>RESPONSIBLE PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CHAIR</td>
</tr>
<tr>
<td>Conducts an orientation for new students</td>
<td>n/a</td>
<td>**</td>
</tr>
<tr>
<td>Advises students on declaration of major</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Approves declaration of major</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Oversees assessment of learning outcomes for the major</td>
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<td>X</td>
</tr>
<tr>
<td>Oversees undergraduate recruitment</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Distributes fellowship/scholarship information to students</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Oversees information on program website</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Serves as advisor for undergraduate student organization</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Distributes information about career options/job placement</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Distributes information about graduate programs</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Oversees student record-keeping</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Hears grievances of undergraduate students involving faculty members/GTAs</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Advises students on General Education and College requirements</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**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  
   b. Training practitioners for industry, business, or government  
   c. Providing advanced learning opportunities independent of career objectives  
   d. Other (please explain)  

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
xxviii. 5070 Contemporary American History: 1945 to the Present
xxviii. 5090 Constitutional History of the United States from 1937 to the Present
xxxiv. 5110 Class, Race, and Politics in America
xxv. 5160 Constitutional History of the United States to 1860
xxxvi. 5170 Constitutional History of the United States from 1860 to 1940
xxvii. 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
5237 The Mexican Revolution
5239 Latin American Migration to the United States
5240 Michigan History in Perspective
5241 American Slavery
5251 History of Feminism
5261 African Americans, History and Memory
5290 American Labor History
5320 Black Labor History
5330 History of Ancient Greece
5340 History of Ancient Rome
5360 The Early Middle Ages: 300-1000
5370 The High Middle Ages: 1000-1300
5385 History of Christianity to the Reformation
5395 Social History of the Roman Empire
5400 Early Modern Europe
5407 The Scientific Revolution
5410 The French Revolution and Napoleon
5425 American Environmental History
5440 Twentieth Century Europe
5450 The Age of Ideology: Europe in the Interwar Period
5460 History of the Holocaust
5470 Modern Germany
5480 Nazi Germany
5490 Russian History through the Revolution
5495 History of the Russian Revolution
5500 The Soviet Union
5530 History of World War I and II
5550 Britain 1485-1714
5550 Britain in the Age of Empire
5556 History of Modern Britain
5585 Studies: Science, Technology and Society
5660 France Since 1815
5665 Cities in the World
5670 Modern American Cities
5730 The History of West Africa
5740 History of South Africa
5825 Readings in History of Modern China
5855 Readings in the History of Pre-Modern Japan
5865 Readings in the History of Modern Japan
5875 Readings in Women in Japanese History
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

<table>
<thead>
<tr>
<th></th>
<th>Year1 Fall 2007</th>
<th>Year1 Winter 2008</th>
<th>Year2 Fall 2008</th>
<th>Year2 Winter 2009</th>
<th>Year3 Fall 2009</th>
<th>Year3 Winter 2010</th>
<th>Year4 Fall 2010</th>
<th>Year4 Winter 2011</th>
<th>Year5 Fall 2011</th>
<th>Year5 Winter 2012</th>
<th>Year6 Fall 2012</th>
<th>Year6 Winter 2013</th>
<th>Year7 Fall 2013</th>
<th>Year7 Winter 2014</th>
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<table>
<thead>
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<th>Average ACT Score of Declared Students</th>
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2. What is the number of undergraduate students graduated by term?

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<td>9</td>
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</table>
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  
- Advertising program to area high schools  
- Advertising program to community colleges (CCs)  
- Sending faculty to give talks at area high schools/CCs  
- Having faculty contact prospective students  
- Sending students to give talks at area high schools/CCs  
- Having students contact prospective students  
- Inviting prospective student to campus  
- Participating in Scholars Day  
- Other (please specify)  

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 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):

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

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.
Part 2: Certificate Program – Student Profile

1. Please provide the following information about certificate students

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<thead>
<tr>
<th>World Bridge Certificate– Student Profile</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Students Admitted</td>
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<td>International Students Admitted</td>
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<td>Minority Students Admitted</td>
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<td>Other Students Admitted</td>
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<td>Total Admitted</td>
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Students Admitted: 2
International Students Admitted: 1
Minority Students Admitted: 1
Other Students Admitted: 2
Total Admitted: 2
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<td>Year5 Winter 2013</td>
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<td>Year6 Winter 2014</td>
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<td>Year7 Winter 2014</td>
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## World Bridge Certificate – Student Profile

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

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<th>Year2</th>
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</table>
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
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.

Appendix B

Unit Tenure and Promotion Factors
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 inadequacy, 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
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**

 dances: 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

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

Providing Department: BA in History

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

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**

**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
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

1.3: 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

1.3: 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.*

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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.*

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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.*
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**

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**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.
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.
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.
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. Chinea, Jorge
4. Cuello, José
5. Faue, Elizabeth
6. Gidlow, Liette
7. Hart, Jennifer
8. Hummer, Hans
9. Krumen, 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

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

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
   • 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

B. Chapters Published
   1. Authored

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


E. Book Reviews Published

1. Academic Journals

F. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

- “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.
- “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.
- “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.
• “Navigation in Harriot’s Time,” presented at the Thomas Harriot Seminar, Homerton College, Cambridge University, September 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.

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
• “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.


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 Occult Sciences in Renaissance England,” presented at the Wayne Public Library (Wayne, MI), August 2011

H. Other Scholarly Work

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:
  - Ian Hewlett, “Martin Bucer: The Other Martin,” 2007
- Undergraduate Research and Creative Projects Grant, application evaluator, 2007
- Advanced Placement Test, European History, spring mini-lecture, 2006-11
NAME: John Bukowczyk

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):

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)
Miecislaus 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)
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
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)

*  *  *


**Master’s:**

Andrew Bailey, "Rails to the Thumb: The Port Huron & Northwestern Railway and Its Successors, A Case Study in American Railroad"
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)
(essay published in Polish American Studies)

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)
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)

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

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)
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
- Charles Gershenson Distinguished Faculty Fellowship, WSU (1997-99)
- Research Mentors Program for New Faculty Award (1996)
- Research Stimulation Support (1993)
- International Travel Grant (July 1991)
- 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
- 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

Center for Urban Studies
Research Grant (Summer 1987)

Connecticut College

Faculty Study, Research, and Travel Fund Grant (1980)

Harvard University

Department of History, travel grants (Summers 1977, 1976); scholarship (1973-1974)

III. PUBLICATIONS

A. Scholarly Books Published

1. Authored


2. Co-Authored


B. Chapters Published

1. Authored


“Introduction to the Transaction Edition,” in Hugo Münsterberg, *The


2. Co-authored


C. Editorships of Books/Proceedings

Polish Americans and Their History: Community, Culture, and Politics (Pittsburgh: University of Pittsburgh Press, 1996).


* * *

Editor, Polish and Polish-American Studies Series, Ohio University Press (1999-present):


Halecki Award (Best Book), Polish American Historical Association and Polish Institute of Arts and Sciences in America 2005 Waclaw Lednicki Humanities Award (for the best book in the humanities dealing with Polish themes).


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).


D. Journal Articles Published

1. Refereed Journals


“The Permeable Border, the Great Lakes Basin, and the Canadian-American Relationship,” Michigan Historical Review 34, no. 2 (Fall 2008): 1-16.


(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.


2. Invited Review Articles


3. Nonreferred Journals/Articles/Essays

“From the Editor, JAEH . . . ,” The Immigration and Ethnic History Society Newsletter, 41, no. 2 (November 2009): 3, 10
H. Book/Media Reviews Published

1. Academic Journals

- Review of Mary Patrice Erdmans, *Opposite Poles: Immigrants and Ethnics in*


Review of Jeanie Wilke, Poletown: Community Betrayed (Urbana: University...


Review of Glenn C. Altschuler, Race, Ethnicity, and Class in American Social


2. Magazines/Newspapers


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


"The Home Show: Objects For and About the Home," The Center Galleries, Center for Creative Studies, Detroit, Michigan (June 1992).


Urbanology Exhibition, Sarkis Gallery, Center for Creative Studies, Detroit, Michigan (June 1989).

3. Not Refereed

"Urban Interiors," Wayne State University, Purdy/Kresge Library, Detroit, Michigan (September 6-October 31, 1989)

K. Instructional Material Formally Published

3. Other Published Materials


L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

"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)


"Quo Vadis Polonia?" American Council of Polish Cultural Clubs National Convention, Eastern Michigan University, Ypsilanti, Michigan (July 31, 1987).


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)


M. Invited Seminars or Lectures Presented in Last Five Years

External


"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)


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)


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).


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).


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 6, 2011).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 7, 2010).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 14, 2010).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 8, 2009).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 4, 2008).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 10, 2008).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 6, 2007).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 7, 2006).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 12, 2006).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 8, 2005).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 9, 2004).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 5, 2002).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 10, 2002).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 6, 2001).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 7, 2000).
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, PSC 2700: Introduction to Canadian Studies, Wayne State University, Detroit, Michigan (September 24, 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).


"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)


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)


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)
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 (2001-14)
Executive Committee, Department of History, Wayne State University (2012-14)
Budget Committee, Department of History, Wayne State University (2012-14)
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).
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).
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).
Humanist Grant-in-Aid Selection Committee, College of Liberal Arts, Wayne State University (1989-90).
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).
Ethnic Heritage Planning Committee, College of Liberal Arts, Wayne State University (1983-86).
Ad Hoc Committee, Labor History Symposium, Wayne State University (1985).
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)
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.

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 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, "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.  
Consultant, Labor Studies Center, Institute of Labor and Industrial Relations, Wayne State University, 1983.  

G. Journal/Editorial Activity

1. Editorships

Editor, Journal of American Ethnic History (Fall 2004-present)  
Guest co-editor, Can Editor, “Photos and Notes by Bruce Harkness,”  
Canadian Migration in the Great Lakes Region, special issue of  
Mid-America 80, no. 3 (Fall 1998).  
Editorial Board Memberships

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 Colombia (November 1, 2012)


Chair, Morning Session, Twenty-First Annual Wayne-Windsor Canadian Studies Symposium, University of Windsor, Windsor, Ontario (March 31, 2011)


Chair, “Housing and Banking Regulation: Lessons from Canada,” Twentieth Annual Wayne-Windsor Canadian Studies Symposium, Wayne State University, Detroit, Michigan (March 25, 2010)


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, "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, 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)
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)
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)
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
Chair, "Ethnicity: Workplace Relations and Union Leadership," Tenth Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 21, 1988).
Chair, "Ethnicity and the CIO," Seventh Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 25, 1985).
Chair, "The `New' Immigration at the Turn of the Century: Case Studies," Social Science History Association Meeting, Toronto, Ontario (October 26, 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).

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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 Polities 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, 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, "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 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, Altamira Books (Sage) (Summer 1997).
Reader, Northern Illinois University Press (Spring 1996).

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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, Journal of Southern History (Hall 2003)
Prentice Hall/Pearson Education (chapter) (Fall 2000)
Referee, Oral History Review (Summer 1997).
Referee, Social Science History (Fall 1996).

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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. Chinea
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):
Johns Hopkins University, Baltimore, MD, Slavery and the Atlantic Plantation Complex: 1450-1890, led by Dr. Philip D. Curtin, Summer 1995.

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signature: _______________________________________________________ 11/26/14
FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:

Assistant Professor, Minnesota State University, Mankato, MN, 1991-199 (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):


**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 Sate 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


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).


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)


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).


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.


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.


**PUBLICATIONS**

**Scholarly Book Published: Authored**


**Chapters Authored:**


Chinea, Jorge L.
Center for Latino & Latin American Studies
PAYE 8 of 19

Chapters Co-authored


Editorial Work


Editorial Committee, *Agua y Territorio (Water and Landscape)*, a bi-annual journal published by the Universidad de Jaén, Jaén, Spain, 2013-present.


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


Book Reviews in Academic Journals


**Book Reviews in Magazines/Newspapers/Online Venues**


**Non-refereed Newspaper Articles**


**Papers Presented**

*-Invited and/or Refereed Internationally or Nationally*


“Confronting the Crisis of the Puerto Rican Slave-Based Plantation System: Bureaucratic Proposals for Agricultural Modernisation, Diversification, and Free Labour, c. 1846-1852.”


-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.


-Invited Seminars or Lectures Presented in Last Five Years


“Hispanic Heritage Month: ‘Embracing the Fierce Urgency of Now,’” keynote address, Drug Enforcement Administration, Detroit, MI, October 16, 2009.


“Barriers to the Education of Minorities,” Luncheon address, The Urban Minority Alcoholism & Drug Abuse Outreach Program, Toledo, Ohio, August 14, 2008.


**Contributions as Chair, Moderator, Commentator, Panelist, Organizer**


Panelist, “A Nation of Strangers: The Economics of Immigration and Innovation,” *Global Village Week Program*, Lawrence Technological University, Southfield, MI, August 19, 2013.


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.


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


Consultant, American Social History Project, Mott Foundation, 2012-present


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


Media


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.


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.


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


"Las élites en el noreste de la Nueva España" in *Círculos 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 Tórales Pacheco, (Amsterdam, 1988), 186-205.

C. Journal Articles Published

1. Refereed Journals


"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


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)).


Implications of a North American Free Trade Region: Multidisciplinary Perspectives. Ed. by Joseph A. McKinney and M. Rebecca Sharples (Waco, 1992) together with


E. Instructional Materials Formally Published

1. Study Guides/Laboratory Workbooks


F. Papers Presented

1. Invited and/or Refereed Internationally or Nationally


"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.


“Las raises coloniales del regionalismo del noreste de México,” Conferencia annual sobre la historia de Saltillo y el noreste.


"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.


"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.


"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.


"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.


"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.


"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.


"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


"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


"How to Survive Grad School," sponsored by the History Graduate Student Association,
WSU, Monday, April 28, 2011.


Discussion Leader, "Talk-Back" after the play "Vanished" on the impact of immigration policies, Matrix Theatre, March 26, 2010.


"Immigrant Rights are American Rights," The Meer Shabbat Forum, September 27, 2008.


Taped commentary on Diego Rivera Murals at DIA for permanent museum visitor audio-kit, 2007


"We Must Stop the Nativism before the Situation gets Worse," Michigan Coalition Human Rights, St. Peter's Episcopal Church, February 7, 2007.


"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.


H. Other Scholarly Work


I. Other Conference Participations


______________________________________________________________________________

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.
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.


F. Public Issues Publications


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:

signature: ______________________________  José Cuello  10-30-14
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.
• Taped commentary on Diego Rivera Murals at DIA for permanent museum visitor audio-kit, 2007
NAME: Elizabeth Victoria Faue

Office Address: 3094 Faculty Admin. Bldg.

Telephone No.: 313/577-2525

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 September 18, 2014
Signature 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

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<td>History 1050</td>
<td>American Civilization since 1945</td>
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<td>History 2050</td>
<td>United States History since 1877</td>
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<td>History 5070</td>
<td>United States History since 1945</td>
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<td>History 5251</td>
<td>History of Feminism</td>
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<td>History 5290</td>
<td>United States Labor History</td>
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<td>History 5996</td>
<td>Capstone: Majors</td>
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<td>Economics 5490</td>
<td>United States Labor History</td>
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2. Graduate

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<th>Course</th>
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<tr>
<td>History 7070</td>
<td>United States History since 1945</td>
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<td>History 7251</td>
<td>History of Feminism</td>
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<td>Methods and Research in History</td>
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<td>History 8030</td>
<td>Modern American History Seminar</td>
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<tr>
<td>History 8060</td>
<td>North American Labor History Seminar</td>
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</table>
D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year


Stephen Freund, PhD, “Keeping the Promises of Repeal: Drinking and Working in California’s Post-Prohibition Public Drinking Establishments,” (Fall 2006).


Andrew J. Hnatow, M.A., "Visions of the New Left: Organized Labor, the Port Huron Statement, and the Making of SDS," (Fall 2014).


Amanda Lauren Walter, M.A., “Becoming a Priority: Unionizing University Clerical Workers through SEIU District 925 (Spring 2013).


Wendy Baeckeroort, M.A., “Behind the Front Lines: An Examination of Mary Heaton Vorse, 1914-1919,” (Fall 2004).


Theresa Doss, M.A., “Housewives on Parallel Roads: The Detroit Housewives League and UAW-CIO Women’s Auxiliary” (Fall 2000).


Amy Sara Clark, M.A., "Crossing the Lines: Public Response to Female Soldiers and Spies during the American Civil War," (Fall 1995).


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.


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).


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.


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).


Gabriel Kikas, M.A., “Brook Farm and the Practice of Citizenship,” (Fall 2008).


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, 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 McGlinn

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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


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.


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
III. PUBLICATION

A. Scholarly Books Published

1. Authored


B. Chapters/Essays Published

1. Authored


C. Editorships of Books/Proceedings/Special Issues


D. Journal Articles Published

1. Refereed Journals


“Labor History on the Line,” Reviews in American History 31 (March 2003), 80-86.


"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


"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


G. Miscellaneous Publications

“Veterans Day and the Debt We Owe” Detroit News, November 11, 2012 online.


“Declaring Submission to Wrong is Not Patriotism, Local Telephone Workers Went on Strike in 1918,” Minneapolis Labor Review, April 19, 2007, 7-8.


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. Steven High and David W. Lewis, Corporate Wasteland: The Landscape and Memory of Deindustrialization. Labour History 98 (May 2010), 262-263.


2. In Magazines/Newspapers/Online Journals


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.


“Rethinking U.S. Labor History: Methods,” Social Science History Association, Boston, November 18, 2011.


“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


“’Everybody Lies’: The Politics of Maids and Money,” Humanities Center, Wayne State University, April 17, 2013.


N. Other Scholarly Work in Past Five Years

Roundtable, Elizabeth Tandy Shermer, Sunbelt Capitalism, Social Science History Association, November 2013.


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
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, 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
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
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
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
Promotion and Tenure Committee, College of Liberal Arts and Sciences, 2006-2009 (elected; ineligible 2007-2009)
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
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

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.
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-

Manuscript Reviews


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


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: Liette Gidlow
DATE PREPARED: 3/20/07
DATE REVISED: 9/21/14

OFFICE ADDRESS:
3103 FAB

HOME ADDRESS:

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

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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)
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)
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.
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)
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)

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)


Melly Scofield, Ph.D., “Assumptions of Authority: The White House, the City, and Capital Society, 1801-1831,” 2014 (member)


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)


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.


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


2. Co-Authored


B. Chapters Published

1. Authored


2. Co-Authored

C. Editorships of Books/Proceedings


D. Journal Articles Published

1. Refereed Journals

"Delegitimizing Democracy: 'Civic Slackers,' the Cultural Turn, and the Possibilities of Politics."
2. Invited Review Articles


3. Nonrefereed Journals


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


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, “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)


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."
Chair, organizer, and panelist, "Roundtable Discussion: Election 2004." Social Science History Association, Chicago, IL, November 2004.
"The State and Religious Transformations." Chair and commentator for this panel at the National Conference on Policy History, Bowling Green, OH, June 2000.

2. Invited and/or Refereed Locally/Regionally

K. Invited Seminars or Lectures Presented in Last Five Years


L. Other Scholarly Work


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


2. Testimony before Public Bodies

3. Consulting to Public Agencies, Foundations, Professional Associations


4. 

5. Consulting to Private Enterprises


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


E. Journal Articles in Press


F. Encyclopedia Articles


H. Book Reviews Published


L. Papers Presented

1. Invited and/or Refereed International/Nationally

“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.


“Occupational Histories and Life on the Road in the Gold Coast/Ghana”, Canadian Association of African Studies, Quebec City, Canada, May 2012


“Steering the Fortunes of the Ga Shifimo Kpee: Drivers, Nationalism and the Writing of History”, African Studies Association Annual Meeting, San Francisco, November 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


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.


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:
   c. Africa Today (2012)
   d. International Labor and Working Class History (2014)

2. Organizer of Sessions at Professional Society Meetings
   b. North American Labor History Conference 2013
   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, Universitat Freiburg, Freiburg Germany, 1995-96
Four-Year Departmental Fellowship, UCLA, 1993-97
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
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”

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

signature: _______________________________________________________ 11/26/14
III. PUBLICATION

A. Scholarly Books Published

1. Authored


2. Co-Authored

B. Chapters Published

1. Authored


2. Co-Authored
C. Editorships of Books/Proceedings

D. Journal Articles Published

1. Refereed Journals


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


“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”


signature: ____________________________________________              11/26/14
G. Encyclopedia or Dictionary Entries


H. Book Reviews Published

1. Academic Journals


*Journal of Interdisciplinary History* 41, 1 (Summer, 2010), pp. 131-132; Charlemagne: The Formation of a European Identity (Cambridge, 2008)


*Central European History* 40, 4 (December 2007), pp 721-722: Reading in Medieval St. Gall by Anna Grotans (Cambridge, 2006)


Speculum 76, 4 (October, 2001), pp. 1085-1086: Der Einfluss der Sarmaten auf die Germanen, by Urs Muller


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


“Institutionalizing Kinship: Monasteries and Families in Early Medieval Europe,” 8th European Social Science History Conference, Gent, Belgium (April 13-16, 2010)


“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


“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


“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


“Back to the Future for a Precariable 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


2. Invited and/or Refereed Locally/Regionally


M. Other Conference Participation


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)
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)  
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
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 Albero 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
NAME: Marc W. Kruman

DATE PREPARED: 11-02-84
DATE REVISED: 11-26-14

OFFICE ADDRESS: 3089 Fac Admin Bldg
OFFICE PHONE: (313) 577-2592

DEPARTMENT/COLLEGE: History/Liberal Arts

PRESENT RANK & DATE OF RANK: Professor, 1995

WSU APPOINTMENT HISTORY:

<table>
<thead>
<tr>
<th>Year Appointed/Rank</th>
<th>1975/Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Awarded Tenure</td>
<td>1982</td>
</tr>
<tr>
<td>Year Promoted to Associate Professor</td>
<td>1984</td>
</tr>
<tr>
<td>Year Promoted to Professor</td>
<td>1995</td>
</tr>
</tbody>
</table>

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


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


2. Co-Authored

B. Chapters Published

1. Authored


2. Co-Authored

C. Editorships of Books


D. Journal Articles Published

1. Refereed Journals


2. Invited Review Articles


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

Greg Cantrell, The Limits of Southern Dissent, in *Georgia Historical Quarterly* (1994)


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2. Magazines/Newspapers

349

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


"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.


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.


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
“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.
“Reconstruction,” Flint Public Library, June, 1991
“The Coming of the Civil War,” Flint Public Library, April 8, 1991

N. Other Scholarly Work

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:
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
Undergraduate Committee, 1982-1985
Honors Committee, 1983-1985

4. College/Department Committee Membership

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


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
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 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)


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)


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


University Research Council Grant, Appalachian State University, June 2001


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


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.


C. Journal Articles Published

1. Refereed Journals


D. Book Reviews Published

1. Academic Journals


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 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)


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 and Guilds: Re-evaluating the Patriarchal Character of Corporate Work,”

“Inheritance, Wealth and Marriage in Early Modern Paris,” American Society for Legal History, Austin, TX, October 2004


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


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)


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

University of Lubumbashi/DRC
  B.A., Faculté des Lettres, Department of History.
  M.A., Faculté des Lettres, Department of History.
  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,

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-Pepra, “Robust Peacekeeping? Confronting the Failures of Traditional Peacekeeping
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
Scholarship

Publications

Presentations

- “Colonialism, Nicknaming and the Collective Memory,” Department of History Colloquium, Wayne State University, Detroit, September 2006.
“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


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.
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.
“Introduction to African History,” Detroit High Schools (Wayne State University), Fall, 1994.

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:
3151 Faculty Administrative Bldg
Detroit, MI 48202
Email: ad5221@wayne.edu

HOME ADDRESS:
5851 Crystal Lake DR
Romulus, MI 48174
Telephone: (734) 467-6094

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.

CITIZEN OF: USA

EDUCATION

High School: Institut du Sacré-Coeur, Kisangani, DRC

Universities:
University of Minnesota, Twin-Cities
Université de Lubumbashi/DRC
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

<table>
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<th>Term</th>
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Ph.D. Reader

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


Teaching Awards
College of Liberal Arts Teaching Award, 1998

RESEARCH

Publications

A. Scholarly Books Published

1 Authored


B. Chapters Published

1. Authored


Journal Articles Published

Refereed Journals


Papers Presented

**Invited and/or Refereed Internationally or Nationally**


Invited and/or Refereed Locally/Regionally
“Colonialism, Nicknaming and the Collective Memory,” Department of History Colloquium, Wayne State University, Detroit, September 2006.
“Colonialism and Social Clichés in the Belgian Congo,” Consortium- Oakland University, University of Michigan-Dearborn and Wayne State University, Oakland University, 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.

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
“Introduction to African History,” Detroit High Schools (Wayne State University), Fall, 1994.

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:
3095 Faculty/Administration Building

OFFICE PHONE: 313/577-2725
[Department office]

HOME ADDRESS:

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:
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
James Quain, “Japan’s Incursion into Manchura,” 2014
Andrew Kauffman, “The Rise of Mitsui: Jouzu or Just Lucky?” 2013
Chelsea Miller, “Teenage Girls Developing Identity with Shoujo Manga,” 2013
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
Caren Bales, “Feminism in Japan,” 2006

Reader for MA thesis:

Moderator for MA defense:
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


2. Co-Authored

B. Chapters Published

1. Authored


2. Co-Authored

C. Editorships of Books/Proceedings

D. Journal Articles Published

1. Refereed Journals


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


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

“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.


“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


“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.


“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.


“In the Name of Reform: Christians and Buddhists in the Meiji Period.” Center for Japanese Studies Noon Lecture Series, University of Michigan, January 2005.


“‘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.


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.


“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.


“Japan’s Conflicts with the West: From the Russo-Japanese War to Today.” SOAR, Wayne State University, April 2010.


N. Other Scholarly Work

Comments. Annual Meeting of the North American Labor History Conference, Wayne State University, October 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

   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;
   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

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


   (Theme:“Hungarian Jewry and Polish Jewry in Comparative Perspective”)

D. Journal Articles Published


“Searching for Catholic Israel in Focsani: Solomon Schechter’s Childhood in Romania” Studies in Jewish Civilization 16 (2005) 313-328


“Traversing the Rupture of Trianon: Anti-Semitism and the Holocaust in Hungary?”


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


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
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


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 Darkar, Senegal and Detroit, Michigan,” Fall 2012.

   Member of Committee:
   Neam Zalzala, 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


B. Chapters Published

1. Authored


C. Editorships of Books/Proceedings


D. Journal Articles Published

1. Refereed Journals


"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.


"Reply to Harbers and De Vries," *Social Epistemology*, 7 (2), 1993, 209-211.


2. Invited Review Articles

3. Nonrefereed Journals


H. Book Reviews Published

1. Academic Journals


L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally


"How the West was Won ... Starting in Ireland," Humanities Center, Wayne State University, December 9, 2004.


“Surveying and the Cromwellian Reconquest of Ireland,” Society for the History of Technology annual meeting, Toronto, Canada, October 18, 2002.


"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.


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.


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


G. Journal/Editorial Activity

1. Editorships


Managing Editor, Technoscience, Newsletter of the Society for Social Studies of Science, 1990.

H. Other Professionally Related Service


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

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:

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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

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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:

*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
II.  RESEARCH

A.  Research in Progress, Not Funded


B.  Funded Research in Last Five Years


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

*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


2. Co-Authored


C. Editorships of Books/Proceedings


D. Journal Articles Published

1. Refereed Journals


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

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


“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.


“‘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.


“‘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.


“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.


“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.


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

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
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: Danielle McGuire  
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: 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.


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: 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.


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.


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

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


B. Chapters Published

1. Authored


C. Editorships of Books


D. Journal Articles Published

1. Refereed Journals


Reprinted in:

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)
K. Instructional Materials Formally Published

3. Other Published Materials

   (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/


L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally
(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.


(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.


(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


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: Sexual 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
14. Sophia University, Tokyo, Japan, June 7, 2012
15. Doshisha University, Kyoto, Japan, June 4, 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
23. Oakland Community College, Royal Oak, MI March 20, 2012
25. Emory University, Atlanta, GA, February 29, 2012
27. El Shaddai Missionary Baptist Church, Detroit, MI February 26, 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
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
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
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
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
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, “1968: The Year that Changed Everything,” Adult Learning Institute, Detroit, MI, October 3, 2013


5. Invited Speaker, “Breaking Down Barriers to Positive Race Relations,” Our Lady of Fatima Church, Oak Park, MI May 5, 2012


7. Invited speaker, “Black Women and the Civil Rights Movement,” Martin Luther King Day Luncheon, Fellowship Chapel Church, January 12, 2012


15. Invited speaker, “Rosa Parks, the Radical,” University Liggett School, Grosse Point Woods, MI, January 27, 2011


N. Other Scholarly Work

1. Manuscript reviewer, University of Illinois Press, September 2013

2. Manuscript reviewer, University Press of Kentucky, March 2013


4. Manuscript reviewer, Left Review, October 2012

5. Manuscript Reviewer, Southern Cultures, March 2012


7. Manuscript reviewer, Signs: Journal of Women in Culture and Society, November 2011

8. Manuscript reviewer, University of Virginia Press, September 2011


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
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
3. Member, Executive Council, Association of Southern Women Historians, 2006-2007
4. 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
Marc Steiner Show, (Baltimore), August 3, 2011
British Broadcast Corporation, August 3, 2011

WEUPTalk (Huntsville, AL), May 19, 2011
WEUPTalk (Huntsville, AL), March 21, 2011
“Craig Fahle Show,” WDET, Detroit, March 17, 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, 011
WVON (Chicago) January 26, 2011
WILL (Illinois Public Radio), January 11, 2011
WellWoman Radio, November 17, 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
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

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


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: Tracy Neumann

11/26/14
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)
   (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**


**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)

**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
   (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
   (k) “‘More than a Lunchbucket Town’: Planning Postindustrial Cities in North America,” European Association for Urban History biennial conference, Ghent, 2010

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
   (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

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
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)

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):
[Not administrative appointments; see below.]

Harvard University, Lecturer, Dept. of Social Studies (Sept. 2000 – June 2001)
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)
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 State 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

   2011 (2nd reader)

   Christoph Schissel, 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 Frmr 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

“German Reactions to Post-Holocaust Genocide since 1945” (current project)

B. Funded Research 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:


B. Chapters Published


“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.


“Revolution and Reciprocity: Transatlantic Relations during the Baroque Era”, in The Glory of Baroque Dresden (Hirmer Verlag, 2004), 15-16.


C. Editorships of Books/Proceedings


D. Journal Articles Published

1. Refereed Journals


   “Courting China, Condemning China: East and West German Reactions to Beijing’s Role in the Cambodian Genocide,” *German History* (in press).

   “Triumphant History and Totalitarian Theory,” *RARITAN* (Spring 2014): 141-156.


2. Invited Review Articles


3. Nonrefereed Journals


   “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).


A. Abstracts Published in Academic Journals

B. Book Reviews Published

Academic Journals


Silke Satjukow, *Befreiung? Die Ostdeutschen und 1945* (Leipziger Univer-


1. Magazines/Newspapers

Papers Presented
Invited and/or Refereed Internationally or Nationally:


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.


“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.


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.

Public lecture and debate at the Centre for German Studies, University of Waterloo, Canada, March 2011.


“‘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.


“A Holocaust Like the Others?” German Reactions to Non-German Genocides since 1945”. American Academy, Berlin, Germany, June 2008.

“Family Values and Adultery in the German Democratic Republic”. Delivered at the University of Erfurt, Germany, May 2008.


“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.


“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.


“‘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.


“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


“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.


“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.

. 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 Oversite 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)

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)

   Department:

   Executive  2012-13
   Personnel  2009, 2012-13
   Graduate  2009-10, 2011-12, 2012-13, 2013-15
   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, 20\textsuperscript{th} - and 21\textsuperscript{st}-century History, German Studies Association Annual Conference (2008-2010)

G. Journal/Editorial Activity

1. Editorships


2. Editorial Board Memberships


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
Wayne State University
Professional Record

NAME: **Aaron Benyamin Retish**  DATE PREPARED: April 1, 2004
DATE REVISED: September 19, 2014

OFFICE ADDRESS: 3107 FAB,
Department of History
Wayne State University, Detroit MI 48202

OFFICE PHONE: 313-577-6509

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: ____________________________ 11/26/14
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 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 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 8225 (Readings in Modern European History): Fall 2011

   "463"
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),
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.


B. Funded Research in Last Five Years


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

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


B. Chapters Published

1. Authored

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


“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).


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.


K. Instructional Materials Formally Published

3. Other Published Materials


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


“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


“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


“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


“Soviets against the Bolsheviks: The Izhevsk Revolt of 1918,” American Association for the Advancement of Slavic Studies national convention, Boston, MA, November 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


Roundtable participant, “Academic Job Searches: Tales from the Trenches,” American Association for the Advancement of Slavic Studies national convention, New Orleans,
November 2007.


Roundtable participant on panel “‘Myths’ Written about the Russian Peasantry,” American Association for the Advancement of Slavic Studies national convention, Washington, DC, November 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.


“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


“Interactive Lecturer—How can you engage students in your lecture?” Wayne State University GTA orientation, August 2008.


“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.


“Contesting Hegemony: Peasant and State Relations During Russia's Civil War, 1918-21,” Wayne State University Humanities Center Colloquium, Detroit, MI, March 2005.


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
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


“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

“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
Name: Marsha Leigh Richmond

Office Address: Telephone: 734-277-2421
3163 F/AB
656 West Kirby
Detroit, MI 48202
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

Appointments at Other Institutions:

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:
  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:

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:**


**Master's Theses Committees in the last 5 years:**

Angelina Meadows Kreger, “PBB: Five Years of Frustration, Devastation, and Death” (April 2012)

**Doctoral Committees in the last 5 years:**

Josiah Rector, “Bodies on the Line: Social Movements, the State, and the Politics of Pollution in Detroit, 1910-2010” (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:**


**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-Prese, 1996.
A. Editorships of books (cont.)


B. Editorships of books (in progress)


C. Chapters published


D. Chapters (under consideration)

E. Journal articles published


F. Journal Articles (in press)


G. Journal Articles (submitted)


H. Biographical Articles / Newsletter Articles / Articles in Popular Magazines


I. Articles published on the Internet


J. Book reviews


K. Papers presented in the past five years


K. Papers presented in the past five years (cont.)


“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.


“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.


“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.


“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.


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.)

M. Invited lectures presented in the last five years (regional and local)
   Charlotte Perkins Gilbert and Late 19th c. Women’s History, NIH Traveling Exhibition, November 2013.
   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
   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
E. **Grant Reviews:** National Science Foundation: Science and Technology Studies Program: October 2011; May 2011.


G. **Tenure and Promotion Reviews:** University of New Mexico, 2013; DePaul University, 2012; Yeshiva University, Israel, 2010.
CURRICULUM VITAE

NAME
Sandra Frances VanBurkleo

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Dept. of History, 3094 FAB
Detroit, MI 48202

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Office FAX No. 313-577-6987     E-Mail Address ad5235@wayne.edu

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:
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.
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).
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 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).
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


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


“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”).


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.


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


In Melvin Urofsky, ed., Biographical Dictionary of U. S. Supreme Court Justices (Garland Press, 1994), reissued in 2002 and several more times:
  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.
  Chief Justice John Jay, pp. 446-447.
  Associate Justice Thomas Johnson, pp. 448-449.
  Associate Justice William Johnson, pp. 449-450.
  [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.
  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


**Book Reviews (Partial List)**


**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).


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).


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.


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.


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.


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.


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].


Presenter, "Republicanism versus the 'Commercial Spirit': The Debate in Kentucky after 1818," Society for Historians of the Early American Republic, Indianapolis, IN, July 1984.


**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).

Seminars, Lectures, and Meeting Organization


Conference Organizer, 3rd Annual WSU Conference for Pre-Collegiate Teachers, Dec. 5-6, 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.


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.


Keynote Speaker, AAUW Joint Legislative Day, Lansing, MI, March 21, 1991 ("Sameness or Difference? The Women's Rights Agenda, Past and Present").


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).


Appearances on Channel 50 and WJR Radio, Detroit, July 4, 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.


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 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
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.
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.
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 n the 19th century (2008, winner of
Student Essay Prize, Michigan Historical Review, 2006 – now in advanced law program at
University of Michigan).
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).
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.
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, Louisana.

2010-11 GRADUATE ADVISING LOAD: 7 students (2 Ph.D., 1 JD/MA, 4 M.A.).

At Other Universities:

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).

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 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).
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).
Professional and Graduate Scholarship Committee (1990-92).

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).
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).
History Teaching Alliance Committee (chair, 1986-89) – funding, AHA and Ford Family Fund.
North Amer. Labor History Committee (1983-87).
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**


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 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 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.
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 State 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
   - Beth N. Fowler, “Deliver Me from the Days of Old” (F14)

2. MA Theses & Essays

3. Undergraduate Honors Theses
   - Scott Jankowski, Undergraduate Honors Thesis, Disabled Civil War Union Veterans (W12)
   - 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)**


**II. RESEARCH**
A. Research in Progress


3. Book Manuscript, After the Lynching Show: Without Sanctuary and American Collective Memory


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*

III. PUBLICATION

A. Scholarly Books Published

   1. Authored
       

B. Chapters Published

   1.

C. Editorships of Books/Proceedings

D. Journal Articles Published

   1. Refereed Journals
       

       (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


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


M. Papers Presented

1. Invited and/or Refereed Internationally or Nationally


(b) Through the Veil of Racial Violence—Annual Meeting of the American Historical Association, New Orleans, L.A. 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


(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
Conferece, 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


(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


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


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)


3. Program Committee for Annual Meeting—SHGAPE (2012)


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
   (b) Wayne State University Press Editorial Board, 2012-2015

3. Related Positions
   (a) WSU Press Board Development Committee 2014

H. Other Professionally Related Service


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)


10. Faculty-Student Lunch, iStart: New Student Days (2009)


V. ADVISEES

A. Graduate Students

1. Ph.D.

   (a) David P. Hopkins, Jr. (chair, 2012-present): Dissertations 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:
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: _____________